**The ability to solve mathematical word problems and its relation to reading of (gifted and low learners) students**

***Abstract***

The current literature in mathematics education focused on the important role that language plays in the teaching and learning of mathematics. In addition to investigate the students’ preferences to the complexity level of these word problems. In this study, I investigated the importance of language in student performance on mathematics word problems. Arithmetic word problems were given to students along with parallel revised items that reduced their linguistic complexity. 40 students from grade 11 were tested by paper-and-pencil test which contained original and revised items. Revised items resulted in significant differences in math performance; scores on the revised items were slightly higher. low achievers Students benefited more from the linguistic modification of items, whilst a slight benefit was found in the case of high achievers. In the interviews that done with those students, they preferred the revised items more than the original items. To Achieve the equity in mathematics, giving more attention to reading is recommended to address the students’ needs.

**الباحثة: حنان شاهر المراشدة**