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Editors

Contents

Floristic Composition, Chorotypes and Life form of the Family Caryophyllaceae, Libya

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Abstract:

The aim of this research to analyze the floristic composition of the Caryophyllaceae family In Libya utilizing data from the Flora of Libya. The findings indicate that this family comprises 62 plant Sp across 18 Genes. Notably, the genus Silene is the most dominant, featuring 23 Sp, followed   by Cerastium with   7   Sp.   Other   genes include Minuartia and Spergularia, each with 5 Sp, and Dianthus with 4 Sp.

Additionally, the analysis of life forms and chorological spectra reveals a predominance of therophyte life forms, totaling 48 Sp. This is followed   by chamaephytes with11   Sp.   In   terms   of chorotypes, Mediterranean-chorotypes   lead   with   15   Sp   followed by Mediterranean/Iranian/Turanian with 14 Sp, and Cosmopolitan regions comprising 5 Sp.

Overall, this study provides valuable insights into. The diversity and distribution of the Caryophyllaceae family within the flora of Libya.

Key words: Caryophyllaceae - Mediterranean – Life form – Chorotype

Introduction

The Caryophyllaceae family, commonly known as the carnation family, consists of flowering plants and is classified within the dicotyledon order Caryophyllales. In the APG III system (APG III, 2009). It is a large family with 81 genes and about 2,625 known Sp, (Christenhusz *et al*, 2016). This cosmopolitan family, primarily comprising herbaceous plants, is most prevalent in temperate climates, though a few Sp can be found in tropical mountain regions. Many Sp are cultivated as ornamental plants, while others are common weeds. The majority of Sp thrive in the Mediterranean and adjacent areas of Europe and Asia. In contrast, the number of genes and Sp in the Southern Hemisphere is relatively limited (Rudolph, 1965). Most members of the Caryophyllaceae family are herbaceous annuals or perennials, typically dying back above ground each year, although a few Sp are shrubs or small trees (Sambamurty, 2005). This large family comprises about 80 genes and

2,000 Sp, distributed across all continents, particularly in the northern temperate regions. In Libya, the family is represented by 18 genes and 62 Sp (Jafri and El-Gadi, 1978).

Libya is located between longitudes 9.58º – 25º east and latitudes 20º – 33º north, and since this area is mostly sandy desert, it lacks vegetation (Al-Werfalli *et al*., 2020), covering an area of 1,760,000 km² (Fig. 1). The country is bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan, Chad, and Niger to the south, and Tunisia and Algeria to the west (Nafea, 2015; Feng *et al*., 2013).

In Libya, the following vital areas have been identified: IT region, MED region, SA region, and the Su region (Qaiser and El-Gadi, 1984). The dominant climatic influences come from the MED Sea and the Sahara Desert. Approximately 95% to 97% of Libya land is desert, making it one of the driest countries in the world. The desert climate is characterized by very hot summers with extreme day-night temperature variations, while winters are mild. Precipitation levels are generally light to negligible (Holdridge, 1974).

(Fig: 1): Map of Libya (https://satellites.pro/Google_plan/Libya_map#google_vignette).

This study offers an overview of the Caryophyllaceae family based on an analysis of the Flora of Libya, focusing on Chorotypes life form patterns, and Sp distribution. According to (Jafri and El-Gadi, 1978). and (Klopper *et al*. 2007) Libya's flora includes 2,088 Sp across 844 genes and 145 family of angiosperms. Within this context, the Caryophyllaceae family comprises 62 Sp distributed among 18 genes, as noted by (Jafri and El-Gadi, 1978).

The dominant genes within this family are:
Silene: 23 Sp
Cerastium: 7 Sp

Minuartia: 5 Sp
Spergularia: 5 Sp
Dianthus: 4 sp

This overview highlights the richness and diversity of the Caryophyllaceae family in Libya's flora.

Life forms is:

Table: 1. Terms of the Life Form.

Therophytes	Th	Annual plants that survive unfavorable seasons as seeds and complete their life cycle during favorable conditions are known as summer annuals or seasonal annuals. These plants germinate, grow, flower, and produce seeds within a single growing season. When conditions become unfavorable (like winter or drought), they die off but leave seeds in the soil, which can remain dormant until the next favorable season.
Chamaephytes	Ch	Buds Near the Ground: (within 25 cm).
Hemicreptophytes	He	Buds at or surface the soil near.

The distribution of life forms among Caryophyllaceae Sp reveals a significant prevalence of herbaceous forms, primarily annual and perennial herbs. This absence of woody Sp, such as trees and shrubs, suggests that the harsh environmental conditions, particularly moisture scarcity and drought, limit the growth capabilities of these plants in the area.

According to Raunkiaer's life form classification, as modified by Govaerts, the study indicates that:

- **Therophytes** are the most abundant, comprising 48 Sp (77.4% of the total).

- **Chamaephytes** follow, with 11 Sp (17.8%).

- **Hemicryptophytes** are represented by 2 Sp (3.2%).

- A combination of Therophytes/ Chamaephytes includes 1 Sp (1.6%).

This distribution highlights the adaptation strategies of these Sp in response to the challenging environmental conditions.(Figur:2, 3).

(Table: 2): Sp life forms

Life forms	Sp	total Sp %
Therophytes:	48	77.4
Therophytes – Chamaephytes:	1	1.6
Chamaephytes:	11	17.8
Hemicryptophytes:	2	3.2
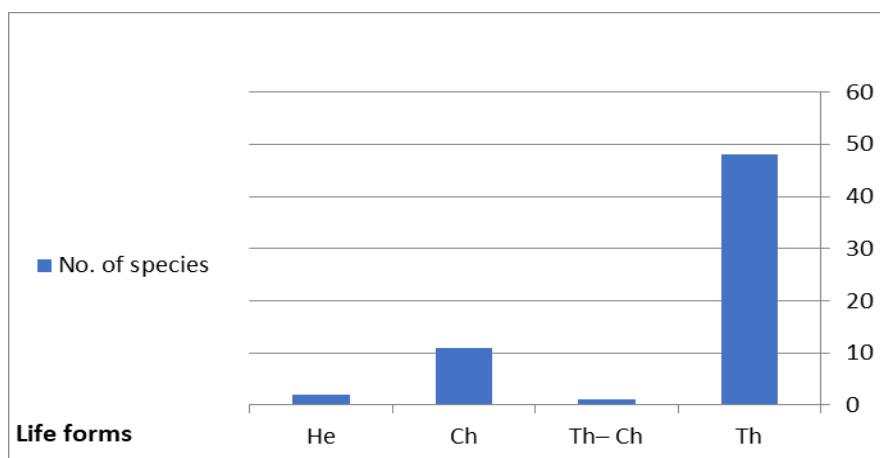
Fig: 2: Shows life forms and Sp in Caryophyllaceae family
Therophytes,   Hemicryptophytes,   Chamaephytes.
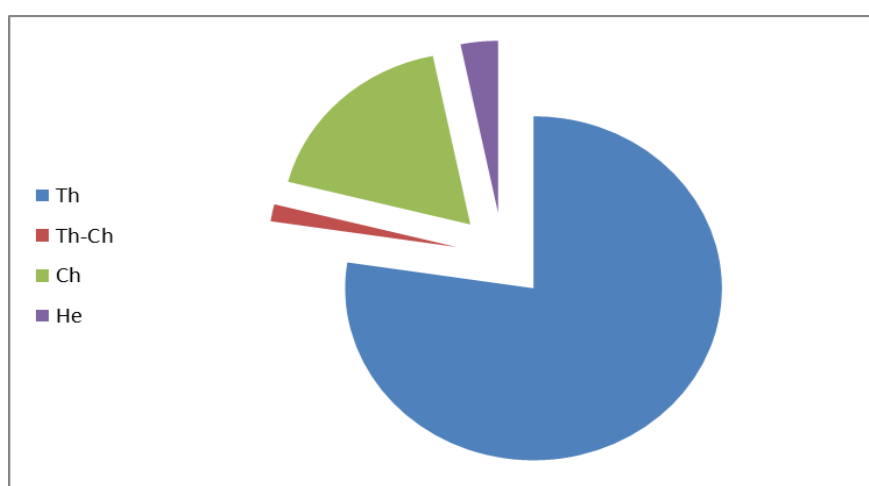
Fig: 3: Percentage of Life forms of Sp in the Caryophyllaceae family
Therophytes,   Hemicryptophytes,   Chamaephytes.

Chorotype analysis:

Table:3: phytogeographical Terms analysis.

Term	Key
Mediterranean.	MED
Sahara-Arbain.	SA
Irano-Toranian.	IT
European-Sibirian.	ES
Sudanain.	Sud
Cosmopolitan.	Cos
Tropical.	Trop

Your text provides a detailed overview of the geographical distribution of Sp within the Caryophyllaceae family, particularly in relation to the Mediterranean region. Here's a refined version for clarity and readability:

Geographical Distribution of Caryophyllaceae Sp

The analysis of the geographical distribution of Caryophyllaceae Sp reveals the following:

Table 4. Shows the Number of Sp, According to their Chorotypes.

Chorotype	Sp	total Sp%
MED-ES	4	6.4
COS	8	12.9
MED-IT	14	22.5
MED	15	24.1
MED-IT-ES	3	4.8
ES	1	1.6
MED-SUD	1	1.6
IT-ES	1	1.6
MED-IT-ES-AS	1	1.6
SUD	1	1.6
TROP	1	1.6
SA-SUD	1	1.6
MED-ES-SA	2	3.2
MED-SA	5	8.06
MED-SA-IT	3	4.8
SA	1	1.6

For a comprehensive understanding of the Sp, distribution of Caryophyllaceae members based on coordinates refer to the Libya flora, as illustrated in Figure: 6.
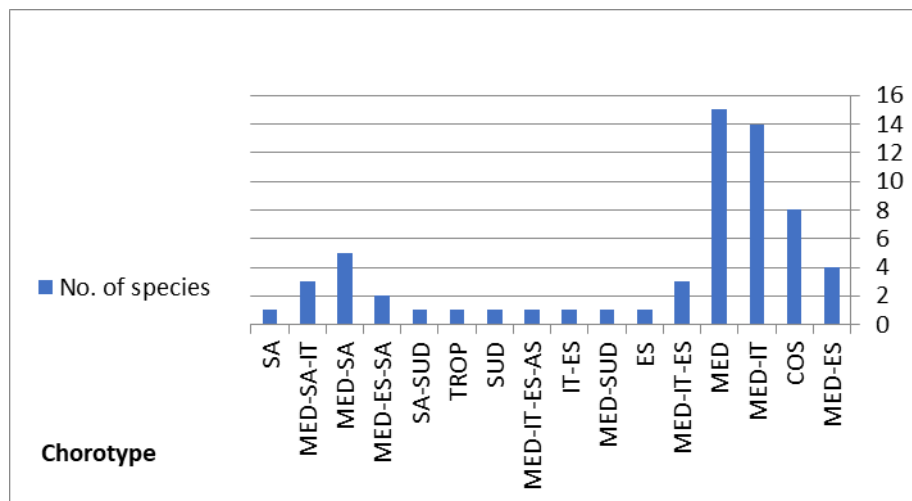
(Fig: 4): Sp showing number of Sp in each Chorotype.
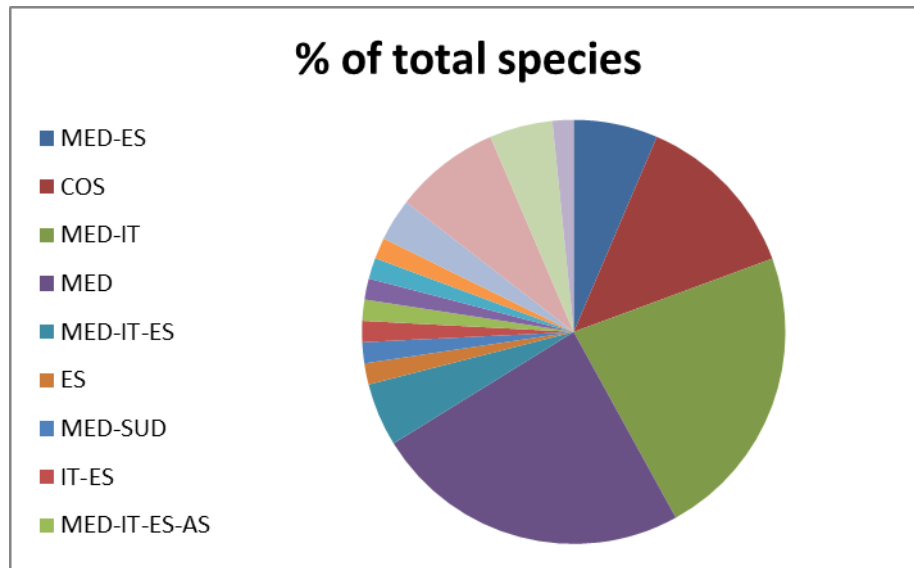
(Fig: 5): Percentage of Chorotype of Sp in Caryophyllaceae family.
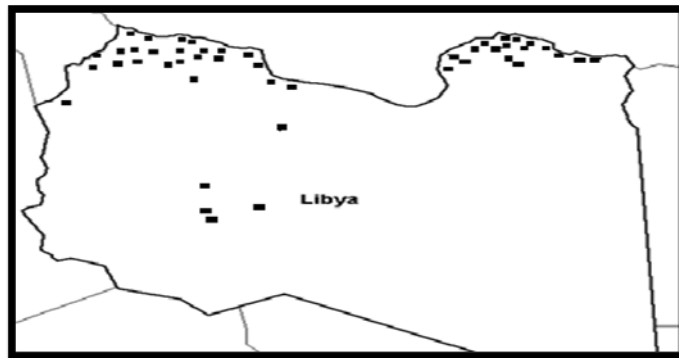
(Fig: 6): Distribution of Sp of Caryophyllaceae, depending on coordinates

Discussion

   Your text provides a concise overview of the flora of Libya, particularly focusing on the Caryophyllaceae family and its distribution across different climatic regions. Here's a refined version with improved clarity and structure:

   The flora of Libya is significantly influenced by the Mediterranean climate, as well as the IT region and the Sahara Desert (Feng et al., 2013). Our findings reveal that a substantial portion (24.1%) of the Sp in the Caryophyllaceae family is endemic to the Mediterranean region. This is followed by Sp that are shared between the Mediterranean and IT regions, then those that are Cosmopolitan, and finally, those from the SA region.

The life form Spectra of the Sp, in the study area indicate, a dominance of Therophytes (77.4%), with Chamaephytes making up 17.8%. Therophytes are well-adapted to arid

conditions and limited rainfall (Asaadi, 2009). This suggests that both annual and perennial life forms, are the preferred survival strategies, in Libya's temperate deserts.

Analysis of the Sp distribution map clearly indicates that the majority of Caryophyllaceae Sp are concentrated within the Mediterranean region. While the Caryophyllaceae family is cosmopolitan, in its distribution, it is predominantly found in areas with a MED climate.

This version maintains your key points while enhancing readability and flow.

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Appendix:

List of Sp, Chorotype and Life forms based on Abdul Ghafoor (1978)

Scientific name	Chorotype	Life form
Agrostemma githago L.	MED – ES	Th
Arenaria serpyllifolia L.	COS	Th
Cerastium dichotomum L.	MED – IT	Th
Cerastium glomeratum Thuill.	COS	Th
Cerastium illyricum Ard.	MED – IT	Th
Cerastium ligusticum Viv.	MED	Th
Cerastium pumilum Curtis	MED – IT – ES	Th
Cerastium semidecandrum L.	MED – IT – ES	Th
Cerastium siculum Guss.	MED	Th
Dianthus caryophyllus L.	COS	Ch
Dianthus chinensis L.	ES	Th
Dianthus crinitus Sm.	MED – IT	Ch
Dianthus serrulatus Desf.	MED – SUD	Ch
Gypsophila elegans Bieb.	IT – ES	Ch
Gypsophila pilosa Hudson	MED – IT	Th
Loeflingia hispanica L.	MED – IT – ES – SA	Th
Minuartia campestris L.	MED	Th
Minuartia geniculata (Poiret) Thell.	MED	Ch
Minuartia hybrida (Vill.) Schiskin	MED – IT	Th
Minuartia mediterranen (Ledeb.) K. Maty	MED	Th
Minuartia montana L.	MED – IT	Th
Petrorhagia cyrenaica (Durand & Barratte) Ball & Heywood	MED	Th
Petrorhagia illyrica (Poir.) Maire	MED	Th - Ch
Petrorhagia velutina (Gauss.)Ball & Heywood	MED	Th
Polycarpaea repens (Forsk.) Asch. & Schweinf.	SUD	He
Polycarpon prostratum (Forsk.) Aschers & Schweinf.	TROP	Th
Petrorhagia velutina (L.) L.	MED	Th
Robbairea delileana Milne-Redhead	SA – SUD	Th
Sagina apetala Ard.	MED – ES	Th
Sagina maritima G. Don	MED	Th
Silene apetala Willd.	MED – IT	Th
Silene articulata Viv.	MED	Th
Silene behen L.	MED – IT	Th
Silene biappendiculata Ehrenb. ex Rohrb.	MED	Th
Silene cerastioides L.	MED	Th
Silene colorata Poiret	MED – ES – SA	Th
Silene conoidea L.	MED – IT	Th
Silene cyrenaica Maire & Weiller	MED	Th
Silene fruticosa L.	MED – IT	Ch
Silene fuscata Link.	MED – IT	Th
Silene gallica L.	COS	Th
Silene italica (L.) Pers.	MED – IT – SA	Ch
Silene longipetala Vent.	MED – IT	Ch
Silene marmarica Beg. & Vacc.	MED	Ch

Silene muscipula L.	MED – ES	Th
Silene nocturna L.	MED – SA	Th
Silene rubella L.	MED – ES	Th
Silene sedoides Poiret	MED – IT	Th
Silene succulenta Forsk.	MED – SA	He
Silene tridentata Desf.	MED – SA	Th
Silene villosa Forsk.	MED – SA – IT	Th
Silene viviani Steud.	MED – SA	Th
Silene vulgaris (Moench) Garcke	COS	Ch
Spergula fallax (Lowe) Krause	SA	Th
Spergularia bocconii (Scheele) Asch. & Graebn.	MED – IT	Th
Spergularia diandra (Guss.) Heldr. &. Sart.	MED – IT – SA	Th
Spergularia marina (L.) Griseb.	ES - Med – IT	Th
Spergularia media (L.) C. Presl	MED – SA – ES	Ch
Spergularia rubra (L.) J. &. C. Presl.	COS	Th
Stellaria media (L.) Cyrill.	COS	Th
Telephium sphaerospermum Boiss.	MED – SA	Th
Vaccaria pyramidata Medik.	COS	Th

Investigating the Challenges Faced by Students in General English Courses at the University Level: A Case Study of Almergib University, Faculty of Arts and Sciences, Messalata

Ahmed Hassan Swidan

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Abstract (English)

This quantitative research explores challenges encountered by students in General English courses at Almergib University's Faculty of Arts and Sciences, Messalata. Specifically, the study aimed to examine the course's impact on students' motivation, language proficiency, and self-directed learning(autonomy); identify the most challenging aspects for students; examine the influence of teaching methods, resources, and the learning environment; determine if differences exist based on gender, field of study, or study type; explore faculty perceptions on the necessity of English instruction; and lastly evaluate the alignment of existing courses with the departments educational needs. Quantitative data were collected via closed-ended questionnaires administered to 120 students and teachers across departments.

Key findings indicate that students struggle particularly with speaking and listening skills. Although teachers recognize English's academic importance, they expressed dissatisfaction with the current course, noting student challenges in reading and writing academic texts. Both Humanities and Applied Sciences groups favored increased course time, but statistical analysis highlighted differing needs, with Applied Sciences teachers finding the courses misaligned. The study underscores the urgency of curriculum reform, technology integration, extended English programs, and alignment of curricula with academic and career needs.

Key words: English Language Learning (or EFL Learning), Challenges, General English Courses, Curriculum, Teaching Methods

الملخص (العربية)

تتناول هذه الدراسة الكمية التحديات التي يواجهها طلاب مقررات اللغة الإنجليزية العامة بكلية الآداب والعلوم بجامعة المرقب. هدفت الدراسة إلى تحديد هذه التحديات، وتقييم تأثير المقرر على دافعية الطلاب وكفاءتهم، ودراسة العوامل المؤثرة (كطرق التدريس والبيئة)، وتحليل الفروق بين المجموعات الطلابية وتصورات أعضاء هيئة التدريس حول المقرر ومواءمته لاحتياجات الأقسام. تم جمع البيانات باستخدام استبيانات وزعت على 120 طالبًا ومدرسًا. أظهرت النتائج صعوبات لدى الطلاب، خاصة في مهارتي التحدث والاستماع، وعدم رضا المدرسين عن المقرر الحالي وضعف الطلاب في القراءة والكتابة الأكاديمية. كشف التحليل عن تباين في الاحتياجات بين تخصصي الإنسانيات والعلوم وعدم مواءمة المقرر لمتطلبات العلوم. تؤكد الدراسة على ضرورة الإصلاح الشامل للمنهج، دمج التكنولوجيا، وزيادة مدة البرنامج، ومواءمته مع المتطلبات الأكاديمية والمهنية.

كلمات مفتاحية: تعلم اللغة الإنجليزية، التحديات، طلاب الجامعة، مقررات اللغة الإنجليزية العامة، المناهج، طرق التدريس.

1. Introduction

The widespread of English around the world has transformed it into an international lingua franca making it an essential tool for succeeding academically and professionally (Crystal, 2003). So much so, Graddol (2006) claims that proficiency in English is not just an advantage but a necessity for those looking for global academic success as well as international job seeking.

The importance of English in higher education cannot be overemphasized. According to Nunan (2003), English proficiency has a strong correlation with academic achievement and employability. The role of EFL education has increased as universities globally offer programs in English, and the job market requires English communication skills.

Therefore, and due to its principal importance, it was of an urgency to delve into the process of teaching English at University level and explore whether there are any difficulties and challenges encountering both teachers and students at the aforementioned stage. By investigating the situation and analyzing current practices through a comprehensive review of literature and case studies from various global contexts, this research seeks to contribute to the ongoing topic on optimizing EFL teaching at the university level in general and at Almergib University- the Faculty of Arts and Sciences-Messalata in particular.

2. Background on English Teaching at the Faculty of Arts and Sciences, Messalata - Almergib University:

At the Faculty of Arts and Sciences in Messalata, Almergib University, the teaching of English as a Foreign Language (EFL) is designed to meet the different needs of students from varied academic backgrounds, all of whom are native Arabic speakers. The student body includes those majoring in sciences like chemistry and biology, as well as humanities such as Arabic language and Islamic studies. Although these students have diverse academic specializations, they all take in a General English course, making it more challenging to meet the varying needs of different disciplines.

2.1. Semester System Course (ENI - English 1)

Table 1: General English Course Description- Semester System

Category	Details
Content	**Grammar:** Parts of speech, nouns, verbs, pronouns, articles, adjectives, and tenses (Present Simple, Past Simple, Present Continuous, Past Continuous, Present Perfect). **Reading and Listening:** Academic-themed reading passages and listening audio files at an elementary level.
Duration	**Total Weeks:** 16 weeks. **Weekly Hours:** 2 hours of lectures (total of 2 hours per week). **Total Hours:** Approximately 32 hours of instruction.
Goals	1. Enable students to master English in writing and reading. 2. Help students understand and communicate in English to broaden their perspectives. 3. Enable students to connect with the world and access global references.

| | 4. Promote the dissemination of knowledge, culture, and Islamic teachings through English. |

2.2. Annual System Course (English 1 - General Year)

Table 2: General English Course Description- Annual System

Category	Details
Content	**Grammar:** Similar to the semester system, covering parts of speech, nouns, verbs, pronouns, articles, adjectives, and tenses (Present Simple, Past Simple, Present Continuous, Past Continuous, Present Perfect). **Reading and Listening:** Academic-themed reading passages and listening audio files at an elementary level. **Exams:** Two midterm exams and a final exam.
Duration	**Total Weeks:** 30 weeks (full academic year). **Weekly Hours:** 2 hours of lectures (total of 2 hours per week). **Total Hours:** Approximately 60 hours of instruction.
Goals	1. Enable students to master English in writing and reading. 2. Help students understand and communicate in English to broaden their perspectives. 3. Enable students to connect with the world and access global references. 4. Promote the dissemination of knowledge, culture, and Islamic teachings through English.

2.3. Key Differences:

Table 3: Comparison between semester and annual systems

Category	Semester System	Annual System
Duration	16 weeks (one semester)	30 weeks (full academic year)
Total Hours	Approximately 32 hours	Approximately 60 hours
Pacing	More condensed, covering material in a shorter time frame	Spreads content over a longer period, allowing for more in-depth study and practice

The two courses have a lot in common as they both are designed to develop students' proficiency in English grammar, reading, writing, and listening. Additionally, they both seek to improve students' ability to communicate effectively in English and equipping them to engage with global knowledge and resources. Additionally, the courses promote cultural and religious understanding through the use of English. However, the only main difference between the two systems is the duration as the semester system is supposed to cover almost the same contents in half the period as the annual system.

The landscape of English language teaching and learning at the university level in Libya poses unique challenges, especially within the Faculty of Arts and Sciences at Almergib University, Messalata. It is worth noting that Arabic is the students' native language; in

addition, English classes are conducted in a monolingual Arabic-speaking environment with limited exposure (only 2 hours per week).

3. Research Questions

1) How does the English course influence students' motivation, language proficiency, and self-directed learning?
2) Which aspects are the most challenging to students?
3) How do teaching methods, classroom resources, and the learning environment affect students' English learning outcomes?
4) Are there any statistically significant difference among the groups in the previous aspects in terms of students':
   a) Gender
   b) Field of study (Humanities vs Sciences)
   c) Type of study (Annual system vs semester system)
5) How do faculty members across different departments perceive the necessity of integrating English language instruction within their curricula?
6) To what extent do educators in different academic departments evaluate the alignment of the existing English language courses with their educational objectives?

4. Objectives

This research aims to achieve the following objectives:

1. To examine how the English course impacts students' motivation, language proficiency, and self-directed learning.
2. To identify which aspects of the English course are the most challenging for students.
3. To study how teaching methods, classroom resources, and the learning environment affect students' English learning outcomes.
4. To determine if there are statistically significant differences among student groups (in terms of gender, field of study - Humanities vs Sciences, and type of study - Annual system vs semester system) regarding the previously mentioned aspects (challenges, outcomes, etc.).
5. To explore how faculty members across different departments perceive the necessity of integrating English language instruction within their curricula.

5. Methodology

The researcher has utilized a questionnaire submitted to 130 students in order find out the perceived effect of the courses on students in addition to the applied teaching methods and equipment used during teaching the course. Only 94 copies were returned at a response rate 72%. The questionnaire was mostly close-ended five-Likert scale items with an open-ended item inquiring whether students had had any difficulty during or after the course and if there were any to mention them.

Moreover, another close-ended questionnaire was administered to teachers in other departments within the same faculty in order to explore their attitudes towards the importance of teaching English within their curricula as well as their satisfaction levels

with the current program. 30 copies were distributed but only 22 copies were returned at a response rate of 73%.

As to the analysis of the two questionnaires, both descriptive and inferential statistical analyses were applied to get a summary of the data and to look for any generalizable findings.

It is worth noting that the study covers both disciplines (Humanities and sciences).

6. Literature Review

The existing literature related to the topic at hand is rich and had been extensively studied; nonetheless, there had not been sufficient studies in the Libyan setting especially, Almergib University.

Baghli (2014) conducted an observational study exploring challenges in ESP teaching in Algeria at the undergraduate level. The study employed qualitative observations to analyze students' behavior, classroom interaction, and teaching practices. The findings revealed that while most Algerian students were motivated to learn English, their proficiency levels varied, and their speaking skills were best described as 'average.' Additionally, the use of the native language (Arabic and French) was frequent during classes to ensure comprehension. Although group and pair work aimed to foster speaking in English, students often reverted to Arabic and French, likely due to their limited English vocabulary.

In a different context, Borjian (2015) carried out a study investigating the challenges facing students when learning English at university in Mexico. The researcher administered a questionnaire to 76 Mexican English university teachers. The study concluded that the largest obstacle was students' attitude and motivation, as many students expressed disinterest or perceived English as too difficult. Moreover, the study shed light on other hurdles such as the focus on grammar over communicative competence and a shortage of highly proficient English teachers. In addition, the study reported students had limited access to English outside the classroom, and negative views towards the US also played a role for some students.

Similarly, Abuklaish (2014) conducted a study in Libya with a different focus, investigating the needs of undergraduate students at Sebha University. The study utilized questionnaires, classroom observations, and semi-structured interviews to gather data. The findings revealed that students generally had low English proficiency, with most being beginners. Moreover, students expressed a preference for smaller classes, while the study also highlighted unclear objectives for ESP courses and a lack of effective teaching methodologies.

Building on these findings, Aburkhis (2018) examined the challenges faced by ESP teachers of medicine at the University of Tripoli. The study employed a mixed-methods approach, utilizing classroom observations, semi-structured interviews with teachers, and a questionnaire administered to 15 ESP teachers. Several difficulties were identified, including a lack of specialized knowledge in the subject matter, inadequate resources and materials, a lack of visual aids, overcrowded classes ranging from 100 to 130 students,

insufficient time allocation, limited teacher training, and the reliance on traditional teaching methods with minimal student interaction or group work.

In comparison, Zhou (2022) conducted a study in China exploring the difficulties facing Chinese students in English-medium higher education programs employing a mixed-methods approach relying on online questionnaires and semi-structured interviews. The study found that students reported having greater difficulties in productive skills, particularly writing academically, while in speaking, their biggest obstacle was confidence. On the other hand, the difficulties related to reading were reading comprehension, while in listening, it was accent-related. The study also discussed the existence of institutional language supports in the form of preparatory language programs and self-access learning centers. However, the program lacked structural support, as content teachers often offered ad-hoc support in the form of code-switching to Chinese and using multilingual materials.

In a more recent study, Missoum (2023) conducted a comprehensive meta-analysis exploring challenges faced by ESP teachers in Algeria. The study gathered data from 55 existing studies on ESP teaching in the country, synthesizing their research designs, data collection methods, and findings to identify recurring themes. The study identified several challenges, including unrealistic expectations for ESP teachers to design and deliver syllabi without adequate support and training, especially when lacking sufficient subject-matter knowledge. Other challenges included a lack of resources, insufficient training in ESP teaching methodologies, learners with low proficiency in English, and low learner motivation resulting from a perceived lack of relevance.

Similarly, Zarzah (2024) conducted a study investigating the challenges faced by faculty deans at Almergib University. The study used both descriptive and inferential statistics. The study found that the most pressing challenges faced by deans included the lack of clear criteria for evaluating performance, the scarcity of conferences and workshops affecting teachers' performance, poor campus facilities, and a lack of equipment, laboratories, and infrastructure.

7. Data analysis
7.1. Students Questionnaire

The questionnaire was distributed to 130 students in the faculty, however, only 94 copies were filled with a response rate of 72%. The questionnaire scored a high internal consistency score at Cronbach's Alpha of 0.84 which is deemed as good indicator of the questionnaire reliability (Datatab, n.d.).

Table 4: Students' questionnaire Cronbach's Alpha internal consistency measure

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	15

The sample consisted of 94 students, the majority of the sample were female students counting for 91% of the sample and only less than 10% were male students.

The following pie chart illustrates an almost-equal distribution of students enrolled in annual (50%) and semester-based (49%) academic systems, with only 1% of responses missing or unclear. This indicates that the sample taken from the population is from departments with a diverse range of academic calendars.
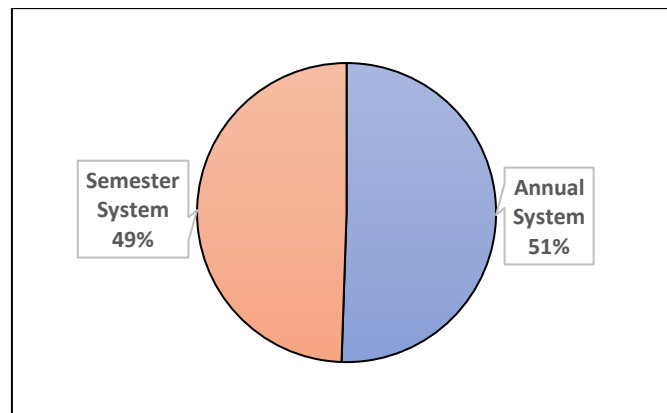

Figure 1: Type of study system

Additionally, regarding the division in term of discipline type, the "Field of Study type" pie chart demonstrates that respondents from Applied Sciences comprise the majority of participants (63%), whereas Humanities students represent 36% of the sample. A small percentage (1%) of responses were blank or unclear. This unequal distribution mirrors the composition of the student population, where Applied Sciences have a larger student body compared to Humanities within the faculty. Nonetheless, this proportionate representation guarantees that the study captures the perspectives of both fields.
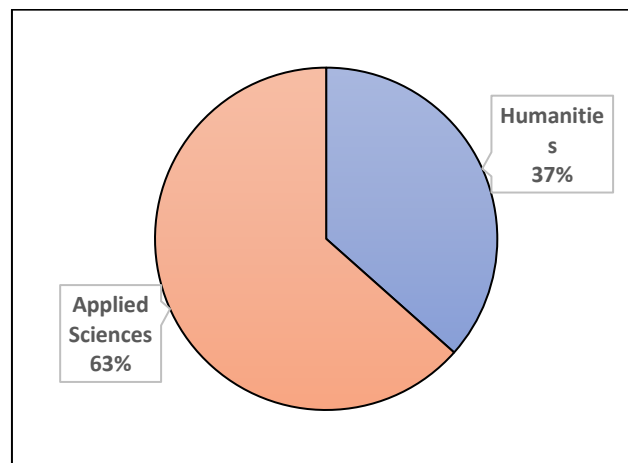
Figure 2: Fields of Study

7.1.1. The impact of the course on students' motivation, and autonomy

The following horizontal bar graph shows the responses to the statement, "The impact of studying the subject on their desire to learn English." A clear majority of respondents (36) reported that they "Agree" and (8) reported strongly agree with the statement, indicating a positive impact on their desire to learn English. The "Disagree" and "Strongly disagree"

responses are also notable, however, with 20 participants selecting the disagree option and 11 opting for the later. Whereas, the "Neutral" category accounts for 19 responses.

According to Zarzah (2024), it is possible to quantify the boundaries of each liker scale item to give a summary of the responses as following:

Table 5: Five-Likert scale items data boundaries

Likert Scale item	Starting point	Ending point
Strongly Agree	0	1.8
Agree	1.81	2.6
Neutral	2.61	3.4
Disagree	3.41	4.2
Strongly Disagree	4.21	5

As the exact middle point is three representing the clear-cut neutral point, and with an average score of 2.89, the data indicates a slight leaning towards agreement, supporting the observation that many participants felt the subject positively influenced their desire to learn English.

Table 6: The impact of studying the subject on their desire to learn English

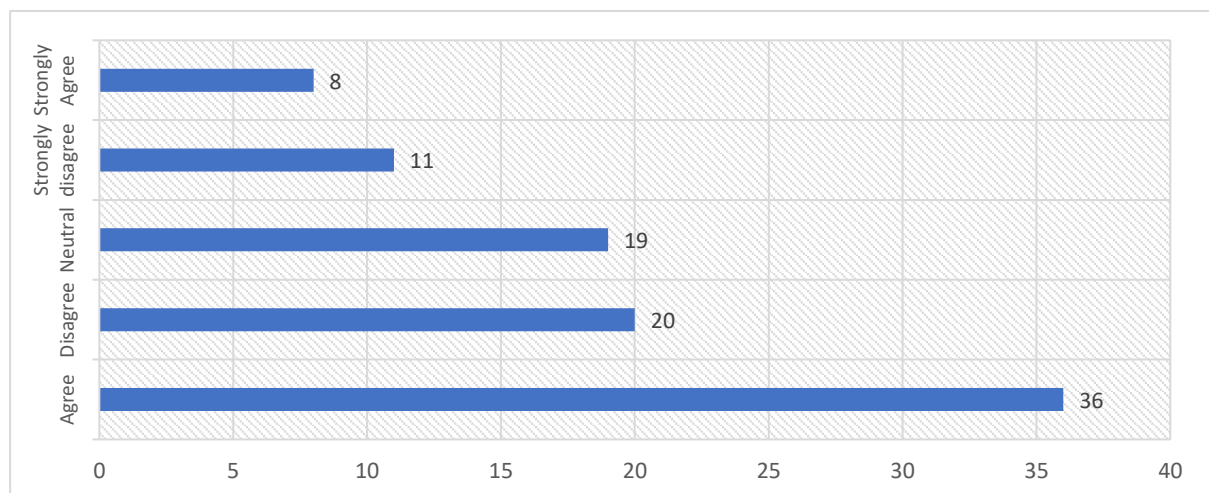| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The impact of studying the subject on their desire to learn English	94	1.00	5.00	2.8936	1.18656

Figure 3: The impact of studying the subject on their desire to learn English

Moreover, as to the effect of the course on acquiring vocabulary, the following horizontal bar graph displays responses to the statement, "My vocabulary has increased considerably

after taking the course." A considerable number of respondents (39) "Agree" or "Strongly Agree" with the statement accounting for more than two fifths of the sample, while a slightly smaller number (31), almost the third, remain "Neutral." Whereas "Disagree" and "Strongly Disagree" responses account for 23 constituting the smallest proportion less than 25%.

Following the same table, Table 5, the average score of 2.80 indicates a slight tendency towards agreement, suggesting that many participants perceived an increase in their vocabulary after the course.

Table 7: My vocabulary has increased considerably after taking the course

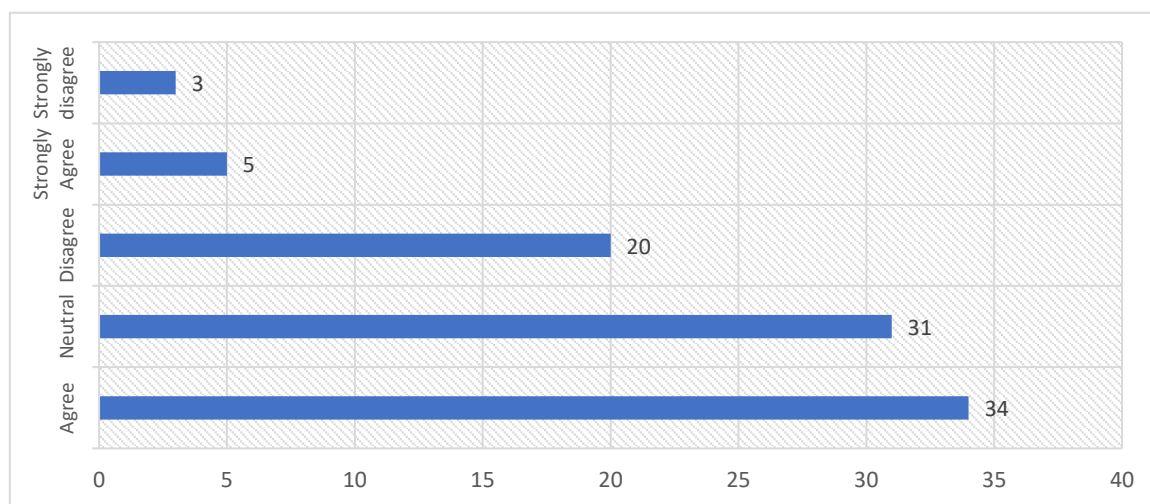| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My vocabulary has increased considerably after taking the course	93	1.00	5.00	2.8065	.94706
Valid N (listwise)	93				

Figure 4: My vocabulary has increased considerably after taking the course

However, despite the good effect of the course on both motivation and vocabulary, it seems that the course was not very good at helping students improve their speaking skills. The following horizontal bar graph presents responses to the statement, "Now I can speak English fluently after taking the course." A significant majority of respondents (51), more than the half, "Disagree'' or "Strongly Disagree"   with the statement, while 24 selected "Neutral." Only 14 respondents opted for "Agree" or "Strongly Agree" responses

The average score of 3.57 indicates a tendency towards disagreement, suggesting that most participants did not feel they could speak English fluently after the course.

Table 8: Now I can speak English fluently after taking the course

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

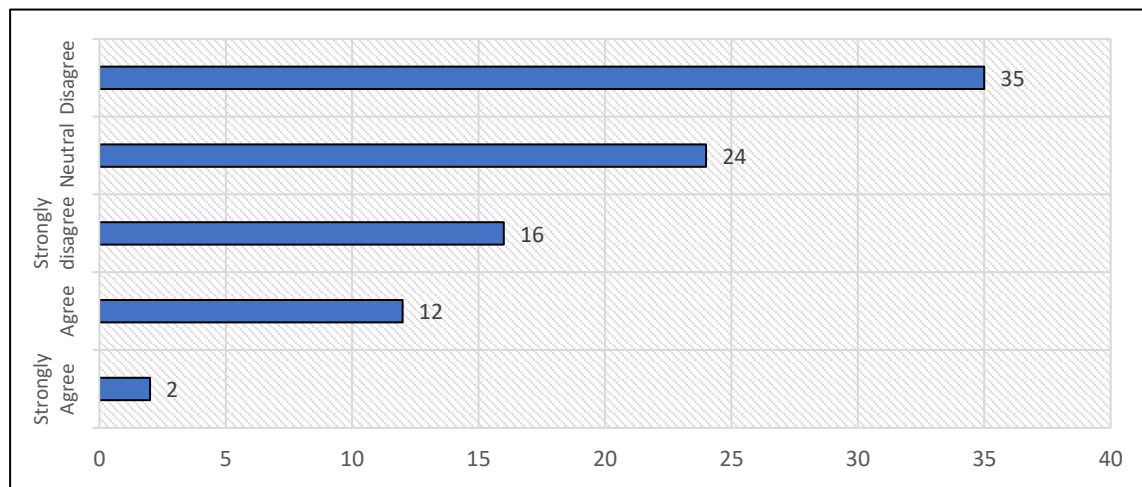|					
I can speak English Fluently now after the course	89	1.00	5.00	3.5730	1.01004
Valid N (listwise)	89				

Figure 5: Now I can speak English fluently after taking the course

Regarding the efficiency of the course at equipping students with the language necessary to navigate different sources such online Multimedia outlets such YouTube, Figure 6 illustrates responses to the statement, "Now, I can understand educational lectures in English in my field on platforms like YouTube." A significant portion of respondents (45) "Disagree" or "Strongly Disagree" with the statement which accounts for 48% of the sample, indicating difficulty in understanding such lectures. Although relatively less, agreeing responses are also notable, with 27 participants, almost a third, selecting agreement options. On the other hand, the "Neutral" category accounts for 20 responses constituting less than a quarter of the sample.

The mean score of 3.29 indicates a slight tendency towards disagreement, suggesting that many participants did not feel they could readily understand English educational lectures in their field on platforms like YouTube.

Table 9: Now, I can understand educational lectures in English in my field on platforms like YouTube.

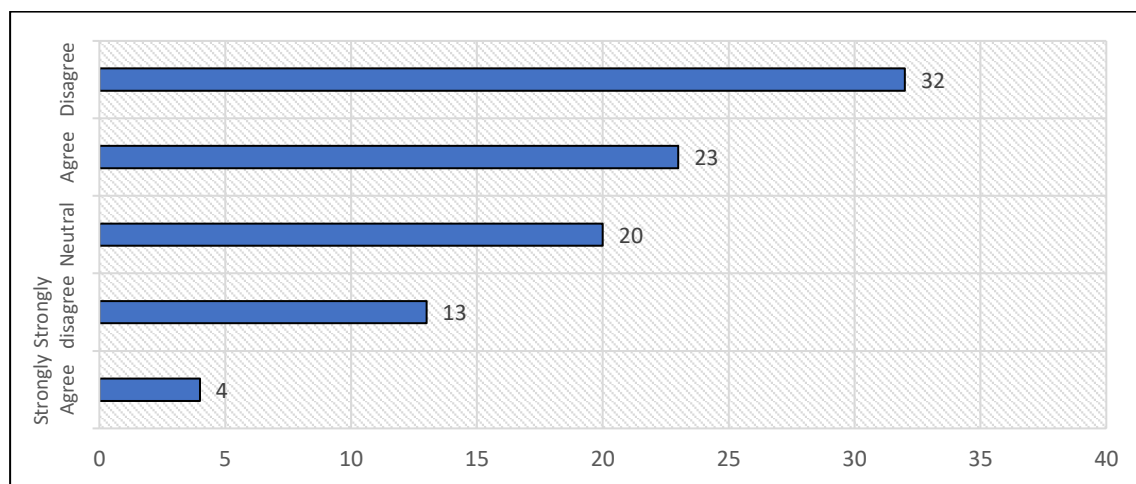| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Now, I can understand educational lectures in English in my field on platforms like YouTube.	92	1.00	5.00	3.2935	1.12453
Valid N (listwise)	92				

Figure 6: Now, I can understand educational lectures in English in my field on platforms like YouTube.

7.1.2. Students' attitudes towards teaching methodology, materials and technology integration

Regarding the perceiving of teaching methodology as enjoyable and interesting, Figure 7 displays responses to the statement "The teaching method was enjoyable and engaging." A significant number of respondents (39) selected agreement options, accounting for 42% of responses, whereas disagreement options were also significant albeit relatively less (24) almost a quarter.

The mean score of 2.83 indicates a slight tendency towards agreement, suggesting that many participants found the teaching method enjoyable and engaging.

Table 10: The teaching method was enjoyable and engaging.

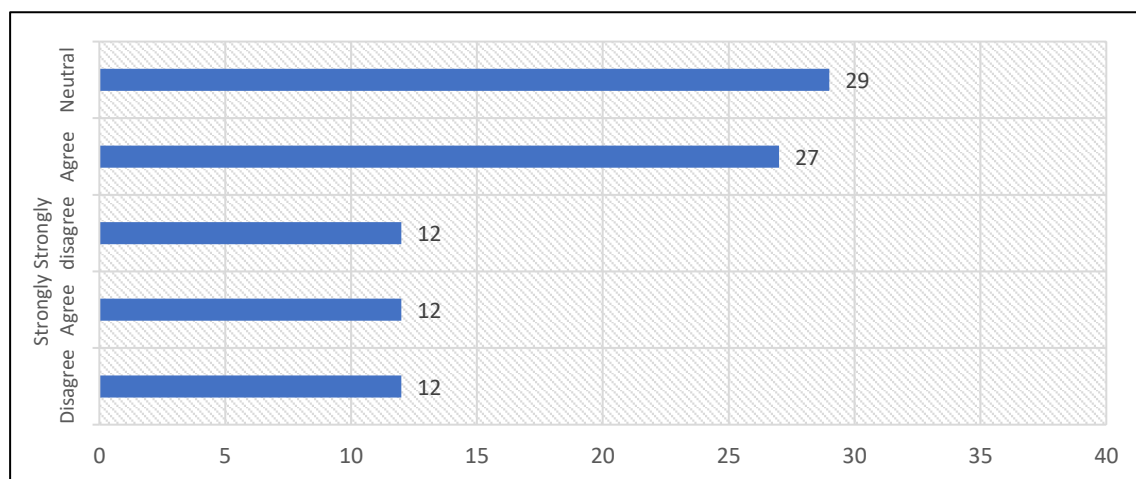| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The teaching method was enjoyable and engaging.	92	1.00	5.00	2.8370	1.20691
Valid N (listwise)	92				

Figure 7: The teaching method was enjoyable and engaging.

On another level, with regard to the preparedness of the learning environment, Figure 8 illustrates responses to the statement, "The classroom was well-equipped for language learning." An alarmingly significant number of respondents (62) opted for disagreement options constituting almost two thirds. Only 16 responded with agreement accounting for less than a fifth 15%.

The mean score of 3.7527 indicates a tendency towards disagreement, suggesting that many participants did not perceive the classroom as well-equipped for language learning.

Table 11: The classroom was well-equipped for language learning.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The classroom was well-equipped for language learning.	93	1.00	5.00	3.7527	1.17636
Valid N (listwise)	93				
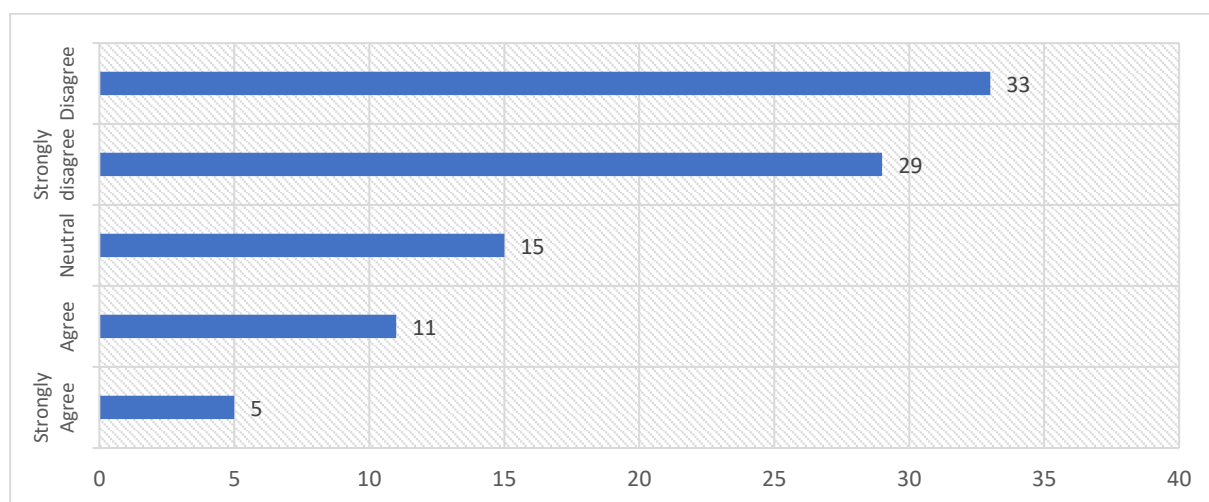
Figure 8: The classroom was well-equipped for language learning.

Another alarming finding is students' responses to the question regarding the use of technology in classroom. A staggering 67% of students reported that such equipment was never used while teaching. Figure 9 illustrates the students' responses.

Table 12: The professor used many technological tools, such as a projector and speakers, while delivering the lesson.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The professor used many technological tools, such as a projector and speakers, while delivering the lesson.	93	1.00	5.00	4.3011	1.20493

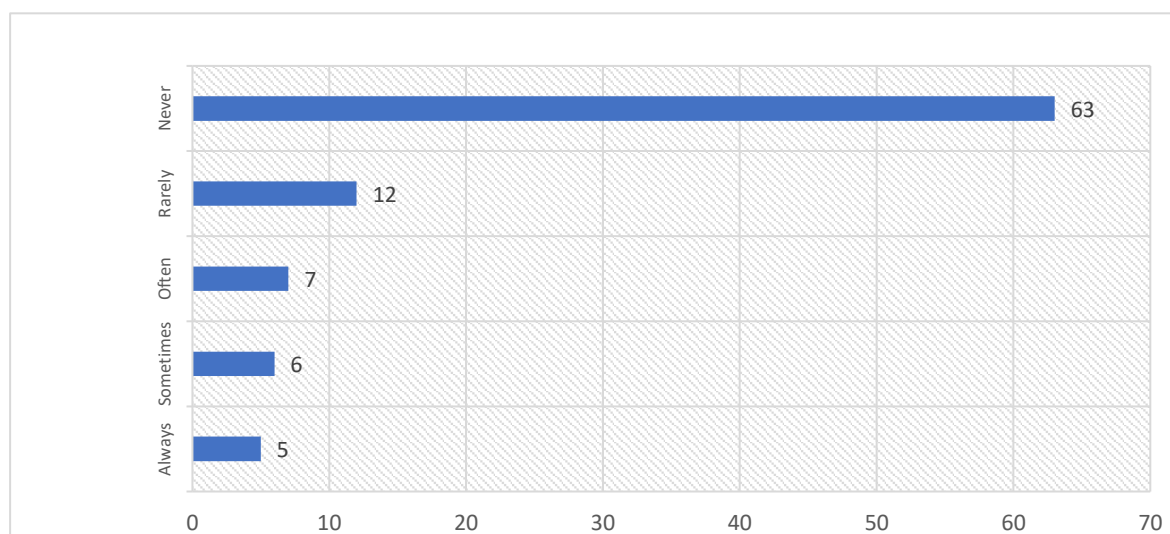| Valid N (listwise)	93				

Figure 9: The professor used many technological tools, such as a projector and speakers, while delivering the lesson.

To give a summary of the students' responses to the questions with frequency items, it is possible to use the following table:

Table 13: Frequency Item boundaries

Frequency Item boundaries	Starting point	Ending point
Always	0	1.8
Often	1.81	2.6
Sometimes	2.61	3.4
Rarely	3.41	4.2
Never	4.21	5

The mean score of 4.30 suggests that, on average, participants perceived the professor as rarely or never using technological tools during lessons. This could indicate a potential lack of integration of technological tools in teaching, or possibly a variance in the perception between the professor and the students regarding what constitutes "technological tools."

Another negative finding is the students' responses to the item *"The professor gave us the opportunity to practice our speaking skills in small groups."* More than a third reported to never have been given the chance to practice this skill despite its apparent importance and its being one of the main objectives of the course. The other responses were varied but a conclusion can be drawn through resorting to the mean score which was 3.516 suggesting that, on average, participants perceived the professor as rarely or sometimes providing opportunities for small group speaking practice. This suggests a potential lack of emphasis on small group speaking activities in the teaching method.

Table 14: The professor gave us the opportunity to practice our speaking skills in small groups.

Descriptive Statistics

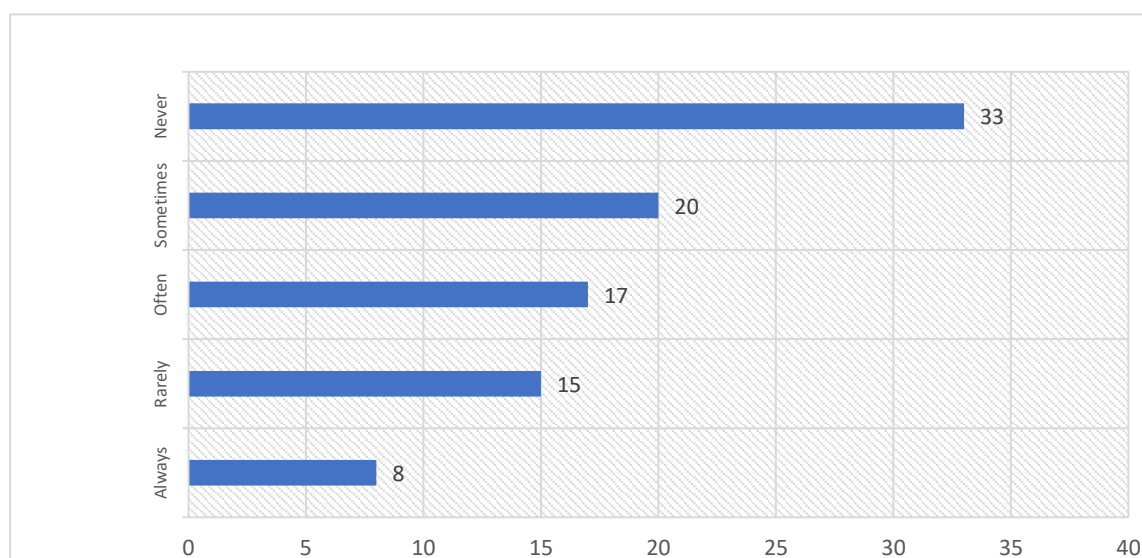|	N	Minimum	Maximum	Mean	Std. Deviation
The professor gave us the opportunity to practice our speaking skills in small groups.	93	1.00	5.00	3.5161	1.36424
Valid N (listwise)	93				

Figure 10: The professor gave us the opportunity to practice our speaking skills in small groups.

Last but not least, another essential skill seems not to be given emphasis according to the students' responses. Figure 11 illustrates students' responses to the item "The professor trained us in listening skills by having us listen to lectures and conversations in English." A staggering 49% of the students chose never, while more than a fifth opted for rarely.

Moreover, the mean score of a sharp 4, unfortunately, suggests that, on average, participants perceived the professor as rarely or never providing training in listening skills through lectures and conversations. This suggests a potential lack of emphasis on listening skill training through lectures and conversations in the teaching method.

Table 15: The professor trained us in listening skills by having us listen to lectures and conversations in English.

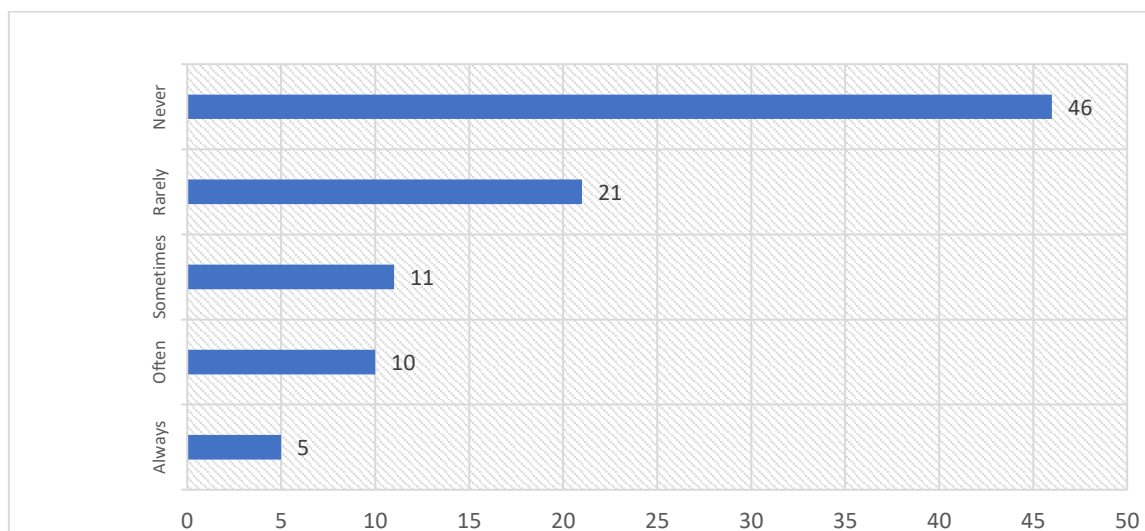| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The professor trained us in listening skills by having us listen to lectures and conversations in English.	93	1.00	5.00	4.0000	1.24237
Valid N (listwise)	93				

Figure 11: The professor trained us in listening skills by having us listen to lectures and conversations in English.

7.2. Inferential statistics

Going back to the research question number 4, whether factors such as gender, department, the field of study, type of study, and the academic year had any statistically significance on the other variables.

As to gender, the academic year, or whether the student had taken intensive course or not, they had no statistically significance on any of the other variables. However, when considering the type of study schedule and the field of study (Humanities vs. Applied Sciences), a Mann-Whitney U test conducted at a 0.05 significance level revealed a statistically significant difference between the two groups (Humanities vs Sciences) regarding their perception of the number of students as an obstacle. The effect size was found to be moderate *(r=-0.36).* Students in sciences found that the over-crowdedness of classes more frequently posed a problem.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of The number of students posed an obstacle towards language learning. is the same across categories of Field of Study.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

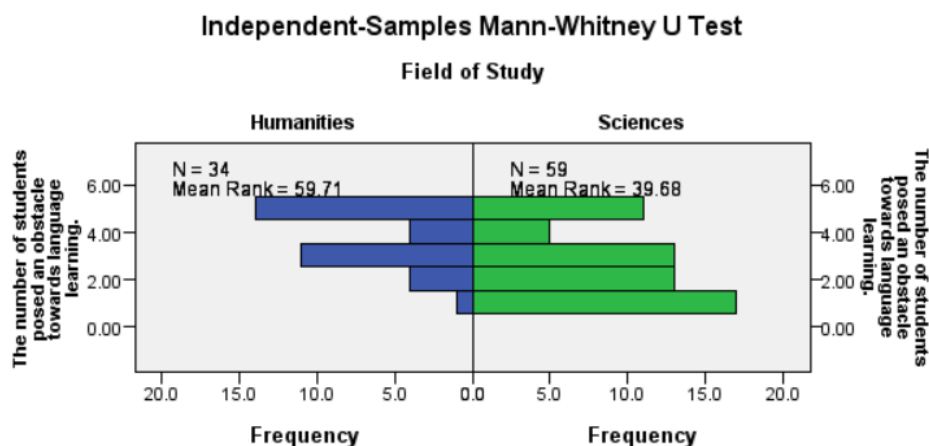### Independent-Samples Mann-Whitney U Test

Field of Study

Figure 12 Mann-Whitney U test for the perception of students' number as an obstacle across two fields of study

7.3. Teachers' Questionnaire
7.3.1. Descriptive statistics

The questionnaire was distributed to 30 teaching staff members within the faculty and 22 copies were returned at a response rate of 73%.

The questionnaire investigated the satisfaction levels of other department teachers on the current General English course program and their aspirations and needs. The sample was diverse in terms of gender, qualification, departments, field of study.

The vast majority of teachers agree or strongly agree with the statement that 'English is essential for my students' academic success.' However, and as to the currently applied program, teachers showed dissatisfaction with their students' level of English, their ability to read and write academically as *Figure 13, Figure 14, and Figure 15* demonstrate below:
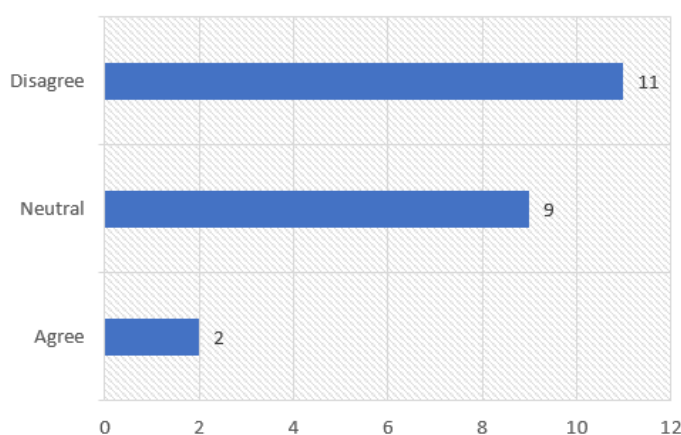
Figure 13: My students have a good level of English
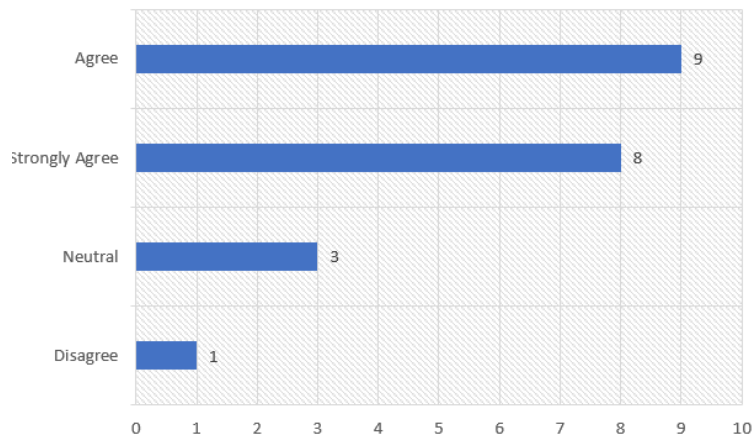
Figure 14: My students have a difficulty with reading academic texts
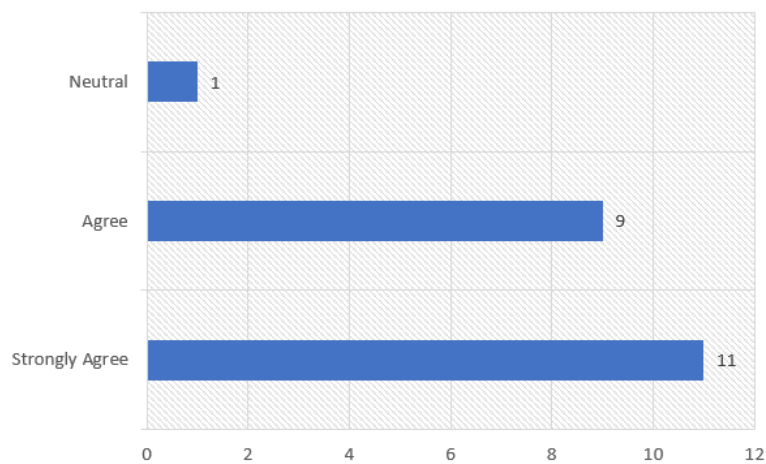
Figure 15: My students have a difficulty with writing academic texts

In addition, the majority of teachers opted for agreement options (Agree and Strongly Agree), (13) accounting for more than a half of the sample, with the need of increasing the allocated time for the course as Figure 16 shows below

Figure 16: Allocated time to English courses should be increased

7.3.2. Inferential statistics

In examining whether statistically significant differences exist across departments, fields of study, and study formats, the study found a notable disparity in satisfaction levels between the humanities and the sciences regarding the current program. Specifically, the results indicate that satisfaction with the program's abil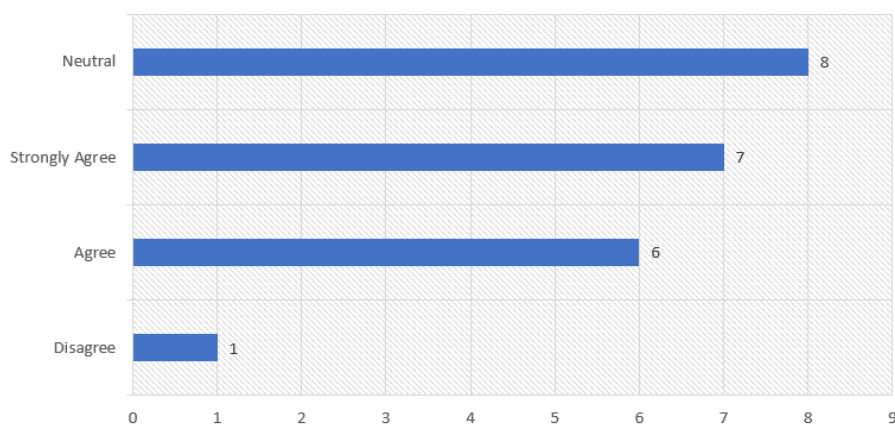ity to meet departmental requirements differs, with the sciences reporting lower satisfaction levels. This conclusion was drawn using the Mann-Whitney U test at a 0.05 significance level.

Figure 17: Mann-Whitney U test to test the difference between Humanities and Sciences regarding the satisfaction level to the current program

8. Main findings and Recommendations

As to the 1st research question, *see page 18*, the course had a fairly positive impact on students' motivation to learn English and vocabulary acquisition. Nevertheless, students reported limited improvement in both speaking fluency and ability to understand educational lectures in English (e.g., on YouTube). The study also highlighted a lack of self-directed learning and student disinterest and in some cases indifference.

With regard to 2nd research question, *see page 18*, the study has found that students struggled most with speaking and listening skills. They also reported difficulties understanding educational lectures in English and a lack of opportunities for small group speaking practice and listening skill training. Furthermore, students perceived the learning environment as poorly equipped for language learning and reported rare use of technology in teaching.

Regarding the 3rd research question, *see page 18*, the findings suggest that old-fashioned, teacher-centered methods, outdated materials, inadequate classroom resources, and an absence of technology integration has negatively affected student learning. In addition, students reported that overcrowded classrooms further hindered effective teaching and student participation.

With regard to the 4th research question, *see page 4*, the study has found no statistically significant differences in terms of gender or academic year. However, a statistically significant difference was found between Humanities and Applied Sciences students regarding their perception of class size as an obstacle, with Applied Sciences students finding it more problematic.

Penultimately, regarding 5th research question, *see page 4*, the study has found that most faculty teaching staff members across different departments acknowledged the importance of English for students' academic success. Still, they expressed dissatisfaction with students' current English proficiency levels, mainly in reading and writing academic texts. There was a strong agreement on the need for increased course time.

Finally, with regard to 6th research question, the study revealed that significant differences in satisfaction levels were found between Humanities and Sciences departments regarding the alignment of the General English course with their needs. Sciences faculty reported lower satisfaction levels.

9. Recommendations:

1. The study suggests implementing interactive, student-centered teaching methods, including small group work, the use of authentic materials, and self-directed learning strategies to foster student accountability.
2. Increasing technology integration is crucial, so teaching materials should be updated and classroom facilities upgraded to provide effective learning.
3. The study advocates for founding multi-year English programs with more weekly hours to guarantee continued language development.
4. Teachers should receive training in modern, technology-enhanced teaching methodologies to stay up-to-date with educational best practices.
5. It is recommended to reduce class sizes.
6. The provision of institutional support is essential, which includes improving facilities, updating materials, and allowing greater administrative flexibility.
7. Finally, fostering collaboration between English teachers and other departments is encouraged to meet the different needs of diverse departments.

10. Conclusion

This study revealed significant challenges in General English courses at Almergib University, including overcrowded classes, and limited instructional time. Students reported inadequate focus on communicative skills and technology integration. Additionally, teachers believe insufficient foundational knowledge and institutional support further hinder effective language learning. The study recommends comprehensive curriculum reform and improved resources to foster better speaking and listening skills and meet academic and professional demands.

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On Some Types of Strongly Connected Sets in Topological Spaces

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Abstract

The aim of this paper is to introduce and investigate some types of strongly connected sets in topological spaces, including strongly g-connected sets, strongly semi-connected sets, and strongly preconnected sets.

Keywords: Strongly connected set, Connected set, Semi-open set, g-open set, Preopen set.

1. Introduction and Preliminaries

The concept of strongly connected sets was introduced by Levine in [8], where he defined and investigated strong connectivity and strong local connectivity. Earlier, Levine in [6] and [7] introduced the concepts of generalized closed sets and semi-open sets in topological spaces. The concept of preopen sets was defined in [9]. Many topological concepts and properties related to connectedness, semi-open sets, generalized closed sets, and preopen sets have been defined and studied extensively by many topologists; see, for example, [1, 3, 5, 10, 12, 13].

The purpose of this paper is to introduce some new types of strongly connected sets in topological spaces using semi-open sets, generalized open sets, and preopen sets. We study several important properties and prove interesting results.

To state our theorems, we give some preliminary definitions. Throughout this paper, X and Y denote topological spaces.

Definition 1. [8] Let A be a subset of a topological space X. A is said to be strongly connected if $A \subseteq U_1$ or $A \subseteq U_2$ whenever $A \subseteq U_1 \cup U_2$, U_1, U_2 are open sets.

Remark 1. [8] A strongly connected subset of a topological space is connected.

Definition 2. A subset A of X is said to be:

(1) generalized closed (briefly, g-closed) [6] if $\bar{A} \subseteq U$ whenever U is open and $A \subseteq U$. The complement of a g-closed set is called generalized open (briefly, g-open).

(2) semi-open set [7] if $A \subseteq \overline{A^\circ}$, i.e., if there exists an open set V in X such that $V \subseteq A \subseteq \bar{V}$. The complement of a semi-open set is called semi-closed [4].

(3) preopen set [9] if $A \subseteq (\bar{A})^\circ$.

The collection of all semi-open sets, semi-closed sets, g-open sets, g-closed sets in X will be denoted by $SO(X), SF(X), GO(X), GF(X)$ respectively.

Definition 3. A function $f : X \to Y$ is said to be

(1) irresolute [5] (resp., g-irresolute [2], pre-irresolute [10]) if the inverse image of every semi-open (resp., g-open, preopen) set in Y is semi-open (resp., g-open, preopen) in X.

(2) g-continuous [2] if the inverse image of every open set in Y is g-open in X.

2. Strongly g-connected Sets in Topological Spaces

Definition 4. A subset A of X is said to be strongly g-connected if $A \subseteq U_1$ or $A \subseteq U_2$ whenever $A \subseteq U_1 \cup U_2$, U_1, U_2 are g-open sets.

Remark 2. A strongly g-connected set is both strongly connected and connected. The converse is not true, as shown by:

Example 1. Let $X = \{1,3,5,6\}$ and let $\tau = \{\phi, X, \{1,3\}, \{1,3,5\}, \{3\}, \{3,5\}\}$, so $GO(X) = \{\phi, X, \{1,3\}, \{1,3,5\}, \{3\}, \{3,5\}, \{1,5\}, \{5\}, \{1\}\}$. The set $A = \{1,3\}$ is both strongly connected and connected, but A is not strongly g-connected.

Remark 3. If A is strongly g-connected and $B \subseteq A$, then B need not be strongly g-connected, as shown in the following example.

Example 2. Let $X = \{2,4,6\}$ and let $\tau = \{\phi, X, \{2,4\}, \{2\}, \{4\}\}$, so $GO(X) = \tau$ and X is strongly g-connected. If $B = \{2,4\}$, then $B \subseteq X$ and B is not strongly g-connected.

Remark 4. If A and B are strongly g-connected subsets of X with $A \cap B \neq \phi$, then $A \cup B$ need not be strongly g-connected, as shown by:

Example 3. Let $X = \{1,3,4\}$ and   let $\tau = \{\phi, X, \{1\}, \{1,3\}, \{1,4\}\}$,   so $GO(X) = \tau$. Let $A = \{1,3\}$ and $B = \{1,4\}$, so $A \cap B \neq \phi$ and each of A and B is strongly g-connected. But $A \cup B = X$, which is not strongly g-connected.

Theorem 1. If $f: X \to Y$ is g-irresolute (resp., g-continuous) and E is a strongly g-connected set in X, then $f(E)$ is strongly g-connected (resp., strongly connected) in Y.

Proof. If $f(E)$ is not strongly g-connected in Y, then $f(E) \subseteq V_1 \cup V_2$ for some g-open sets V_1, V_2 and $f(E) \not\subseteq V_1$, $f(E) \not\subseteq V_2$. But then $E \subseteq f^{-1}(V_1) \cup f^{-1}(V_2)$ and $E \not\subseteq f^{-1}(V_1)$, $E \not\subseteq f^{-1}(V_2)$ where $f^{-1}(V_1)$, $f^{-1}(V_2)$ are g-open in X since f is g-irresolute. Therefore, E is not a strongly g-connected set in X. The proof of the second part follows along the same lines.

Corollary 1. Strong g-connectedness is preserved by g-irresolute surjections.

A space X is strongly g-connected if it cannot be expressed as the union of two proper g-open sets. Equivalently, X is strongly g-connected if any two g-closed sets in X intersect. From this definition, the proof of the following results follows immediately.

Theorem 2. If X is strongly g-connected then

(1) X has at most one g-closed singleton.

(2) X is not a T_1 space, so X is also not Hausdorff.

(3) X is normal space.

(4) The only subsets of X both g-closed and g-open are φ and X.

Remark 5. If $\tau_1 \subseteq \tau_2$ and if (X, τ_2) is strongly g-connected, then (X, τ_1) is not necessarily strongly g-connected. This is illustrated in the next example.

Example 4. Let $X = \{1,3,5\}$ and let τ_1 be the indiscrete topology, so $GO_1(X)$ is the power set of X. Let $\tau_2 = \{\phi, X, \{1\}, \{3\}, \{1,3\}\}$, so $GO_2(X) = \tau_2$. Now, $\tau_1 \subseteq \tau_2$ and (X, τ_2) is strongly g-connected but (X, τ_1) is not.

3. Strongly Semi-connected Sets

Definition 5.   A subset A of X is called strongly semi-connected if $A \subseteq U_1$ or $A \subseteq U_2$ whenever $A \subseteq U_1 \cup U_2$, U_1, U_2 are semi-open sets.

Remark 6. Every strongly semi-connected set is both strongly connected and connected. The converse is false as shown by:

Example 5.   Let $X = \{1,2,3,4\}$ and $\tau = \{\phi, X, \{1,2\}, \{1,2,3\}, \{2\}, \{3,2\}\}$, so $SO(X) = \{\phi, X, \{1,2\}, \{1,2,3\}, \{2\}, \{3,2\}, \{2,4\}, \{1,2,4\}, \{3,2,4\}\}$.   If

$A = \{2,3,4\}$ then A is strongly connected and connected but not strongly semi-connected.

Remark 7. If A and B are strongly semi-connected in X and $A \cap B \neq \phi$, then $A \cup B$ need not be strongly semi-connected, as shown by the next example.

Example 6. Let $X = \{1,3,5,6\}$ and $\tau = \{\phi, X, \{5,6\}\}$, so we have $SO(X) = \{\phi, X, \{5,6\}, \{1,5,6\}, \{3,5,6\}\}$.   If $A = \{1,5,6\}$, $B = \{3,6\}$,   then A and B are strongly semi-connected and $A \cap B \neq \phi$; but $A \cup B$ is not strongly semi-connected.

The proof of the following theorem follows along the same lines as in Theorem 1.

Theorem 3. If $g: X \rightarrow Y$ is irresolute and E is a strongly semi-connected set in X, then $g(E)$ is strongly semi-connected in Y.

A space X is strongly semi-connected if it cannot be expressed as the union of two proper semi-open sets. Now, we have the following theorem.

Theorem 4. A space (X, τ) is strongly semi-connected if and only if either τ is the indiscrete topology or $\tau = \{\phi, X, X \backslash \{a\}\}$ for some $a \in X$.

Proof. If $|X| < 3$, the proof follows immediately; so suppose that $|X| \geq 3$. If $\tau = \{\phi, X\}$ then $SO(X) = \{\phi, X\}$ and if $\tau = \{\phi, X, X \backslash \{a\}\}$ for some $a \in X$, then $SO(X) = \{\phi, X, X \backslash \{a\}\}$; so in both cases, X is strongly semi-connected. Now, if the condition above does not hold, so $|\tau| \geq 3$ and $\tau \neq \{\phi, X, X \backslash \{a\}\}$, then there is a proper open subset U of X such that $U \neq X \backslash \{a\}$ for any $a \in X$. So we have two cases:

(1) If $\bar{U} \neq X$, then $\bar{U}$ is a semi-open proper subset of X since $U \subseteq \bar{U} \subseteq \bar{U}$. Since $\bar{U}^C$ is also semi-open and $X = \bar{U} \cup \bar{U}^C$, X is not a strongly semi-connected space.

(2) If $\bar{U} = X$, then for any $y \notin U$ we have $U \subseteq X \backslash \{y\} \subseteq X$, so $X \backslash \{y\}$ is semi-open. Therefore, $X = X \backslash \{a\} \cup X \backslash \{b\}$ for some $a, b \notin U$ and X is not strongly semi-connected.

Theorem 5. If A is a strongly semi-connected set in X, then the subspace (A, τ_A) is strongly semi-connected.

Proof. Suppose (A, τ_A) is not strongly semi-connected, then $A = W_1 \cup W_2$ for some proper semi-open sets $W_1, W_2 \in \tau_A$. But $W_1 = A \cap V_1$ and $W_2 = A \cap V_2$

for some semi-open sets V_1, V_2 in X, and $A \nsubseteq V_1$, $A \nsubseteq V_2$. Since $A \subseteq V_1 \cup V_2$, it follows that A is not a strongly semi-connected subset of X.

Corollary 2. If A is a strongly semi-connected set in X, then (A, τ_A) is either the indiscrete space or $\tau_A = \{\phi, A, A \backslash \{a\}\}$ for some $a \in A$.

Remark 8. The converse of Theorem 5 is not true in general, as illustrated by:

Example 7. Let $X = \{1,2,4,5\}$ and let $\tau = \{\phi, X, \{1,2\}\}$, so we have $SO(X) = \{\phi, X, \{1,2\}, \{1,2,4\}, \{1,2,5\}\}$. If $A = \{4,5\}$, then (A, τ_A) is the indiscrete space, so it is a strongly semi-connected space. But $A \subseteq \{1,2,4\} \cup \{1,2,5\}$ and each of $\{1,2,4\}$ and $\{1,2,5\}$ is semi-open, so A is not strongly semi-connected as a subset of X.

4. Strongly Preconnected Sets

Definition 6. Let A be a subset of X. A is strongly preconnected if it satisfies the condition: if $A \subseteq U_1 \cup U_2$ and U_1, U_2 are preopen sets in X then either $A \subseteq U_1$ or $A \subseteq U_2$.

Remark 9.   Every strongly preconnected set is strongly connected and connected. The converse is false as shown by:

Example 8. Let $X = \{1,2,4,5\}$ and $\tau = \{\phi, X, \{1,2\}, \{1,2,4\}, \{2\}, \{4,2\}\}$. If $A = \{2,5,4\}$, then A is strongly connected and connected but not strongly preconnected, since $A \subseteq \{1,2,5\} \cup \{2,4\}$ and each of $\{1,2,5\}$ and $\{2,4\}$ is preopen set.

Remark 10. If A and B are strongly preconnected sets in X and $A \cap B \neq \phi$, then $A \cup B$ need not be strongly preconnected as shown by :

Example 9. Let $X = \{1,2,4,5\}$ and $\tau = \{\phi, X, \{4\}\}$. If $A = \{1,4\}$, $B = \{2,4\}$, then A and B are strongly preconnected and $A \cap B \neq \phi$. But $A \cup B = \{1,2,4\}$ which is not strongly preconnected, since there are preopen sets $\{2,4,5\}$ and $\{1,4\}$ with $A \cup B \subseteq \{2,4,5\} \cup \{1,4\}$.

Theorem 6. If $f : X \to Y$ is pre-irresolute, then the image of any strongly preconnected set in X is strongly preconnected in Y.

Proof. The proof follows in a similar way as in Theorem 1.

A space X is strongly preconnected if it cannot be written as the union of two proper preopen sets. Now, we have the following theorem.

Theorem 7. A space (X, τ) is strongly preconnected if and only if τ is the excluded point topology.

Proof. If τ is the excluded point topology, then the family of all preopen sets in X is τ. Obviously, X is strongly preconnected. Conversely, if τ is not the excluded point topology, then either X is the discrete space, which is not strongly preconnected, or there exist distinct points $a, b \in X$ such that $\{a\}$ and $\{b\}$ are not open. In this case, each of $X\backslash\{a\}$ and $X\backslash\{b\}$ is either open or dense. So, each of $X\backslash\{a\}$ and $X\backslash\{b\}$ is preopen set in X with $X\backslash\{a\} \cup X\backslash\{b\} = X$. Therefore, X is not strongly preconnected.

Remark 11. If $A \subseteq X$ and the subspace (A, τ_A) is strongly preconnected, then A need not be strongly preconnected as a subset of X. We illustrate this by the following example.

Example 10. Let $X = \{1,3,4,5,6\}$ and let τ be the topology on X defined as $\tau = \{\phi, X, \{3\}, \{1,3\}, \{5,6\}, \{3,5,6\}, \{1,3,5,6\}\}$. If $A = \{3,4,5\}$, then (A, τ_A) is the excluded point space so it is strongly preconnected. But $A \subseteq \{3,4,6\} \cup \{3,5\}$ and each of $\{3,4,6\}$ and $\{3,5\}$ is preopen subset of X. Hence, A is not strongly preconnected as a subset of X.

5. Conclusion

In this research, some new types of strongly connected sets were defined and studied using different types of open sets. Other forms of strong connectedness could be studied using other kinds of open sets, such as semi-g-open sets or semi-preopen sets.

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Difficulties and Challenges Faced by Students while Writing Essays in English

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ABSTRACT

This study examines the barriers faced by third-year Libyan university students when writing English essays. A mixed-methods approach was used, combining qualitative and quantitative data to analyze student essays and gather insights through semi-structured interviews with both students and their professor. The results showed that mechanical errors (39%) and grammatical errors (35%) were the most common problems, followed by poor organization (16%), and other writing difficulties (10%). The main problems included errors in subject-verb agreement, problems with word order, spelling errors, punctuation errors, poor logical sequencing, and weak topic sentence. The study identified several underlying causes, such as the influence of the mother tongue on students' writing, a lack of writing practice, and a lack of familiarity with academic writing standards. Interviews with students and lecturers confirmed these findings, emphasizing the need for guided teaching, structured feedback, and improved revision strategies. Based on these insights, the study offers recommendations for improving students' writing skills and enhancing their academic success.

Keywords: essay writing, writing difficulties & Challenges, EFL students, academic writing.

Background of the study

Writing is an important skill for EFL students to master. It is a thought-provoking activity that involves generating ideas, considering how to express them, and organizing them into clear sentences and paragraphs that people can understand. This means that writers must present and organize ideas in a clear text. From ancient times, people have recorded their experiences and knowledge to preserve them for future generations, demonstrating the profound significance of writing in human civilization. Similarly,

mastering writing skills is crucial in learning and teaching foreign or second languages, as it enables learners to articulate and document their thoughts effectively. Before beginning to write, students should understand the stages of writing. Most writers go through the same basic stages when writing any type of texts. There are four common steps in the writing process: Prewriting step, drafting, revising, and editing.

An essay is a short text written by a student as part of a coursework assignment. It is a concise piece of writing that covers a specific topic, especially if the students write it themselves. Writing itself is a skill or activity that requires the superficial formulation of words. To write a good essay, students must read extensively. Reading helps them structure their essays around a topic they enjoy.

One of the types of writing that third-year English Department students carry out is essay writing. Students who carried out the essay writing course faced a lot of difficulties in accomplishing it. For this reason, improving English learning has become mandatory so that students become more interested and engaged in essay writing activities. Although writing essays enables students to contribute positively in expressing the problems and phenomena that exist in their society, many students find writing difficult and confusing.

Based on previous studies, several problems and obstacles have been identified that hinder students' ability to master essay writing. Among the reasons cited by students were fear of making mistakes, difficulty identifying ideas, difficulty choosing words, and difficulty linking them. Some studies have been conducted to examine the essay writing difficulties faced by EFL and ESL students. Rahmatunisa (2014) investigated the argumentative essay writing difficulties encountered by EFL students in Indonesia. This study revealed that EFL students faced linguistic, cognitive, and psychological difficulties. Ahmed (2010) reported that Egyptian students faced difficulties with coherence and cohesion when writing essays.

Al-Badi (2015) conducted a study to investigate the writing challenges for learners of English as a second language. The study included 20 graduate students of four different nationalities studying at an Australian university. The results indicated that the participants often faced similar difficulties in academic writing, regardless of their previous educational contexts. The most common difficulties related to language use, as well as coherence and cohesion. Several factors may contribute to these difficulties. The main factor is a lack of prior experience and knowledge of academic writing norms and the

expectations of the institution at which they study. In addition, Humairoh (2021) carried out a study to investigate the difficulties students faced in writing an essay due to linguistic problems. The study included 32 male and female students (6 males and 26 females) using a purposive sample. This study used non-test instruments: close-ended questionnaire, document, and semi-structured interview. The overall assessment revealed the difficulties students encountered in writing essays. Based on the results of the documentary questionnaire and triangulation interviews, students encountered difficulties in using grammar as a linguistic problem when writing essays. Students experienced difficulty using grammar rules, which included the use of subject-verb agreement, tenses, punctuation, spelling, and sentence structure.

Statement of the problem

As categorized, writing is one of the most complex second language skills to master. This is because it has been said that writing is a matter of talent. However, unlike speaking, which is often informal and easy to acquire, writing requires a higher level of linguistic proficiency, especially in vocabulary and grammar.

Writing essays is a demanding task because students need to take their time and organize their paragraphs carefully with regard to sentence structure, spelling, and punctuation. Students face difficulties in writing like all learning problems. This is because the writing skill is a complex activity and sometimes difficult to teach. Students are expected to learn and master certain basic skills. If they fail, they will be unable to write with the speed and proficiency required. If this happens students will struggle. The demands will actually increase leaving students confused and unable to master the skill. Concerning these issues, EFL students also face difficulty in writing in general, as they may get confused in identifying the main idea of each paragraph, using grammatical rules correctly, and choosing appropriate vocabulary. This causes students to fail the course and repeat it more than once

Research Questions

This study seeks the answer to the following questions:

1. What are the common difficulties Libyan EFL students at the Faculty of Arts, University of Elmergib face when learning to write essays in English?

2. What are the underlying causes and challenges students face in learning to write essays?

Objectives of the study

According to the research questions, the objectives of this research are:

1- to identify the challenges university students studying English as a foreign language face in writing well-organized essays.

2- to identify the reasons for students' weaknesses in essay writing and determine whether this is due to problems students may face in writing in general.

3- to identifying the problems that hinder students' ability to write essays to inspire and motivate them to practice writing effectively.

The Scope of the Study

For non-native English speakers, learning to write an essay in English is a very challenging task. This study examines the difficulties students face in writing essays. The study is limited to third-year students in the English Department at the Faculty of Arts at Elmergib University. The study aims to identify the factors that hinder students from writing an essay.

The Significance of the Study

Theoretically, the results of this study are expected to benefit both teachers and students. For teachers, this study will help them identify the problems students face in writing English essays and, based on these problems, choose the appropriate method for teaching writing. For students, this study will help them understand the difficulties they face when writing essays, enabling them to overcome them and improve the quality of their writing. It can also be used as a reference for researchers interested in understanding and developing students' writing skills by studying the challenges they face when writing essays.

Methodology

Research Design

In the current study, the researchers used a mixed-method approach to identify the difficulties faced by third-year students when writing essays and to propose appropriate solutions to improve the writing skills of third-year university students majoring in English as a foreign language at the Faculty of Arts, El-Mergib University. Mixed method is an approach of combining qualitative and quantitative research forms. Mixed methods

research or mixed research (MM) is defined as "the class of research designs where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study for the purpose of breadth and depth of understanding and corroboration." (Creswell, 2010) This study used a case study that can help explore the challenges students face while writing an essay in English. Cases are limited by time and activity, and researchers collect detailed information using a variety of data collection procedures over a continuous period. Therefore, this study used two in-depth research tools to collect data: an essay writing assignment for students and semi-structured interviews with students and the lecturer.

Participants

Thirty third-year students in the English Department at the Faculty of Arts at, Elmergib University participated in this study. The researchers selected third-year students to participate in this study because essay writing is a mandatory subject at this academic year.

Research Instruments

In this study, the researchers employed two research tools to collect the data. The instruments were students' essays and semi-structured interview with students and the lecturer. The instruments aimed to identify the problems facing third-year students in writing essays and search for appropriate solutions to overcome them.

Students' Essays

The first tool was student assignments. With the instructor's approval, students were asked to freely choose any topic based on their interests and to write a three paragraph essay about it. The essay served as a homework test that had to be submitted within a week.

Students' Interview

The second tool was a semi-structured interview. The researchers used a semi-structured interview with third-year students. By answering the prepared questions, the researchers were able to gain a deeper understanding of the writing difficulties students faced.

Lecturer's Interview

After completing the students' interviews, and based on their responses, the researchers conducted an interview with the course instructor. The interview aimed to identify any difficulties the instructor might encounter while teaching the course. The interview also aimed to express the students' problems and hopes for mastering essay writing. This was accomplished by uncovering the obstacles students faced, presenting them to their instructor, and suggesting alternative approaches.

Data Collection Procedures

After the researchers had determined the tools needed to collect data, the procedures for conducting this study followed the following sequence: first, the researchers collected the necessary data through students' assignments. At the request of the researchers, the instructor asked the students to choose any topic they liked, which must be three paragraphs in length. . In this current research, the researchers obtained the students' essays by taking them from their teacher after receiving and correcting them. This assignment was requested for the purpose of study rather than as an assessment for students. Then the researchers analyzed the data according to the research indicators that will be examined through four categories of writing problems, which are grammar, mechanical, poor organization, and others. Second, in light of the students' mistakes, the researchers prepared a semi-structured interview with both the students and the lecturer to identify the reasons and suggest solutions.

N	Category	Criteria
1	Grammar	- Subject-verb agreement - Tenses
2	Mechanical	- Misspelling - Punctuation
3	Poor organization (illogical order)	- Lack of Cohesion - No Clear Topic Sentence
4	Others	- Lack of Clarity - Redundant Phrases - Incorrect Word Choice

Data Analysis

 Introduction

Writing in a second language is a complex skill that requires mastery of grammar, vocabulary, organization, and coherence. For Libyan EFL students at Elmergib University, Faculty of Arts, learning to write essays in English presents several challenges. This study examines the common difficulties these students encounter when composing essays, focusing on linguistic, structural, and cognitive barriers. Additionally, it explores the underlying reasons behind these difficulties, considering factors such as language proficiency, educational background, and exposure to English writing.

Research Questions.

The analysis of the collected data revolves around two main research questions, each addressing different aspects of the issue. The first question is examined by analyzing students' essays and identifying the most common obstacles they face, such as problems with grammar, coherence, idea development, and argumentation. The second question is explored through interviews with students and teachers, which provide insights into the underlying reasons for these difficulties, including gaps in prior education, limited practice opportunities, and potential influences from students' first language.

Q1-What are the common difficulties Libyan EFL students at the Faculty of Arts, University of Elmergib face when learning to write essays in English?

Q2- What are the underlying causes and challenges students face in learning to write essays?

 Data Analysis

Analysis of Third-Year Students' Writing Problems
Table (1): Findings of students' essays

N	Writing problems	Frequency	Percentage (%)
1	**Grammar**		
a	Subject – verb agreement	21	18%
b	word order	19	17%
	Subtotal		**35%**
2	**Mechanics**		
a	Misspelling	23	20%
b	Punctuation	22	19%
	Subtotal		**39%**
3	**Poor organization (illogical order)**	18	16%
4	**Others**	11	10%
	Total	**122**	**100%**

Analysis of the students' essay samples revealed 122 errors in various categories, including grammar, mechanics, poor organization, and others. As shown in Table 1, the most common errors were related to mechanics, accounting for 39% of the total. Grammar

errors came in second at 35%, followed by poor organization errors at 16%, while the remaining 10% fell into various other categories. The following is a breakdown of the results, with examples and explanations for each type of error.

Grammar Errors

Grammar errors pose a significant challenge to students, accounting for 35% of all errors. The most common errors include subject-verb agreement and incorrect word order.

- Subject-Verb Agreement

One of the most common grammatical errors is subject-verb agreement. Many students find it difficult to ensure that the subject and verb agree in number. This error is particularly common when dealing with singular and plural subjects.

Example:

Hot chocolate are nice to enjoy.

The diet are very healthy.

Smartphones, social media, and emails has a very strong effect on our lives.

Furthermore, students often make mistakes when there is a phrase between the subject and the verb. For example:

The quality of my products are improving.

The diet, including all its details, have improved.…

These mistakes suggest that students may not fully understand how intervening phrases affect subject-verb agreement. Therefore, reinforcing this rule through targeted practice could help them improve.

These errors indicate that students may not fully understand how intervening clauses affect subject-verb agreement. Therefore, reinforcing this rule through focused practice may help them improve.

- Word Order

Incorrect word order negatively affects sentence clarity, especially in questions and complex structures.

Examples:

What you are afraid of? → What are you afraid of?

What you did in your diet last week? → What did you do in your diet last week?

Where you went yesterday? → Where did you go yesterday?

In addition, word order errors occur when adjectives are placed incorrectly or when students do not follow English word formation rules. This problem often arises as a result of the influence of the students' native language grammar or direct translation.

Examples:

Which was a red, big one. → Which was a big, red one.

Is very enjoy. → It is very enjoyable.

He had a long discussment about the problem. → He had a long discussion about the problem.

He is uncapable of doing this. → He is incapable of doing this.

To overcome this challenge, students should practice sentence construction exercises that help them construct correct sentences and form words.

Mechanics

Mechanical errors make up the highest percentage (39%) of errors, which includes spelling errors and punctuation problems.

Misspelling

Misspellings often occur due to carelessness, phonetic spelling, or confusion between similar words.

Spelling errors often occur due to neglect to master word differences, phonetic spelling, or confusion between similar words.

Examples:

percpectve → perspective

budy → body

may → many

deceise → disease

heleth → health

refres → refresh

Many spelling errors arise from the use of silent letters (e.g., psychology), double letters (e.g., embarrassment), or homophones (e.g., write vs. right). Therefore, students should be encouraged to use spelling checkers and proofreading techniques to reduce these errors.

Punctuation Errors

Incorrect punctuation significantly impacts reading fluency and comprehension. The most common problems include missing commas, incorrectly using commas instead of semicolons, and capitalization errors.

Missing commas

After mixing the ingredients we put it in a pot. → After mixing the ingredients, we put it in a pot.

So never be afraid of facing your fears. → So, never be afraid of facing your fears.

Using a comma instead of a semicolon:

Some students have problems with punctuation rules. They often join independent clauses with a comma instead of a semicolon. This mistake, known as "comma splice," leads to structural and semantic errors.

Examples:

It's small and beautiful, it also has …. → It's small and beautiful; it also has.…

It helps us in many ways, it keeps us connected with friends …. → It helps us in many ways; it keeps us connected with friends.…

Eating healthy food is crucial for many reasons, it helps our bodies…. → Eating healthy food is crucial for many reasons; it helps our bodies.…

Misuse of capitalization:

Some students have difficulty using capital letters correctly. This problem may arise from a lack of understanding of capitalization rules or from informal writing habits, such as those seen on social media and text messages.

In this study, failing to capitalize the first word of a sentence and failing to capitalize proper nouns are two common errors observed in students' essay writing. These errors are attributed to a number of factors, including a lack of familiarity with formal writing rules, influence by digital media, and poor proofreading.

Examples:

one of the things I love …. → One of the things I love.…

overall, my hometown …. → Overall, my hometown.…

the first … the second … → The first … The second…

sundays → Sundays

febuary → February

These errors highlight the urgent need for more training in punctuation rules and familiarity with proofreading strategies.

Poor Organization

Logical flow is essential in writing. However, 16% of the errors relate to poor organization, which makes essays difficult to follow.

Lack of Cohesion

Some students write sentences consecutively without using linking words to enhance coherence, resulting in disconnected ideas.

Example:

"Many places get snow in winter. Snow falls from the sky and covers everything. We can play in the snow by making snowmen or having snowball fights. It's very enjoy".

To improve linguistic cohesion, students can add linking words that strengthen the logical connection between sentences and ideas. This makes the reading process easier and makes the text more coherent. Based on the study results, here is a revised version with better flow:

"Many places get snow in winter. When it snows, it falls from the sky and covers everything. As a result, we can play in the snow by making snowmen or having snowball fights. This is very enjoyable".

No Clear Topic Sentence

Topic sentences are essential for guiding the reader through an essay or paragraph. When students struggle to write a clear topic sentence, their writing may lack a clear sense of the essay's purpose, making it difficult for the reader to understand the main argument or purpose of the text.

The current study revealed that some students find it difficult to formulate a clear topic sentence, leading to cluttered and unfocused writing. A major reason for this problem is poor planning before writing, as students often begin their essays without clearly defining their main ideas. Additionally, some students struggle to understand their arguments, making it difficult to formulate a strong topic sentence that guides their writing. Another common problem is including too many ideas in a single essay, which leads to incoherence, distracts from focus, and makes it difficult for the reader to grasp the main idea. These factors contribute to essays lacking proper structure, making it difficult for students to communicate their arguments effectively.

Example:

"Eating healthy food is crucial for many reasons. It helps body to stay strong, provides energy, and keeps mind active. Also, choosing native food leads to be happier".

The student's topic sentence lacks clarity, focus, and proper grammar. This makes it ineffective and doesn't convey the intended meaning. A well-structured topic sentence should present only one main idea that aligns with the details of the paragraph. By improving the focus of meaning and coherence of ideas, students can build a stronger foundation for their writing. The key sentence should focus on one clear, specific main idea, and ensure that the supporting details match it. Here's a possible revision:

"Eating healthy food is essential for maintaining physical strength, boosting energy levels, and keeping the mind active".

Other Errors

This category includes various writing problems, such as ambiguous sentences, repetition, and incorrect word choice.

- Lack of Clarity

Students often write vague sentences that lack precision and clarity, making it difficult for readers to grasp the main idea. This is due to students' limited vocabulary related to the topic, making it difficult for them to express their ideas precisely. Some students also tend to overgeneralize rather than provide specific examples that convey the meaning. Furthermore, a lack of planning before writing leads to unclear and confusing ideas.

Example:

"Technology is changing everything in the world, and people use it in different ways. It has many benefits, but it also comes with problems. This is why we need to be careful."

Phrases like "change everything," "different ways," and "many benefits" are too vague and don't provide precise details that would convey the intended meaning.

The phrase "we need to be careful" doesn't clarify what the students mean—care about what, exactly? Does it mean privacy issues? People's overreliance on technology? Or what?

Redundant Phrases

"Eating a healthy diet is crucial, as it helps maintain health and prevent disease. The main reason to eat vegetables is due to the fact that they contain many vitamins and nutrients good to the body. Since vegetables contain many essential nutrients, they are beneficial to health and well-being. Therefore, it is essential to eat them regularly, as they support overall health and protect against desice."

Students often suffer from repetition in their writing, as illustrated in this paragraph, where ideas are repeated in slightly different forms without adding new information. For example, the phrase "The main reason to eat vegetables is that they contain many vitamins and nutrients that are good to the body" is too long and could be simplified to "The main reason to eat vegetables is that they contain essential nutrients."

Similarly, the sentence "Since vegetables contain many essential nutrients, they are beneficial to health and well-being" reiterates the same idea without adding any new details. The final sentence, ". Therefore, it is essential to eat them regularly, as they support overall health and protect against disece." reiterates that vegetables contribute to health without going into detail about how or why.

Example:

" The main reason to eat vegetables is due to the fact that they contain many vitamins and nutrients that are good for the body."

This can be revised to:

"The main reason people should eat vegetables is that they contain essential nutrients".

Incorrect Word Choice

Students may use informal or vague terms like "good for the body" instead of more precise terms like "beneficial to general health." Similarly, phrases like " due to the fact that" are unnecessarily long and can be replaced with "because" for brevity. Another problem is the misuse of prepositions or collocations, such as saying "good to the body" instead of "good to the body."

These errors can make arguments less convincing and undermine the quality of academic writing.

Analysis of Students' Interview Responses

An analysis of students' interview responses highlights several key challenges and difficulties they face in academic writing. These challenges align with the findings of the analysis of students' essays, particularly regarding grammar, style, organization, and clarity. The following is a breakdown of the most significant writing problems, supported by direct quotes from students' responses.

The Influence of Mother Tongue on Writing

Q1- How does your native language influence your English writing? Do you think translation affects the way you construct your sentences?

Many students admitted that they think in their native language before translating their thoughts into English. This often results in illogical or unnatural sentence construction, incorrect word order, and direct translations that do not conform to English grammar.

"I usually think in my native language first, then I try to translate it into English. But sometimes, the sentence sounds strange, and I don't know how to fix it".

The main result of this problem is incorrect word order, especially in the formulation of questions and the placement of adjectives.

"It is difficult for me to write questions correctly. I always say 'What you did yesterday?' instead of 'What did you do yesterday"'?

"I have difficulty writing questions correctly. I always say, " What you did yesterday?" instead of, "What did you do yesterday?"

Similarly, adjective order errors occur because students apply the grammatical rules of their native language rather than the conventional order in English.

"I wrote 'a red, big one,' but my teacher said it should be 'a big, red one.' I didn't know there was a rule for this---".

"I wrote 'a red, big one,' but my teacher said it should be 'a big, red one.' I didn't know there was a rule for that."

"I translate sentences from my native language, and that causes problems with word order. For example, I wrote 'What you did in your diet last week?' instead of 'What did you do in your diet last week?'"

I translate sentences from my native language to English, and this causes problems with word order. The two languages have different sentence structure. For example, I wrote "'What you did in your diet last week?' instead of 'What did you do in your diet last week?'"

Lack of Planning and Organization

Q2- How do you write an essay? Do you plan before writing, and how do you ensure your ideas flow?

Most students admitted that they do not plan their essays before writing them, which results in poor logical flow, weak topic sentence, and unclear and disorganized ideas.

"I just start writing without thinking too much about how to organize my ideas. When I finish, I realize that my ideas are mixed up, and I don't know how to fix them.

"I don't usually plan my articles before writing them. I just start writing whatever comes to mind, and sometimes my ideas don't cohere well".

Some students noted that their introductions and conclusions did not align well with the topic sentence, making their arguments unclear.

"Sometimes my introduction says one thing, but my conclusion says something entirely different. I don't know how to properly connect them to create the desired coherence and unity. ".

The absence of an essay outline often leads to redundancy, with students repeating ideas over and over rather than developing them further.

" I feel like I repeat the same idea in different ways in different places in my essay because I don't plan my paragraphs before writing".

Grammar Challenges: Subject-Verb Agreement and Sentence Structure

Q3: Common grammatical errors in student writing, such as subject-verb agreement and word order. Do you find these rules difficult? How do you try to avoid them?

Students reported frequent difficulties with subject-verb agreement, especially when additional phrases intervened between the subject and verb.

" I always make mistakes when using singular and plural verbs. For example, I wrote, "The quality of my products are improving," but my teacher said it should be "is improving"'.

" I struggle with grammar, especially subject-verb agreement. Sometimes I forget that a singular subject requires a singular verb, so I make mistakes like, "The diet are very healthy."'"

In addition, students have difficulty forming complex sentences and being able to maintain verb tense consistency.

"I often mix the present and past tenses. Sometimes I start a sentence in the past and then end it in the present without realizing it".

Mechanical Errors: Spelling and Punctuation

Q4: What do you think causes spelling and grammatical errors, and what strategies do you use to correct them?

Many students admitted that they frequently make spelling mistakes due to mismatched phonetic spellings, confusion between similar words, and silent letters.

"I have difficulty spelling because some words are not spelled the same way they are pronounced. For example, I wrote "deceise" instead of "disease" because they sound similar".

Punctuation problems, especially comma splices and missing capitalization, were also common concerns.

"I don't always know when to use commas correctly. That's why I sometimes put them everywhere, and sometimes I forget them altogether".

"I struggle with punctuation, especially commas and semicolons. I sometimes write long sentences without commas, or I use commas instead of semicolons."

"I have difficulty using punctuation properly, especially commas and semicolons. I sometimes write long sentences without commas, or I use commas instead of semicolons".

"I often forget to capitalize the first word of a sentence, and I don't always capitalize proper nouns. I think it's because I don't capitalize it in text messages, so I forget it in formal writing".

Incorrect Word Choice and Limited Vocabulary

Q5: What do you think of your vocabulary when writing essays? Do you find it difficult to choose the appropriate words for formal writing?

Many students expressed that their limited vocabulary affected their ability to write clearly and formally. They tended to use informal expressions rather than precise academic terms.

"I know I should use academic words, but sometimes I don't know which words to use, so I just write in a simple way".

"I know I have to use academic words, but sometimes I don't know which ones to use, so I write in a simple way."

Incorrect word choice often results from confusing similar words or overusing informal expressions.

"I wrote "good for the body" and not "good for health" because I didn't know the correct academic word in the context".

Lack of Cohesion and Transition Words

Q6- What challenges do you face when linking your ideas with linking words?

Students admitted that they find it difficult to use linking words correctly and effectively, resulting in disjointed and difficult-to-follow essays.

"My teacher told me that my essay looks like a list of separate sentences, not a single coherent idea. I forget to use linking words."

When students use linking words, they sometimes choose inappropriate ones, which affects the order of ideas and the flow of their writing.

"I wrote "because of this" many times in my essay instead of using different transition words instead".

Lack of Proofreading and Awareness of Errors

Q7- How do you review your essays before submitting them, and what difficulties do you face in understanding the teacher's comments?

Some students admitted that they submitted their essays without carefully reviewing them, leading to avoidable errors.

"I usually don't review my work after I finish it because I get tired. But later, when I read it again, I find a lot of mistakes in it".

"I know I make mistakes, but I don't always proofread my essays before submitting them to my teacher. I usually finish writing them and submit them immediately without checking for errors".

Others reported receiving feedback from their teachers but not fully understanding the corrections.

"Even when my teacher corrects my mistakes in my essays, I don't always understand why. I think I need more explanation".

"I receive feedback from my teachers, but I often don't understand how to correct it. I see the corrections, but I don't always know why they are wrong."

Teacher's interview analysis

The English teacher's responses closely align with the study's findings, which identified the main challenges students face in essay writing. Below is an analysis of how these responses address the most significant writing problems in third-year students' essays.

Q1- What are the most common grammatical and mechanical errors you see in students' writing, and how do you deal with them?

The most common mistakes I encounter relate to subject-verb agreement and punctuation. Students often struggle to ensure that the subject and verb agree in number, especially when phrases overlap. For example, "The quality of my products are improving" should be "The quality of my products is improving." To address this problem, I use specific exercises in which students practice correcting these errors. Punctuation is another problem, particularly commas splices and missing commas. I strongly emphasize the importance of proofreading and providing exercises that highlight punctuation rules.

The teacher highlights subject-verb agreement and punctuation as the most common grammatical and linguistic errors. Students often struggle to ensure that subjects and verbs agree in number, especially when other words are involved. Punctuation errors also cause difficulties.

The study found that grammatical errors accounted for 35% of all errors, 18% of which involved subject-verb agreement. The teacher's response confirms that this is an ongoing problem, explaining that students struggle with singular and plural forms, especially when additional phrases separate the subject from the verb.

Similarly, mechanics errors accounted for 39% of students' errors, while punctuation problems accounted for 19%. The teacher's focus on comma splices and missing commas is consistent with the study's findings, emphasizing the importance of direct instruction and

practice. This suggests that teaching punctuation rules more explicitly, along with proofreading strategies, may be an effective intervention.

Q2- How do you help your students improve their essays, including the use of topic sentences, and linking words?

"To help students organize their essays, I emphasize the importance of having a clear topic sentence. I also encourage students to use connecting words, such as "therefore," "for example," and "as a result," to ensure a logical flow. For example, instead of writing, "Snow is fun. We can make snowmen," I instruct them to edit it to, "Snow is fun because we can make snowmen, which unites people." This simple change makes a big difference in readability".

The instructor emphasizes the need for clear thesis statements, topic sentences, and linking words to improve organization and coherence. He guides students by demonstrating how simple changes in sentence structure can enhance logical flow.

The study identified poor organization (16%) as a major problem, with many students having difficulty connecting ideas logically. The teacher's strategy of teaching students to improve their thesis statements and use appropriate linking words directly addresses this problem. The example above—changing "Snow falls from the sky and covers everything. We can play in the snow by making snowmen" to "When snow falls, it falls from the sky and covers everything. As a result, we can play in the snow by making snowmen"—illustrates how simple adjustments can improve cohesion.

Q3- How do you help students overcome ambiguous or repetitive sentences and encourage them to write more accurately and clearly?

I often see students use vague or repetitive phrases, such as "Technology changes everything" or "Eating vegetables is important because they contain vitamins." I encourage students to be more precise and concise. For example, instead of saying "Technology changes everything," they could write "Technology is revolutionizing communication by enabling instant global connections." This helps focus their argument and makes it more impactful.

The study found that 10% of errors fell into the " Other Errors " category, including vague sentences and repetition. The teacher's observation that students struggled to express their ideas clearly due to a lack of specificity is consistent with this finding.

Q4- What strategies do you use to guide students in choosing more formal and academic language and avoiding informal or ambiguous expressions?

In academic writing, accuracy is important. Many students use informal language, such as "good for the body," which I encourage them to modify to a more formal form, such as "beneficial for overall health." I also focus on avoiding verbosity, such as changing "due to

the fact that" to "because." This helps them develop a more polished and professional writing style.

The teacher notes that students often use informal language. They also tend to use unnecessarily wordy phrases, such as "due to the fact that," which should be replaced with "because."

The teacher notices that students often use informal language. They also tend to use unnecessarily long phrases, such as "due to the fact that "which should be replaced with "because."

Incorrect word choice was one of the major problems identified in the study, contributing to weak arguments and poor writing structure. The teacher emphasized replacing informal language with more precise academic vocabulary, which contributes to developing a better understanding of formal writing conventions.

Q5- What are the most pressing writing challenges faced by third-year students, and how do you design your lessons to address them?

"Third-year students often face challenges constructing complex sentences and maintaining focus throughout their essay writing. I provide exercises that focus on sentence variety and the correct use of conjunctions to help students organize their ideas logically. Additionally, I provide support by breaking large tasks down into manageable steps, such as brainstorming before drafting, to avoid overwhelming students".

The teacher reported that third-year students often struggle with sentence construction and maintaining focus. The study indicated that poor organization and lack of focus pose challenges that impact students' writing. The teacher's response supports the idea that students struggle to maintain a logical structure throughout their essays.

Q6- How do you provide feedback on essays written by students, and what areas do you focus on to help students improve their writing?

When giving feedback, I focus on structure, topic sentences, grammar, and punctuation. I often provide concrete examples of how to improve, such as rephrasing an ambiguous sentence or correcting a subject-verb agreement error. I also invite students to revise their drafts based on feedback and reflect on their progress, rather than focusing solely on errors.

The teacher provides and encourages revision and self-reflection rather than just pointing out mistakes. The teacher encourages review and self-reflection rather than simply pointing out mistakes. The study highlights the importance of feedback in improving students' writing. Teachers also encourage students to review their mistakes and make valuable adjustments.

Q7- Do you recommend tools (such as a grammar checker) to help students reduce writing errors, and how do you integrate these tools into your teaching?

" advise students to use spelling and grammar checkers, such as Grammarly, to correct simple errors. However, I emphasize that these tools should not replace careful proofreading. I also recommend that students read their essays aloud to catch errors they might miss while silently reading. These tools help students become more independent in identifying and correcting their own errors".

The study indicates that technology helps students reduce grammatical and linguistic errors, but overreliance on grammar checkers can lead to inaccurate writing. Teachers adopt a balanced approach, using tools as support while focusing on proofreading. Reading essays aloud is an effective and efficient strategy for reviewing texts, as it helps students identify inappropriate phrases and missing words.

Q8- How do you encourage students to take responsibility for developing their writing and receiving feedback effectively?

"I motivate students by guiding them on how to improve their writing over time. I encourage them to set small goals at each stage. I also give them the opportunity to review their previous writing, which helps them see their progress and reinforces the idea that writing is a continuous process of development".

The study emphasizes the importance of student engagement in writing. The teacher's approach of setting small goals is consistent with the fact that breaking writing tasks down into manageable objectives helps students maintain their motivation.

Encouraging students to review their work and track their progress over time is a demanding and ongoing process. By reinforcing the idea that writing is a skill that can be developed through practice and training, students are more likely to take ownership of their own learning.

Conclusion

The results of this study provide valuable insights into the writing challenges faced by third-year students. An analysis of their essays revealed that mechanical errors (39%) were the most common, followed by grammatical errors (35%), poor organization (16%), and other problems (10%). These difficulties significantly impact students' ability to express their ideas clearly and effectively in academic writing. The most common grammatical errors were subject-verb agreement errors (18%) and word order problems (17%), many of which stem from unfamiliarity with English sentence structures, direct translation from students' native language, and insufficient revision. Spelling errors (20%) were caused by phonetic spelling, confusion between similar words, and carelessness, while punctuation errors (19%), including missing commas, commas, and incorrect capitalization, reduced the clarity and readability of students' writing. Additionally, some essays lacked logical coherence due to the absence of connecting words and poor paragraph structure. Many students struggled to write clear thesis statements and topic sentences, resulting in a lack of coherence in their essays. Ambiguous sentences and redundancy weakened the impact of

students' arguments, while incorrect word choices and informal expressions weakened the academic quality of their writing.

Students' interview responses provide a deeper understanding of the underlying causes of their writing difficulties. Prominent among these challenges are the influence of their native language, poor planning, grammatical and linguistic errors, limited vocabulary, and poor organization. Many of these challenges stem from a lack of practice, a lack of familiarity with academic writing principles, and a lack of effective revision strategies. Similarly, the teacher's responses closely aligned with the study's main findings. She addressed the major writing problems identified in her teaching approach: grammatical and technical errors, poor organization, ambiguous or repetitive sentences, informal language, lack of focus, and weak revision strategies.

In conclusion, this study highlights the urgent need to improve writing instruction to address recurring problems in students' essays. Addressing these problems comprehensively will enable students to become more competent and independent writers, ultimately enhancing their academic success and mastery of academic writing.

Recommendations

The results indicate that students need more focused instructions and training in core writing areas. To improve their academic writing skills, the following strategies are recommended:

1. Provide spelling and punctuation exercises to reinforce correct usage.

2. Encourage students to plan before writing to enhance coherence and logical flow.

3. Train students to identify common writing errors through self-editing and peer review exercises.

4. Provide clear and explanatory feedback, ensuring students understand their mistakes and how to correct them.

5. Encourage proofreading and self-correction, whether through peer editing or digital writing tools.

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Difficulties of EFL learners in organizing a good academic paragraph in Almergib

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الملخص:

الكتابة مهارة إنتاجية تعتمد على قدرة الطلاب على إتقان أسلوبها. لكتابة فقرة أكاديمية جيدة، يجب على الطلاب تعلم بعض الاستراتيجيات في تنظيم عناصرها الرئيسية. لذا، يتناول هذا البحث مشاكل طلاب اللغة الإنجليزية كلغة أجنبية في تنظيم الفقرة الأكاديمية بكلية الآداب والعلوم في جامعة مسلاتة. يهدف البحث إلى معرفة العقبات التي يواجهها الطلاب في اتباع أسلوب معين في كتابة الفقرة او النص، وذلك من خلال دراسة 30 طالبًا من قسم اللغة الإنجليزية. ولأن الكتابة من أهم مهارة في تعلم اللغة، يواجه بعض الطلاب صعوبات في تنظيم أفكارهم وترتيبها منطقيًا. وخلال فترة التعلم، لم يتمكن الطلاب من تحديد أخطائهم، مما دفعهم إلى الكتابة بشكل عشوائي. لا يقتصر الأمر على عملية الكتابة فحسب، بل يواجهون أيضًا بعض المشكلات المتعلقة بعدم استخدام العناصر الرئيسية لتنظيم الفقرة. لذلك، استخدم المنهج الكمي في هذه الدراسة استبيانًا لجمع البيانات لدراسة صعوبات الطلاب في تنظيم الأفكار وتأثيراتها على قدرتهم على كتابة نص او فقرة أكاديمية. بالإضافة إلى ذلك، اقترحت هذه الدراسة استراتيجيات وتقنيات معينة لمساعدتهم على التغلب على صعوبات تعلم كتابة الفقرة.

الكلمات المفتاحية: تقنيات ما قبل الكتابة، العناصر الرئيسية للفقرة، تنظيم الفقرة.

Abstract:

Writing is the productive skill relies on students' ability in mastering its technique. To write a good academic paragraph, students should learn some strategies in organizing the main elements of the paragraph. Thus, this research paper conducts to investigate EFL student's problems in organizing the academic paragraph at the faculty of Art and Science Misallata College. The research aims to find out the obstacles that students face in following a certain technique in writing a paragraph on 30 students of the English department. As writing is the most important skill in learning language, some students face difficulties in organizing their thoughts and how to put their ideas in logical order. Throughout their learning, students couldn't identify their mistakes that led them to write randomly. Not only on the process of writing, but also, they have certain issues in lacking of using the main elements of paragraph organizations. Hence, quantitative method in the current study used a questionnaire as data collections to investigate students' difficulties in organizing the ideas and their influences on the student's ability to write an academic paragraph. In addition, this study also proposed certain strategies and techniques to help them overcome difficulties when learning paragraph writing.

Key words: prewriting techniques, main elements of the paragraph, paragraph organization

Introduction 1_1

A good academic writing depends on main components in organizing the paragraph, and these components are the main keys of learning. Writing a successful paragraph, require essential techniques that lead learners to learn perfectly and gains useful information that helps them in the future to evaluate and synthesis the words, ideas, and opinion of others to develop their own academic work. Writing effectively depends on students' ability in learning and practicing the material. Developing writing skills depends on lots of practice and correcting mistakes. However, some students find it complicated to study academic passages. And that's due to the main factors through their learning process. Language problems such as interference from the mother tongue before writing are the main factors that lead to the lack of unity and clarity in paragraphs. Also, the lack of editing caused them to make some mistakes in grammar and spelling. Moreover, lack of vocabulary leads students to interfere their mother tongue and find a difficulty to convey their ideas and thoughts into English language, so due to these factors, students couldn't write in the coherent way. In fact, students need some practice in class to learn effectively, for example, through group work they will learn to narrow down their ideas rather than generate them. Training in editing their draft helps them to concentrate on parallel construction and repetition of key nouns that's led students to write logically and gives their paragraphs smoothness.

1_2 Research question:

1_what are the difficulties that students face in writing academic paragraph?

2 _how students will improve their abilities to write effectively?

3_ Is lack of practice being the main factor? And how to improve it?

1_3 Statement of the problem:

Writing in target language is not simple for foreign language learners, because learning academic writing isn't like any kind of writing. Its advanced level will be helpful for students' future development after graduation. Hence, students face the problem in organizing the academic paragraph, and that's related to the ignorance of unity and coherence in their writing. They couldn't arrange the ideas logically that will be difficult to understand and makes an ambiguity for readers to grasp the main idea of the content. Furthermore, no attention was paid to grammatical functions to achieve parallel structure when writing the outline. And the use of vague vocabulary without realizing the need to focus, leading to a lack of clarity in the paragraph.

1_4 the research hypotheses:

1_writing is considered a most complicated material for EFL students at Almergeb university Misalata while learning second language

2_most of students couldn't write correctly due to lack of practice inside classroom

3_ ignorance of students to organize their ideas which make their paragraph unclear and lack of unity and coherence

4_ lack of applying parallel construction while writing an outline.

1_5 significance of study:

This study proposes a technique and strategies to improve students' level in learning the academic paragraph. As well as for teachers to apply a certain approach and ways to maintain students' activities in the classroom. Through repeated practice, students will overcome problems in organization and learning and improve their thinking in a perfectly organized manner. By applying an outline before writing a paragraph, help students to concentrate on parallel construction and editing their ideas in logical words to achieve coherence. Also, choose clear vocabulary to avoid unclear words, which helps in developing one main idea into several supporting sentences. These elements provide clarity and fluidity in its operation, convincing and delighting the reader. Thus, teachers should provide an interesting method to make students interactive and communicative by utilizing peer editing to share their ideas and opinions by working in a group to get more ideas and express their thoughts with each other that's making them to be motivated to learn material precisely.

1_6 limitation of study:

This study focused on the importance of well-organized academic paragraphs rather than focusing on common mistakes in writing. Therefore, the researcher intended to conduct this study on EFL learners at Maslata Al Mergehb University and collected data using a questionnaire on 30 participates of second to third year students. Therefore, the results may vary depending on the level of the students.

2_Literature review:

2_1 Importance of maintaining prewriting technique:

Learners' difficulties in organizing ideas logically are related to the lack of maintaining prewriting procedures not only in Almergeb University, Masalta but also in other parts of the world. Sagvan, et al. (2023) conducted research in Iraqi Kurdistan to explore the importance of pre-writing strategies in students' writing. The researchers used a questionnaire for data collection and results show that most of the learners

don't use prewriting techniques due to insufficient time and ignorance of the importance of these techniques. In reality, many students face these obstacles, especially neglecting the importance of editing their essays. The strategies of prewriting help learners to concentrate on one main idea and allow them to check their mistakes. Thus, there are three steps for planning a good paragraph.

2_1_1 prewriting

Choosing and narrowing the topic is considered as a first stage of the pre-writing process, in this stage, learners learn to narrow their topic to be more specific. After that apply a brainstorming technique. According to Folse, et al. (2015), while applying brainstorming technique, don't worry about the ideas if are related or not. You just write any ideas that comes to your mind. (p. 14). It is creative thinking to get subconscious ideas and this technique encourages to improve creativity and to vary their ideas before writing. Listing and free writing are brainstorming techniques, which help students to apply the process of writing logically. By writing any words by writing any words or phrases quickly the main goal of this technique, is to get and produce the main idea as well as to concentrate on the topic without worrying about grammatical structure and spelling. Through this activity, students could write freely just to generate ideas without focusing on organization. (Oshima 1999).

2_1_2 outline:

 The next step in the writing process which is considered a challenge for many learners is outlining. It is a plan before writing, and learners through this strategy learn to divide their ideas logically and cross the irrelevant ideas. Grenville states, outline is a plane which arranged ideas in any piece of writing in logical order, and these ideas will be arranged in piece of writing. (P.69,2001). The outline helps to write quickly and improves a grammatical structure that leads students to focus on parallel forms of the content. Therefore, equal parts of the outline should be written in parallel form that means all ideas should have the same grammatical structure which all word sentences should be nouns, or adjectives, or prepositional phrase.   (Hogue &Oshima, 1999, P.36). Kamila in Surabaya (2018) conducted research about the effect of using outline technique to improve students' ability in writing a descriptive paragraph. The author stated that students' obstacles in using outlines for content and organization are due to how to transfer their ideas into writing. The researcher used a pretest and posttest to score the changes of learners after applying the outline technique, and the results showed the progress of students in writing a descriptive paragraph was effective.

2_1_3 writing and revising draft:

After writing an outline, writing and revising a draft is the final step in the prewriting process. Oshima and Hogue (1999), state, that in these steps students write a paragraph by following the plan of the

outline, then revise the first draft for content and organization of ideas and deleting irrelevant ones. Through writing the first draft, students should focus on gaining more information about the topic and don't worry about punctuation or grammar. It is a frequent technique to remove unrelated ideas and add additional information to be more effective. Therefore, revising and checking the content leads learners to focus on organization, which involves unity and coherence along with transition signals if they are used correctly. Finally, this technique encourages students to concentrate on a formal unit of the content and also, helps to check their sentence structure, grammar, and spelling mistakes.

The main elements of paragraph organization2_2

In academic writing, paragraph structure must be well organized and comprehended. The organization is crucial to convey the ideas clearly and logically to interest the readers. The paragraph involves three main elements: a topic sentence, supporting sentences, and a conclusion sentences. As Oshima and Hogue (1999) said, in writing the organization of paragraphs is essential which one main idea developed in a group of related sentences. (P. 16). That main idea exists in a topic sentence that is called a controlled idea that one single idea develops consequently in supporting sentences that discuss and explain it, so by providing reasons and examples, the paragraph will be effective. Supporting sentences are used to prove a point with specific details, but learners are unable to express their ideas in more convincing language. To demonstrate these ideas, there are various ways to improve supporting sentences, such as examples, explanations, quotations, and statistics. (Zuhriyah,2021. P.16). Thus, these specific details, that were debated in supporting sentences logically should be adequate, unified, and clarified. The other element of a good paragraph is the conclusion sentence, its reinforcement of the topic sentence that sums up the main idea. It's important and helpful that it gives essential points about the topic, and it could be a comment or paraphrasing of the topic sentence. As (Zuhriyah,2021) argues that the main idea of the paragraph is summarized in conclusion sentence. It reminds the reader about the main idea of the paragraph, and should not introduce a new idea or point, however, it should introduce a summary of the paragraph content.

The other main elements of a good academic paragraph that are considered a main goal in academic writing are:

1_2_2Unity

Unity in general, is considered the main characteristic of paragraph organization. To write a paragraph effectively requires developing a central idea in logical order. Therefore, every paragraph should have unity, which means one single idea should be developed in supporting sentences. (Folse & Solomon, 2015) Claim, unity is achieved in the paragraph when all supporting sentences are related to the

controlling idea, and skilled writers maintain to ensure their supporting details are related to the main idea of the paragraph. (P.53). Furthermore, focusing on one main idea is the purpose of writers to achieve unity, and this technique helps to inform an interest to the readers and persuade them.

2_2_2 coherence

 In any piece of writing, coherence is essential to make a paragraph flow smoothly and be understood by readers. Moreover, coherence in academic writing is crucial to connect ideas clearly and in logical order. The sentences of paragraphs hang together to convey a writer's idea and provide actual meaning for readers. Murray & Hughes (2008) stated a skilled writer connects their ideas in such a way that they function like links in a chain, each link joining the previous one to the subsequent one. The argument structure breaks down and the connection becomes ambiguous if any links are absent. P.45. Good writers ensures that their ideas are hold together, however unclear sentences make their paragraph structure un successful. Nevertheless, learners have difficulty in learning to write, due to a lack of applying features of coherence. Firstly, some students don't write transition signals that connect the ideas smoothly from one sentence to another, which results a confusion and abruptness of learners and misunderstanding by readers. Similarly, Oshima and Hogue (1999, P.43) stated that transition signals provide a coherence in any piece of writing that makes a paragraph easier to read and understood. Secondly, unawareness the importance of concentrating on using pronouns for the repetition of key nouns. Therefore, some students repeat the key noun frequently in their text without substituting it with the proper pronoun which causes unclear writing. In general, there are no rules regarding the substitution of pronouns or the way to repeat a key noun. When students use pronouns instead of repeating the key noun, they substitute the gender of a pronoun throughout the paragraph, which leads pronoun not referring clearly to the key noun in the sentences.

Besides that, the logical order is regarded as an important method for using coherence in the writing process. It is utilized to arrange sentences and thoughts so that enhances readers' comprehension and facilitates sequential content. Students need to pay attention to logical order techniques to overcome their writing problems and enhance their ability in paragraph organization. There are some common methods of logical order which helps in paragraph organizations are logical division, chronological order, and comparative contrast. Each type has its phrases and words to make a relationship among sentences to achieve coherence. Consequently, these methods create a challenge for students; they couldn't differentiate how and when should be used these methods and how to write a sequence of events in chronological order. After reviewing some research about paragraph organization, it is clear that the lack of maintenance techniques for paragraph organization led to writing difficulties in arranging ideas. Ratu and Nur, 2017 investigating students' challenges in sustaining their coherence in

writing, and this study carried out in Tarbiyah, Makassar in 2016/2017 at English language department. The researchers used descriptive qualitative data and an interview. They stated the students' difficulties in determining their ideas on how to use a suitable transition signal and how to write a good supporting detail.

2_2_3 Clarity

Clarity in writing is fundamental making an idea communicate effectively in any piece of writing, also well-developed paragraphs should have a precise use of words and clear descriptive language. Folse, Solomon, and Clabeaux, point out that clarity helps in reading comprehension, a good writers clarify their points of ideas to be easier and more understandable (2015, P.46). Clarity necessitates stylistic writing and precision of the content along with appropriate words to enhance vocabulary and that provides a good impression for readers. Furthermore, it requires a clear use of pronoun references without ambiguity and confusion. However, misuse of clarity is due to misunderstanding and meaningless expressions, so EFL needs to realize the importance of clarity in their writing to avoid redundancy of their ideas and unclear words throughout their paragraphs.

2_3 Teaching strategies for students' improvement

To write successfully, students need to develop their abilities in learning writing skills effectively by engaging them in various teaching techniques. However, teachers should emphasize students' complications to overcome their problems and encourage them to improve and express themselves. Learners need to engage in many exercises to enhance their capability and creativity in writing by using their imaginations to express their thoughts, emotions, and opinions. Naturally, teachers have a boundless role to increase students' abilities and prevent their mistakes. Thus, engaging in several exercises produces communicative responses and enjoyable discussions. Classroom discussion reduces the complexity of training and develops proficiency, likewise responding to students' writing is measured as an essential technique in the teaching process, which motivates EFL learners to concentrate on their weak points. Correspondingly, students need encouragement and enough time to improve language structure along with clarity. Therefore, writing frequently and editing mistakes prevent students from organizing their ideas correctly and gaining knowledge definitely. Besides that, editing drafts and revising in the classroom, is a useful procedure to advance their skills quickly by sharing their piece of writing. Participation inside the classroom facilitates students to acquire more knowledge about the material and gain as much as possible appropriate vocabularies. Furthermore, peer editing is an enjoyable technique that supports learners to learn from each other and focus on their errors. Equally, Rames (1983) argue that Classroom lesson writing activities can engage students in a variety of languages, and their use extends beyond the purposeful sequences of

teacher instruction, student writing, and teacher checking. P.14. Peer editing is an interactive process through reading and commenting on colleagues' writing help to improve organizations of the ideas, coherence, and maintaining a grammatical structure.

3_ Method

3_1 Data collection instruments

Qualitative data is used in this research to analyze student's challenges. The researcher attempted to use a questionnaire for an in-depth understanding of students' difficulties in organizing a good academic paragraph at the English department in Almergeb University, Faculty of Art and Science-Missalata. The questionnaires were distributed to 30 students of the English department of second and third year.

3_2 population of the study:

Purpose of this investigation is students of the English department at College Art of Sceience-Missalata/Almergeb University. The participants about 30 students of second and third year. The samples were chosen randomly in May, 2024 and the students were asked to join the study freely.

3_3 Research method

The instrument of this study is a questionnaire used as qualitative descriptive data. The reason for obtaining this tool for data collection is that a questionnaire is considered a practical way of measuring data. Therefore, the researcher adopted the questionnaire as an analytical study to determine the differences between students' ideas. The questions were divided into two parts: the first part was about the difficulties that students face in organizing paragraph questions, and the second one was about the techniques for student improvement to learn academic paragraphs effectively.

4_1 Data analysis and discussions of findings

This section is presented the findings of the research question:

1_what are the difficulties that students face in writing a good academic paragraph?

2_ how students will improve their abilities to write effectively?

3_is lack of practice being the main factor? And how to improve it?

This research was conducted in Almergeb University Faculty of Art and Science Miasslata. The questionnaire distributed on English department students and the total of participants were 30 students.

4_2 chart 1

what are the difficulties that students face in organizing paragraph?
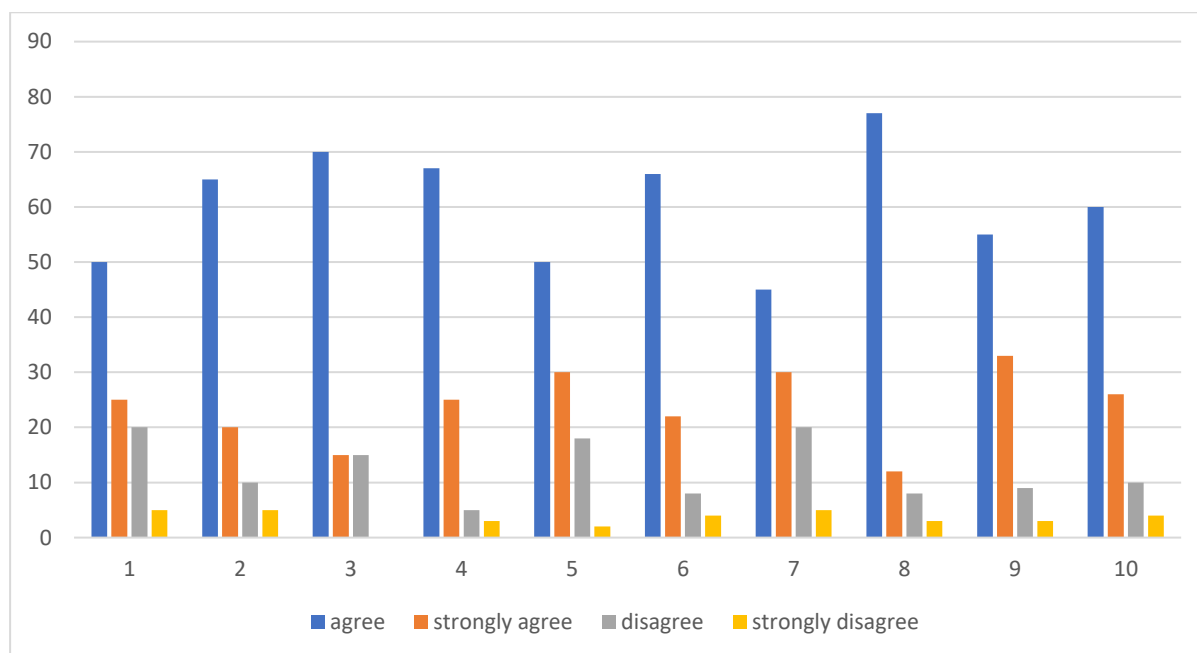
4_2_1I couldn't identify between the topic sentence and controlling idea

Based on the figure above, most of the students agree that they couldn't identify between the topic and the controlling idea about 50%, whereas 25 % strongly agree and 20% disagree and the remaining 5% strongly disagree. This result revealed students' difficulty in identifying the topic sentence in the text.

4_2_2 I can generate ideas more than narrowing the topic

As the figure shows, 65% of students can generate their ideas while they write and can't narrow the topic. Also, 20% responses of students that they strongly agree, however, the percentage where nearly 10% of students disagree about the basic problem of generating their ideas, and the remaining 5% that they are strongly disagree. It is obvious that students' main problem in paragraph organization is writing in general which results lack of unity in their paragraphs.

4_2_3 Organizing and checking the ideas in my draft is the main problem

According to the figure above, the majority of learners agree about 70% that the lack of editing their draft is due to paragraph organization problems. Moreover, 15% of EFL learners of the college Art of

Science Misallata strongly agree that the absence of editing is the main factor. However, the percentage of students who disagree about editing the draft is about 15%, and 0% of students strongly disagree about the lack of checking the draft. This shows that students' disability in writing a paragraph is related to the absence of the main technique of prewriting strategies is editing drafts.

4_2_4 planning an outline is difficult technique

Most EFL students agree about 67% that planning an outline is considered a difficult technique. Furthermore, 25% strongly agree and 5% of learners disagree about the difficulty of outlining. Whereas, 3% of answers strongly disagree. According to the answers, EFL students face difficulty in outlining writing a paragraph and due to a lack of opportunities to do exercises inside the classroom.

4_2_5 I rarely revise my mistakes

According to the figure, the answers were nearly the same, in which 50 % of students agree about the lack of editing mistakes and 30% disagree. As well as, 18% of answers were strongly agree; while 2% of answers strongly disagree. That reveals how students ignore the most important technique of the writing process is revising and editing the draft.

4_2_6 I have limited vocabulary and write unclear words

66% of answers agree that lack of vocabulary is due to unclear writing, and that causes ambiguity. In addition, 22% of answers strongly agree that the main reason for failing to write a paragraph related to the limit of using vocabulary which prevents students from writing freely even if they have ideas. However,8 % of answers disagree that limited vocabulary is the main factor, and 4% strongly disagree. Thus, reveals that students write unclear vocabulary in writing a paragraph, and that results in the ignorance of maintaining the main elements of paragraph components is clarity.

4_2_7 lack of practice is main factor

According to the figure, 45% of answers agree and 30% strongly agree that absences from several exercises inside the classroom cause a challenge for EFL students to overcome their mistakes in arranging academic paragraphs. Whereas, 20% of answers were disagree, and 5% were strongly disagree. The results show the main influence of writing problems for EFL learners is ignorance of doing tasks and encouragement of suggesting several techniques inside the classroom to maintain their ability to organize academic paragraph.

4_2_8 I have grammatical mistakes and punctuations problems

 EFL students of the college Art of Science Misallata, face a problem with accuracy in writing paragraphs which causes many problems in organizing outlines. 77% of answers agree about the punctuation and grammatical problems, as well as, 12% strongly agree that accuracy is the main reason. However, 8% of students disagree about grammatical problems and 3% strongly disagree. This exposes EFL students to several writing errors while editing their written work.

4_2_9 I can't organize my ideas logically

As second language learners, the basic issue in learning writing skills is how to arrange the ideas logically. So, the results showed that 55% agree that they have a problem arranging ideas, and 33% of answers strongly agree. However, 9% of answers disagree about disability of organizing the ideas logically, and 3% of answers were strongly disagree.

4_2_10 I couldn't make a brainstorming perfectly

Most EFL learners at college Art and Science Misallata, couldn't generate their ideas while applying a brainstorming technique. The results show that 60% of answers agree about not using brainstorming techniques before writing a paragraph, and 26% of answers strongly agree about difficulties in generating ideas. However, 10% of answers were disagree and 4% strongly disagree. Thus, this shows that generating ideas before writing a paragraph is considered a challenge for EFL learners

4_3 Chart II

How students will improve their ability in organizing a good academic paragraph?

4_1 planning ideas in the draft before writing helps to unified my topic
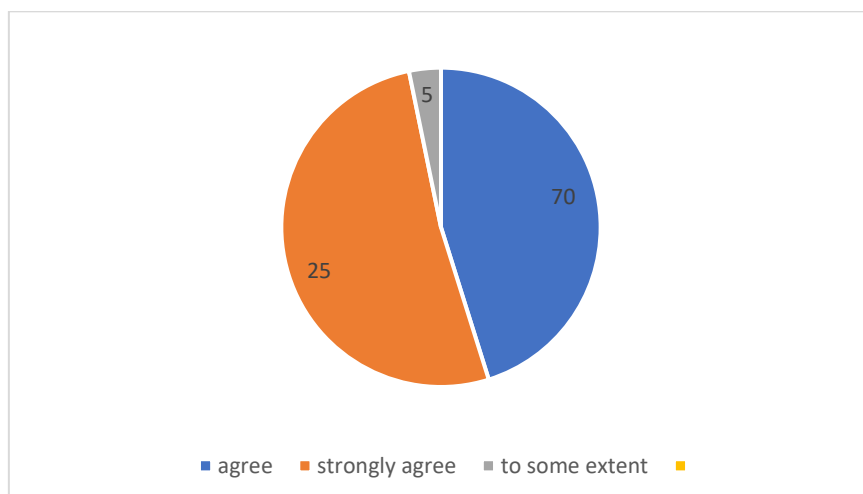
According to the figure, 80% agree that planning ideas is essential in the prewriting process to unify the ideas logically. Moreover, 70% of answers were strongly agreed and 5% to some extent about using a technique of organizations.

4_3_2 revising my draft helps me to put my ideas in logical order

Revising a draft is an essential strategy in learning writing skills, so students' ability to organize ideas logically and smoothly depends on revision technique. Thus, the results show that 55% of answers agree and 45% strongly agree, while 0% to some extent
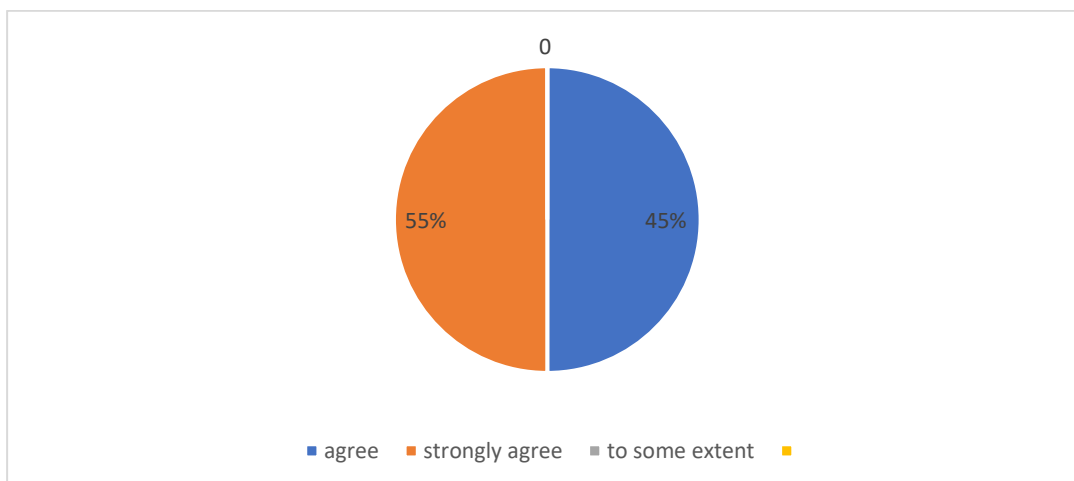
4_3_3 several activities inside classroom improves my grammatical structure
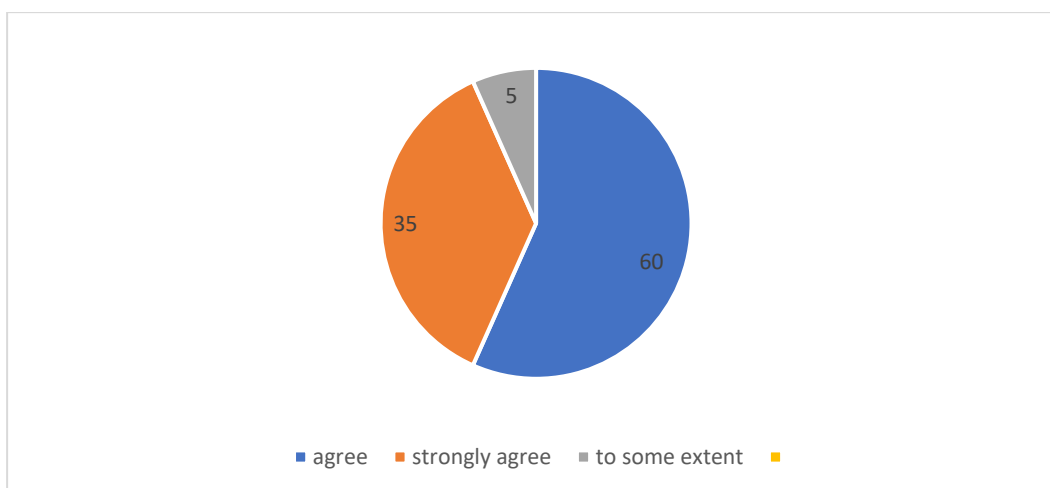
The best way to learn writing is to conduct several exercises inside the classroom. So, according to the figure above, 60% of answers agree and 35% strongly agree that engaging students in extensive exercises will improve their ability to write paragraphs, while 5% of answers were to some extent.

4_3_4 through editing, I could write in coherent way.
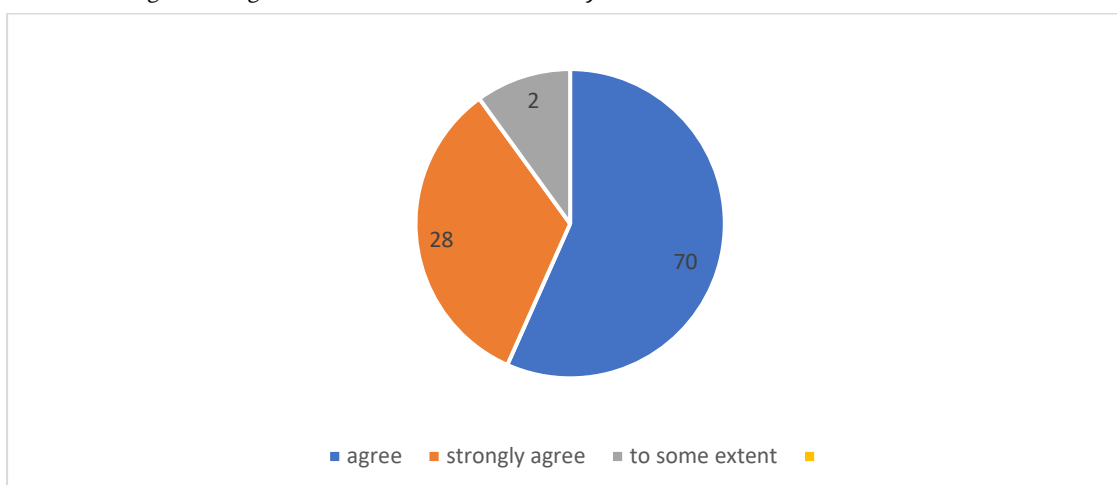
Based on the figure, the results showed that 70% agree and 28% strongly agree about the importance of editing drafts for gaining coherent content. At the same time, 2% answered to some extent. Therefore, editing the first draft is important for learners to focus on the main features of coherence.

4_3_5 making an outline helps to write more quickly

■ agree ■ strongly agree ■ to some extent ■
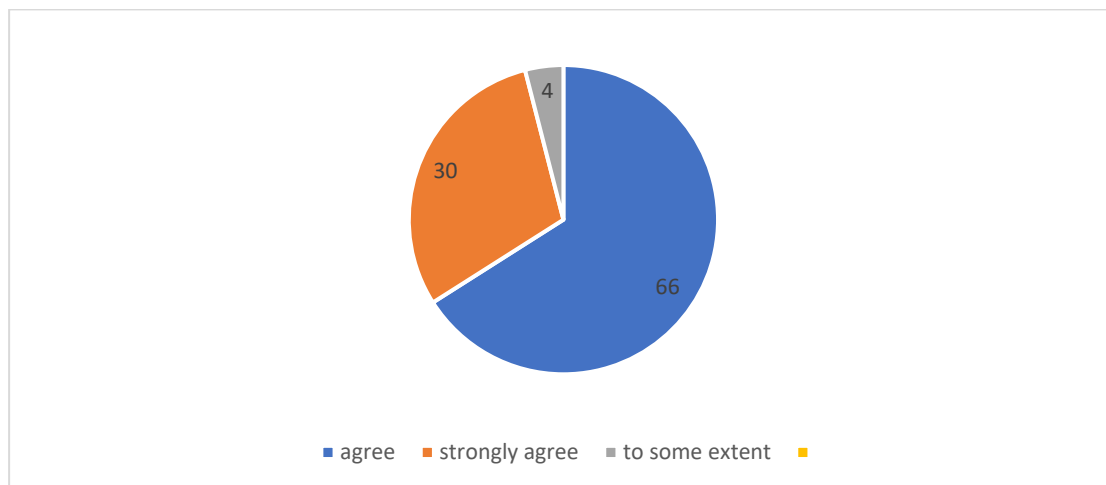
The results in this statement, 66% of students agreed that an outline is crucial for planning the ideas before writing and 30% of answers strongly agree. However, 4% of answers were to some extent. Thus, revealed that making an outline helps students to organize their thoughts in logical order.

4_3_6 focusing on parallel structure inside outline provides a clarity of the paragraph

■ agree ■ strongly agree ■ to some extent ■
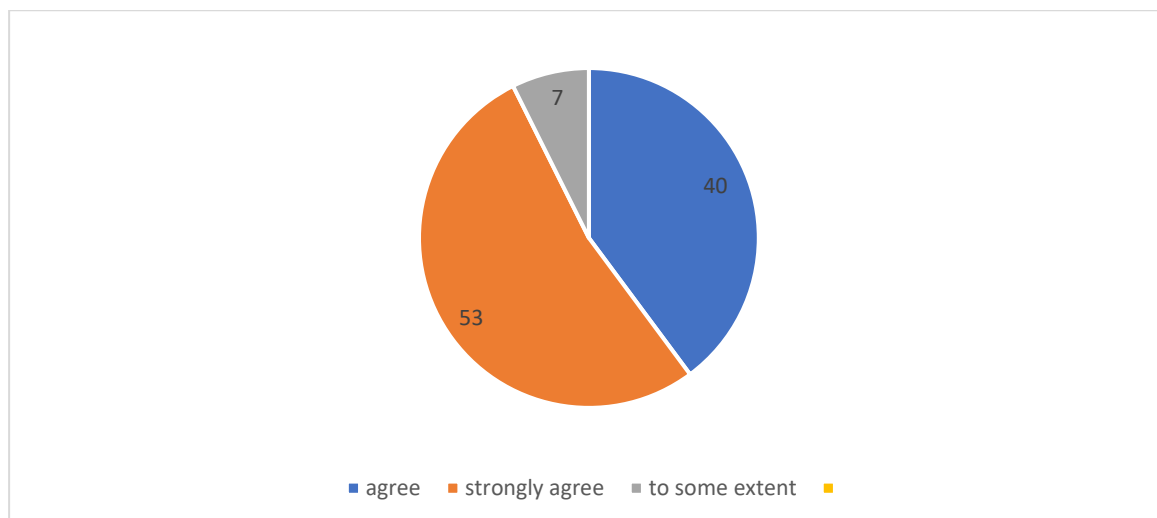
The figure above showed that 53% of students strongly agree about concentrating on language mechanics while outlining provides writing content. However, 7 % of answers were to some extent and 40% of students agree that parallel structure is crucial and helps to focus on their mistakes before writing a final draft.

5_ conclusion and recommendations

5_1 conclusion

The sequence of poor organization results a confusion, miscommunication and misunderstanding to the readers. Moreover, lack of practice, motivations and feedback from teachers leads learners to poor

academic writing. Thus, this research aims to investigate the complexities of EFL learners in organizing a good academic paragraph. As a result of this study student's difficulties in learning due to ignorance of students' the importance of prewriting technique that reflects on their written product. Also, the essential paragraph elements were not applied perfectly in their writing. However, the other main factor was the lack of doing several exercises in the side classroom, which the absence of this technique let learners write arbitrarily, also lack of motivation and feedback by the instructor impacted students' progress in learning academic paragraphs. Besides that, the lack of maintaining the main components of the paragraph, unity, coherence, and clarity, influences on learner's writing. Moreover, the results reveal that learners faced a problem in arranging their ideas by using unity and coherence, they couldn't unify the ideas that related to the topic, and these ideas were written randomly and repeated without concentrating on key nouns. Also, the findings showed that the absence of appropriate vocabulary was the other challenge for learners because they used a limited vocabulary and unclear words which prevented them from writing freely and expressing their ideas effectively. EFL learners need to engage in several strategies by their teachers to overcome the complexity of learning through applying peer editing techniques and divide learners into groups to encourage and motivate them.

5_2 recommendations

Since organizing a paragraph is considered a main writing challenge for EFL students of faculty of Art and Science Missalta, this research suggests for further study in future to investigate the other reasons behind learner's complexity in organizing a good academic paragraph.

1_ Teachers should provide feedback by editing their mistakes to learn effectively and need a motivation to write and express their ideas freely without hesitation of making mistakes

2_ Students should read many books to enhance their ability while writing assignments by using appropriate vocabulary to improve the clarity of their writing and avoid vague words.

3_ Teachers should apply peer editing technique and let students to work in groups and discuss the main idea

4_Outline technique is crucial for planning ideas logically furthermore, provides opportunity for learner to focus on language mechanism.

5_ Prewriting is essential technique that guide learners to unify their ideas and write successfully. In addition, students should take in consideration that coherence is main element of paragraph organizations that provides smoothness and logic of the content

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