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RESEARCH ON SOME MEASURES TO ENHANCE SCIENTIFIC RESEARCH CAPACITY FOR LECTURERS AT THE SCHOOL OF FOREIGN LANGUAGES - THAI NGUYEN UNIVERSITY

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ABSTRACT

This study aims to explore measures to enhance the scientific research capacity of lecturers at the School of Foreign Languages - Thai Nguyen University. Through surveys and interviews, the study collected data on the current state of research capacity, the difficulties faced by lecturers, and the need for developing research skills. The results show a need to improve research methodology skills, scientific paper writing skills, and the ability to use research tools. Based on this, the study proposes measures such as organizing intensive training courses, increasing support for research materials, and building a network of domestic and international research collaborations to promote the research capacity of lecturers.

Keyword: Scientific researcher, lecturer, School of Foreign Languages, Thai Nguyen University

1. INTRODUCTION

Currently, enhancing the scientific research capacity of lecturers at the Faculty of Foreign Languages - Thai Nguyen University faces many challenges. Although lecturers directly guide students and conduct scientific research, many still lack in-depth research skills, have limited time for research, and opportunities to participate in international research. This leads to delays in improving the quality of research at the university and reduces the ability to teach up-to-date knowledge to students. Some lecturers may not have received adequate training in modern research methods, limiting their access to and implementation of applied research.

Furthermore, the academic environment at the Faculty of Foreign Languages - Thai Nguyen University currently does not fully meet the requirements for facilities and research support programs for lecturers. The electronic library, specialized research document repositories, and research funding programs are lacking and not fully utilized. Faculty members also face difficulties in collaborating on research with domestic and international partners due to a lack of opportunities and support from the university in connecting and developing joint research projects. This has significantly impacted the university's scientific development capabilities.

Therefore, conducting an in-depth study to assess the current situation and propose practical solutions to enhance the scientific research capacity of faculty members at the Faculty of Foreign Languages - Thai Nguyen University is essential. This research will help identify factors needing improvement, such as research skills, academic infrastructure, and career development opportunities for faculty members. Simultaneously, the study will also find ways to create a more favorable academic environment, enabling faculty members to maximize their research potential and contribute to improving the quality of education at the university.

2.THEORETICAL BASIS

2.1. Concept

To enhance the scientific research capacity of lecturers at the School of Foreign Languages - Thai Nguyen University, it is necessary to consider the basic elements that constitute research capacity. Scientific research capacity not only includes the ability to conduct research but also requires lecturers to be able to identify research problems, choose appropriate research methods, analyze data and draw conclusions from research results. Lecturers with strong research capacity will not only participate in the research community but also be able to apply research results to teaching, thereby developing expertise and contributing to the education career [1]. Altbach and Horta [5]

also affirmed that the research capacity of lecturers has a direct influence on the quality of education at universities.

Another important factor in enhancing research capacity is research training. Participating in training courses, workshops, and short-term programs helps lecturers not only improve their research skills but also learn new research methods and update modern scientific trends. This training program also creates opportunities for lecturers to build research networks and improve their ability to publish scientific works [2]. Zuber-Skerritt [6] points out that research training programs play an important role in improving the quality of research and teaching of lecturers.

In addition, academic infrastructure is an indispensable factor in supporting scientific research. Investing in academic tools such as electronic libraries, research databases, and research support software will help lecturers conduct research effectively. Luu and Tran [3] affirm that a resource-rich academic environment will facilitate lecturers in collecting materials, analyzing, and processing research data. Tohidi and Jabbari [7] also noted that investment in research infrastructure is a decisive factor in improving the quality of scientific research.

Finally, research support policies from the university, such as providing research funding and creating opportunities to connect with international research organizations, play an important role in promoting scientific research activities. Phan [4] argues that research support programs help lecturers to carry out independent research projects, as well as participate in international research projects, thereby improving the quality of research at the university.

Thus, developing scientific research capacity for lecturers at the School of Foreign Languages - Thai Nguyen University is an important factor in improving the quality of teaching and scientific research at the university, contributing to the overall development of higher education.

2.2. Importance

Scientific research plays a crucial role in improving the quality of teaching and learning at universities. For lecturers at the Faculty of Foreign Languages - Thai Nguyen University, scientific research not only enhances professional knowledge but also contributes to the development of teaching skills and the improvement of training quality. When lecturers participate in scientific research, they not only access new knowledge but also have the opportunity to improve their teaching methods, apply modern research methods to the teaching process, thereby improving student learning effectiveness.

Scientific research also helps lecturers connect with the international academic community, participate in international research projects, thereby enhancing their personal reputation and the reputation of the university. Participation in research also promotes creativity and innovation in teaching, helping lecturers develop research works with high scientific and practical value. Furthermore, scientific research is a crucial element in improving the quality of education, especially in the context of the rapidly evolving global education landscape.

In addition, scientific research helps lecturers maintain passion and motivation in their teaching, not only in their specialized field but also in applying new and innovative teaching methods. From there, lecturers can inspire research in students, helping them develop independent thinking and in-depth research capabilities.

2.3. Current Situation

During the 2023-2024 academic year, the university's scientific and technological work achieved positive changes in both the number of projects and the scale of organization. The research capacity of the faculty was affirmed through the simultaneous implementation of 23 basic-level projects and the successful completion of 2 university-level projects. In particular, the proactive approach in seeking research opportunities was demonstrated by the 82 project proposals submitted to Thai Nguyen University in the first round. The results of scientific publications also showed strong growth with a total of 96 articles, including 37 international articles and 61 domestic articles. These figures demonstrate that a large number of faculty members have begun to approach international research standards, especially in the English Department and the Basic Sciences Department.

However, alongside these achievements, the current state of faculty research capacity still

reveals significant limitations that need to be objectively assessed. The biggest drawback lies in the uneven disparity in capabilities between departments and individuals. Statistics show a very clear disparity: while the English Department and the Basic Sciences Department contributed 20 and 12 international publications respectively, units such as the Chinese Department or the Department of Oriental Culture had no international publications at all in the past academic year. This reflects that the ability to write in-depth foreign language papers or the skills to publish in prestigious indexed journals (such as ISI/Scopus) are still concentrated in a small group and have not yet become a widespread movement among the entire faculty.

Another drawback in the current state of scientific research is the low approval rate of research projects at higher levels compared to actual needs. Although faculty members submitted 82 proposals in the first round, only 13 were approved by Thai Nguyen University. Furthermore, in the second round, all 41 proposals were not approved. This reality indicates that the ability of many faculty members to develop research proposals, identify the urgency and novelty of their research, still falls short of the stringent requirements of the higher-level scientific council. Research directions are sometimes too broad, failing to focus on products with strong transferability or innovation potential to convince management.

In addition, the applicability of research projects remains a major question mark. Although research has begun to focus on the application of information technology and new teaching methods, the School must still prioritize the quality and applicability of research topics for the next academic year. This indirectly acknowledges that a significant number of current research topics remain heavily theoretical, serving the goal of fulfilling research hour quotas rather than addressing practical problems in education and language studies. A total of 18,080.07 hours of scientific research have been conducted, but the added value in terms of technology or commercially viable research products remains very modest.

Finally, the incomplete legal environment and internal support processes also hinder the capacity of faculty members. The fact that the School is still drafting and reviewing procedural documents for implementing scientific and technological tasks in the past academic year shows a lack of a professional management system that spans from the proposal stage to the acceptance stage. Without clear regulations on selection and incentives, lecturers will lack the motivation to undertake challenging, high-impact research, leading to stagnation in research capacity or development only at the level of fulfilling assigned tasks.

To further illustrate the current situation and challenges faced by lecturers at the School of Foreign Languages - Thai Nguyen University in scientific research, we conducted an interview. The interview focused on factors such as research capacity, experience and specific difficulties in conducting research, satisfaction with supporting infrastructure, and training needs. The interview process took place from October 1st, 2025 to October 30th, 2025. After the interviews, we obtained 57 responses. Below is a table of interview results clarifying the current situation.

Table 1. Results of the survey on the scientific research situation of lecturers.

Survey Item	Response (%)
1. Level of difficulty in identifying a research topic	
— Very difficult	35%
— Difficult	40%
— Neutral	20%
— Easy	5%
2. Difficulty in selecting an appropriate research method	
— Very difficult	45%
— Difficult	30%
— Neutral	20%
— Easy	5%
3. Satisfaction with research-supporting infrastructure	
— Very satisfied	10%
— Satisfied	25%
— Dissatisfied	40%
— Very dissatisfied	25%
4. Need to participate in research-skills training courses	
— Very necessary	60%
— Necessary	30%
— Neutral	10%
— Not necessary	0%

Table 1 shows that identifying research topics and selecting research methods are the most challenging aspects for lecturers, with feedback rates ranging from 70-75%. Satisfaction with research infrastructure is also quite low; over 65% of lecturers feel dissatisfied or very dissatisfied with the current conditions. Notably, there is a great need for advanced training courses in scientific research skills, with 90% of lecturers considering them necessary or very necessary. These figures confirm that, to enhance the research capacity of lecturers, the Faculty of Foreign Languages - Thai Nguyen University needs to focus more on organizing in-depth training courses and improving research infrastructure, thereby creating favorable conditions for lecturers to develop their scientific research skills.

3. SOME SOLUTIONS

In the context of higher education increasingly valuing the role of scientific research, enhancing the research capacity of lecturers has become an urgent requirement, directly contributing to improving the quality of training, academic prestige, and international integration of the university. Based on an analysis of the current situation, this paper proposes several measures to promote scientific research activities at the School of Foreign Languages - Thai Nguyen University. These measures are considered from two main groups: lecturers and the university, with the goal of creating a synchronized and sustainable collaboration, thereby forming a professional, effective research environment suitable to the unit's specific characteristics.

3.1. For lecturers

(1) Enhance self-improvement in research capacity: Lecturers should proactively participate in training courses on research methods, data analysis, and writing international scientific papers; combine online and in-person learning; develop the habit of updating new materials and participating in specialized academic forums.

(2) Develop a long-term personal research plan: Each lecturer needs to identify their core research direction, set goals for each year (topics, papers, conferences), allocate time appropriately between teaching and research; regularly self-assess progress and adjust the plan.

(3) Enhance collaborative research in groups: Participate in interdisciplinary, inter-university, or inter-disciplinary research groups; clearly assign roles within the group (group leader, methodologist, data processor, report writer, etc.); learn teamwork skills and share publishing experiences.

(4) Improve scientific publication skills: Practice academic writing skills in Vietnamese and English; Master the requirements of prestigious journals; know how to cite and avoid plagiarism; proactively submit papers to conferences and journals relevant to the research topic.

(5) Application of technology in research: Use supporting software such as document management (Mendeley, Zotero), data analysis (SPSS, R, NVivo), plagiarism checking tools and academic search tools; exploit open source materials to improve research efficiency and quality.

3.2. For schools

(1) Develop a clear scientific research development strategy: The university identifies key research areas, linking research with local practical needs and international integration; issues appropriate plans, targets, and monitoring mechanisms.

(2) Improve mechanisms and policies to encourage research: Apply a time priority system for lecturers with research topics; have policies to support funding and rewards for high-quality publications; transparentize the process of reviewing, accepting, and evaluating research results.

(3) Develop strong research groups/research and academic advisors: Establish research groups in specialized areas; invite leading experts as advisors; support young lecturers to participate in groups for mentoring, gradually developing independent research capabilities.

(4) Strengthen regular training and professional development: Regularly organize workshops and seminars on research methods; training courses on writing and publishing internationally, and scientific ethics standards; Create an open academic exchange environment, encouraging lecturers to present research results.

(5) Invest in databases and research infrastructure: Equip with digital libraries, access

to international journals, specialized software; build a scientific research portal; simplify administrative procedures so that lecturers can focus on their expertise.

4. CONCLUSION

Enhancing the scientific research capacity of faculty members at the School of Foreign Languages - Thai Nguyen University is a pressing need to improve the quality of teaching and research. Despite significant progress, many challenges remain, including developing faculty research skills, upgrading academic infrastructure, and improving research support policies. Specific measures such as organizing intensive training courses on research methods, investing in electronic libraries and research databases, and developing policies to support scientific research will help faculty members improve their capabilities and contribute to the development of the academic environment at the university. This will not only benefit faculty members but also contribute to improving the quality of research and teaching, creating a solid foundation for the long-term development of the school in particular and Thai Nguyen University in general.

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