Journal of Humanities and Social Sciences Researches (JHSSR)

ISSN: 2958-3160 (Online)

The Effect of Strategic Planning on Developing EFL Preparatory School Pupils' Reading Skill

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Received: 11/09/2022 Accepted:16/06/2023

Abstract

The study aims at investigating the effect of using strategic planning on developing EFL Preparatory school pupil's reading skill. This study is hypothesized that there is no statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in post reading test and there is no statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in post reading test. The sample of this study consists of (60) pupils who have been chosen from Fourth scientific grade (biological branch) at Al-Bayan Preparatory School for Girls. (30) pupils have been chosen to be the experimental group, and (30) pupils have been chosen to be the control group, in the academic year (2021 -2022). Both groups have been equalized in such variables from educational level of parent, English scores in previous schooling year, and the pre-test of both groups. The data collecting from results of the post-test have been analyzed statistically by using T- test of two independent samples and paired samples formula. The results explain that there is a statistically significant difference in the mean scores of the experimental group who is taught according to strategic planning and the control group who is taught by using the conventional method. Based on the obtained results and conclusions in this study, suitable suggestions for further studies are put forward.

Keywords: Strategic Planning, EFL, School, Reading Skill

1. Introduction

1.1 The Problem of the study

The basic goal of English instruction is to improve students' proficiency in the language. Students must be self-reliant, autonomous, and able to manage their own learning processes, but it is obvious that certain students need guidance, support, and specialized aid in order to accomplish their academic responsibilities. Teachers offer such students with unique opportunities, and they prosper as a result, they show. To excel in their studies, students must develop a variety of talents in addition to their language proficiency. Since reading is sometimes taught separately and independently by certain English instructors, EFL students in particular do not make use of their skills in either subject to enhance their overall literacy acquisition. Sadly, while arranging reading activities, their potential to promote thinking and learning is often underutilized (Liddicoat, 2007).

DOI: 10.33687/jhssr.002.03.000122

Reading is seen as being crucial as one of the receptive skills. It is a sophisticated system of mental operations that includes all forms of problem-solving, evaluation, and judgment (Hoover and Gough, 1990:127). Ismini (2003:516) further demonstrates that reading materials written in other languages is seen as difficult, and that this difficulty may be brought on by restricted vocabulary, trouble understanding the content, and inability to grasp the text. People who participate in reading require tools to assist them grasp the material since comprehension is a thinking, creative, and multidimensional activity. Understanding a task, recognizing textual signals, making sense of what they read, and responding appropriately when they don't comprehend are all shown through reading comprehension skills (Block,1986:465). According to Taylor (2007:77), comprehension reading strategies are the literacy techniques readers utilize before, during, and after reading in order to improve text comprehension. Studies on reading in a second or foreign language have repeatedly shown the value of reading methods in improving language pupils' reading comprehension abilities. Reading methods may be taught to students, and teaching in reading techniques can help all students, it has been shown (Zare and Nooreen, 2011). Additionally, when students often collaborate with the same instructor, they are more likely to feel confident, which motivates them to do better. On the other hand, when facilitators have a variety of approaches, accents, and methods of assessment, having a diverse instructor gives them a diversified view on their performance. Therefore, students must enhance their talents and build their literacy skills, such as the capacity to grasp a question and to communicate a concept clearly (Liddicoat, 2007:17).

1.2 Aim of the study

The study aims at investigating the effect of strategic planning on developing EFL Preparatory school pupil's reading skill.

1.3 Hypotheses of the Study

1. There is no statistically significant difference between the mean scores of the experimental group who is taught by strategic planning and the control group who is taught by conventional strategy in post reading test.
2. There is no statistically significant difference among mean scores of the experimental group in post 1&2 reading tests.

1.4 Limits of the study

The current study is limited to:

1. Al-Bayan Preparatory School for Girls.
2. Fourth class preparatory pupils
3. The academic year (2021 -2022).
4. Material: Units (1-2) in English for Iraq textbook.
5. Model of the study: Goodman's (1971) model of reading is adopted in this study.

1.5 The Values of the Study

The current study is taught to be beneficial to:

1. The pupils who have an important role in new learning methodologies by developing their skills in reading comprehension.

DOI: 10.33687/jhssr.002.03.000122

2. This study is expected to develop curriculum design especially literary skills by inserting the effects of strategic planning in pupils' textbook academic achievement and motivation in EFL pupils.
3. Teachers with guidelines for implementing the strategic planning to increase their awareness about the challenges that teachers and pupils may face while teaching literary skills. Furthermore, it will lead to practical recommendations for the Ministry of Education and teachers to improve the educational setting.

1.6 Procedures of the study

The following procedures are used by the studyer to fulfill this study as:

1. A sample of fourth-class pupils will be chosen, one is for the experimental group and the other is for the control group. Both of them are equalized in age, and parents' level of education.
2. The experimental group will be taught by using strategic planning, while the other group will be taught by using conventional method which depends on recognition, imitation, production, and giving lectures.
3. Both experimental group and control group will be subjected to a pre- test and post-test to find out the effect of the experiment on the pupils' literacy.

1.7 Definitions of the Basic Terms

1. **Effect:** The impact of a controlled experimental element on a specific group for a volume that changes competence in either a favorable or negative way (Good, 1959:195).

2. **Strategic planning:** The literature has a number of overlapping and similar definitions of strategic planning. The focus on a methodical, step-by-step approach to strategy formulation is the most prevalent. (Wendel, 1997).

   Sangarun (2001) defines strategy as the planning which frees pupils from real-time communicative stress

   Schendel and Hofer (1979) describe strategic planning as a series of logical steps which are followed to achieve better learning accomplishment.

3. **Reading skill:** Reading is seen as a creative and constructive activity with four unique and essential characteristics: it is deliberate, selective, anticipatory, and comprehension-based. In all of these situations, the reader must obviously exert control.. (Smith, 2004).

2.Theoretical Background

2.1 The Concept of Strategic Planning

Prior to beginning an activity, there is a kind of pre-task preparation called strategic planning. This differs from practice, which entails repeating of the activity, with the first attempt at the task being considered as a warm-up for a subsequent performance. Unguided strategic planning, in which students are allowed to choose their own paths when preparing a work, has both theoretical and practical benefits. It includes students in task preparation by having them consider what information to keep and how to deliver this knowledge. In contrast, guided planning gives students clear instructions on what and how to plan. In this case, they may be told to focus on linguistic form, meaning, or both. (Ellis, 2005).

Unguided strategic planning is a key variable in this study and is operationally defined as a pre-task preparation phase when EFL students are free to decide what information to encode and how to present it. However, they don't provide any advice on what to say or how to say it.

Furthermore, Strategic Planning, according to Oxford (1990), is a set of actions that the student does to facilitate and accelerate learning. These strategies increase learning's adaptability to different or novel situations while also making it more enjoyable, efficient, and self-directed. Learning strategies, in the opinion of O'Malley and Chamot (1990), serve the twin purposes of improving the learning process and affecting students' motivation. Contrarily, it's important to remember that comparable strategies may have the same positive effects on learning when used subconsciously.

Additionally, according to the kind of mental activity required, O'Malley and Chamot (1990) proposed that learning strategies may be divided into three categories. Cognitive methods include direct modification or transformation of the learning content and are intimately tied to individual teaching processes (O'Malley & Chamot, 1990, p. 8).

In this chain of ideas, the focus of this investigation is on metacognitive techniques. The terms "metacognition" and "metacognitive strategy" will be used separately to offer a more full explanation. According to Flavell, it is one's understanding of one's own processes and products, or anything associated with them (as stated in Rowsome, Lane, & Gordon, 2014, p. 152). Despite being succinct, this description essentially captures what metacognition is. The division of metacognition into metacognitive knowledge and metacognitive control and regulation is crucial to understand. One way to think about metacognitive methods is as a person's knowledge of their own memory, comprehension, and learning processes.

The implementation of metacognitive knowledge in the process of self-regulated learning, as stated by Schneider and Artelt (as cited in Handel et al., 2013: 45), is what structures metacognitive strategies. On the other hand, the actual and conscious regulation of the learning process occurs through planning, monitoring, and meta strategic activities. By organizing, overseeing, or assessing the effectiveness of a learning activity, this form of method aids students in becoming conscious of their learning process. They may also be used in a number of ways. By employing executive function or serious attention (focused on what you are doing), one may strategically plan a task (pay attention to certain pieces of information). Additionally, students may self-monitor their work by utilizing tools like self-questionnaires to assess the task's progress and the strategies they are using to make it better. (1990; O'Malley and Chamot).

Strategic Planning, according to Oxford (1990), requires moving beyond the cognitive component and giving students greater autonomy. As a result, each of the three categories of strategic planning approaches previously mentioned has its own special methodology. Focusing your learning includes practices like overviewing, making connections with previously acquired material, and paying attention, for instance. In addition, organizing, defining goals, and looking for practice opportunities are included in the planning and organization of your learning. Additionally, self-evaluation and self-monitoring are two options for gauging one's own growth. Strategic planning is a technique that enables students to mentally arrange the material of a forthcoming assignment and create communication strategies that support their future online performance (Ellis, 2005). By allocating time during strategic preparation, students may reduce the cognitive burden of the task during performance and write more complex phrases with more fluency and accuracy (Bygate & Samuda, 2005).

DOI: 10.33687/jhssr.002.03.000122

However, there are some uncertain issues when strategic planning is taken into account, such as how planning aids students throughout a lengthy learning course. Although the correlation between the impacts of students' performance on particular tasks and their longer length of learning time is not well understood, the influence of strategic planning on students' specific performance may be obvious. Pupils may be able to arrange a few lines in the first two or three minutes of their speech due to their limited working memory capacity, but they are unable to go much farther and map out much in depth. In other words, it's unclear how planning works as a construct or as a result (Ellis, 2005).

There has been a lot of study in recent years on many aspects of L2 students' task performance (Ellis, 2003). The majority of this study considered task design elements, implementation techniques, and potential effects on various language usage factors (Skehan, 1996). Currently, task planning is recognized as an implementation factor that has a consistent impact on L2 performance.

2.2 Strategic Planning in EFL Classes

Professional development attempts to enhance education by producing better teachers who are concerned about the advancement of their students. In order to learn from one another's experiences, teachers may switch roles with students and vice versa. Additionally, strategic planning may be described as a process that enhances instructors' knowledge and instructional practice while also enhancing student learning outcomes (Wei, 2009: 3). The effectiveness of teachers once they start this process is also a factor in strategic planning, in addition to the actions that help teachers become better. Activities that enhance a person's abilities, knowledge, competence, and other teaching attributes are what define strategic planning. Economic Cooperation and Development Organization Only by setting up clear goals can this be done. The notes state that instructors who wish to adopt strategic planning do so with a set of objectives in mind. These goals may be divided into several categories depending on where they are located, such as: to be aware of the latest knowledge available in their field of expertise (ibid). to promote the sharing of information and skills among educators, as well as to help ineffective teachers become more effective. These goals provide instructors a deeper understanding of growth, how their methods may be put into effect, and the many instruments that are accessible, such as courses, seminars, cooperation between schools or teachers, etc., to facilitate this process. It also proves that a cooperative group can do this.

According to Hammond (2009), strategic planning is more effective when it is oriented on concrete tasks for teachers, assessment, observation, and reflection rather than impersonal discussions. By concentrating on finishing each task, teachers may become more conscious of their own processes. the evaluation of the theoretical skills and knowledge that students will be required to show. Knowing whether or not his students are learning, the teacher gauges his achievement using class statistics. (Wei, 2009:7)

Depending on when the planning takes place, several forms of planning may be defined (Ellis, 2005, 2009). Strategic planning is a sort of pre-task planning that occurs before the activity is completed. This kind of planning differs from rehearsal, which involves repeating the activity with the initial performance being seen as a warm-up for a later performance. By deciding what information to encode and how to convey it, students are involved in the strategic planning process as they prepare to complete the job. According to Ellis (2005), this sort of planning may be divided into further categories that are both theoretically and practically significant. According to Ellis (2005), students are given free rein to develop a task in unguided strategic planning. On the other hand, with guided planning, students get detailed instructions on what and how to plan. They may be instructed to concentrate on linguistic form, meaning, or both in this situation. Unguided strategic planning, a significant variable in this study, was

operationally described as a kind of pre-task planning period when EFL students were permitted to determine what material to encode and how to present this information. But they didn't get any guidance on what to say or how to say it.

2.3 Reading Comprehension

Reading comprehension explains the way readers approach a task, the textual signals they pay attention to, how they interpret what they read logically, and what they do when they don't understand. Thus, there are two categories of tactics: cognitive strategies and metacognition procedures. Cognitive strategies provide the groundwork for understanding by giving the text meaning. These strategies use more actual learning materials (O'Malley, 1985)

It is the cognition of cognition, in other words. Good learning entails reflecting before, during, and after the educational process, claims Casanave (1988). To learn to learn, one has to practice self-monitoring. By giving feedback on how they finished a task, providing metacognitive learning, and providing frameworks, teachers should enable students to discuss and share their thinking processes. In order to check understanding, evaluate one's learning process, and take appropriate action, metacognitive tools are helpful.

Wade and Reynolds (1989:52) contend that cognitive and metacognitive strategies represent various but related processes that may and often do function simultaneously rather than being perceived as distinct, independent processes. The explicit teaching of reading techniques that will equip students with the abilities they need to become more proficient and strategic readers should be a requirement for teachers in every English program. The studyer of this project went back to the table of characteristics generated for teachers in the Distant Voyages edition while determining which strategies to present to the student and what to include in tutoring lessons. Proficient Reader Strategies and Behaviors are created by Trophies and Harcourt (2003). chart to help teachers choose specific reading strategies to use in the classroom and identify student actions during guided reading tutoring. The reading method that follows may be used for any subject.

2.4 Goodman's Model of Reading:

The idea that reading is a sequential activity requiring the precise identification of letters, words, spelling patterns, and large linguistic units is refuted by Goodman's definition of reading. The recognition of individual letters is the foundation of the phonics approach to reading. Children are taught the sound-letter correspondences in phonics so that they can recognize and understand words correctly. The phonics approach assumes a bottom-up paradigm of understanding, in which difficulties with comprehension originate from having to decode letters, words, and other elements. The method used by Goodman is a top-down comprehension paradigm (Grabe, 2009:85).

It makes the assumption that the reader's past knowledge and expectations, rather than letter decoding, grammar, and semantic parsing, control the reading process. In other words, a reader infers meaning from the text using what he or she already knows and expects to learn from it. The approach also emphasizes estimation and anticipation skills. The idea casts doubt on the idea that reading requires the precise and orderly separation of letters and words. According to Goodman, reading entails identifying and analyzing only a few letters and words, just enough to make informed assumptions about the content of the text. The idea was that good readers would skim over certain parts of the text. In this method, a proficient reader concentrates on context cues whereas a less proficient reader relies more on

DOI: 10.33687/jhssr.002.03.000122

letter and word recognition. This method of teaching reading implies that reading should not be taught at all in its most extreme form (Pressley, 2004:12). Instead, teachers should provide students several opportunities to interact with the information. In other words, students pick up reading skills by reading a lot. In less severe variants, a whole language method comprises educating students about the subject matter of a text, encouraging students to forecast the meaning of a text using context signals like titles and subtitles, visuals, and so on, and instructing students on how to decipher new words (ibid:13).

Contradicting Goodman's model and the portion of the schema theory that suggests that background information has a significant impact on L2 comprehension is a study conducted with EFL students (McNeill, 2011:98). According to Goodman's Whole-Language approach, it is not necessary to explicitly teach students skills and methods. Instead, teachers should provide students plenty of chances to read. Whole-Language anticipates that these reading abilities will develop naturally. Goodman made it clear that learning to read happens naturally via immersion and that skills and techniques cannot be taught. On the other hand, it is abundantly obvious from the first series of studies shown below that proficient L1 and L2 readers engage in language-parsing interpretive processes when reading. The second set of studies shows that both L1 and L2 readers benefit from formal instruction in language-processing abilities. (ibid)

Following are the stages that a reader must follow, according to Goodman's:
I -The reader enters the book with preconceived notions derived from his prior familiarity with the topic.
2-Reader relies on his command of the language as well as prior information to determine meaning with very little text sampling.
3. Students forecast the message they believe the text will convey.
4. As students go through the subject, they take tests to validate or revise their predictions.
5-He internally reconstructs a copy of the textual message using just a few orthographic, syntactic, and semantic cues.
6-After reconstruction is complete, they will compare the accuracy to prior knowledge and the information in their long-term memory.
7-The sampling cycle starts if the reconstruction matches their prior knowledge.
8-They'll use some compensating techniques, including rereading, if there are any errors or inconsistencies.

3. Methodology and Procedures

According to Kirk (2013:2), a strategy for defining the circumstances of experimental participants and the statistical analysis associated with the plan are both mentioned. The experiment's independent and dependent variables are identified, and the experiment's statistical approach is shown. In the same vein, Seltman (2013:3) claims that an effective experimental design strikes a delicate balance between a number of factors, including cost, power, validity, and practicality. According to Vandalen (1979:232), one of the wise choices made by studyers is selecting an acceptable experimental design for carrying out a study. For this study, aims and hypotheses are demanded for the use of Non-Randomized Pre-Post-test Design of the Fourth scientific (biological branch) preparatory school pupils are the sample of the study. The study was divided into two sets:

1. Experimental group: pupils that develop literacy skills by getting benefits from strategic planning models .

2. Control group: pupils that learn literacy skills the conventional method .The experimental design is shown in the following table :

Table (1) The Experimental Design

Group	Pre-test	Independent variable	Dependent variable	Post-test
Experimental Group	Literacy skills	Strategic planning	Literacy skills	Literacy skills
Control Group	Literacy skills	Conventional strategy	Literacy skills	Literacy skills

3.1 Population and sample of the Study

According to Best and Kahn (2006:13), a population is a collection of people who share at least one trait that sets them apart from other people. The population is the whole set of people, occasions, or interesting objects that the studyer needs to look into (Sekaran & Bougie, 2016:52). According to Cresswell (2012:78), the population is a group of individuals with comparable physical traits and other traits that may be recognized and studied by studyers. As a result, the population is the universal element from which to draw a sample. (2007) (Dillman, p. 60). The population of the current study consists of EFL Iraqi preparatory students at Tikrit City's Salah Al-den Government's Fourth Scientific (Biological Branch) Preparatory. When sampling is being done, the sample size may be thought of as a portion of the whole population that is accessible for collection. It denotes a subset of the population or an interest sub-collection that has been selected from the total population. Additionally, Sekaran and Bougies (2016:89) argued that one of the primary purposes for using the sampling technique is to gather data, making the choice of sample size crucial for study. If the right sample size is employed, a more accurate and dependable result will be achieved, and it also lessens fatigue and data gathering mistake. Sampling is a method or process used to collect samples from a population (Fatriana, 2017:25). At Al-Bayan Preparatory School for Girls, the fourth scientific grade (biological branch) is where the study's sample of (60) students was randomly selected. 30 students will make up the experimental group, while 30 students will make up the control group. Al-Bayan Preparatory School for Girls has been divided into an experimental and control group.

3.2. Test Construction

Studyers utilize post-tests as a way to verify whether there are statistically significant changes between control and experimental groups, therefore they designed a test based on the subject chosen at the beginning of their study.

3.3. Face Validity

According to Oluwatayo (2012), face validity is the studyer's subjective assessment of the measurement tool's relevance and presentation to establish if the instrument's items are understandable and reasonable. Despite the fact that, according to Mousavi (2009:247), "facial validity refers to the degree to which a test looks correct and seems to evaluate the knowledge or skills based on the subjective opinion of the examinees who take it:

Therefore, the degree to which the test or other determining tool is accurately measuring what it should be measured is the extent to which it is valid. The exam is presented to a jury member of English language professionals who have 100% agreement on the test's questions in order to confirm its face validity.

3.4. Content Validity

DOI: 10.33687/jhssr.002.03.000122

Pennington (2003) states that content validity refers to the level to which a measure means accurately represents all characteristics of a notion. The assertion of content validity is to determine whether a measuring instrument is adequate or its items represent a sample of the total possible content.

The content analysis of t According to Pennington (2003), content validity is the degree to which a measure means properly depicts all aspect of an idea. In order to assess if a measuring tool is suitable or whether its items reflect a sample of the whole available content, content validity is asserted.

The behavioral goals are stated in the content analysis of the exam, which is based on Bloom's Taxonomy of the cognitive domain. The lower level of cognition is where the cognitive domain starts, and creativity is where the higher level of cognition ends. the test is based on Bloom's Taxonomy of cognitive domain to state the behavioral objectives. The cognitive domain begins with the lower level of cognitive and end with the higher level of cognition which is creation.

3.5. Reliability of the Achievement Tests

According to Ravitch (2007), dependability is a gauge of test consistency. Therefore, the outcomes on both examinations should be equal when the student completed the same test in two different ways on two separate days. The reliability of the test is assessed using the Alpha Cronbach formula. The coefficient, which was discovered to be (0.85), is regarded as satisfactory.

3.6. Pilot Study

The term "pilot study" describes a scaled-down form of a larger study and a particular pre-test of particular study, including questionnaire or interview schedules (Teijligen and Hundley, 2001). Pilot studies are primarily intended to stop studyers from doing large-scale studies without appropriate understanding of the suggested approach, not to address particular study issues (Lowe, 2019).

For the present investigation, doing a pilot test is highly recommended. From Al-Bayan Preparatory School for Girls, fifteen (15) students are selected at random for this purpose. The Pilot test was conducted on December 25, 2021, in a typical setting and in a classroom setting. The pilot exam was specifically designed to determine how long it would take respondents to complete the test and if the questions were understandable to them. The pilot test has shown that the amount of time needed to complete all test items is (55 minutes). Additionally, the pilot study assisted the studyer in finalizing the post-test administration.

3.7. Item Analysis

Examining test items for difficulty and discriminating power is the process of item analysis. Item analysis as a method to help the test writer locate test material and assess an item's level of difficulty or ease. As a consequence, it has the ability to recognize and separate pupils who are below average.

3.7.1 Difficulty Level

The percentage of students that successfully answered each question determines the difficulty level for each item (Rosas, 2000:3). The degree to which an item seems to be complex or facilitated for a certain number of tests is referred to as its item difficulty. It simply displays the proportion of students that correctly identify the thing. The most appropriate test item will range in item difficulty from 0.15 to 0.85. (Brown, 2010). It was discovered that the difficulty level of the present test items ranged from 0.42 to 0.85.

3.7.2 Discrimination Power

Calculating a test's discrimination power involves determining how closely a given item's results match those of the whole test (Alderson, 1995:80). This indicates that if an item is appropriately rated by both high- and low-skilled students, it is said to have limited capacity of discriminating. The degree to which an item can distinguish between pleasant and bad tastes is referred to as item discrimination. If an item gathers the correct responses from the excellent students and the incorrect responses from the bad students, it has a strong capacity for discriminating. It is important to remember that the low power

of discriminating will be zero and the high power will be close to 1.0 (Brown, 2010:71). The collected findings show that the test item discrimination power is between 0.37 and 0.58.

4.0 Analysis of Data and Discussion of Result

in order to confirm the study's initial premise. All mean scores are acquired and compared in order to determine if there is a statistically significant difference between the posttest mean scores of the experimental group and the control group. According to statistics, the control group's mean score is while the experimental group's mean score is both (72.11). The calculated t-value is found to be (4.31) using the t-test formula for two independent samples, while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This shows that there is a significant difference between the two groups, favoring the experimental group. Consequently, the first and second hypotheses that assert The post-reading test results show that there is no statistically significant difference between the mean scores of the experimental group, which is taught using strategic planning, and the control group, which is taught using conventional strategy (see table 2)).

Table (2) The Experimental and Control Groups in the Post Test

Groups	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	83.43	11.81	Calculated	Tabulated	58	0.05
CG.	30	72.11	14.62	4.31	2.00		

There is no statistically significant change in the mean reading scores of the experimental group in Post 1 and Post 2 tests, supporting the second hypothesis of the study. It is discovered that the post-mean test's score is 70.65 with a standard deviation (12.54). whereas the post 2-test has a standard deviation of 8.32 and is (83.23) (11.82). When the degree of freedom is 29, the computed t-value of (3.33) is determined to be larger than the tabulated t-value of (2.06) at (0.05) level of significance, as shown in Table (13). The collected data show that there is a statistically significant difference between the experimental group's mean reading test scores after Posts 1 and 2. The theory is thus disproved.

DOI: 10.33687/jhssr.002.03.000122

Table (14) post 1 & 2 tests of the Experimental Group

Group	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
Post 1 test	30	70.65	12.54	Calculated	Tabulated	29	0.05
Post 2 test		83.23	11.82	3.33	2.06		

4.1 Discussion of the Results

This study looks at how strategic planning affects the reading abilities of students in EFL preparatory schools. Additionally, it tries to demonstrate if the experimental group and the control group's strategic planning differs noticeably from one another. Additionally, contrary to other study, the findings of the present investigation show good effects. In the post-reading exam, it was discovered that there is a statistically significant difference between the mean scores of the experimental group, which received instruction in strategic planning, and the control group, which received instruction in conventional strategy. focusing students' attention on linguistic meaning and how it might help them complete reading tasks more effectively. The study also demonstrates that meaning-focused strategic planning and form-focused strategic planning both boost student performance more than accuracy-focused strategic planning and student literacy more than accuracy-focused strategic planning.

Conclusions

According to the findings of the present study, it may be more useful to focus students' attention on language's structure and meaning rather of merely letting them plan strategically on their own. In fact, the study reveals that teaching students to focus on the meaning or structure of language will improve their ability to produce written work. This study has significant reading-related ramifications since it allows students to schedule their output, which may greatly aid in improving accuracy in the classroom. In other words, strategic planning would be advantageous for students because it would compensate for their limited working memory by giving them the necessary steps to pay attention to form while they are primarily focused on communication. It should be highlighted that focusing students' attention on language's structure or meaning may be a useful tool for helping students establish a balance between attending to language's structure and meaning. Although post-test findings from the second experiment suggest that there were many improvements in reading ability and motivation, the results show that the reading skill by employing strategic planning favorably improved students' reading comprehension considerably. The students' opinions on the strategic planning were overwhelmingly favourable. This study uses Goodman's Model of Reading to examine how Iraqi students react to strategic planning. Numerous studies have been done to look at how strategic planning affects the complexity, accuracy, and fluency of language output produced by L2 students. The results show that giving students pre-task preparation time significantly affects these performance measures. Fluency effects seem to be the most distinct and reliable among performance elements (Tavakoli & Skehan, 2005). In all three of the tasks examined, planners stopped less often and spent less time in complete stillness than non-planners, according to Foster (1996) and Foster and Skehan (1996).

Recommendations

Following the study's findings, the following suggestions may be made:

1. It's possible that not all Iraqi students are represented in the study's results. comprising students, therefore it need to be relevant at various levels, from various kinds of educational institutions, and across a broad variety of fields.
2. The pre-test and post-test experiment design is used in this investigation. Future study could better gauge possible shifts in students' reading progress.
3. It is advised that other scales be employed in future study.
4. Since there are no follow-up studies for the experimental group's education, it is unclear how long the students' improvements in reading ability will remain. Therefore, follow-up studies should be used to complement the study process.
5. The level of the participants in the present study may be used to explain why they produce less precise work when given time for strategic planning.
6. Students are not given instructions on how to spend that time to arrange their reading assignments.
7. The majority of students do not know how to use the pre-task time to concentrate and pay attention to language form, which subsequently results in the production of more correct language.

5.3 Suggestions for Further Studies

There are still several issues that need for more study by academics, as seen below:

1. This study solely focused on preparatory schools; elementary or secondary schools might also be the subject of a comparable investigation.
2. Since only female volunteers were used in this study, a comparable investigation might be undertaken on male participants or on both genders simultaneously.
3. While speaking and listening skills are not being developed in this study, reading skills are being developed as part of it.

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