

The Difficulties faced by 9th graders with the Readable text understanding of English at UNRWA schools

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ABSTRACT: This study was conducted to identify the Difficulties Faced by 9th Graders in Understanding the English Readable Text at UNRWA Schools. The study was carried out in the academic year (2023-2024) during the second semester, using the descriptive approach. The population of the study consisted of all Teachers of English of UNRWA schools. The sample consisted of (60) Teachers. The researchers used the questionnaire as a tool for this study.

The results showed that Teachers' of English View for difficulties faced by 9th Graders in understanding English readable text was High, with a mean of (3.67) over/out of (5). The result also revealed that there were no statistically significant differences in the English teacher point of view due to gender, Geographical area, and qualifications. However, there were statistically significant differences due to years of experience in favor of less than Five years.

In light of the results of the study, the researchers recommended to encourage students to read in English to increase their linguistic wealth, develop strengthening programs targeted to students with low performance in understanding English-language texts and provide continuous courses for teachers to enrich their strategies for teaching.

Keywords: 9th graders, Readable text understanding, UNRWA, Teachers of English.

Introduction

The middle school is a very important level among all the educational stages for students since it is the stage in which they gain the basic skills necessary for their current and future life, as well as it is the stage in which they show difficulties that may impede their development through the educational process , the present time is witnessing an extraordinary attention in teaching learners to understand the readable text; therefore, there was a need to take care of learners at different levels of education, especially in middle schools (Evangelio et al, 2022) .

Reading is one of the linguistic arts with a great importance for the student, since it is the natural entrance for learning. The main mission of school is to develop the reading ability for students. If the school fails in this mission, it fails in its most important objective (Turgunova and Abdurahimovna, 2023). Difficulties in readable text understanding are the most common types of academic learning difficulties, and the cause of many patterns of problems and academic difficulties. They are the main cause of school failure, affecting the student's self-image and self-efficacy. Moreover, reading difficulties can lead to many patterns of incompatible behavior, worry, lack of motivation and reduced respect for others (Eriksson, 2023).

Understanding the readable text is also one of the most complex problems affecting the student's future. Unless the necessary appropriate treatment programs are put in action in order to overcome this problem, readable text understanding difficulties may still exist in the future. This will deprive students of their right to complete their high studies (Mogea, 2023).

Reading definition:

The ability to read is one of the most important skills that an individual can possess in modern society, as it is the most important means of understanding and communication (Mogea, 2023), and the way to increase the opportunities of human experience, and a means of taste and enjoyment, it also has its own social value, as man's cultural and social heritage is passed down from generation to generation,

from individual to individual through what is written or printed from books (Arthurs, 2023), The link to written material helps raise the standard of living and support social ties, develop taste and deepen human emotions (Leinweber et al, 2023).

Reading is a mechanical process that requires the presence of the individual, the integration of aspects of his personality, and a set of mental processes that contribute to the reader's ability to pronounce, recognize words in context and understand their meanings, as well as the ability to interpret, conclude, analyses, criticize and judge everything that is read, It contributes to the reader's ability to solve problems and predict what can happen in the light of the reader Turgunova and Abdurahimovna, 2023), as well as to the individual's acquisition of innovative characteristics such as fluency, flexibility and authenticity. Reading is an interaction between the individual and the surrounding world, and reading connects the present and past of the individual with reading as a tool for the enjoyment of the individual, his sense of emotional stability and reading as a tool for integrating the individual's senses among themselves (Silver-Pacuilla, 2023).

Also Reading can primarily seen as a perceptual mental process, based on the conversion of visual images into spoken words, as well as the perception of the connotation of words. As for linguists, they view reading as one of the outputs of language, a linguistic skill based on the conversion of the written signal into a spoken form, whose significance is perceived by drawing on the linguistic stock of meanings and expressions as well as on background and cognitive concepts in general (Ruess et al, 2023).

Reading is very important, since it's a key linguistic skill, as we cannot say that an individual learned the language without being able to read texts and communicate with written perhaps the skill that has - besides the skill of writing, - With more intentional and intensive formal education than listening and speaking skills, it's the way to communication with the written and printed word (Demonet et al, 2023), also Reading is a dynamic process that requires an individual to balance mentally, psychologically, and physically. It is a complex process that requires a child to prepare to be able to read, which is not merely the recognition of written symbols,

but a series of processes. Sensory, cognitive and emotional processes include attention, perception, remembrance, understanding and taste (Rogers et al, 2023).

Readable text understanding definition:

It is a mental process that involves interpreting the symbols the reader receives through his or her own eye, requires understanding of meanings and linking personal experience with these meanings, criticism, taste, interaction and application, and is the key word for understanding, a symbol through which the learner can perceive the implied meanings of the text and key ideas, the ability to trace the sequence, and visualize the expected results (Ye et al, 2023).

It is the series of performances and practices carried out by students with accuracy, ease and speed in understanding the text, deductive, critical, taste and creativity, and understanding the different relationships of the vocabulary of the text and their outcome from previous experiences (Lippke and Warner, 2023).

Understanding is the ability to process text, understand its meaning, and combine with what the reader already knows. The basic skills required in effective reading understanding are knowing the meaning of words, the ability to understand the meaning of the word from the discourse race (Uktamovna, 2023), the ability to follow the union of passage and identify precedents and references, and the ability to conclude a passage, the ability to identify the key idea of the passage, the ability to answer questions, and the ability to recognize the literary tools used in the clip and determine its tone (Ye et al, 2023), to understand the circumstantial mood (factors, objects, temporal and spatial reference points, accidental and intentional discharges, conveyed assertions, interrogation, pain, abstinence, and finally the ability to determine the writer's purpose, intent, point of view, and draw conclusions about writing (Raxmatullayevna, 2023).

Readable text understanding Levels:

1. The literal pattern of understanding is intended to be the student's ability to know the facts and information contained in the read topic.

2. The interpretive pattern of understanding is the student's ability to understand factors, causes, relationships, be able to anticipate, interpret metaphorical language, and discover meanings of words from context.
3. The assimilation pattern of understanding means the student's ability to process information by classifying and organizing it to be understood as part of a complex holistic meaning, dividing the read material according to their relationships, arranging events according to their appearance and classifying elements under general headings.
4. Applied pattern of understanding: The student's ability to apply the information contained in the readable theme
5. Progressive pattern of understanding: The student's ability to make a judgement on the subject of reader and to identify shortcomings and quality, including: (khaleefa, 2015)
 - a. Giving the symbol means
 - b. They are units larger than just the symbol, like the phrase, the sentence, the paragraph and the whole piece.
 - c. Understanding words from the context and choosing the appropriate meaning.
 - d. Understanding the multiple meanings of words.
 - e. The ability to choose and understand key ideas.
 - f. The ability to perceive the organization the writer followed.
 - g. The ability to conclude.
 - h. Ability to understand writer's direction Ability to retain ideas.

(Cheung & Winterbottom, 2023), (Stevani & Tarigan, 2023), (Raxmatullayevna, 2023)

Readable text understanding Difficulties:

What cause difficulty in understanding?

Some of the main reasons include dyslexia, difficult text, and limited vocabulary, working memory deficits, if the reader not interested or bored (Eriksson, 2023).

One of the reasons for the difficulties in understanding is suffering from problems in self-regulation. The student's inability to use previous information is a lack of cognitive background and linguistic wealth. It can be due to the student's lack of

follow-up from a young age, following up on his or her linguistic outcomes, linking the subject to his or her linguistic outcome (Lippke and Warner, 2023).

Readable text understanding Difficulties can be one or more of the following:

1. Re-reading more than once to reach the desired meaning there are problems with the surrogate and his reading habits. Subjective factors make it difficult to understand the reader, which is to move the pronunciation organs during silent reading. And to quit this habit, you start to feel that this habit is a mistake that needs to be corrected, so you stop doing it and just read with the eyes without moving any organ, so the movement will gradually evolve (Altalouli, 2023).
2. The regressive movement of the eyes during reading: The regressive return of the eyes at the beginning of each line causes the. This is due to the lack of concentration and vulnerability to distractions, which leads to a lack of proper understanding of the reader (Watanabe et al, 2023).
3. Word-for-word reading of texts leads to a lack of proper understanding of the text and the incoherence of ideas that take place only through quick and connected reading of sentences as well, and the solution to this problem is by looking at the sentence and reading it quickly and continuously and not by looking at the text as separate words. Benchmarks (Jamil & Maulidah, 2023).
4. Unassuming random reading: The lack of existence. Goal for reading and lack of questions to be answered after reading affects active reading and is difficult to evaluate due to the absence of targets that constitute benchmarks (Jamil & Maulidah, 2023).
5. Focus on speed reading rate, not on understanding and comprehension Some people are concerned with how quickly texts are read or how many pages have been read without any regard for understanding the read material, a danger that guides the desired active reading (Pressley et al, 2023).

Gaps in the Literature:

There is lack in studies that concern of the difficulties faced by 9th graders in understanding the English readable text at UNRWA Schools. Many researchers

tackled this issue in the schools in general, while **UNRWA** schools lack of researches that study this issue.

The originality of the present study:

Teachers of English have an important role in diagnose the difficulties in understanding the English readable text, moreover, finding solutions for these difficulties, in order to help students to read and understand English texts probable.

The problem of the study is based on around the main question: what is the Difficulties Faced by 9th Graders in Understanding the English Readable Text at UNRWA Schools?

Aim of the study

The purpose of the study is Examine teachers' perspectives in order to discover the difficulties faced by 9th Graders in understanding the English readable text at UNRWA schools, to acknowledge if there are any statistical differences in the difficulties faced by 9th Graders in understanding the English readable text from the teachers' point of view.

Research Question

The main question: what are the difficulties faced by 9th Graders in understanding the English readable text at UNRWA schools from the teachers of English point of view?

Based on the main question the following sub-question is formed:

Are there any statistical differences in the difficulties faced by 9th Graders in understanding the English readable text from the teachers' point of view due to gender, Geographical area, qualification, and years of experience?

Study Hypothesis:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to gender.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to Geographical area.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to qualification.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to years of experience.

The significance of the Study:

The importance of the study appears in Focusing on an important issue in education, which understands the English readable text, the present study may contribute to the knowledge and diagnosis of the difficulties of understanding the English readable text by 9th graders, also it may benefit English teachers with developing modern application of procedures and tools that can contribute to diagnosing and treating the difficulties of understanding the English readable text. According to the researcher's knowledge, this research is the first to tackle this subject. This study is one of a few studies that spot light on difficulties faced by 9th Graders in understanding the English readable text.

Definition of Terms:

Readable text understanding: unobservable mental process or a process of thinking. The reader understands the text through the internal structure of meaning i.e. within the reader's cognitive system by interacting with the text he or she reads. It is a process that requires the reader to discover the desired meaning to achieve a particular goal (Al-Helwani, 2003, 142)

Methods (Design of the Study):

The current study adopted the descriptive analytical approach. After collecting the data, the researchers used the analytical-statistical method to answer the question of the study and interpreted the results.

Population and sample of the study:

Population of the study:

The population of the study consisted of all teachers of English in both Ramallah and Hebron. The total Number was (124) teachers, and the total Number of the UNRWA schools was (31).

Sample of the Study:

From this population a (60) sample of teachers from a random cluster of (31) schools were chosen to respond to the questionnaire.

Table (1): statistical description of the research sample according to demographic variables

Demographic Variables		Frequency	Percent %
Gender	Male	29	49
	Female	31	51
	Total	60	100
Geographical area	Ramallah	30	50
	Hebron	30	50
	Total	60	100
Qualification	Diploma	4	7
	BA	50	83
	Master and above	6	10
	Total	60	100
Years of experience	less than 5	14	23
	5-10	22	37
	more than 10	24	40
	Total	60	100

Instruments of the study:

The researchers developed Questionnaire to examine the Difficulties faced by 9th Graders with the Readable text understanding of English at UNRWA schools, it consists of two sections. The first section included personal information about the respondents. The second section included (30) items Distributed on three domains, to

investigate the Research problem, the researchers developed the questionnaire with 3-point Likert scales ranging from strongly agree - strongly disagree.

Validity of Instruments:

To ensure that the content of the questionnaire was valid, it was handed to a jury of professional doctors in the field. The Panel of judges was asked to evaluate the opportunities of the instrument to the whole purpose of the study. They accepted the items and the parts of the questionnaire, but they asked the researchers to follow some modifications. The researchers took these recommendations into account before issuing the final draft of the tool, and then the instrument was distributed to the subject of the study.

Reliability of Instruments:

Cronbach's Alpha Value for the questionnaire was (84.5%) which is appropriate for the purposes of the study.

Procedures of the study:

The study carried out in the following manner:

The study carried out in the following manner:

1. The relevant literature reviewed to establish the theoretical background of the study.
2. The population identified and the samples selected on which the instruments will be applied.
3. The questions of the study put up, depending on previous studies.
4. The reliability and validity of the instrument approved.
5. The researchers distributed the instruments on teachers in order to obtain valid and credible results.
6. The instrument were distributed and gathered in the first semester of the scholastic year 2023-2024.
7. The data was gathered and analyzed by using SPSS program.

8. The researchers explained the information to reveal whether the outcomes agree or disagree with previous studies.

Variables of the study:

Independent variables: Gender (Female/Male), Geographical area (Ramallah/Hebron), Qualification (Diploma, BA, Master and above). Years of experience (less than 5, 5-10, more than 10),

Dependent variables: The Difficulties faced by 9th Graders with the Readable text understanding of English at UNRWA schools.

Data Analysis:

In order to analyze the data, the researchers used statistical Package for social science (SPSS), descriptive statistics (means, frequencies, percentage, and Std. Deviation) and inferential statistics. (Independent T-test, one-way ANOVA, LSD and Cronbach Alpha).

Results and discussion:

To determine the Difficulties faced by 9th Graders with the Readable text understanding of English at UNRWA schools, and in order to interpret the results, the following arithmetic means and percentages were adopted:

An arithmetic means of (1.8–2.59) or (36–51.9%) indicates a low score.

The mean (2.60 – 3.39) or (52 – 67.9 %) indicates a Moderate score.

An arithmetic means of (3.40 –4.19) or (68 – 83.9%) indicates a high degree.

Results related to the first question:

What are the Difficulties faced by 9th Graders with the Readable text understanding of English at UNRWA schools?

To answer this question, the researchers calculated the arithmetic means and standard deviations of the study sample's estimates for each domain of the tool and for the total score. Tables (2,3,4,5) show that

Table (2): mean scores and Std. Dev. and degree of all domains.

#	Domain	N	mean	Std. Dev.	degree
1	Reading understanding Difficulties	60	3.04	1.07	moderate
2	Reading Understanding Strategies	60	3.00	1.03	moderate
3	Reading understanding skills	60	2.67	0.94	moderate
	Total	60	2.90	0.07	moderate

As seen in the above table, the results show that Difficulties faced by 9th Graders with the Readable text understanding of English with moderate degree; the highest degree was for the second domain with a means is (3.04). The lowest degree was for the first domain (2.67).

Table (3): means, Std. Dev. and degrees of the items of the first domain.

#	Item	N	Mean	Std. Dev.	Degree
9	student can put an appropriate title for a paragraph	60	3.30	0.96	moderate
10	Student can rewrite text in his own language	60	2.80	0.48	moderate
1	Student understands meanings of words through context	60	2.75	0.72	moderate
3	Student can categorize words into similar groups in pronunciation.	60	2.75	1.25	moderate
4	Student understands the multiple meanings of words.	60	2.70	1.17	moderate
5	Student can identify key ideas for readable text.	60	2.65	0.87	moderate
7	Student distinguishes key idea in readable text.	60	2.65	0.77	moderate
2	Student fined a relationship between two words.	60	2.45	0.68	moderate
6	Student can make judgements regarding the readable text.	60	2.45	0.58	moderate
8	Student realizes between-lines of unspoken implied thoughts	60	2.20	1.01	low
	Total	60	2.67	0.25	moderate

Results in this table show that the 9th Item [student can put an appropriate title for a paragraph] came first with a mean of (3.30). The 8th Item [Student realizes between-lines of unspoken implied thoughts] came last its mean (2.20).

Table (4): means, Std. Dev. and degrees of the items of the second domain.

#	Item	N	Mean	Std. Dev.	Degree
1	Student suffers from lack of Vocabulary.	60	3.60	1.62	moderate
7	Student cannot link question to readable text.	60	3.30	0.85	moderate
3	Student suffers from inability to link sentences together.	60	3.20	0.59	moderate
5	Student has difficulty with not being able to read long words.	60	3.15	1.08	moderate
2	Student suffers from inability to link words with each other.	60	3.10	1.04	moderate
4	Student has difficulty remembering the Vocabulary.	60	3.10	0.94	moderate
9	Student cannot organize text according to sequence of events.	60	2.95	1.52	moderate
6	Student does not understand key words of read text.	60	2.75	1.25	moderate
8	Student does not have background information about the text.	60	2.70	1.27	moderate
10	Student cannot employ previous knowledge.	60	2.55	1.00	moderate
	Total	60	3.04	0.31	moderate

Results in this table show that the 1st Item [Student suffers from lack of Vocabulary] came first with a mean of (3.60). The 10th Item [Student cannot employ previous knowledge] came last its mean (2.55).

Table (5): means, Std. Dev. and degrees of the items of the Third domain.

#	Item	N	Mean	Std. Dev.	Degree
1	Student Can predict Text Content From title.	60	3.35	1.19	Moderate
2	The student could relate the text to his life.	60	3.30	1.27	Moderate

5	Student can do his imagination to visualize events and meanings.	60	3.10	0.94	Moderate
3	The student can relate his knowledge to a specific character in the text.	60	3.05	1.10	Moderate
6	Student can use his imagination to understand the meaning of the sentences.	60	2.95	0.89	Moderate
9	Student can build mental charts from his previous knowledge related to the content of the readable text.	60	2.95	1.00	Moderate
10	Student Can Predict Result/End of Text.	60	2.95	0.79	Moderate
4	The student can relate the title to a particular paragraph in the text.	60	2.80	0.80	Moderate
7	Student can link different parts of unrelated texts directly in order to make a reasonable conclusion.	60	2.80	1.12	Moderate
8	Student can put their own questions about the readable text and answer them.	60	2.75	1.57	Moderate
	Total	60	3.00	0.24	moderate

Results in this table show that the 1st Item [Student Can predict Text Content From title] came first with a mean of (3.35). The 8th Item [Student can put their own questions about the readable text and answer them] came last its mean (2.75).

Results related to the second question:

Are there any statistical differences in the difficulties faced by 9th grade students in understanding the English readable text from the teachers' point of view due to gender, Geographical area, qualification, and years of experience?

To answer this question, the researchers investigated the following hypothesis, which was based on:

Results related to the first Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to gender.

To test this hypothesis, the researchers used independent t-test as table (6) shows: The results of independent t-test for the differences in participant's responses related to the difficulties faced by 9th Graders in understanding the English readable text due to gender.

Table (6): Results of the independent t-test for gender variable.

Domains	gender	N	Mean	Std. Dev.	t	Sig.
Reading understanding skill	male	29	2.54	2.76	1.03	0.20
	female	31	0.38	0.12		
Reading understanding Difficulties	male	29	2.70	3.27	1.90	0.07
	female	31	0.79	0.19		
Reading Understanding Strategies	male	29	2.59	3.27	2.83	0.09
	female	31	0.35	0.23		
Total	male	29	2.56	0.13	3.59	0.12
	female	31	3.06	0.08		

The results in table show that the level of significance for the differences in participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to gender is (0.12) this means that there are no statistically significant differences at ($\alpha < 0.05$). thus the hypothesis is accepted.

Results related to the second Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to Geographical area.

To test this hypothesis, the researchers used independent t-test as table (7) shows: The results of independent t-test for the differences in participant's responses related to the difficulties faced by 9th Graders in understanding the English readable text due to Geographical area.

Table (7): Results of the independent t-test for Geographical area variable.

Domains	Geographic al area	N	Mea n	Std. Dev.	t	Sig.
Reading understanding skill	Ramallah	30	3.53	0.42	0.71	0.01
	Hebron	30	4.03	0.57		
Reading understanding Difficulties	Ramallah	30	3.31	0.58	1.25	0.07
	Hebron	30	4.11	0.48		
Reading Understanding Strategies	Ramallah	30	3.38	0.49	0.89	0.08
	Hebron	30	4.02	0.62		
Total	Ramallah	30	3.41	0.39	0.15	0.08
	Hebron	30	4.05	0.47		

The results in table show that the level of significance for the differences in participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to Geographical area is (0.08). This means that there are no statistically significance differences at ($\alpha < 0.05$). And thus the hypothesis is accepted.

Results related to the third Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to qualification.

To test this hypothesis, the researchers used one-way ANOVA- test, table (8) shows: the distribution of the participant's responses related to the difficulties faced by 9th Graders in understanding the English readable text due to due to qualification.

Table (8): the results of ANOVA- test for qualification variable

domain		Sum of Squares	df	Mean Square	F	Sig.
Reading understanding Difficulties	Between Groups	14.92	9.00	1.66	1.95	0.05
	Within Groups	161.30	190.00	0.85		
	Total	176.22	199.00			
Reading Understanding Strategies	Between Groups	17.48	9.00	1.94	1.74	0.08
	Within Groups	212.60	190.00	1.12		
	Total	229.68	199.00			
Reading understanding skill	Between Groups	7.50	9.00	0.83	0.78	0.63
	Within Groups	602.50	190.00	1.07		
	Total	210.00	199.00			
Total	Between Groups	65.97	30.00	2.60	2.24	0.06
	Within Groups	579.60	589.00	0.98		
	Total	645.17	619.00			

The results in this table show that the level of significance for the differences in the participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to qualification is (0.06) this means that there are no statistically significance differences at ($\alpha < 0.05$). And thus the hypothesis is accepted.

Results related to the fourth hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the difficulties faced by 9th Graders in understanding the English readable text from teachers' of English point of view due to years of experience.

To test this hypothesis, the researchers used one-way ANOVA- test, table (9) shows: the distribution of the participant's responses related to the difficulties faced by 9th Graders in understanding the English readable text due to years of experience.

Table (9): the results of ANOVA- test for years of experience variable.

domain		Sum of Squares	df	Mean Square	F	Sig.
Reading understanding Difficulties	Between Groups	14.92	9.00	1.66	1.95	0.05
	Within Groups	161.30	190.00	0.85		
	Total	176.22	199.00			
Reading Understanding Strategies	Between Groups	17.48	9.00	1.94	1.74	0.08
	Within Groups	212.60	190.00	1.12		
	Total	229.68	199.00			
Reading understanding skill	Between Groups	7.50	9.00	0.83	0.78	0.63
	Within Groups	602.50	190.00	1.07		
	Total	210.00	199.00			
Total	Between Groups	82.14	30.00	2.74	2.73	0.07
	Within Groups	591.75	589.00	1.00		
	Total	673.89	619.00			

The results in this table show that the level of significance for the differences in responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to academic qualification (0.07) this means that there is no statistically significance differences at ($\alpha < 0.05$). Thus the hypothesis is accepted.

Conclusion

The study results showed that the Difficulties faced by 9th Graders with the Readable text understanding of English at UNRWA schools with moderate degree; the highest degree was for the second domain with a means is (3.04). The lowest degree was for the first domain (2.67). The result also revealed that there were no statistically significant differences in due to gender, Geographical area, qualification, and years of experience.

Dissection of the results of the study

The researchers attributed The Moderate English teacher view of the Difficulties faced by 9th Graders with the Readable text understanding of English to the following:

Students' skills in understanding the readable text are not non-existent, but they do not live up to the desired threshold of the student to understands the multiple meanings of words, fined the relationship between words and categorize them into similar groups in pronunciation, which allow him to understands meanings of words through context, realizes between-lines of unspoken implied thoughts, so he can can identify key ideas for readable text, put an appropriate title for a paragraph, and rewrite text in his own language.

Students' difficulties in understanding the readable text Represented from lack of Vocabulary Additionality the difficulty of remembering the Vocabulary he already knew, also the difficulty with reading long words so he can't link words sentences with each other, can't employ previous knowledge with organizing text according to sequence of events, what mean that he can't link question to readable text.

Students' Strategies in understanding the readable text consist of being able to predict Text Content From title, and can use his imagination to understand the meaning of the sentences in order to do his imagination to visualize events and meanings and relate his knowledge to a specific character in the text, so he can link different parts of unrelated texts directly in order to make a reasonable conclusion.

The researchers attributed that there are no statistically significant differences with participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to gender to the following:

Both male and female teachers observe, through being in classes with students, the skills they use, the difficulties they encounter in understanding the read text, and the strategies they deal with the read text, whereby both sexes deal with students directly and continuously, allowing them to learn about students' performance while dealing with English-language texts.

The researchers attributed that there are no statistically significant differences with participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to Geographical area to the following:

The geographic scope of teachers does not affect their ability to observe the skills, problems and strategies of students in their classrooms - both teachers in the Ramallah and Hebron governorates are able to observe and discover the problems their students face in understanding texts in English, as all teachers, whether from Ramallah or Hebron, have the opportunity to give lessons to their students, which gives them the opportunity to learn about students' performance when dealing with readable texts in English.

The researchers attributed that there are no statistically significant differences with participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to qualification to the following:

Teachers' educational qualifications do not play a role in determining who can be given quotas. Indeed, all teachers with all academic qualifications teach students in classes and throughout the school year. They follow the progress of students in terms of their skills and strategies in understanding the readable text, as well as their attempts to overcome their difficulties by assisting and guiding teachers who offer their experiences to students with a view to increasing their ability to deal with English-language texts. This gives them the opportunity to learn about students' performance while dealing with English-readable texts and to guide them through that process.

The researchers attributed that there are no statistically significant differences with participant's responses related to Difficulties faced by 9th Graders with the Readable text understanding of English due to years of experience to the following:

Teachers with different years of experience can observe the skills and difficulties that their students experience in dealing with English-readable texts. This allows them to advise and help teach student's strategies that will help them develop their skills in understanding words, sentences and texts. The student could then summarize the text in his or her own language and put another appropriate title and questions that would cover the different aspects of the readable text.

Limitations of the study:

The current study has the following limitations:

1. This population study consisted of the UNRWA schools in Hebron and Ramallah.
2. The study was carried out in the academic year (2023-2024) at the second semester.
3. The study was limited by the concepts and definitions mentioned in it.

Recommendations:

In light of the results, the researchers recommended the following:

1. Encourage students to read in English with a view to increasing their linguistic wealth.
2. Develop strengthening programs aimed at students with low performance in understanding English-language texts.
3. Provide continuous courses for teacher have to enrich their strategies for teaching understanding readable texts.
4. Teachers pursue teaching strategies that contribute to developing students' ability to visualize, visualize and represent texts in a way that makes them easier to understand.
5. Further studies on the subject at other institutions and levels of study.

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