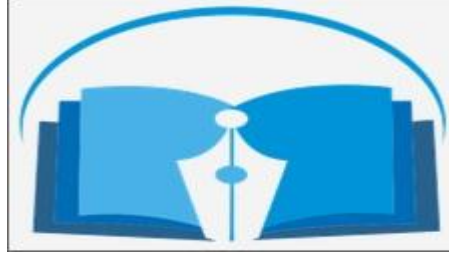




مجلة التربوي
Journal of Educational
ISSN: 2011- 421X
Arcif Q3

معامل التأثير العربي 1.63
العدد 22



مجلة التربوي

مجلة علمية محكمة تصدر عن

كلية التربية / الخمس

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يناير 2023م

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أ. سالم مصطفى الديب
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مدير التحرير المجلة
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- المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
- كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
- يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
- البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
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A Case Study on Students' Attitude Towards Speaking and Writing Skills Among Third & Fourth Year University Students at the Faculty of Education, Elmergib University

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الملخص: يوجد اختلاف بين الباحثين والدارسين حول الفرق بين اللغة المنطوقة والمكتوبة في خطاب المتعلمين. إذ يعتقد بعض العلماء أن المتعلمين يخشون دائما من ورقة بيضاء أو شاشة حاسوب فارغة. هذا ببساطة لأنهم لا يعرفون ماذا يكتبون حتى عندما يكون لديهم ما يريدون قوله؛ لأنهم يعتقدون أن ما سيكتبونه سيكون خاطئا أو غبيا. الكتابة ليست أكثر من فكر منظم مرسوم على الورق، لكن الكثير من الناس يخفون أفكارهم ويفضلون إبقاءها حبيسة مخيلتهم. العديد من الأفكار والملاحظات المبتكرة والمثيرة لا تولد أبدا لأن من يحملها لا يستطيعون التعبير عنها. ومع ذلك، يذكر آخرون أن اللغة المنطوقة أصعب من اللغة المكتوبة، ذلك، لأن المتحدث عادة ما يكون تحت ضغط الوقت؛ وبالتالي فإن أداءه مصحوب ببدائيات خاطئة، وتصحيحات متكررة، وتغيير في الرأي، وما إلى ذلك. في الكتابة من ناحية أخرى، لا يتعرض الكاتب عادة لضغط الوقت، وبالتالي لديه الفرصة الزمنية لمراجعة وتصحيح النص المكتوب من خلال اتخاذ الخيارات الأنسب، ومن الملاحظ أن نتائج الدراسة الحالية كشفت أن معظم المشاركين أظهروا أن هناك صعوبة أقل في اللغة المنطوقة منها في الكتابة، على سبيل المثال، سببت المفردات التقنية واستخدام الجمل الثانوية مشاكل أكبر عند إتقان الكتابة بكفاءة. فقد سجل مؤشر كلا البندين نسبة عالية بلغت 80% لخيار الموافقة، حيث تراوح أداء المشاركين الآخرين في الموافقة بشدة والاختلاف من 60% إلى 15%، وكانت النسبة الأقل لخيار عدم الموافقة بشدة 5%؛ حيث إن أكثر مشكلة تواجه الطلاب في التحدث هي الخوف من ارتكاب أخطاء في النطق، تراوحت نتائج هذين الخيارين من 50% إلى 70%.

الكلمات المفتاحية: الكتابة، التحدث، الموقف، القلق، التبعية، التحدث.

Abstract: It is interesting to note that there is a disagreement among researchers and scholars regarding the differences between spoken and written language in learners' discourse. Some scholars believe that learners always fear from a blank sheet of a paper or an empty computer screen. This is simply because they do not know what to write even when they know what they want to say. Because they think that what they will write, will be wrong or sounding stupid. Writing is nothing more than a thought appeared on a paper, but many people usually protect their thoughts and prefer to keep them hidden inside their heads. Many great ideas and observations are never born because their creators do not express them. Others, however, state that spoken language is more difficult than written ones. This is because the speaker is usually under time pressure and his performance is accompanied by false starts, corrections, repetitions, change of mind and so on. The writer, on the other hand, is not usually under time pressure, thus, he has time to revise and correct his written text by making the most appropriate choices. This case study reveals that most of the participants agree that there is a less complexity in the speaking skills rather than writing skills. For example, technical vocabulary and the use of subordinate clauses constitute greater problems to master writing efficiently. Participants in these two items scored high percentage of 80% for agree on the option item. Other participants' performance for strongly agree, disagree items varied from 60% to 15%. The least percentage was for strongly disagree option with a percentage of 5%; where, as the most difficulty students face in speaking is fearing from committing mistakes in pronunciation. The results of these two options varied from 50% to 70%.

Key words: writing, speaking, attitude, anxiety, subordination, discourse.



Introduction

Many studies have been conducted on the differences between spoken and written language. These studies are based on word frequency counts. Other studies investigate the aspects that make writing skills more difficult than spoken ones. In this case study, the researchers attempt to discuss and investigate which part of writing skill constitutes more problems than speaking skills. The study sample comprises third and fourth year university students, studying at the Faculty of Education, Elmergib University during the academic year (2021-2022).

Hypothesis of the Study

It is hypothesized that third and fourth year university students face problems in both writing and speaking skills when learning English. These problems appear in spelling, punctuations, capitalization, cohesion and coherence, pronunciation, anxiety and other linguistic aspects.

The Study Objectives

This case study is an attempt to achieve the following objectives:

1. Investigating students' attitude towards both writing and speaking skills.
2. Identifying the differences between writing and speaking skills.
3. Analyzing the problems and offering the solution.

Literature Review

Many studies have been conducted on both writing and speaking skills when learning foreign languages. For instance, some of the researches concentrate on the issue of writing skills forms such as: spelling, punctuation, grammar and pronunciations. However, others discuss the aspect of linguistic norms. According to Bussey, S. (2022) written language and spoken language are different in many aspects. He provides a key difference between these two skills as follows:

- Written language tends to be more formal and complex than spoken language.
- Writing is more permanent and lacks changes.
- Except in the case of formal speeches, spoken language is more improvisation so utterances can be repeated and corrected immediately. However, writing is more polished style.
- Punctuation makes writing more difficult. Punctuation has no equivalent in spoken language.
- Writing communicates across time and space for as long as the medium exists and that particular language is understood.
- Except with text messages, computer chats or similar technology, writers can't receive immediate feedback to know whether their message is understood or not. Speakers do receive feedback and can clarify or answer questions as needed.
- Written and spoken communication use different types of language style. Slang and tags, for example, are more often used when speaking.
- Spoken language involves speaking and listening skills, while written language requires writing and reading skills.
- Spoken language uses tone and pitch to improve understanding; written language can only use layout and punctuation.

In addition, Anthony (2011) and Kemmer(2009) support the view that there is a difference between alphabetic letters and sounds. This leads to make students commit mistakes when they are asked to write in English. Gibson et al. (1966) illustrate that spoken



language has shorter average sentence length and fewer syllables per 100 words but more personal words than written language. As the number of studies increased, however, some rather contradictory results started to emerge and appear on a surface, suggesting that clear-cut differences and distinctions constitute only a part of the picture, and that similarities and overlaps are also undeniably present. Halliday (1992, 1994) has always insisted that only spoken language displays the true potentiality of language. He maintains that the complexity of writing is a result of “the packing together of lexical content, but in rather simple grammatical frames”, whereas in speech “much more of the meaning is expressed by grammar than by vocabulary” (Halliday 1994: xxiv). This means that proposed that cohesion tends to be denser and more noticeable in written discourse than in spoken discourse. For speaking, Cazden (1988), however states that speaking is also difficult because teachers in classes do not require students to speak a lot. Most of the students' answers were short and their responses do not prepare them for real conversations. Fisher and Frey(2009) support Cazden claim.

However, many studies have also been conducted on anxiety during speaking. Horwitz &Cope (1986), Alghothani(2010), Brown (1988) agree that anxiety is the most important factor affects learning process. For, Beaman’s study on co-ordination and subordination in spoken and written texts reveals that the number of subordinating clauses, which reflects the degree of complexity, is almost equally high in her spoken and written material. (cf. Beaman,1984).Chafe (1982,1985) as quoted by(Tanskanen, S.(2006:72) states that formal written language differs from informal spoken language in that the former has a larger proportion of nominalizations, genitive subjects and objects, participles, attributive adjectives, conjoined phrases, series, sequences of prepositional phrases, complement clauses, and relative clauses. These are all devices which permit the integration of more materials into idea units. (Chafe 1982)

Halliday (1992) on the other hand, states that "...it is only in spoken language, and specifically in natural, spontaneous interaction, that the full semantic (and therefore grammatical) potential of the system is brought into play". (Halliday 1992)

Methodology of the Study

In this case study, the researchers used a descriptive quantitative research method in which some phenomena of a group of individuals in numerical form will be described and discussed then analyzed.

Sample of the Study

The sample used in this case study is a third and fourth year university students, studying at the Faculty of Education, Elmergib University. The total number of the sample was twenty students. The reason behind choosing this sample was that third and fourth year had exposed to different aspects of both speaking and writing skills for three years, so it is beneficial to get answers from them.

The Tool of the Study

The tool used in this case study was a close questionnaire of two types: the first type is on writing skills and the second type is on speaking skills. The former consisted of twelve close



items, whereas, the latter was of five items. A four point-Likert scale (agree, strongly agree, disagree and strongly disagree) was used for both of them.

Discussion and Analysis

The tools used in this case study were the participants' performance on the questionnaire presented to them. The questionnaire papers were given to the participants in a quiet classroom Lab1. The questionnaire items were clarified in order to get real answers. Participants' answers were tabulated, calculated and analyzed. The following table explains students' performance on the questionnaire items towards writing skills:

Table(1) illustrates students' attitude towards writing skills.

No.	Items	Agree	%	Strongly agree	%	Disagree	%	Strongly disagree	%
1	Writing is more difficult to master than speaking.	11	55%	3	15%	3	15%	0	0
2	In writing spelling constitutes a greater problem.	12	60%	3	15%	3	15%	0	0
3	Punctuations are also problematic in writing.	9	45%	2	10%	5	25%	1	5%
4	Capitalizations in writing are also problematic.	2	10%	2	10%	12	60%	1	5%
5	Pronoun references are of great problems for the students when writing their tasks.	13	65%	1	5%	5	25%	0	0
6	Tense logic is also problematic to master in writing.	10	50%	8	40%	2	10%	0	0
7	Long words comprise a great difficulty in writing.	14	70%	4	20%	0	0	0	0
8	The use of connectives is also problem in writing rather than speaking	11	55%	4	20%	4	20%	0	0
9	Technical vocabulary can be problematic in writing	16	80%	2	10%	1	5%	0	0
10	Writing is not spontaneous so we can repeat.	10	50%	6	30%	3	15%	0	0
11	In writing the use of form style can be difficult than the use of informal style in speaking.	8	40%	5	25%	1	5%	1	5%
12	The use of subordinate clause in writing constitutes greater problems for the students.	16	80%	3	15%			0	0

The above table shows the following results:

In item (1): 11 of the participants answered with agree so the percentage was 55%, and 3 of them answered with strongly agree and the other 3 also answered with disagree, thus the percentage for each was 15%. Three blanks of Likert scale have been left. It is clear to note that the opinions of the respondents on "**Writing is more difficult to master than speaking**" were converging with a fairly high response rate to this section as a whole.



Item(2): *"In writing, spelling constitutes a greater problem,"* came in first place with a high response of **60%** for the option agree, while other options came in the second place with percentage of **15%** for both strongly agree and disagree.

Item(3): 9 participants answered with agree; 2 with strongly agree; 5 with disagree and 1 with strongly disagree, thus the percentages were as follows: 45%; 10%; 25%; and 5%.

Item(4): *Capitalizations in writing are also problematic.* The option disagree came in the first place with a percentage of 60%, however, with options agree and strongly agree came in the second place with percentage of 10% for each. Only 5% answered with strongly disagree. Three and four Likert scale had been left.

Item (5): *Pronoun references are of great problems for the students when writing their tasks,* 65% of the participants provided their answers with agree; 5% answered with strongly agree; 25% answered with disagree. One option had been left unanswered.

Item(6): *Tense logic is also problem to master in writing,* 50% of the participants gave agree answers; 40% answered with strongly agree; only 10% answered with strongly disagree.

Item(7): *Long words comprise great difficulty in writing,* 70% gave agree answers; 20% of them answered with strongly agree. Two options had been left unanswered.

Item (8): *The use of connectives are also problems in writing rather than speaking,* 55% of the participants answered with agree; 20% for strongly agree and 20% for disagree.

In item(9): *Technical vocabulary can be problematic in writing,* came in the first place with highest percentage of 80% in the agree option, while with strongly agree the percentage was 10% and 5% for disagree option. Two options of Likert scale had been left unanswered.

Item (10): *Writing is not spontaneous so we can repeat.* 50% of the participants given agree answers; 30% of them chose strongly agree; 15% chose disagree answers.

Item(11): *In writing the use of form style can be difficult than the use of informal style in speaking,* 40% of the participants provided agree answers; 25% of them chose strongly agree; 5% for disagree and 5% strongly disagree answers.

Item(12): *The use of subordinate clause in writing constitute greater problems for the students,* 80% of the subjects gave agree answers; 15% provided disagree option. One option had been left unanswered.

It is interesting to note that technical vocabulary and the use of subordinate clauses constituted greater problems to master writing efficiently. Both items scored high percentage of 80% for agree option. Other participants' performance for strongly agree, disagree varied from 60% to 15%. The least percentage was for strongly disagree option with a percentage of 5%.



The second table illustrates students' performance towards speaking skills. Thus, the results were computed, tabulated and analyzed. See the following table:

Table(2) illustrates students' attitude towards speaking skills.

No.	Items	Agree	%	Strongly agree	%	Disagree	%	Strongly disagree	%
1	In speaking body language helps learners clarify their conversations.	11	55%	3	15%	3	15%	0	0
2	In speaking fearing from committing mistakes in pronunciation hinders learners to speak.	14	70%	3	15%	3	15%	0	0
3	I feel shy when a teacher asks me to do a presentation or a conversation with my partner in the class.	10	50%	4	20%	5	25%	1	5%
4	Lack of good command in grammar constitutes a greater problem in learning speaking skills.	5	25%	2	10%	12	60%	1	5%
5	Lack of sufficient stock of vocabulary makes speaking skills difficult to master.	10	50%	5	25%	5	25%		

Table (2) illustrates the following results:

Item(1):*in speaking, body language helps learners clarify their conversations*, 11 of the participants answered with agree so the percentage was 55% and 3 of them answered with strongly agree and the other 3 also answered with disagree, thus the percentage for each was 15%. Three blanks have been left.

Item(2):*In speaking, fearing from committing mistakes in pronunciation hinders learners to speak*, 70% gave agree answers; and 3 of the participants answered with strongly agree so the percentage was 15%; and 3 of them answered with disagree thus the percentage was also 15%.

Item(3):*I feel shy when a teacher asks me to do a presentation or a conversation with my partner in the class*, 50% of the participants provided agree answers; 20% of them chose strongly agree; 25% chose disagree answers; 5% chose strongly disagree.

Item(4):*Lack of good command in grammar constitutes a greater problem in learning speaking skills*, 25% of the subjects provided agree answers; 10% strongly agree; 60% disagree; 5% strongly disagree.



Item (5):Lack of sufficient stock of vocabulary makes speaking skills difficult to master.50% of the participants provided agree answers;25% of them chose strongly agree;25% chose disagree answers.

It is significant to note that with option agree that the results of the participant's performance varied from 50% to 70%. Thus, the most difficulty students face in speaking is **fearing from committing mistakes in pronunciation**. For the option strongly agree, the results varied from 10% to 25%. For disagree option, the results varied from 15% to 60% so the least problematic area in learning speaking is **lack of good command in grammar**.

Conclusion

It is noticeable that the earlier researches even more clearly than the more recent ones, start from the assumption that spoken and written language must differ structurally because they differ in their method of production, transmission and reception. It would be unjust not to note the differences between these two skills regarding the way of teaching. This case study has reached to a conclusion that both writing and speaking skills have their own problems to be learned efficiently and effectively.

Recommendations

In the light of the findings obtained from this study, the researchers recommended the suitable way that makes learning, speaking and writing more effective:

1. The results of this study had been reported showing the complexity of written language as opposed to spoken language. So teachers of writing have to pay more attention to develop their way of teaching style.
2. Teachers of writing have to be aware of writing problems which are: psychological, linguistic, and cognitive problems.
3. Spoken language involves speaking and listening skills, while written language requires writing and reading skills, thus teachers of both skills have to pay more attention to these four skills as a whole.
4. Teachers of languages have to be aware of learners' psychological factors and take in their considerations learners' anxiety.
5. For speaking, it is advisable that students have to be given more talking time. This means that teachers should imply student time talk rather than teacher's time talk.
6. Teachers have to take in their considerations to avoid the use of traditional ways of teaching and help learners to be active in both speaking and writing skills.

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الفهرس

الصفحة	اسم الباحث	عنوان البحث	ر.ت
1-15	عادل رجب ابوسيف جبريل	دراسة بحثية لإنشاء وحدة معملية للطباعة الفنية النافذة والنسيج بالأقسام العلمية بجامعة درنة	1
16-26	Ali Abu Ajeila Altaher Nuri Salem Alnaass Mohamed Ali Abunnour	دراسة وصفية عن مشكلة التلوث البيئي والتغيرات المناخية ومخاطرها علي الفرد والمجتمع	2
27-44	Younis Muftah Al-zaedi Fathi Salem Hadoud	Anti-diabetic and Hypoglycemic Activities of Onion: A review	3
45-72	Fadel Beleid El-Jeadi Ali Abdusalam Benrabha Abdu Alkhalek Mohamed. M. Rubiaee	The Lack of Teacher-Student Interaction in Libyan EFL classroom	4
73-92	اسماعيل ميلاد اشميلة خديجة عيسى قحواط	وسيلة تعليمية واعدة في العملية التعليمية تقنية التصوير التجسيبي	5
93-100	Ayman Adam Hassan	"Le dédoublement des personnages dans <i>Une vie</i> ou <i>l'Humble vérité</i> de Guy de Maupassant"	6
101-106	Mabruka Hadidan Rajab Abujnah Najat Aburas	Manufacturing of Porous Metal Oxides HTiNbO5 Catalyst	7
107-117	بشير علي الطيب	الامطار وأثرها على النقل البري بالطريق الساحلي بمنطقة سوق الخميس - الخمس	8
118-130	Nora Mohammed Alkurri Khaled Ahmed Gadouh Elbashir mohamed khalil	A proposed Model for Risks Management measurement in Cloud Computing Environment (Software as a Service)	9
131-137	Mohamed M. Alshahri Ahmad M. Dabah Osama A. Sharif Saleh O. Handi	Air Pollution From The Cement Industry in AlKhums City:A Case Study in LEBDA Cement Plant	10
138-157	Ekram Gebril Khalil Hamzah Ali Zagloun	Difficulties faced by students in oral presentation in classroom interaction	11
158-163	Badria Abdusalam Salem	Analysis of Some Soft drinks Samples Available in Alkoms City	12
164-172	Suad Husen Mawal	Teachers' and Students' Attitudes towards the Impact of Class Size on Teaching and Learning English as a Foreign Language	13
173-178	نرجس ابراهيم شنيب نجلاء مختار المصري	تصميم نموذج عصا الكفيف الالكترونية	14
179-191	خميس ميلاد عبدالله الدزيري	دراسة تحليلية علي إدارة المخازن وتأثرها بالنظم معلومات الادارية المؤسسة الوطنية للسلع التموينية منطقة الوسطي	15



192-204	فاطمة أحمد قناو	عنوان البحث التغذية الراجعة في العملية التعليمية (مفهومها - أهميتها- أنواعها)	16
205-214	فوزي مجد رجب الحوات سكينة الهادي إبراهيم الحوات	التسول أسبابه وسبل علاجه	17
215-226	Turkiya A. Aljamaal	Some properties of Synchronization and Fractional Equations	18
227-242	عبد الرحمن بشير الصابري إبراهيم عبدالرحمن الصغير أبو بكر أحمد الصغير	منهج المدابغي واستدراياته في حاشيته على شرح الأشموني على الألفية في أبواب النواسخ	19
243-254	بنور ميلاد عمر العماري	أهمية دور الأخصائي الاجتماعي في المؤسسات التعليمية	20
255-267	فرج محمد صالح الدريع	ليبيا وأبرز النخب السياسية والثقافية 1862م -1951م (دراسة تاريخية في تطورها)	21
268-282	ميلود مصطفى عاشور	فن المعارضات في الشعر الليبي الحديث	22
283-296	فرج محمد جمعة عماري	ما خالف فيه الأخفش سيوبه في باب الكلام وأقسامه: دراسة تحليلية	23
297-304	Ramadan Ahmed Shalbag Ahmed Abd Elrahman Donam Abdelrahim Hamid Mugaddim	A Case Study on Students' Attitude Towards Speaking and Writing Skills Among Third & Fourth Year University Students at the Faculty of Education, Elmergib University	24
305-315	بلال مسعود عبد الغفار التويهي	الوضع الاقتصادي للأسرة دور منحة الزوجة والأبناء في تحسين الليبية دراسة تقييمية للتشريعات الصادرة بخصوصها من "2013م - 2014م"	25
316-331	فرج مفتاح العجيل	تنمية الأداء المهني لمعلمي علم النفس بالمرحلة الثانوية وأثره في تحصيل طلابهم (دراسة ميدانية لتنمية معلمي علم النفس أثناء تدريسهم لطلاب الصف الثاني للمرحلة الثانوية)	26
332-351	فتحية علي جعفر	بعض الصعوبات التي تواجه دمج المعاقين في المدارس العادية	27
352-357	Rabia O Eshkourfu Hanan Ahmed Elaswad Fatma Muftah Elmenshaz	Determination of Chemical and Physical Properties of Essential Oil Extracted from Mixture of Orange and Limon Peels Collected from Al-khoms-Libya	28
358-370	Elnori Elhaddad	A case study of excessive water production diagnosis at Gialo E-59 Oil field in Libya	29
371-383	عبد الجليل عبد الرازق الشلوي	(ثورة التقنيات الحديثة وتأثيرها على الفنان التشكيلي)	30
384-393	Abdul Hamid Alashhab	La poésie de la résistance en France Le cas de La Rose et Le Réséda de Louis Aragon et Liberté de Paul Éluard	31
394-406	إبراهيم رمضان هدية مصطفى بشير مجد رمضان	مختصر لطائف الطرائف في الاستعارات من شرح السمرقندية بشرح المُلوي (دراسة وتحقيق)	32
307-421	Ragb O. M. Saleh	Simulation and Analysis of Control Messages Effect on DSR Protocol in Mobile Ad-hoc Networks	33
422-432	أبو عائشة مجد محمود فرج الجعراي عثمان	طرق التدريس الحديثة بين النظرية والتطبيق لتدريس مادة الجغرافية دراسة تحليلية لمدارس التعليم الثانوي بمسلاته نموذجاً	34



433-445	فريال فتحي مجد الصباح	أسلوب تحليل النظم " المفاهيم والاهداف في مواجهة التقدم العلمي والتكنولوجي "	35
446-452	Afifa Milad Omeman	Antibacterial activities and phytochemical analysis of leafextracts of <i>Iphonascabraplant</i> used as traditional medicines in ALKHUMS-LIBYA	36
453-461	Hamed Ali Abrass	Rutherford backscattering spectrometry (review)	37
462-475	Mohammed Abuojaylah Albarki Salem Msaoud Adrugi Tareg Abdusalam Elawaj Milad Mohamed Alhwat	The challenges associated with distance education in Libyan universities during the COVID 19 pandemic: Empirical study	38
476-488	حمزة مسعود مكارى عمر عبد الله الدرويش	التعريف بابن أبي حجلة التلمساني وكتابه مغناطيس الدر النفيس	39
489-493	هدية سليمان هويدي مرام يوسف نجى سالمة عبدالحميد هندي	معوقات استخدام التعليم الإلكتروني في ظل جائحة كورونا بالجامعة الأسمرية	40
494-503	هشام علي مرعي فرج احمد الفرطاس	المعرفة الحسية والعقلية عند ابن سينا	41
504-511	Mohammed Altahir Meelad Salem Mustafa Aldeep	Use of E-Learning Innovation in Learning Implementation	42
512-519	Abdusalam Yahya Mustafa Almahdi Algaet	Investigate the Effect of Video Conferencing Traffic on the Performance of WiMAX Technology	43
520-526	Abdelmola M. Odan Ahmad M. Dabah Saleh O. Handi Ibrahim M. Haram	Kinetic Model of Methanol to Gasoline (MTG) Reactions over H-Beta,H-ZSM5 and CuO/H-BetaCatalysts	44
527-537	Munayr Mohammed Amir Melad Al-Daeef	Performance Evaluation of Blacklist and Heuristic Methods in Phishing Emails Detection	45
538-555	فرج محمد طيب علي محمود خير الله شحاته إسماعيل الشريف	الأمر بالأوجه لإقامة الدعوى الجنائية (الطبيعة القانونية للأمر بالأوجه، السلطات المختصة بإصداره)	46
556-567	أسامة عبد الواحد البكوري ريم فرج بوغرارة	توظيف القوالب الجبسية في الأعمال الخزفية	47
568-578	سعد الشيباني اجدير	علم الفيزياء (نقطة تحول في مسار العلم في فلسفة القرن العشرين)	48
579-603	حسن السنوسي مجد الشريف حسين الهادي مجد الشريف	تربوت وأخواته	49
604-619	مجد سالم مفتاح كعبار	حول مشروع الترسانة البحرية وعلاقته بتوظيف الموارد البشرية وخلق فرص عمل (المقترح وآليات التنفيذ)	50
620	الفهرس		