Successful readers use multiple cognitive strategies in a flexible and personalized way to comprehend texts. Collaborative Strategic Reading (CSR) is a technique that combines comprehension strategies and cooperative learning. This study was an attempt to investigate the effect of CSR on Iranian preuniversity EFL reading comprehension. The study was an action research employed for a number of 60 preuniversity female students in Isfahan, Iran in winter 2014. To find the homogeneity of the subjects, Nelson Proficiency Test (350 A) was administered. The students were grouped into two experimental and control groups. The design of the study was quasi-experimental research design. The experimental group received CSR instruction, while the control group had its conventional context. At the end of the study, the obtained scores on the pretests and posttests were analyzed. An independent t test was run to compare the achievement scores of the experimental and control groups. The results of the study showed significant difference between collaborative learning and teacher-fronted method of instruction in language learning. The findings of the study can bear implications for EFL teachers, students, and material designers.