Contribution ID: **187** Contribution code: **DF01-01**   Type: **Doctoral Forum Presentation**

Training Needs for Research Publication Capacity – An Insight from EFL University Lecturers

Friday, 26 July 2024 08:30 (30 minutes)

Undertaking research and getting it published at a peer-reviewed journal have become important criteria in the ranking of the universities globally (Azmi, 2006) and in accessing university lecturers annually (Palpanadan et al., 2018). These activities can be a challenging but rewarding process to researchers in any fields of study (Busse et al., 2021). However, issues on training needs in research publication are understudied in the contexts of Vietnamese higher education, especially in ELT. This study aimed to gain an insight into challenges that EFL lecturers at a university in Vietnam face in getting their research published in peer- review journals, and then identify the training needs to foster their research- publication capacity. From a qualitatively- driven mixed methods approach, the data were collected via a questionnaire survey and semi-structured interviews. The findings drawn from a thematic analysis reveal that the participants of all ages and genders had a limited number of research publications annually because of many hurdles including lack of practical experience in conducting research and in writing research papers, limited knowledge and information about the process of research publication. These hurdles also imply their training needs, and propose training programs should be in the in-house forms such as team projects, hand-on workshops. An insightful understanding about these challenges and training needs recommends the management and support mechanisms to stakeholders so that they can strengthen their prevailing services and develop appropriate training programs to enhance EFL university lecturers'research publication capacity.

Online Profile

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Session Classification: Doctoral Forum

Track Classification: Professional Development