


# The Views of EFL University Students on English Language Skills and How They Can Improve them

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**Abstract**— The views of EFL (English foreign language) students are often omitted while preparing the curricula to teach them the English language skills. This study aims to explore what students of English foreign language students think about their English language skills courses i.e., how they view what they are learning and how they can improve their comprehension and overall use. We also wanted to find out what made some students better than others at both learning and practicing these skills. Our methodology includes both qualitative and quantitative research methods in which we interviewed the lecturers and the dorm supervisors and made a questionnaire for the students at the university. We faced some problems that consisted of not being able to reach the female students' answers and our university only having first- and second-year students. The findings of this study will help both lecturers and students of the English language improve on both ends of the spectrum of learning whether it is helping students know where, how, and what to practice, or helping lecturers and universities make a curriculum more suited to teaching English language skills. The results of our survey highlighted that speaking and listening are tied to being the skill that students find hardest, that listening is the skill they think they need more time with, and that they enjoy listening the most.

**Keywords**— EFL university students, English language skills, Student perceptions, Skills improvement strategies, Speaking and listening challenges.

## I. INTRODUCTION

At Maaref University the language used for teaching is English, however there lies a problem of Syrian students being EFL students, and most of the students' English level being A1 to B1. This highlighted the problem of EFL students' views being considered insignificant, which resulted in most of them having problems while learning. We aim to solve this problem through finding out which skills are considered hard and need more time lectures wise, and which ones are easy and don't need extra lectures.

## II. EMPIRICAL STUDIES

We wanted to dedicate this part of the paper to exploring the best methods for learning, improving, and practicing the English language for the EFL students; therefore, we looked for previous research that innovated on the conventional style of teaching and practicing English

The results of a quasi-experimental study by Jahansuz Shahi (2016) showed that a structured e-learning program developed the general English language learners measured by listening, reading and standardized grammar tests compared to traditional classroom instruction. However, in terms of the specificity of skill development, since the study measured the overall proficiency of the assessment tool, it failed to identify the different effects on separate language skills (e.g., speaking and writing); this leaves the precise impact on individual skills uncertain. The study also found that the integration of computer-assisted language learning (CALL) and multimedia resources, 86% of participants enjoyed and reported a less

stressful learning environment; the less self-paced, interactive and teacher interaction of the e-learning platform. Moreover, the impact of a well-designed e-learning system is far-reaching in boosting student autonomy and providing differentiated learning; allowing students to work at their own pace and preferences and receive immediate, personalized feedback.

Al Arif (2019) explored the use of social media for language learning by EFL students learning English in Indonesia and found that platforms such as Instagram, YouTube, and Facebook were the main ones used for this purpose. The study discovered that despite students spending more time on social media than time on specifically learning English for general use, they displayed a very positive attitude toward their educational value. Students perceived social media as an important tool in improving vocabulary, grammar and pronunciation through self-learning, discussion and interaction, as well as improving all four language skills. This emphasizes the potential of merging familiar digital platforms into formal language training to utilize students' habits and daily activity.

The results of a quasi-experimental study of Öztürk and Çakıroğlu (2021), the integration of open and structured self-learning strategies into the inverted class model, is a way of improving the English as a foreign language proficiency in the general English language. However, in terms of the development of listening skills, there was no statistically significant difference between the experimental group (using structured self-learning strategies) and the control group (in the traditional inverted class); this was also the result of specific structured self-learning interventions that provided less effective understanding of two specific self-learning interventions.

The study also found that the group using a reversed class platform, reinforced with structured self-learning, performed better in speech, reading, writing and grammar test scores than the group using the traditional inverted class; this was also found to be effective in setting, rule-setting, and reasoning. Moreover, the systematic integration of self-learning support has a far-reaching impact in enabling students to manage their learning processes in a reverse framework, and directly addresses one of the key challenges of students in being ready for and participating in non-class activities.

The results of a quantitative study by Al-Akrash et al. (2021) Deduced that the use of a curriculum based on local culture, significantly improved the English language skills (reading, writing, listening and speaking) of Iraqi English language learners, it also greatly improved the feeling of culturalism. However, in terms of listening skill, little difference has been observed in the difficulties faced by students; some students still have difficulty understanding vocabulary and dialects. This suggests that while familiarity with culture may help, it does not completely eliminate language barriers that exist in auditory comprehension. The study also found that increased self-confidence, which results from students' prior knowledge of the subjects and their ability to participate effectively in the course, is the main catalyst for the development of their active participation and skills in all areas. Moreover, the inclusion of relevant local content has had a wide impact on increasing student motivation, classroom participation and making the learning process more meaningful, with both teachers and students showing higher levels of interest and appreciation in cultural curricula. Local content has a far-reaching impact on increasing student motivation, increasing classroom engagement, and making the learning process more beneficial; both teachers and students show higher levels of interest and appreciation in cultural curriculum.

The results of Akhtar's conceptual research paper (2021) show that speaking skills are extremely important for those who learn English as a foreign language in the era of globalization, because it is a fundamental tool of effective international communication and a critical determinant of academic and professional success. However, in terms of students' real experiences in the classroom, there is a significant disconnect between this recognized importance and the practical opportunities offered; because those who learn English as a foreign language are often limited to practicing speaking in and out of the classroom. The paper also found that developing this core skill required a multifaceted pedagogical approach, facilitating the role of teachers by redesigning the curriculum, using interactive teaching methods, integrating relevant tasks and materials, and creating a supportive classroom environment that reduces students' fear of making mistakes. Moreover, the impact of competent speaking skills has a wide impact on empowering students; it not only provides intercultural communication, but also opens the door to global education, research and lucrative business opportunities in the 21st century.

The results of a quasi-experimental study by Yuzlu and Dikilitas (2022) revealed that a systematic language transfer teaching method, which strategically and flexibly integrates learners' first language (Turkish) with English, led to statistically significant improvements in the four basic language skills (reading, writing, listening, and speaking) of EFL learners. However, in terms of the implementation context, there was significant variation in the magnitude of its impact; language translation had a significant impact ( $\eta^2 =$

0.56) when replacing the traditional grammatical translation (GTM) method but a moderate to significant impact ( $\eta^2 = 0.22$ ) when complementing the communicative language teaching (CLT) approach, Which suggests that its power is particularly effective in transforming classrooms that are strictly monolingual or heavily based on the first language. The study also revealed that measurable skill gains were supported by profound positive shifts in learner perception, with qualitative data from interviews showing that students reported significant benefits across constructive, cognitive, interactive, and especially emotional dimensions, indicating increased comfort, motivation, and a sense of true connection. Moreover, the impact of legitimizing students' full linguistic repertoire has a broad impact in creating a more inclusive, dynamic and psychologically safe classroom environment that enables learners to meaningfully engage with the target language.

Mora-Lopez and Bernardez-Villaboa (2023) studied the efficiency of a hybrid learning model with the goal of merging research and English language skills for undergraduate EFL students. This combined approach, which mandated that students prepare a scientific poster in English, greatly increased the student's confidence in their abilities in terms of research (from 52% to 87%) and developed their language skills. The study also presented a significant challenge: Recently the poster evaluations done by the faculty from different international universities showed significant variety in the assessment criteria and stressed more consistent international standards in order to truly certify and support students' international academics performance.

Results of a quasi-experimental work conducted by Memari (2024), students' main language (Persian) application of multilingual methodology that strategically integrates English, traditional grammar and translation-based (GTM) and communicative language (CLT) skills in English-language learners. However, in terms of relative effectiveness compared to different traditional methods, a distinct difference in effect size has been observed; However, in terms of relative effectiveness compared to different traditional methods, a significant difference in effect size was observed; the effect size was large ( $\eta^2 = 0.57$ ) when multilingual methodology replaced grammar and translation methodology, while it was only average ( $\eta^2 = 0.23$ ) when added to communicative language teaching methodology; this shows that its power is most evident in overcoming the limitations of monolingual analytic approaches.; qualitative data showed that multilingualism improved cognitive, interactive, constructivist, and most importantly, emotional dimensions (such as self-confidence, comfort, and motivation). Moreover, legitimizing the entire language repertoire of students has a far-reaching impact on transforming the classroom into a more inclusive, meaning-driven and psychologically safe environment for language learning and use.

These studies displayed many avenues of practicing and improving English in many different countries and communities within these countries. The methods were inverted classroom education, using social media as a tool for education, and hybrid models like merging research and language practice. This shows that everyone can learn under any circumstances all a person needs to learn a language is: to have the willpower to give time and energy to it and truly want to learn, finding the one that works best for them individually, and finally to practice it and apply it whether it is with their friends, family or lecturers and teachers.

### 1. METHODOLOGY

In this study We decided to mix between Qualitative and Quantitative research methods, for the Qualitative research we decided to interview the lecturers (6 professors) responsible for teaching students the English language skills, plus the two dorm supervisors. For the quantitative research, we decided to conduct a survey for the 60 students living in the dorms (1<sup>st</sup> and 2<sup>nd</sup> years)

#### 3. QUALITATIVE METHOD

We talked to lecturers after lecture hours and prepared a rendezvous with 6 of them, after that we went to our dorm supervisors and invited them to our room, where we conducted the interviews. Our interview format was as follows: one of us was responsible for asking the questions and conversing with the interviewees, the other was responsible for transcribing the answers.

#### The questions we asked:

- 1) Which skill or subskill do you think students struggle with most?
- 2) Which skill or subskill do you think needs more time? (Lectures wise.)
- 3) Which skill or subskill do you think students enjoy seeing the most?
- 4) Which major students do you think have an advantage in learning English?
- 5) Which major students do you think have a disadvantage in learning English?
- 6) Do you have anything to add or something you would like to say to people learning these skills?

#### Quantitative research:

We wanted to get authentic answers from the students so we decided to conduct the questionnaire face to face, however we didn't want to disrupt our lectures and we didn't have enough time between lectures to ask the students. In the end we decided to only ask the students in the dorms. They were asked the following questions:

- 1) Which skill do you think students struggle with most?
- 2) Which skill do you think needs more time? (Lecture wise).
- 3) Which skill do you think students enjoy seeing the most?

#### The Majors of the students we asked are:

- ➔ 3.33% of students were MIS students. (First year)
- ➔ 3.33% of students were English students. (Second years)
- ➔ 11.667% of students were chemistry students. (First and second year)
- ➔ 50.00% of students were Mechatronics students. (First and second year)
- ➔ 31.667% of students were Industrial Pharmacology students. (First year students)

The majors of the students surveyed:

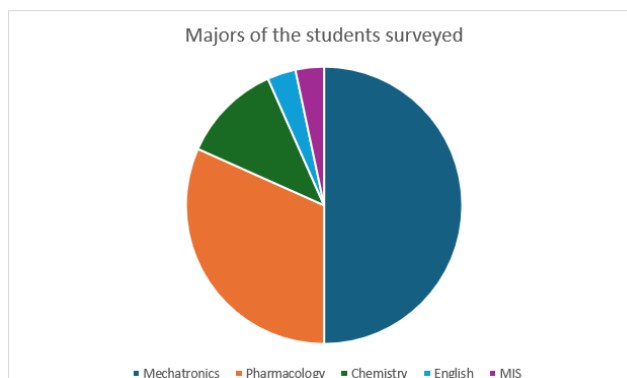


Chart 1.0: The level of education of the students surveyed:

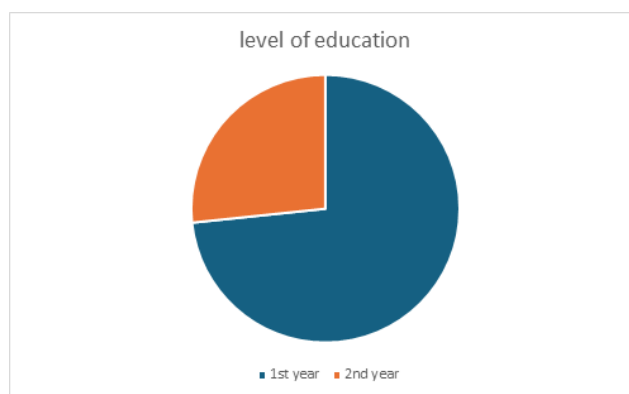
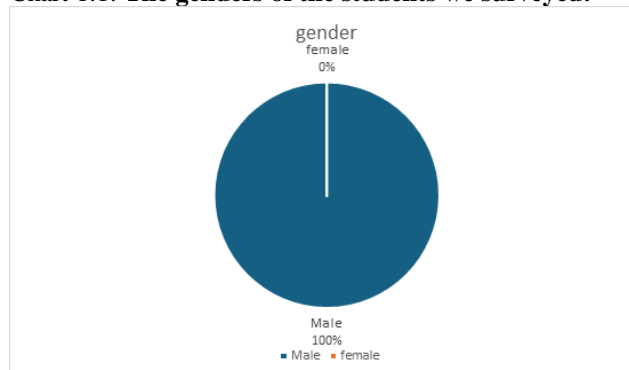


Chart 1.1: The genders of the students we surveyed:



#### The analysis

We input our data into excel and used it to calculate the numbers and percentages and eventually make us a table for said data.

#### The Core Limitations

Our methodology was fruitful in collecting the data that we needed to identify the hardest skill and the most fun skill for EFL learning students, however it had two main problems: the first problem is that we only collected data from students within the dorms due to the lack of free time we have with students outside the dorm and due to the fact that we went door to door in the dorms in order to increase the authenticity of our data and to ensure that there was no repetitive data, that the student who was answering was paying attention to the questions asked, and to make sure that the person being asked the question isn't completely new to learning English to the point of not having enough experience in learning to have an impactful answer. The second and more important problem is the absence of female student data. Researchers claim that female students dominate

male students in terms of learning the English language, this is evident not only in general English but in the 4 main English language skills, where female students' grades exceeded those of the male students in every single aspect of the English language.

Erdiana et al. (2019) examined the speech skills of high school students in Indonesia using five criteria: pronunciation, grammar, fluency, comprehension, and vocabulary. Their findings show that although the average scores of the students were comparable (women 68.5, men 63.3), female students consistently scored higher and left men behind by all measures of the conversation. The researchers concluded that although there was a small difference in average scores, female students at this level performed better speech than their male counterparts in general.

Al-Saadi (2020) studied the approach to writing and text quality in both Arabic, the native language, and English, a foreign language, of Oman university students. The study found that women consistently outperformed men in writing fluency and produced higher quality texts in both languages. More importantly, intermediary analyses have shown that the advantage of women in writing English is primarily a result of higher English language proficiency. Furthermore, higher writing fluencies measured by longer continuous production bursts (P-bursts) were identified as a fundamental variable that explained the superiority in English text qualities. This suggests that more efficient and automated writing processes of female students are supported by stronger language knowledge, leading directly to better writing results.

Rianto (2021) researched gentler-cognitive online reading strategies, self-assessed reading ability, and English proficiency among Indonesian university students. The study found that female students performed significantly better than male students in using exponential reading strategies in general and in particular problem-solving and support strategies, but their effect size was small. Female students were found to be an important indicator of both their superior use of these strategies, especially general strategies, as well as their self-assessed online reading ability and their online English proficiency. This predictive relationship was not available to male students. Research shows that female English learners use and benefit from self-regulating cognitive strategies more effectively during online reading, which contributes to their stronger performance in this receptive language skill.

Overall female students tend to come out on top in every aspect of the English language, as stated in the research above. This shows that female student data is crucial for our study, however we couldn't reach a sufficient number of female students to obtain credible data. This is both a problem and an opportunity to take this research to the next step under the right conditions.

### Findings:

We collected the results from our questionnaire, interviews, and from our literature review. The results were as follows

### Literature review findings:

We found out that innovative strategies like inverted classroom and social media learning are most effective, and that making students be creative makes them think in English therefore increasing their vocabulary. We also found out that making students do the activities they already enjoy in English, makes learning a fun and interactive game rather than just exams and homework.

### The Qualitative Findings:

#### →The answers of the English conversation Doctor:

- 1) The skill they struggle with most is writing because it requires the most knowledge and has the most rules.
- 2) I think they need to see more lectures in speaking and listening because they need to experience the language to learn it.
- 3) I think students enjoy reading and speaking because they're more active and students like to express themselves.
- 4) I think pharmacology students find it easier to consume and store knowledge because of their higher GPA, they also mentally prepared because they need to know English.
- 5) I don't think any students of any major have a particular disadvantage compared to other majors in learning English.
- 6) I suggest to anyone trying to learn a language, to live in it, listen, speak, read, write, and think in the language you want to learn.

#### →The answers of the reading skill Doctor:

- 1) Listening and speaking because they struggle with inference.
- 2) Writing is the most used skill in academia, so I believe it needs the most time.
- 3) They enjoy listening and speaking despite struggling, because they like expressing themselves.
- 4) All majors require English, there are no advantages in learning, but all will see value.
- 5) No student has a disadvantage in learning English.
- 6) You must practice, practicing will make learning and remembering a lot easier.

#### →The answers of the writing skill Doctor:

- 1) I think it's speaking, because students have no one outside the university who knows, speaks, or has interest in the English language.
- 2) Listening. I improved my English by listening to podcasts, music, and English lectures. I believe language improves best by listening.
- 3) Reading. Reading is already a fun activity as it is, so doing it in the language you are learning makes it a lot more educational and entertaining.
- 4) I don't believe in advantages from something like a major, it's about hard work.
- 5) I also don't agree with having disadvantages from majors, The harder someone works the more likely they are to gain an advantage no matter what their major.
- 6) English is the language of the future. Whether it's knowledge, communication, or sales you need English. Learn it, no matter what you do for living, it will be helpful.

#### →The answers of the grammar Doctor:

- 1) Most students tend to struggle with writing, especially when it comes to organizing ideas and using accurate grammar. Subskills like cohesion, paragraph unity, and

vocabulary range are usually weak points. Many also find listening comprehension difficult when the audio includes unfamiliar accents or natural-speed speech.

- 2) Writing and speaking usually require more time. Writing takes extra practice for idea development, structure, and grammar correction. Speaking, especially fluency and pronunciation, also needs longer class time since many students don't get enough real-life exposure to English conversations outside the classroom.
- 3) Students generally enjoy speaking and listening activities the most — particularly when they involve real-life contexts, videos, or interactive discussions. Visual materials, role plays, and storytelling sessions tend to keep them engaged and motivated.
- 4) Students majoring in humanities, business, and communication usually have an advantage because their studies already involve frequent reading, writing, and presentation tasks in English. They're more accustomed to expressing ideas and interpreting meaning in texts.
- 5) Students from scientific or technical majors (like engineering, IT, or medicine) may find English harder to master's in general communication since they often focus on specialized vocabulary rather than every day or academic English. They might understand technical terms but struggle with natural speaking or essay writing.
- 6) Yes — don't fear mistakes. Every error is part of your progress. Practice a little every day, listen actively, and expose yourself to English beyond the classroom. Watch movies, read short articles, and speak — even if it's just to yourself. Language learning isn't about perfection; it's about communication and persistence.

**→The answers of the listening and speaking Doctor:**

- 1) Speaking, because they don't listen to the language, therefore they don't have words to use in their speech.
- 2) I think writing requires most of the time.
- 3) Despite their struggles they enjoy speaking, because it's the most active skill.
- 4) Nobody has any advantage in learning languages.
- 5) Nobody has a disadvantage in learning languages.
- 6) Practice more and try to understand more than memorize. These days people try to memories; they need to change this ideology.

**→The answers of the 1<sup>st</sup> dorm supervisor:**

- 1) I think speaking, because they don't have an example of speaking in accent in their daily lives.
- 2) This depends on what experiences the student has gone through in their life.
- 3) Students like to apply what they learn, and speaking is the most effective way
- 4) It depends on the individual; they might have seen English before in their lives.
- 5) Students that don't see much English on their lives, might have a slight disadvantage.
- 6) Speak with people from all kinds of places, so you experience different cultures, and learn the English language from different perspectives.

**→The answers of the 2<sup>nd</sup> dorm supervisor:**

- 1) Writing, because they don't fully understand how every word is spelled, so they make spelling mistakes.
- 2) Writing, because the more you write the higher academic level you reach in the language.
- 3) Listening, students already watch move, so they constantly hear English words while watching so it helps them with vocabulary.
- 4) There is no significant advantage in learning English.
- 5) The students who didn't interact with the language before might have a slight disadvantage in learning.
- 6) Apply what you learn in listening and speaking. Don't be shy to make mistake, you won't learn something until you try it, and you won't know if you learned it right, unless someone who knows English hears you say it and double checks what you said.

**The quantitative findings:**

**The answers to the first question were:**

- 25% of students say that Writing is the skill that students struggle with most.
- 2.77% of students say that Reading is the skill that students struggle with most.
- 36.11 % of students say that Speaking is the skill that students struggle with most.
- 36.11% of students say that Listening is the skill that students struggle with most.

**The answers to the second question were:**

- 13.88% of students say that Writing is the skill that needs more lectures than the others.
- 11.11% of students say that Reading is the skill that needs more lectures than the others.
- 30.55% of students say that Speaking is the skill that needs more lectures than the others.
- 44.44% of students say that Listening is the skill that needs more lectures than the others.

**The answers to the third question were:**

- 11.11% of students said that Writing is the skill they enjoy seeing the most.
- 30.55% of students said that Reading is the skill they enjoy seeing the most.
- 36.11% of students said that Listening is the skill they enjoy seeing the most.
- 22.23% of students said that speaking is the skill they enjoy seeing the most.

Table of the results of the survey:

	Speaking	Listening	Reading	Writing
1 <sup>st</sup> question	36.11%	36.11%	2.77%	25%
2 <sup>nd</sup> question	30.55%	44.44%	11.11%	13.88%
3 <sup>rd</sup> question	22.23%	36.11%	30.55%	11.11%

Table 1.0 (answers of the questionnaire)

### Discussion:

Our results display an array of ideas, there is a contrast between the lecturers' answers and the students' answers, this proves our point that there are differences in their viewpoints and curriculums are prepared through the view of only the Doctors and professionals, while the students' views are overlooked. We decided that through our literature review we will find techniques that help students practice and improve their English, the lecturers and dorm supervisors also had some recommendations for anyone trying to learn English not just university students. Our favorites were: consuming knowledge in English, interacting with people in English, and doing projects and Homework in English. These ideas pushed the students' knowledge to its limits and forced them to innovate and come up with new ideas to utilize English. The students who used these methods successfully were the students that attained the highest level of English comprehension, writing, and speaking. We faced a couple of obstacles in our data collection as mentioned before, we couldn't get any female answers, our quantitative data sample size is only sixty students (who are only 1<sup>st</sup> and 2<sup>nd</sup> year students), also our data is strictly from students that live in the dorms. The lecturers we interviewed are all lecturers in Al-Maaref university. The dorm supervisors are foreigners, but they are only two, we also couldn't interview the female dorm supervisors. Based on these findings and to improve the validity of the research, several important steps are suggested for future research. First, the study should be replicated by expanding the area presented with the survey to the national or even international level, with a significantly larger and more representative sample. Even distribution of male and female participants in both the interview and survey stages will greatly increase the reliability and generalization of the data. Second, future researchers should empirically test self-learning methods described in the literature by enabling participants to apply each technique in turn. This will allow for direct comparison of effectiveness and help identify any method that has a higher success rate. Third, a comparative experimental design is proposed, in which different forms of teaching are assessed, such as teacher-led, peer-cooperative, and fully self-study approaches. English language learning should be viewed as a hobby rather than a class you need to take only for an exam and then forget everything you learned; this will increase both your motivation and ability.

### Conclusion:

Based on all the previous information we can conclude that the skill EFL students struggle with most is both speaking and listening according to students while most lecturers and supervisors said that it was writing. The skill EFL students need more lectures of is listening according to students while lecturers suggested it was writing, and finally the skill EFL students enjoy most is the only one in common for both students and lecturers which is speaking because of the need and enjoyment humans get from expressing themselves

Based on all these findings we can move onto the next step of our research; how can we incorporate the views of EFL students to the curriculums they are learning? First of all, we decided that the curriculum should be 70% student based and 30% professional based, so we would prepare it in a way that focuses on the skills that students think they need to study more of for the first 70% of the curriculum, then focus on the professionals' ideas for the last 30% of the curriculum. This achieves two main goals: the first of which is focusing on the students' views and struggles until they get to a good level of

English, second is that after the students get to a high level they might not know what their next step is so by shifting our focus to the professionals this helps the students learn directly from someone who has reached the level that they are now trying to reach.

We can also conclude that there are lots of methods to practice, learn, and perform the English language, however there are ones that help more than others according to most people (We can't expect everyone to agree on one to be best for everyone because as humans we are all different, the manner of consuming and storing knowledge differs from person to person, people to people, culture to culture). We concluded that consuming media in English was the overall best to improve one's English language because of the variety of vocabulary sources, idioms, and common gestures shown in media in general, whether through social media platforms (like YouTube and Instagram), podcasts and music (on Spotify and Apple music), or by just reading a book in English. We concluded that practicing English was also a very good idea to improve it, whether by speaking to your friends that speak English, bringing it to your house and speaking English to your family, or by applying to online sites that connect you to other people around the world like Cambly. Practicing English i.e., using it in your daily life is great because it forces you to try to fill the void of words you don't know. I've seen students explain what they wanted in English without knowing the exact words to describe it, they would do it in a roundabout way but still get the core of their idea through, they would replace the one word they don't know with three or four words they do know, hence reaching the intended result. We also concluded that students that played games, believe it or not, were most of the students that were better at English because they played games that didn't have translation to their mother tongue so they had to adapt and overcome by understanding through images and learning the words that represent certain actions or items, they also interacted with the communities of those games speaking with people all around the world using English, the world's language, this led to them learning English through many different sources and applying it instantly.

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### Human Participants

This paper does not involve human participants.

### Originality Note

The authors confirm that the manuscript is their original work, and if others' works are used, they are properly cited/quoted.

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**Abdul-Aziz Al-Izzo** is a first-year student in the Industrial Pharmacology Department at Maaref University of Applied Sciences. Originally from Hama and currently living in Idlib, he was inspired to pursue pharmacy through his family's medical background—his father, Adnan Al-Izzo, is a pharmacist, and his mother is a dentist. At 19 years old, he is the eldest among three brothers (with two brothers and no sisters). He approaches his university journey with a clear personal ambition: to build a stable future and become a genuinely successful person in life through commitment, discipline, and steady self-improvement.

**Yousef Mohammed Aref** is a Mechatronics Engineering student at Maaref University of Applied Sciences with a strong track record of practical, industry-based experience. He previously served as Head of the IT Department at Al3afia Medical Device Distribution Company, where he also developed software solutions to support the company's work and operations. Beyond his academic studies, he is engaged in innovation-focused projects, including an invention aimed at supporting people with hearing loss and a separate initiative centered on developing a device for energy production. His profile reflects a hands-on engineering mindset focused on solving real-world problems through applied technology and purposeful design.

**Yazan Al-Mahmoud** is a first-year student in the Mechatronics Engineering Department at Maaref University of Applied Sciences. He is originally from Hama and left the city at the age of 7, an experience that shaped his perspective and sense of responsibility early in life. His father, Dr. Wael Al-Mahmoud, is a specialist in radiology, and Yazan views this professional example as a strong source of motivation. Now 20 years old, and one of three brothers (with two brothers), he is

focused on building his future through graduation goals that reflect ambition, discipline, and a determination to become successful—following the same sense of purpose he sees in his father's career.

**Abdul-Rahman Shaeira** is a first-year student in the Industrial Pharmacology Department at Maaref University of Applied Sciences. He is from Hama and continues to live there, and his passion for pharmaceutical sciences has guided him toward industrial pharmacy as a long-term specialization. He aspires to contribute to the development of effective medications for currently incurable diseases, while also advocating for treatments to be accessible and available to every patient who needs them. Even at an early stage of his academic journey, he is committed to self-development by following the latest advances in pharmaceutical drug research and building a strong foundational understanding of the field. He is preparing to participate in scientific conferences focused on treatment development and aims to join applied research projects while strengthening his understanding of scientific research methods. Through his ORCID profile, he intends to document his academic path from the beginning, connect with researchers and specialists, and steadily prepare for meaningful future contributions to pharmaceutical research and industry.

**Mohammed Al-Sadeer** is a first-year undergraduate student in Mechatronics Engineering at Maaref University of Applied Sciences. Originally from Ma'arrat al-Nu'man in Idlib, Syria, he has a strong and sustained interest in engineering, technology, and applied research. His academic focus brings together mechanical systems, electronics, and control engineering, with particular attention to how these disciplines integrate into intelligent, real-world systems. During his early university studies, he has already completed one academic research project, marking his first step into scientific research and academic writing. He is committed to developing stronger research skills and expanding his ability to translate engineering concepts into practical, innovative solutions. His long-term ambition is to specialize in the design, development, and optimization of unmanned aerial vehicles (UAVs), commonly known as drones, including drone aircraft systems. He is especially interested in flight control systems, embedded systems, sensors, and autonomous navigation technologies. In the future, he aims to join advanced research projects in aerospace engineering and contribute to drone applications with civil and industrial value.



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