



Unlocking the future of scientific research: Insights from academic perspectives

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Abstract: This study examines the perceptions and needs of educators at the Faculty of Foreign Languages regarding academic services and scientific research, based on a questionnaire completed by 22 educators. The aim of this study is to identify areas where the resources, support, and infrastructure provided by the institution can be improved to better support academic and research activities. The analysis of the collected data provides a clear overview of the educators' viewpoints and suggests strategies for enhancing research and educational capacities. The study is part of a project funded by the University of Tirana, aiming to integrate new and innovative methods in scientific research in the field of foreign language teaching.

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1. Introduction

Scientific research and academic services are essential for the development and improvement of education quality in any academic institution. In this context, this study focuses on the perceptions and needs of educators at the Faculty of Foreign Languages, highlighting how these aspects can be improved to better support scientific research and the teaching process. The purpose of this study is to analyze the data collected from the questionnaire completed by educators to identify specific needs and provide recommendations for improving academic services and scientific research. The main objectives are:

- To identify educators' perceptions of the quality of academic services.
- To analyze the needs and challenges that educators face regarding scientific research.
- To suggest strategies for improving institutional support and infrastructure.

2. Study Methodology

2.1 Questionnaire Design

The questionnaire was designed to gather detailed information about the perceptions and experiences of educators regarding

academic services and scientific research at the institution. The questionnaire included structured and semi-structured questions focused on the quality of support and resources provided by the faculty.

2.2 Participants and Procedure

The study included 22 educators from the Faculty of Foreign Languages, selected to represent a wide range of perspectives within the faculty. The questionnaires were distributed and collected anonymously to ensure the sincerity and impartiality of the responses.

3. Results and Discussion

3.1 Educators' Perceptions of the Quality of Academic Services

1. How many students actively participate in research projects at our institution?

Response	Percentage (%)	Number of Responses
Most students	4.6	1
Few students	50.0	11
Some students	31.8	7
No students	13.6	3

Based on the data, the results can be interpreted and commented on as follows:

- **Most students (4.6%, 1 response):** Only one educator rated that most students actively participate in research projects. This very low number may indicate a lack of broad student engagement in research, or that educators are not aware of student participation in these activities.
- **Few students (50%, 11 responses):** The majority of educators observed that only a small number of students participate in research projects. This may be due to factors such as a lack of resources, a lack of interest or motivation among students, or perhaps a lack of sufficient opportunities for participation in research.
- **Some students (31.8%, 7 responses):** A significant number of educators rated that some students participate in research projects. This indicates that there is a moderate level of student engagement in research, but not enough to involve the majority of them.
- **No students (13.6%, 3 responses):** A small percentage of educators thought that no students participate in research projects. This may indicate a breakdown in communication between students and educators, or a lack of clear opportunities for participation in research projects.

Overall, the results show that there is room for improvement in student engagement in research projects. The institution may need to increase opportunities for participation in research, improve communication about these opportunities, and provide more incentives and support for students who wish to engage in these activities.

2. How does our institution help students develop their scientific research skills?

Response	Percentage (%)	Number of Responses
<i>Specialized mentoring and training is provided</i>	50.0	11
<i>There are insufficient resources for student preparation</i>	13.6	3
<i>There is a limited training program</i>	13.6	3
<i>No assistance is provided for students in scientific research</i>	13.6	3

Based on the data related to this question, we have the following results:

- **Specialized mentoring and training is provided (50%, 11 responses):** A significant percentage of educators (10 of them) believe that the institution offers mentoring and specialized training. This is positive and indicates a commitment to helping students develop their scientific research skills, although the number of educators who have noticed this could be higher.
- **There are insufficient resources for student preparation (13.6%, 3 responses):** A small number of educators feel that the resources provided for preparing students in scientific

research are inadequate. This may indicate a lack of necessary infrastructure or financial support for scientific research.

- **There is a limited training program (13.6%, 3 responses):** Some educators assess that the training program is limited in the support it offers to students. This may suggest that the training programs currently in place are insufficient or do not cover a wide range of topics or skills necessary for scientific research.
- **No assistance is provided for students in scientific research (13.6%, 3 responses):** This is perhaps the most concerning result. The majority of responses indicate that no assistance is offered to students in scientific research. This may reflect a lack of institutional attention to scientific research as an important part of the academic and professional development of students.

Overall, the data suggest a significant need for the institution to improve the support and resources it offers to students in developing their scientific research skills. Increasing the availability of mentoring and specialized training, along with expanding resources and training programs, could be key to improving this situation.

3. Are there special programs or courses that prepare students for scientific research?

Response	Percentage (%)	Number of Responses
<i>There are programs and courses</i>	27.27	6
<i>There are some programs and courses, but not enough</i>	50.00	11
<i>There are few or no programs or courses</i>	22.73	5

- **There are programs and courses (6 responses):** A small number of educators confirm that there are special programs and courses for preparing students in scientific research. This indicates that, although to a limited extent, the institution offers some resources and opportunities for students wishing to develop their skills in this area.
- **There are some programs and courses, but not enough (11 responses):** The majority of educators believe that, while there are some programs and courses available, they are insufficient to meet students' needs for scientific research. This may indicate a lack of diversity, depth, or accessibility in the programs and courses offered.
- **There are few or no programs or courses (5 responses):** A significant number of educators think that there are few or no programs and courses that prepare students for scientific research. This may suggest a marked deficiency in the institution's offerings in this regard, leaving a gap in preparing students for the challenges and opportunities in the field of scientific research.

Overall, the results indicate a need for the development and expansion of special programs and courses that prepare students for scientific research. It is important for the institution to review and improve its academic offerings in this area to ensure that

students are well-equipped to face the challenges and seize the opportunities in the world of scientific research.

4. How can student involvement in scientific research be encouraged at different stages of their studies?

Response	Percentage (%)	Number of Responses
<i>By increasing financial support and resources</i>	22.73	5
<i>By providing more preparatory programs and courses</i>	31.82	7
<i>By increasing the engagement of educators and mentors</i>	36.36	8
<i>By developing new policies and regulations</i>	9.09	2

The interpretation and analysis of the survey data regarding ways to encourage student involvement in scientific research are as follows:

- **By increasing financial support and resources (22.7%, 5 responses):** A significant portion of educators believes that increasing financial support and resources is an effective way to encourage student involvement. This may include funding for research projects, scholarships for students, and investments in equipment and infrastructure.
- **By providing more preparatory programs and courses (31.8%, 7 responses):** Some educators believe that offering more programs and courses focused on scientific research can encourage student participation. This indicates the need for more specialized programs oriented toward research practices.
- **By increasing the engagement of educators and mentors (36.4%, 8 responses):** A portion of educators thinks that greater engagement from educators and mentors could be key in encouraging student involvement. This may imply a need for closer mentor-student relationships and greater commitment from educators to guide and motivate students.
- **By developing new policies and regulations (9.09%, 2 responses):** A small percentage of educators believes that developing new policies and regulations could be an effective way to encourage student involvement. This may involve changes in curricular structures to include more components of scientific research, fostering interdisciplinary collaborations, and creating new opportunities for students to engage in research projects integrated into their academic programs. Additionally, the development of new policies may help secure the necessary support and resources for scientific research, allowing students access to laboratories, equipment, and necessary materials. Furthermore, new regulations could influence new assessment criteria and incentives, such as scholarships or awards for students excelling in research, creating a more stimulating and encouraging environment for their active participation in scientific research.

5. What are the main challenges you face in the development of scientific research at our institution?

Challenges	Number of Responses	Percentage (%)
<i>Identifying key problems and challenges in scientific research</i>	7	31.82
<i>Developing strategies for obtaining sufficient funding</i>	10	45.45
<i>Improving collaboration and communication within the department and with other institutions</i>	5	22.73

The interpretation and analysis of the survey data regarding the main challenges in the development of scientific research at the institution are as follows:

- **Identifying key problems and challenges in scientific research (31.82%, 7 responses):** A considerable portion of responses indicates that a major challenge is identifying specific problems and difficulties encountered in scientific research. This may include a lack of clarity regarding priority research areas, difficulty in defining research objectives, or challenges in understanding research needs.
- **Developing strategies for obtaining sufficient funding (45.45%, 10 responses):** The majority of educators see the development of strategies for securing sufficient funding as the biggest challenge. This indicates a need for more financial resources and support in creating strategies to access these resources, which are essential for the success of scientific research projects.
- **Improving collaboration and communication within the department and with other institutions (22.73%, 5 responses):** A significant number of responses identify the improvement of collaboration and communication as a challenge. This may imply the need to strengthen collaboration networks and foster a more open and effective communication environment among educators, students, and other research institutions.

Overall, the results indicate that challenges in the development of scientific research encompass a wide range of issues, including the need to clarify research objectives, secure adequate funding, and improve collaboration and communication. These data suggest a need for a more coordinated and inclusive approach to address these challenges and support the effective development of scientific research at the institution.

6. How can infrastructure and resources for scientific research be improved at our institution?

Proposed Improvements	Number of Responses	Percentage (%)
<i>Identifying the needs for necessary equipment and technology</i>	6	27.27
<i>Applying for grants and additional funding for infrastructure development</i>	11	50.00
<i>Utilizing external resources and strategic partnerships for investments</i>	5	22.73

The interpretation and analysis of the survey data regarding the improvement of infrastructure and resources for scientific research at the institution are as follows:

- **Identifying the needs for necessary equipment and technology (27.27%, 6 responses):** A considerable portion of educators believes that a key step in improving infrastructure for scientific research is identifying specific needs for equipment and technology. This may indicate that the institution currently has gaps in such resources or needs an update in equipment and technology to support effective research.
- **Applying for grants and additional funding for infrastructure development (50%, 11 responses):** The majority of educators think that applying for grants and securing additional funding is the most effective way to improve scientific research infrastructure. This highlights a significant need for additional financial resources to enhance or expand existing infrastructure, which is vital for scientific research.
- **Utilizing external resources and strategic partnerships for investments (22.73%, 5 responses):** A notable number of educators suggest that utilizing external resources and creating strategic partnerships could be another way to improve research infrastructure. This may include collaborations with other institutions, companies, or international organizations to help finance research projects and develop the necessary infrastructure.

Overall, these results indicate a need for increased focus on developing infrastructure for scientific research. This includes identifying the necessary equipment and technology, securing additional funding, and collaborating with external partners to support scientific research efforts. These actions will contribute to a more conducive and well-equipped environment for scientific research at our institution.

7. How can we encourage and support young researchers and students in their involvement in scientific research?

Encouragement Methods	Number of Responses	Percentage(%)
Organizing specialized programs and training for students and young researchers	7	31.82
Mentoring students and involving them in scientific research projects	9	40.91
Creating suitable environments for the development of student scientific projects	6	27.27

The interpretation and analysis of the survey data regarding ways to encourage and support young researchers and students in their involvement in scientific research are as follows:

- **Organizing specialized programs and training for students and young researchers (31.82%, 7 responses):** A significant portion of responses suggests that organizing specialized programs and training is an effective method to support young researchers and students. This may include training focused on specific research skills, such as data analysis or research

methodology, as well as programs that provide more in-depth and structured guidance for scientific research.

- **Mentoring students and involving them in scientific research projects (40.91%, 9 responses):** The majority of responses value mentoring and the direct involvement of students in scientific research projects as the most effective means of support. This suggests that a closer mentor-student relationship and opportunities to participate in real research projects are vital for the professional and academic development of students.
- **Creating suitable environments for the development of student scientific projects (27.27%, 6 responses):** A significant percentage of educators believe that creating suitable environments for developing scientific projects is essential. This may include the necessary infrastructure, such as laboratories and equipment, as well as a cultural and academic environment that encourages scientific research and exploration.

Overall, these results indicate that a combination of specialized programs, direct mentoring, and the creation of supportive environments is vital for encouraging and supporting young researchers and students in scientific research. This suggests a need for an integrated approach that encompasses all these elements to create a more supportive and fruitful environment for scientific research.

8. What are the main objectives of scientific research at our institution, and how can we achieve them?

Main Research Objectives	Number of Responses	Percentage (%)
Focusing on new research methods in our field	5	23.81
Identifying necessary areas for innovation and scientific developments	14	66.67
Promoting technology applications in research	2	9.52

The interpretation and analysis of the survey data regarding the main objectives of scientific research are as follows:

- **Focusing on new research methods in our field (23.81%, 5 responses):** Some responses suggest that a key objective is focusing on the development and application of new research methods in specific areas. This may imply a need for innovation in the techniques and methods used in scientific research, as well as the exploration of new and unexplored fields of study.
- **Identifying necessary areas for innovation and scientific developments (66.67%, 14 responses):** The majority of responses evaluate that identifying areas needing innovation and scientific developments is the main objective. This indicates a focus on determining new research directions, concentrating on areas with high potential for scientific progress and innovation.
- **Promoting technology applications in research (9.52%, 2 responses):** A small number of responses suggest that promoting technology applications in research is another

important objective. This may involve a need to integrate advanced technologies into scientific research processes and develop new applications that can be used in the field of research.

Possible Factors and How to Achieve These Objectives:

- For the first and second objectives: The institution could focus on creating an encouraging environment for innovative research and exploring opportunities for interdisciplinary collaborations that could lead to new developments and innovations in specific fields.
- For the third objective: Steps could be taken to encourage the use of new technologies in research, as well as to provide training and resources for developing new technological applications.

These results demonstrate a clear focus on identifying new areas for innovation and scientific developments, as well as on utilizing new methods and technologies in scientific research. This will require a coordinated and focused approach from the institution to support these objectives and foster a more productive environment for scientific research.

9. Do we need more collaboration and partnerships in scientific research? If so, what types of partnerships would be most beneficial?

Type of Partnership	Number of Responses	Percentage (%)
<i>Partnerships with other research institutions and universities</i>	11	52.38
<i>Partnerships with private companies for funding and access to their resources</i>	3	14.29
<i>International partnerships for the exchange of ideas and resources</i>	7	33.33

The interpretation and analysis of the survey data regarding the need for more collaboration and partnerships in scientific research are as follows:

- **Partnerships with other research institutions and universities (52.38%, 11 responses):** The majority of responses value partnerships with other research institutions and universities as the most beneficial. This suggests that inter-institutional and inter-university collaboration is important for exchanging ideas, resources, and expanding research opportunities. This may include joint research projects, staff and student exchanges, and access to shared infrastructure.
- **Partnerships with private companies for funding and access to their resources (14.29%, 3 responses):** A small number of responses indicate that partnerships with private companies are useful, particularly for funding and access to resources that may not be available in the academic environment. This may involve funding research projects, access to advanced technology, and opportunities for practical application of research.
- **International partnerships for the exchange of ideas and resources (33.33%, 7 responses):** A significant portion of

responses suggests that international partnerships are important for the exchange of ideas and resources. This implies a focus on international collaboration as a means to achieve a broader scientific perspective and to access a wider academic and professional network.

These results indicate a clear need and positive assessment for increasing collaboration and partnerships in the field of scientific research. Inter-institutional collaboration, partnerships with the private sector, and international connections seem to be key tools that can help achieve scientific objectives and develop research projects.

10. How can we help disseminate the results and findings of scientific research to a broader audience?

Methods for Dissemination	Number of Responses	Percentage (%)
<i>Development of communication and promotion in media and social networks</i>	9	40.91
<i>Organizing open conferences and seminars for the public</i>	3	13.64
<i>Using open platforms and portals for publishing scientific papers</i>	10	45.45

The analysis and interpretation of the data from the survey regarding methods to help disseminate the results and findings of scientific research to a broader audience are as follows:

- **Development of communication and promotion in media and social networks (40.91%, 9 responses):** This method has been evaluated as quite effective by a significant portion of the responses. Using media and social networks provides a broad and accessible platform to share scientific information with a wider audience, including those not engaged in the scientific field. This method allows for rapid and extensive dissemination of scientific findings and can help increase public awareness and interest in research.
- **Organizing open conferences and seminars for the public (13.64%, 3 responses):** Although a smaller number of responses suggest this method, organizing conferences and seminars can be an effective way to engage and inform the wider audience. Conferences and seminars provide an opportunity for detailed presentations and discussions on scientific findings, as well as direct interaction between researchers and the audience.
- **Using open platforms and portals for publishing scientific papers (45.45%, 10 responses):** The preferred method according to the responses, using open platforms and portals is essential to ensure broad and transparent access to scientific papers. This method allows research results to be available to a global audience and promotes open and accessible research.

The results indicate a need for a combined approach in disseminating scientific findings. Combining digital methods such as social networks and open platforms, along with more traditional methods like conferences and seminars, may be more effective in reaching and engaging a diverse and wide audience. This will help increase the impact of scientific research and encourage

collaboration and discussion between researchers and a broader audience.

11. Do we need to invest more in training and equipping our researchers in the field of scientific research?

The interpretation and analysis of the data from the survey regarding the need to invest more in training and equipping researchers in the field of scientific research are as follows:

Methods for Investing in Training	Number of Responses	Percentage (%)
<i>Development of specialized courses and training for our researchers</i>	9	40.91
<i>Focusing on promoting the use of new methods and technologies</i>	7	31.82
<i>Improving resources and infrastructure for research</i>	6	27.27

- **Development of specialized courses and training for our researchers (40.91%, 9 responses):** The majority of responses suggest that investing in the development of specialized courses and training is vital for equipping researchers. This may include training focused on specific research skills, new techniques, or the development of communication and presentation skills. Investing in this training will help enhance researchers' capacities to conduct effective and innovative research.
- **Focusing on promoting the use of new methods and technologies (31.82%, 7 responses):** A significant number of responses value investing in promoting new methods and technologies as important. This indicates a need to keep researchers updated with the latest scientific and technological developments, which will help improve the quality and efficiency of research.
- **Improving resources and infrastructure for research (27.27%, 6 responses):** A considerable portion of responses suggests that improving resources and infrastructure for research is an important component for investment. This may include modernizing laboratories, providing new and advanced equipment, and developing digital resources to support research.

These results indicate that a combined and inclusive approach is necessary to support researchers in scientific research. Investment in specialized training, promotion of new methods and technologies, and improvement of infrastructure and resources are all essential for encouraging innovation and supporting the development of effective and sustainable research.

12. What are the recent changes and developments in the field of scientific research that we should consider?

Changes and Developments in Scientific Research	Number of Responses	Percentage (%)
<i>Development of artificial intelligence and its use in data analysis</i>	12	57.14
<i>Changes in funding and scientific research policies at local and international levels</i>	9	42.86

The interpretation and analysis of the data from the survey regarding recent changes and developments in the field of scientific research are as follows:

- **Development of artificial intelligence and its use in data analysis (57.14%, 12 responses):** The majority of responses indicate that the development of artificial intelligence (AI) and its application in data analysis is one of the key changes and developments in scientific research. This suggests that AI is playing an increasingly important role in analyzing complex data, offering new opportunities for discoveries and efficiency in research. The use of AI can assist in handling large amounts of data, uncovering patterns and trends that may not be visible to human analysts, and improving the accuracy of research results.
- **Changes in funding and scientific research policies at local and international levels (42.86%, 9 responses):** A considerable portion of responses indicates that changes in funding and policies for scientific research are another essential development. This may indicate an evolution in how scientific research is funded and supported, as well as shifts in priorities and focus areas for research. This could include an increase in funding for specific research areas, changes in criteria for grants and funding, as well as a renewed emphasis on international and interdisciplinary collaboration.

These results indicate that scientific research is facing a series of significant developments and changes. The development of new technologies such as AI and changes in funding and research policies are profoundly influencing how research is conducted and directed. This requires ongoing adaptation and a new approach in how institutions and researchers respond to these challenges and new opportunities.

13. How can we increase collaboration and the exchange of ideas with other academic institutions and other research partners?

The interpretation and analysis of the data regarding ways to increase collaboration and the exchange of ideas with other academic institutions and research partners are as follows:

Methods to Increase Collaboration	Number of Responses	Percentage (%)
<i>Organizing joint research activities with other academic institutions</i>	11	61.11
<i>Inviting researchers and other experts to collaborate on our projects</i>	7	38.89
<i>Utilizing various networks and platforms for communication and data exchange</i>	4	22.22

- **Organizing joint research activities with other academic institutions (61.11%, 11 responses):** The majority of responses emphasize the importance of organizing joint research activities with other academic institutions. This form of collaboration may include organizing conferences, seminars, joint projects, and exchanging staff and students with other institutions. This is the traditional way of enhancing collaboration in the field of scientific research.

- **Inviting researchers and other experts to collaborate on our projects (38.89%, 7 responses):** A significant portion of responses suggests that direct invitations for collaboration with other researchers and experts are also important. This form of collaboration can help establish new connections and facilitate the exchange of expertise and ideas in joint projects.
- **Utilizing various networks and platforms for communication and data exchange (22.22%, 4 responses):** This method of collaboration focuses on using technology and social networks to aid communication and data exchange with other institutions. This includes using online communication platforms such as email, social networks, and collaboration platforms for researchers.

14. How can we promote and support the mentoring of students and young researchers in the field of scientific research?

Alternatives	Number of Responses	Percentage (%)
<i>Creating mentoring programs that include experienced researchers</i>	6	27.3
<i>Identifying and training potential mentors from our institution's staff</i>	9	40.9
<i>Raising awareness about the importance of mentoring in the development of scientific research</i>	7	31.8

- **Identifying and training potential mentors from our institution's staff** is the most preferred response among participants, with 40.9% of them selecting this option. This indicates that a majority of participants see identifying and training potential mentors as an effective tool for promoting and supporting the mentoring of students and young researchers in the field of scientific research.
- **Raising awareness about the importance of mentoring in the development of scientific research** is the second most preferred response, with 31.8%. This result shows that a smaller portion of participants values raising awareness as a tool for promoting mentoring in scientific research.
- **Creating mentoring programs that include experienced researchers** is the third most preferred response, with 27.3%. This suggests that an even smaller portion of participants values creating mentoring programs as a means to promote mentoring in scientific research.

Overall, this interpretation suggests that identifying and training mentors from the institution's staff and raising awareness about the importance of mentoring are the most favored tools for promoting and supporting the mentoring of students and young researchers in the field of scientific research.

15. How would you evaluate the level of scientific resources in our institution's library?

Alternatives	Number of Responses	Percentage (%)
<i>Very rich</i>	0	0%
<i>Satisfactory</i>	10	45.5
<i>Limited</i>	8	36.4
<i>Lack of resources</i>	4	18.2

Based on the provided data:

- **Satisfactory** is the most preferred response among participants, with 45.5% selecting this option. This indicates that a large majority of participants evaluate the level of scientific resources in the institution's library as satisfactory.
- **Limited** is the second most preferred response, with 36.4%. This result shows that a smaller portion of participants evaluates the level of resources as limited.
- **Lack of resources** is the third response, with 18.2%. This indicates that a smaller portion of participants views the level of resources as lacking.

Overall, this interpretation suggests that the majority of participants evaluate the level of scientific resources in the institution's library as satisfactory. For a smaller portion of participants, these resources are rated as limited or lacking.

16. Are there difficulties in accessing and the availability of scientific literature in our institution's library?

Alternatives	Number of Responses	Percentage (%)
<i>No difficulties</i>	8	36.36
<i>Minor difficulties</i>	4	18.18
<i>Significant difficulties</i>	10	45.45
<i>No experience regarding this</i>	0	0%

The interpretation of the data regarding difficulties in accessing and the availability of scientific literature in the institution's library is as follows:

- **No difficulties (36.36%, 8 responses):** Some participants reported that they do not encounter any difficulties in accessing and the availability of scientific literature in the institution's library. This suggests that for these individuals, resources are accessible and available.
- **Minor difficulties (18.18%, 4 responses):** A smaller portion of responses indicates that there are minor difficulties in accessing and the availability of scientific literature. These difficulties may include limitations in library opening hours, the number of available copies of books, or challenges in finding specific literature.
- **Significant difficulties (45.45%, 10 responses):** The majority of responses indicate that there are significant difficulties in accessing and the availability of scientific literature in the institution's library. This is a significant concern, as difficulties in access may limit students and

researchers' ability to find and utilize the necessary resources for scientific research.

- **No experience regarding this (0%, 0 responses).**

17. What additional services would you like the library to offer regarding scientific literature to students?

Alternatives	Number of Responses	Percentage (%)
<i>Training on the use of resources</i>	5	22.73
<i>Assistance with library searches</i>	2	9.09
<i>Access to advanced technological equipment</i>	9	40.91
<i>Other resources related to scientific research</i>	6	27.27

- **Training on the use of resources:** 5 out of 22 educators, or 22.73%, suggested that training on the use of scientific resources would be beneficial for students. This indicates that a portion of educators values the importance of educating students on the effective use of scientific resources.
- **Assistance with library searches:** Only 2 educators, or 9.09%, mentioned the need for direct assistance with library searches for students. This suggests that educators may believe students need less such assistance, or that such help is less critical compared to other services.
- **Access to advanced technological equipment:** 9 educators, comprising 40.91% of the total, suggested that access to advanced technological equipment would be beneficial for students. This indicates a broad consensus among educators that modern technology can positively influence how students engage with scientific literature.
- **Other resources related to scientific research:** 6 educators, or 27.27%, believe that providing additional resources related to scientific research would be beneficial for students. This may include access to scientific publications, specialized databases, and other resources that support scientific research and learning.

Overall, this data indicates that educators appreciate the diversity of services that could assist students in their scientific research and study, with a particular emphasis on training for the use of resources, access to advanced technology, and access to additional scientific resources.

Conclusion

This study has provided significant insights into the perceptions and needs of educators at the Faculty of Foreign Languages regarding academic services and scientific research, revealing a noticeable gap in resources, support, and infrastructure necessary to adequately support academic activities and enhance research capabilities. The findings indicate a low level of student participation in research activities, highlighting the need for improved mechanisms to encourage student involvement, potentially through more structured programs and clearer communication of opportunities.

Despite the presence of specialized mentoring and training noted by some educators, there is a substantial number of educators who point out the insufficiency of resources and support for student preparation in scientific research. This underscores the critical need for the institution to bolster its efforts in training and mentoring to build stronger research competencies among students.

The majority of educators believe that the existing programs and courses aimed at preparing students for scientific research are insufficient, indicating a clear demand for the development and expansion of these programs to cover more diverse and in-depth aspects of scientific research. Furthermore, there is a unanimous call for improved infrastructure and resources dedicated to scientific research, including the updating and expanding of laboratory facilities, providing access to modern technology and equipment, and securing more funding for research initiatives.

Educators are calling for an environment that actively promotes and supports research through increased funding, better training opportunities, and more collaborative projects. This includes creating policies that encourage and facilitate research activities among both students and faculty. Additionally, strengthening partnerships with other academic institutions, private companies, and international partners is seen as crucial for enriching the research culture, sharing resources, and expanding the scope of research activities.

Moreover, improving the ways in which research findings are communicated to a broader audience is essential. This involves not only publishing in accessible platforms and journals but also engaging more actively with media, social networks, and public seminars to promote the visibility and impact of research work.

In conclusion, while the Faculty of Foreign Languages at the University of Tirana has a foundational structure to support scientific research, strategic enhancements are necessary to better support educators and students in their research endeavors. Addressing these needs through targeted initiatives could significantly advance the quality and scope of research output, benefiting the academic community and contributing broadly to the field of foreign language teaching.

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