Abstract

This paper aims to determine the difficulties in memorizing the literary texts for the 9th grade student in Gaza governorate.

The researcher depends on the analytic and descriptive method.

The researcher included study sample of 436 student registered in the scholastic (2003–2004) out of the total number of (3892) students. This sample represents (12%) out of study. There are (219) male students and (217) female students. It also contains 52 teachers who are the total number of the Arabic teachers at the UNRWA schools in Gaza governorate. The researcher used two questionnaires in this study. The first is for teachers, to be acquainted with the most important difficulties that face students when they memorize the literary texts. The second is for students to be also acquainted with the difficulties in memorizing literary texts.

The researcher applied the two questionnaires on the two sample after collecting the questionnaires and analyzing the data, he applied the relevant statically processing.

The results are as follow:

- The teacher questionnaires results clarify that there are some difficulties in memorizing the literary texts for student at the first grade in an average about (41,259%). The difficulties related to the text itself, come at the second grade in an average about (63,798%).

Finally the difficulties that are related to the teacher in an average about (44,736%). The general difficulties level is in an average about (58,614%).

The 2nd questionnaire results student clarify that difficulties related to the text come at the first level in an average about (59,5%), the difficulties that are related to the student at the second grade in an average about (51,716%), finally the difficulties that are related to the teacher at the last grade in an average about (45,172%) and the general difficulties level is (53,44%).

The results showed that there are no differences that have static indications that are related to the teachers qualifications Diploma or BA or the teachers experience, but it indicates there are differences that related to male or female students. The differences are for the male students.

The recommendations in the light of these results are as follow:

- The text need to be chosen according criterion and basis the teacher should follow up the media, methods and manners in teaching literary texts.

- Increasing the literary text periods, that helps to follow up the memorizing process.
- The literary texts should be harmonized with each other and accumulated with the language branches.
- Motivate and enhance student to memorize they have the right to choose what suits them according to their ability and energy.
- Many literary texts for ninth grade should be reviewed according to their rational and idea levels and agreed with their deferent psychological and social to need.