

Exploring Difficulties in Writing Small-Scale Research Projects Among Fourth-Year English Students at Aden and Lahej Universities

Ikhlas Salem Qassem Al-Qassemi¹

Dep. of English, Aden Faculty of Education
University of Aden, Yemen

Khalid Ali Youssif Al-Sabae²

Dep. of English, Abyen Faculty of Education
University of Abyen, Yemen

DOI: [https://doi.org/10.47372/jef.\(2026\)20.1.205](https://doi.org/10.47372/jef.(2026)20.1.205)

Abstract: This study investigated challenges and problems faced by fourth-year English students at Aden and Lahej Universities in writing small-scale research projects (SSRPs). It aimed to identify common difficulties, understand students' perspectives on these challenges and examine underlying factors. The study involved fourth-year English students and instructors from both universities. It adopted quantitative and qualitative research design. Data were collected through document analysis of student research projects, structured questionnaires from about (60) students (30 from each university), and semi-structured interviews with approximately (10) English instructors. Findings indicated significant obstacles, such as the difficulties in selecting appropriate research topics, defining research problems, reviewing literatures and analyzing data, in addition issues, such as grammatical accuracy, paraphrasing, summarizing, data collection methods and citation accuracy were highlighted. Contributing factors included a lack of basic research skills, time constraints, inadequate feedback and limited access to resources. Instructors suggested strategies such as, enhancing research skills, promoting collaboration among students and implementing effective time management techniques. The study recommended providing targeted training in research methodologies, improving access to academic resources and enhancing focused instruction to improve the quality of students' research projects.

Keywords: Problems, Challenges, Small-Scale Research Projects (SSRPs).

Introduction: Students embarking on academic research often struggle with a range of challenges and make various mistakes that can restrict their performance and influence the quality of their work. In Yemeni universities, particularly at Aden and Lahej, there is a significant gap in students' research writing skills, emphasizing the need for enhanced support and training. Research indicates that undergraduate students often struggle due to low English proficiency and limited access to well-equipped libraries and online resources which limits their ability to manage effective research (Al-Qaderi, 2016; Qasem & Zayid, 2019). This gap in research abilities highlights the significance of understanding the specific difficulties students face in these educational settings.

This study aims to explore the common challenges fourth-year English students face in writing SSRPs, with a particular focus on identifying educational gaps and the level of support available at both universities. By analyzing these challenges, the study seeks to offer insights into the underlying issues affecting student performance. Ultimately, the goal is to provide practical recommendations for improving students' research skills.

Statement of the Problem: Research writing is a complex process that involves gathering, interpreting and presenting information on a specific topic. Undergraduate students often encounter significant challenges in this area which can adversely influence the quality of their work. Despite the critical importance of research skills in education, there is a notable lack of studies exploring the specific difficulties faced by undergraduate students at Aden and Lahej Universities. Whereas Abdullah (2023) examined challenges in research proposal writing among postgraduate students at Aden University, there is still a significant gap in understanding the undergraduate experience.

This research gap arises from a focus on postgraduate education, assuming that the needs of undergraduate students are similar to those of postgraduates. This issue is significant, since the difficulties encountered by undergraduates may differ from those of their postgraduate peers, highlighting the need for focused research on this area. Undergraduate students face challenges in research writing due to limited research skills, such as critical thinking and topic selection, in addition to difficulties in accessing resources, understanding different methodologies, analyzing data and citing resources. These factors hinder students' ability to conduct studies effectively. A lack of focused research on these specific challenges restricts the development of effective instructional strategies and support systems for undergraduate students. Therefore, the current study aims to explore these challenges in depth, offering insights that can reinforce teaching practices and improve the academic experience for students involved in research writing. By addressing these gaps, the study aims to contribute to the discourse on academic writing and educational research in the Yemeni context.

Objectives of the study: This study seeks to achieve the following objectives:

1. To identify the common mistakes made by fourth-year students in the Departments of English at Aden and Lahej Universities while writing SSRPs in English.
2. To identify the specific difficulties students perceive in writing SSRPs.
3. To highlight the primary factors contributing to these mistakes and difficulties faced by students in the writing of SSRPs.
4. To identify effective strategies in addressing these mistakes and difficulties.

Questions of the Study: This study seeks to answer the following questions:

1. What are the most common mistakes made by fourth-year students in the Departments of English at Aden and Lahej Universities while writing SSRPs?
2. What specific difficulties do fourth-year students perceive in the writing process of SSRPs?
3. What are the primary factors contributing to the mistakes and difficulties faced by students in the writing of SSRPs?
4. What strategies are effective in addressing these mistakes and difficulties?

Limitation of the study: This study focuses on fourth-Year students and instructors from the Departments of English at Aden and Lahej Universities, specifically investigating challenges in writing SSRPs in English while excluding other academic writing forms. Data collection is limited to the first term of the 2023-2024 academic year, using document analysis of students' projects, structured questionnaires and semi-structured interviews. Moreover, the study is limited to these two Yemeni universities which may restrict the generalizability of the findings to other contexts.

Literature Review: Recently, research writing has become a demanding task for many undergraduate students, particularly when writing their initial research paper in English. This experience can be challenging as it requires not only a deep understanding of the subject matter but also proficiency in academic writing conventions. Accordingly, they often struggle with the different stages of research writing process. These difficulties can be classified into three main areas: linguistic, methodological and institutional.

1. Linguistic Challenges

Grammar and Vocabulary Issues: Many studies indicate that students encounter significant difficulties with essential language components when writing research papers in English. Rind (2020) highlights that errors in grammar, vocabulary, punctuation, and spelling are common among students, posing significant barriers to effective communication. Yemeni students often encounter unique challenges due to the influence of the structures of Arabic grammar which can lead to frequent errors in subject-verb agreement and the use of verb forms (Al-Hamzi, 2023). This linguistic interference reduces their ability to produce grammatically correct sentences which is fundamental for academic writing.

Paraphrasing Difficulties: Summarizing, paraphrasing and synthesizing information are essential skills significant for incorporating sources into research writing. However, many students struggle with these tasks. Rahmayani (2018) examined the obstacles students encounter while paraphrasing English texts, identifying cultural influences and challenges in modifying vocabulary and sentence structure as major barriers. Students

often lack the necessary vocabulary and knowledge of effective paraphrasing techniques which reduce their academic performance. Without a strong understanding of these skills, students may struggle to convey ideas accurately. Therefore, enhancing these skills is vital for fostering academic success in research writing.

While studies by Rind (2020), Al-Hamzi (2023), and Rahmayani (2018) highlight common linguistic challenges experienced by students, there is limited research focused on how these difficulties impact the writing of SSRPs in this setting. This study seeks to provide details into the specific barriers and needs of Yemeni students in research writing.

2. Methodological Challenges

Research Writing Process: The process of writing a research paper requires multiple stages and students often struggle, particularly when it comes to selecting suitable research topics and formulating effective research questions. This initial step is critical, as it sets the base for the whole research process. Takssen et al. (2024) observe that many Libyan students are often reluctant to select research topics. This may attribute to several factors including a lack of research training, low confidence and insufficient guidance in this area (as cited in Alsied & Ibrahim, 2017). These methodological challenges can create significant obstacles which prevent students from engaging in their research projects effectively. Students might feel stressed and unsure about what to do next due to a lack of confidence to explore topics that interest them and the skills to formulate research questions, this situation can hinder their academic progress and reduce their interest in research which in turn affects their overall learning experience and performance.

Lack of Knowledge and Prior Experiences: Many novice researchers lack the basic knowledge and prior academic experience necessary for effective research writing. Maharani et al. (2023) highlight that this shortage serves as a critical barrier in both the research writing process and the quality of the final product. Without a solid foundation in research methodologies, students struggle to produce coherent and well-structured texts. Additionally, effective writing involves students to depend on their previous knowledge and experiences to engage diverse readers (Bargiela-Chiappini & Nickerson, 2014, as cited in Tariq et al., 2021). In conclusion, novice researchers often lack the essential knowledge and experience needed for effective research writing which can hinder their skills. For instance, a lack of basic understanding in research methodologies makes it challenging for them to formulate clear research questions, design appropriate studies and analyze their results critically.

3. Institutional Challenges

Academic and Social Challenges: Institutional factors play a significant role in the challenge's students encounter during the writing process of research. Mahammoda (2016) highlights several academic challenges, such as difficulties in understanding course material and a lack of analytical skills. Social factors, including poor time management and weak relationships with instructors can hinder students' progress. The lack of financial support and resources can also compound these issues, making it difficult for students to conduct thorough their research process.

Muhammad's observations point to significant barriers to academic achievement, including both cognitive challenges, like understanding course material and social factors, such as time management and relationships with instructors. The strong effect of limited financial support and resources extends these issues which reduce students' ability to engage deeply with their research. Therefore, addressing these challenges through targeted support and training could enhance student research outcomes.

Suggested Strategies for Improvement: Addressing these difficulties requires the implementation of focused strategies. For instance, creating an engaging course environment can help students build a solid foundation in research writing (Motjolopane, 2021). Additionally, Ali and Awan (2021) highlight the effectiveness of a constructivist approach in contemporary teaching practices. It enhances critical thinking skills through designed assignments. Moreover, research indicates that improving students' time management skills is linked to better academic outcomes (Wilson et al., 2021). This suggests that effective time management can improve the quality of students' research work.

To sum up, while existing literature has provided valuable insights to understand the challenges faced by students in research writing, there remains a significant gap in addressing how linguistic, methodological, and institutional factors interact to affect student outcomes in writing SSRPs. Most studies focus on individual elements without examining how they are connected. Therefore, further research is essential to develop a holistic understanding of these challenges. By identifying these interactions, instructors can implement more effective strategies that not only foster students' writing skills but also contribute to their overall academic success.

Methodology:

Study Design: This study employs a descriptive research design to identify the mistakes and challenges faced by fourth-year students when writing SSRPs in English. By utilizing both quantitative and qualitative approaches, the research collects comprehensive data without intervention into the context of the study.

Sample: The sample consists of (60) fourth-year students from the Departments of English at Aden University and Lahej University. These students were selected randomly to provide their perspectives into the challenges they encounter in writing SSRPs. Moreover, ten faculty instructors from both universities participated in semi-structured interviews to offer their insights under the topic of the study.

Instruments: Data collection involved using three primary instruments:

1. Document Analysis: Assessed student research projects by using a structured checklist to identify common mistakes and problems.

2. Questionnaires: Closed-ended questionnaires were employed to quantify difficulties encountered by students.

3. Interviews: Semi-structured interviews with ten English instructors provided qualitative insights into students' writing difficulties and potential strategies for improvement.

Analysis Procedures: The collected data of the study was analyzed by using SPSS program. Data from document analysis were examined by using a structured checklist consists of seven categories. Questionnaire responses were analyzed by using statistical methods to identify various insights. Interview data were analyzed thematically to elicit insights regarding the challenge's students encounter.

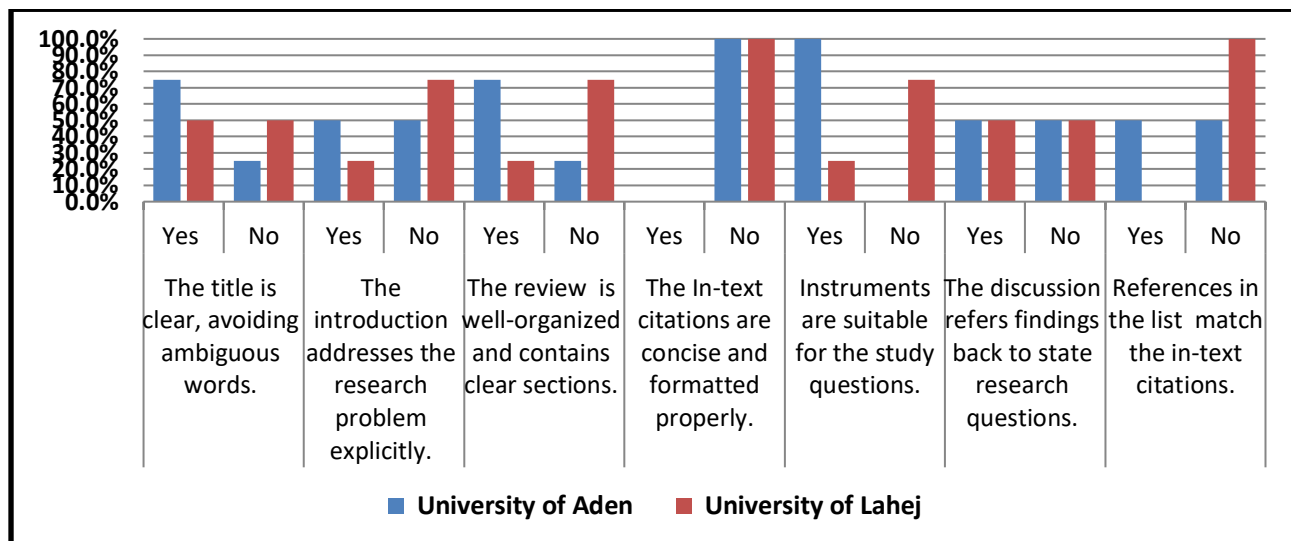
Validity and Reliability: To ensure validity, the instruments were carefully designed to align with the questions of the study. Reliability was reinforced through the use of multiple instruments (triangulation). The structured nature of the questionnaires and the systematic approach to document analysis contribute to the overall reliability of the results of the study.

1. What are the most common mistakes made by fourth-year students in the Departments of English at Aden and Lahej Universities while writing SSRPs?

Table1. Results of Students' Problems in Research Writing

No.	Items	Aden University (Yes / %)	(No / %)	Lahej University (Yes / %)	(No / %)
1.	The title is clear, avoiding ambiguous words.	3(75.0%)	1(25.0%)	2 (50.0%)	2 (50%)
2.	The introduction addresses the research problem explicitly.	2(50.0%)	2(50.0%)	1(25.0%)	3(75.0%)
3.	The review is well-organized and contains clear sections.	3(75.0%)	1(25.0%)	1(25.0%)	3(75.0%)
4.	The In-text citations are concise and formatted properly.	0 (0.0%)	4(100.0%)	0(0.0%)	4(100.0%)
5.	Instruments are suitable for the study questions.	4(100.0%)	0(0.0%)	1 (25.0%)	3 (75.0%)
6.	The discussion refers the findings back to the stated research questions.	2(50.0%)	2(50.0%)	2 (50.0%)	2(50.0%)
7.	References in the list match the in-text citations.	2(50.0%)	2(50.0%)	0(0.0%)	4(100.0%)

Figure 1. Results of Students' Problems in Research Writing



The results in Table (1) and Figure (1) of fourth-year students at Aden and Lahej University revealed significant differences and similarities in their research writing problems. Generally, Aden University students performed better in several areas, with 3 (75%) of students successfully producing clear titles and structuring their reviews, compared to only 2 (50%) and 1 (25%) of Lahej University students, highlighting deficiency in Lahej students in this regard. Shahsavari and Kourepa (2020) explored the difficulties faced by students in constructing literature reviews. Their study revealed that many students struggle to organize and articulate the literature effectively which can lead to confusion and a lack of clarity in their arguments. These are in align with the findings of the current study which reflect shortage in students' ability to formulate their reviews coherently.

Moreover, Aden students succeeded in addressing research problems in their introductions, with 2 (50%), while only 1 (25%) of Lahej university students did so. In relation to citation accuracy, both groups showed a lack of success in this area as no students (0%) applied this important requirement. This is consistent with Mandernach, et al. (2016) who claimed that college instructors struggle to find effective ways to teach APA format, as students frequently make the same errors despite having access to resources and detailed lessons. This lack of positive results suggests a need for emphasized training on citation standards and practices which might not be sufficiently covered in the current curriculum. Furthermore, Aden University students demonstrated a clear understanding of selecting the suitable data collection methods with 4 (100%), while only 1 (25%) of Lahej students. This highlights that Lahej students are less proficient in this domain. As it is clear from the results, both universities performed equally in linking the findings of the study back to the research questions, with 2 (50%). However, Aden scored 2 (50%) compared to Lahej University's 4 (0%) which indicate that references correspond to in-text citations. This suggests that Lahej students need more guidance and support in this area. Luzón's (2015) revealed that many students struggle with proper citation which leads to inappropriate borrowing and referencing. Overall, Aden University students displayed better performance in most parts of the research, such as organizational skills, comprehension of research methodologies and research problems. However, both universities need to enhance citation practices to improve the quality of their research.

2. What specific difficulties do fourth-year students perceive in the writing process of SSRPs?

Table 2. Results of Students' Difficulties in Research Writing

No.	Items	Aden University (Agree/Neutral/Disagree) Frequencies (percentages)	Lahej University (Agree/Neutral/Disagree) Frequencies (percentages)
1.	Difficulties in selecting a relevant research topic.	18(60%), 3(10%), 9 (30%)	19(63.4%), 4(13.3%), 7(23.3%)

2.	Difficulties in reading and comprehending the reviews.	22(73.3%), 3(10%), 5(16.7%)	27(90.0%), 1(3.3%), 2(6.7%)
3.	Difficulties in data analysis and providing conclusions.	19(63.3%), 3(10%), 8(26.7%)	26 (86.6%), 2(6.7%), 2(6.7%)
4.	Difficulties in formulating grammatically correct sentences.	17(56.7 %), 2(6.7 %), 11(36.6%)	19(63.4%), 1(3.3%), 10(33.3%)
5.	Difficulties in summarizing and paraphrasing content, avoiding plagiarizing.	21(70.0%), 4(13.3%) 5(16.7%)	24(80.0%), 2(6.7%), 4(13.3%)
6.	Difficulties with text citation and reference lists.	21(70.0%), 6(20%), 3(10%)	25(83.3%), 2(6.7%), 3(10.0%)

Figure 2. Results of Students' Difficulties in Research Writing

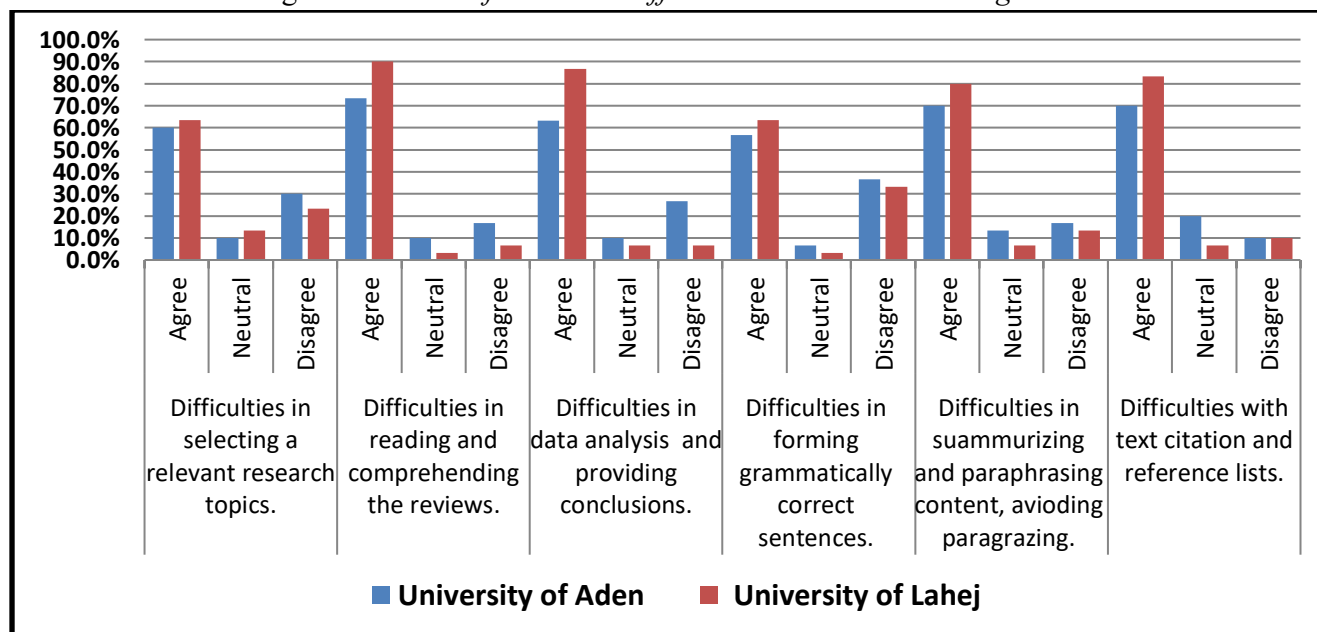


Table (2) and Figure (2) exhibit results in relation to difficulties in research writing faced by fourth-year students at Aden and Lahej Universities, indicating notable similarities and differences in their experiences. Both universities struggle with choosing relevant topics, with (60%) of Aden students and (63.4%) of Lahej students reporting difficulties. It seems clear from the above results that students at both universities face significant challenges in choosing relevant and manageable research topics, aligning with the study of Keshavarz and Shekari (2020) which revealed that students often struggle with choosing original topics due to a lack of information resources, conceptual frameworks and field awareness. This leads them to select repetitive subjects instead of unique research questions.

On the other hand, Lahej students expressed more challenges in reading and understanding literature, with (90%) indicating difficulties compared to (73.3%) at Aden which means that Lahej students need more support in this area. This observation is consistent with Zorn's (2006) findings which indicate that students often encounter difficulties in comprehending and synthesizing literature that relates to their specific research inquiries. When it comes to analyzing data and providing conclusions, Lahej students showed significant challenges, with (86.6%) agreeing, compared to only (63.3%) at Aden. Regarding grammar accuracy, Aden students faced difficulties in writing grammatically correct sentences, with (56.7%) compared to (63.4%) of Lahej students, indicating a slightly higher percentage among Lahej university students. Ferris (2002, p.14) found that "Student writers' lexical, morphological, and syntactic accuracy is important because a lack of precision may both interfere with the comprehensibility of their message (or ideas) and may mark them as inadequate users of the language".

In summarizing and paraphrasing content without plagiarizing, (80%) of Lahej students struggled in this area, compared to (70) at Aden. This suggests a greater need for clear instructions in academic writing. Relia

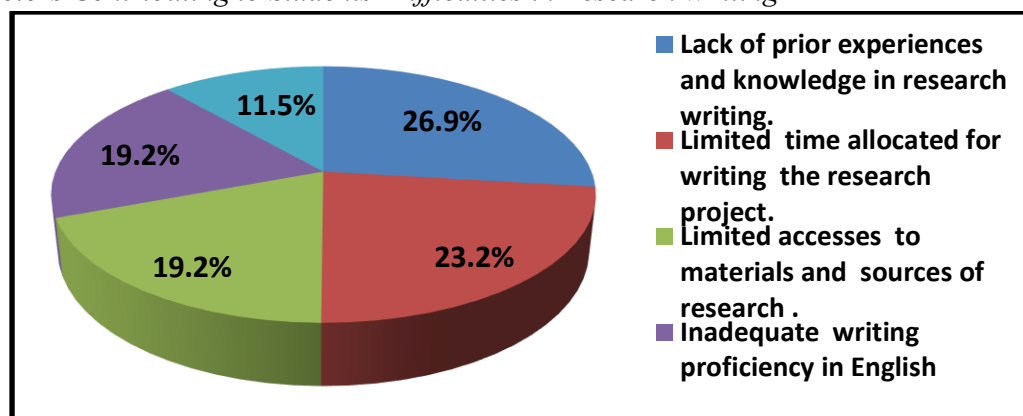
et al. (2021) indicated that university students' paraphrasing skills in English are inadequate. Findings revealed low scores across all aspects of paraphrasing since students repeatedly skipping important details, misusing vocabulary and making errors in grammar, punctuation, and spelling. Finally, both universities displayed high levels of difficulty regarding text citation and reference lists, however Lahej university students faced more difficulties, with (83.3%) whereas (70%) at Aden. In summary, while both groups of students face significant difficulties in research writing, Lahej students encounter greater difficulties in most areas, indicating the need for targeted training and support in various aspects of research writing.

3.What primary factors contribute to these problems and challenges. faced by students in the writing of SSRPs?

Table 3. *Factors Contributing to Students' Difficulties in Research Writing*

Q) What are factors contributing to these difficulties?			
No.	Themes	Frequency	Percentage %
1	Lack of prior experience and knowledge in research writing.	7	26.9%
2	Limited time allocated for writing the research project.	6	23.2%
3	Limited access to materials and resources of research.	5	19.2%
4	Inadequate writing proficiency in English.	5	19.2%
5	Insufficient regular feedback from instructors' supervisors.	3	11.5%
Total		26	100%

Figure 3. *Factors Contributing to Students' Difficulties in Research Writing*



Results in Figure (3) and Table (3) in relation to the factors contributing to these difficulties revealed additional insights. The factor, "Lack of prior experience and knowledge in research writing," at 7 (26.9%) is the most prominent factor which reinforces the idea that effective training is important. To this point, Maharani et al (2023) highlight that the lack of knowledge and personal issues are basic problems in the writing process and its outcomes. Inadequate prior knowledge and experiences limit students' understanding when creating written texts.

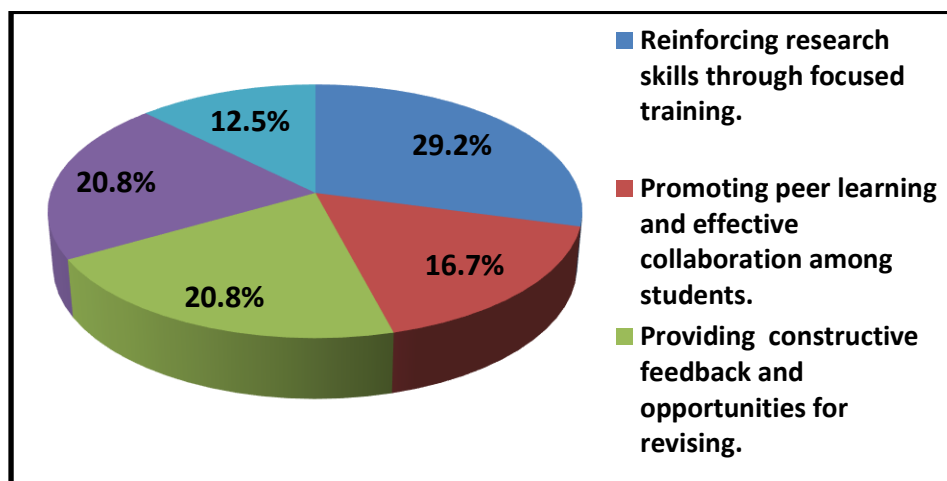
Regarding, "Limited time allocated for the research project" at 6 (23.2%) whereas, "Limited access to resources and materials", at 5 (19.2%), indicating that institutional support is fundamental in providing students with adequate time and access to essential resources to succeed in their research. This aligns with the observation of Baidon and Baidon (2012) who note that many readers struggle with online information due to diverse text structures that challenge traditional reading, combinations of text, images, audio, and video and content often presented at advanced reading levels. Inconsistent writing quality across these sources can hinder understanding, particularly for young readers. Moreover, the factor "Inadequate writing proficiency in English", as noted by 5 (19.2%) highlights the need for language support. Lastly, "Insufficient regular feedback from instructors", at 3 (11.5%) indicates that continuous guidance is fundamental for students to develop their writing skills.

4.Which strategies are effective in addressing these problems and challenges?

Table 4. *Strategies That Could Help Students Overcome Their Difficulties*

Q) What strategies do you think could help overcome these difficulties?			
No.	Themes	Frequency	Percentage %
1	Reinforcing research skills through focused training.	7	29.2%
2	Promoting Peer learning and effective collaboration among students.	4	16.7%
3	Providing constructive feedback and opportunities for revising.	5	20.8%
4	Teaching time managing skills and planning techniques.	5	20.8%
5	Encouraging and developing critical thinking skills.	3	12.5%
Total		24	100%

Figure 4. Strategies That Could Help Students Overcome Their Difficulties



As it is clear from the results in Table (4) and Figure (4), the most frequently suggested strategy for aiding students in overcoming challenges and difficulties in writing SSRPs is "reinforcing research skill through focused training", which highlighted by 7 (29.2%) of respondents. This emphasizes the need for targeted instruction in research methodologies, as many students often struggle with basic research skills. In addition, "providing constructive feedback and opportunities for revising" supported by 5 (20%) and "teaching time management skills and planning techniques" at 5 (20.8%), emerge as significant strategies, On the other hand, "promoting peer learning and effective collaboration among students" at 4 (16%) of respondents. This strategy is important, as it gets students to work together and share ideas. Mydin's (2021) study recommended universities to foster a collaborative culture to support the professional growth of young academics. Lastly, encouraging and developing critical thinking skills noted by 3 (12.5%) highlights the necessity of teaching students to analyze data critically and make decisions. The study of Guo et al. (2024) highlights the effectiveness of reflective and collaborative teaching methods in enhancing cognitive skills, underscoring the need for such strategies in undergraduate education. By employing these effective strategies, students can become better prepared to face future challenges in research writing.

Conclusion of the Main Findings: The current study highlighted a significant gap in the abilities of fourth-year students in the Departments of English at Aden and Lahej Universities, to structure their SSRPs effectively. Based on the findings of the study, students face difficulties in identifying and developing research problems clearly which is a critical challenge According to Oyadiran (2021) identifying and addressing a research problem is essential but can be specifically difficult for novice researchers. This difficulty is often due to their limited knowledge about how to narrow down and express the focus of their study. Understanding this process is crucial for conducting successful research.

Additionally, basic issues, including difficulties in selecting clear research topics, understanding and reviewing literature, analyzing data and interpreting results effectively indicate a crucial need for enhancing students' research abilities. Furthermore, limited access to resources, time restrictions for writing the research effectively and problems with in- text citations and proper reference lists emerge as critical challenges. However, by addressing these issues, both universities can develop student performance and their research

skills. On the other hand, the findings of the current study largely correspond with the study of Abdullah (2023) which highlighted that postgraduate students at Aden University face several difficulties while writing their proposals, issues such as unfocused research topics, a failure in expressing the problem of the study clearly, difficulty in recognizing gaps in the literature, inappropriate research methodologies and inaccurate reference formats or styles. Moreover, students encountered obstacles, such as insufficient time to complete their proposals and a lack of resources. Lastly, the study recommended the importance of collaboration among students, lecturers and faculty members.

Furthermore, findings from the current study indicated that fourth-year students encounter considerable difficulties when writing SSRPs. These difficulties are often due to factors, such as insufficient research skills, inadequate proficiency in English writing and limited access to materials. Kothari (2004) highlights that many students lack proper training and knowledge in research methodologies which can lead to the production of low-quality studies. In addition, poor library management makes it difficult for researchers to access necessary materials.

The study indicated that fourth-year instructors suggested various strategies to address research difficulties. They highlighted the importance of focused training to develop research skills, regular feedback to reinforces critical thinking and teaching effective time management. Moreover, promoting peer learning and collaboration were noted as significant approaches to support students in their research process.

Recommendations: Based on the results obtained of the current study, the researcher recommends the following:

1. Implement targeted training programs that focus specifically on research design and problem formulation. This training can help students gain the necessary skills to create coherent and well-organized research projects.
2. Improve students' access to a wider range of academic resources This includes expanding library collections and providing access to online databases
3. Integrate focused writing instruction into the curriculum. This could include providing specialized writing courses or workshops that focus on essential writing skills, allowing students to enhance and develop their proficiency in these areas.

Conclusion: As stated previously, this study focuses on identifying the most common problems and challenges encountered by fourth-year students in the Departments of English at the Faculties of Education, Aden and Lahej Universities during the writing of SSRPs, highlighting the underlying factors contributing to these difficulties. In addition to suggested strategies to help them address these issues. Findings revealed that students made several mistakes and encountered a range of challenges during writing their research projects. The underlying factors contributing to these mistakes and challenges are varied and often are due to insufficient training and knowledge in the research process. Lastly, the study highlighted proposed strategies that could assist students in overcoming these challenges and problems such as fostering the students' research skills and providing effective feedback.

References

1. Abdullah, L. A. H. (2023). Common Mistakes Committed and Challenges Faced in Research Proposal Writing by University of Aden Postgraduate Students. *Journal of Social Studies*. 29(1).
2. Al- Hamzi, A.M.S. (2023). Frequent linguistic errors in the writing of Yemeni EFL Arabic speaking learners. *Studies in English and Education*, 10 (1), 350-368.
3. Ali, G., & Awan, R. (2021). Thinking based instructional practices and academic achievement of undergraduate science students: Exploring the role of critical thinking skills and dispositions. In B. Mizra, J. R. Jabben. *Exploring teaching strategies to encourage critical thinking in students*. (pp.554–564). *Academy of Education and Social Sciences Review*, 4(4),
4. Al-Qaderi, I. (2016) *How to Write a Research Paper: Exploring the challenges faced by Yemeni undergraduate students in writing their graduation research projects*. LAP Lambert Academic Publishing, German.
5. Baidon, M., & Baidon, R. S. (2012). Evaluating online sources: Helping students determine trustworthiness, readability, and usefulness. *Social Studies and the Young Learner*, 24(4), 11–14.

6. Bargiela-Chiappini, F. and Nickerson, C. R. (2014). *Writing business: Genres, media and discourses*. In T, Tariq, S. Ali, Q. Khan. *Developing learners' writing skills through process writing approaches* Pjace, 18(8).
7. Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor: University of Michigan Press.
8. Guo, R., Jantharajit, N., & Thongpanit, P. (2024). Enhancing analytical and critical thinking skills through reflective and collaborative learning: A quasi-experimental study. *Journal of Education and Educational Development*, 11(2),
9. Keshavarz, H., & Shekari, M. R. (2020). Factors affecting topic selection for theses and dissertations in library and information science: A national scale study. *Library & Information Science Research*, 42(4), 01-06.
10. Kothari, C.R, (2004). *Research Methodology: Methods and Techniques*. College of Commerce. University of Rajasthan, India.
11. Luzón, M.J. (2015) An Analysis of the citation practices of undergraduate Spanish students. *Journal of Academic Writing*, 5(1), 52-64.
12. Mahammoda, S. A. (2016). Factors affecting the quality of undergraduate research work in Bahir Dar University, Ethiopia. *International Journal of Innovative Research & Development*, 5(12), 227-231.
13. Maharani, R., Hakiki, S. S., & Safitri, S. (2023). Students' problems in writing academic article: A case study in academic writing class. *English Education Journal Tadris Bahasa Inggris*, 16(2), 23-62.
14. Mandernach, B. J., Zafonte, M., & Taylor, C. (2016). Instructional strategies to improve college students' APA style writing. *International Journal of Teaching and Learning in Higher Education*, 27(3), 407-4012.
15. Motjolopane, I. (2021). Teaching research methodology: Student-centered approach in computing education undergraduate course. *Emerging Science Journal*, 5(1), 34.
16. Mydin, F., Radin A. Rahmani, R. S. A., & Wan Mohammad, W. M. R. (2021). Research collaboration: Enhancing the research skills and self-confidence of early career academics. *Asian Journal of University Education*, 17(3).
17. Oyadiran, P. A., Ishaq, M. F., & Lawal, Y. (2021). Identifying and constructing research problem in management sciences: An analysis. *International Journal of Human Capital Management*, 1(1), 1-26.
18. Shahsavari, Z. & Kourepa, H. (2020). Postgraduate students' difficulties in writing their theses literature review. *Cogent Education*, 7(1).
19. Taskeen, S., Shehzadi, A., Khan, T., & Saleem, N. (2014). Difficulties faced by novice researchers: A study of universities in Pakistan. *International Journal of Art and Literature*, 1(1). In S. M. Alsied and N. W. Ibrahim. *Exploring Challenges Encountered by EFL Libyan Learners in Research Teaching and Writing*. *IAFOR Journal of Language Learning*, 3(2).
20. Qasem, F. A. A., & Zayid, E. I. M. (2019). The challenges and problems faced by students in the early stage of writing research projects in L2. *European Journal of Special Education Research*, 4(1).
21. Rahmayani, S.O. (2018). *Students' difficulties in paraphrasing English* (Unpublished master's thesis). Ar-Raniry State Islamic University, Darussalam, Banda Aceh.
22. Relia, C.H., Daud, A. Delf, S. (2021). Investigating University Students' Ability In Paraphrasing Paragraphs. *International Journal of Education and Best Practice (IEBP)* 5 (1).
23. Rind, Z. U. A. (2020). Challenges faced by students during conducting research: A review. *International Journal of Multidisciplinary Research and Development*, 7(4), 16-19,
24. Wilson, R. Joiner, K., & Alireza, A. (2021). Improving students' performance with time management skills. *Journal of University Teaching & Learning Practice*, 18(4).
25. Zorn, T., and Campbell, N. (2006). Improving the writing of literature reviews through a literature integration exercise. *Business Communication Quarterly*, 69(2), 172-183.

استقصاء التحديات والمشكلات في كتابة مشاريع البحث المصغر لطلاب المستوى الرابع

في أقسام اللغة الإنجليزية، كليات التربية، جامعات، عدن ولحج

إخلاص سالم قاسم القاسمي¹

قسم اللغة الإنجليزية - كلية التربية - جامعة عدن

خالد علي يوسف السباعي²

قسم اللغة الإنجليزية - كلية التربية - جامعة ابين

المخلص: هدفت هذه الدراسة إلى التركيز على أبرز التحديات والصعوبات التي يواجهها طلبة المستوى الرابع في كتابة مشاريع البحث المصغر في أقسام اللغة الإنجليزية، في كلية التربية – جامعة عدن، وكلية صبر للعلوم والتربية - جامعة لحج. وركزت الدراسة على الأخطاء الشائعة في كتابة الأبحاث المصغرة، بالإضافة إلى إدراك الطلبة للصعوبات والعوامل المختلفة، التي أسهمت في ظهورها، واقتراح بعض الاستراتيجيات؛ للتغلب على هذه المشكلات. واستخدمت الدراسة منهجية تجمع بين البحث النوعي والبحث الكمي، باستخدام ثلاث أدوات مختلفة لجمع المعلومات، هي: (تحليل الوثائق المكتملة لمشاريع البحوث المصغرة، استبانات تستهدف الطلبة، ومقابلة مع هيئة التدريس). شملت عينة الدراسة (60 طالبًا وطالبة من قسم اللغة الإنجليزية، منهم (30) طالبًا وطالبة من كلية التربية / جامعة عدن، بالإضافة إلى (30) طالبًا وطالبة من كلية صبر للعلوم والتربية / جامعة لحج. وتضمنت (10) من أعضاء هيئة التدريس من جامعتي لحج وعدن؛ لجمع معلومات عن الدراسة.

أشارت النتائج إلى وجود صعوبات كبيرة يواجهها الطلبة، منها صعوبة في: الاقتباس من النصوص، اختيار مواضيع مناسبة للبحث، وتحديد المشكلات البحثية بوضوح، وتحليل البيانات بدقة، بالإضافة إلى صعوبات في الدقة النحوية، وإعادة الصياغة، والتلخيص، وتحديات تتعلق بدقة الاقتباسات وإنشاء قوائم المراجع. أشارت الدراسة إلى العوامل التي أسهمت في هذه التحديات منها نقص المهارات الأساسية للطلبة في البحث، ضيق الوقت، محدودية الوصول إلى الموارد المطلوبة، وعدم انتظام وكفاية التغذية الراجعة. واقترح أعضاء هيئة التدريس عددًا من الاستراتيجيات لمعالجة هذه القضايا، بما في ذلك تعزيز التعاون بين الطلبة، تطوير مهارات البحث، وتشجيع إدارة الوقت بفاعلية. وفي الأخير، أوصت الدراسة بتدريب هادف في منهجيات البحث، وتحسين الوصول إلى الموارد العلمية والأكاديمية، وتقديم دعم تعليمي مركز؛ من أجل تعزيز جودة مشاريع البحث.

الكلمات المفتاحية: التحديات، الأخطاء، مشاريع البحث المصغر.