



MANAGEMENT OF ENGLISH TEACHING ACTIVITIES AT FOREIGN LANGUAGE CENTERS IN DONG THAP PROVINCE, VIETNAM

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Abstract:

This study investigates the management of English teaching activities at foreign language centers in Dong Thap Province, Vietnam, with a focus on improving instructional quality and learning outcomes. Employing a mixed-methods approach, the research combines quantitative survey data from 30 teachers and 3 managers with qualitative insights from interviews and classroom observations. The findings reveal that both teachers and managers demonstrate strong awareness of the importance of English teaching, and that instructional activities are generally implemented at a good level, particularly in relation to Cambridge-oriented programs. However, limitations remain in the consistent application of innovative teaching methods, diversification of instructional formats, and integration of experiential learning. Key challenges include instability in the teaching workforce and limited systematic professional development. The study concludes by proposing management measures aimed at enhancing teacher capacity, stabilizing human resources, and promoting more flexible, learner-centered teaching practices to improve overall effectiveness.

Keywords: English teaching management; foreign language centers; Cambridge program; teaching methods; Dong Thap Province

1. Introduction

1.1. Rationale

In a lecture, a professor asked, “Is this glass already full?” after placing large rocks, pebbles, sand, and water into it. The lesson, popularized by Stephen Covey in *The 7 Habits of Highly Effective People*, highlights that if we do not prioritize the most

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important things first, there will be no room for them later. Similarly, in education—especially foreign language education—early investment plays a crucial role. Developing English proficiency from a young age helps learners access knowledge, meet global demands, and pursue lifelong learning.

Today, English is essential in global education and international integration. Vietnam is striving to develop a high-quality workforce capable of working in multilingual and multicultural environments. As a result, English has been introduced as a compulsory subject at the primary level, and national projects have been implemented to improve teaching quality, teacher capacity, and assessment standards.

However, in localities such as Dong Thap Province, in the Mekong Delta, south of Vietnam, challenges remain, particularly in private language centers. These include uneven teacher quality, outdated teaching methods, and limitations in management coordination. The rapid growth of small-scale language providers also creates competition and raises concerns about quality assurance.

Given these issues, it is necessary to study and propose effective management measures. Therefore, this research focuses on “Management of English Teaching Activities at Foreign Language Centers in Dong Thap Province” to enhance teaching quality and improve management practices, contributing to educational development in the context of globalization.

1.2. Research Objectives

1.2.1. General Objective

- To examine the current situation and propose management measures for English teaching activities at foreign language centers in Dong Thap Province.

1.2.2. Specific Objectives

- To systematize the theoretical foundations of managing English teaching activities at foreign language centers in Dong Thap Province.
- To investigate the current status of managing English teaching activities at these centers.
- To propose appropriate management measures to improve English teaching activities at foreign language centers in Dong Thap Province.

1.3. Research Questions

Aligned with the research objectives, this study addressed the following research questions:

- What is the current state of managing English teaching activities at foreign language centers?
- What measures are needed to enhance management effectiveness?
- What theoretical and practical foundations should inform the proposed measures?

2. Literature Review

2.1. Fundamental Concepts

2.1.1. Management

Management is generally understood as a purposeful and organized process of coordinating people and resources to achieve goals. Classical theorists such as Taylor (1911) emphasized efficiency through scientific methods, while Fayol (1949) identified key functions including planning, organizing, leading, and controlling. Koontz (1993) viewed management as creating an effective working environment, and Follett (1941) highlighted it as “*getting things done through others.*” Thus, management is both a science and an art.

2.1.2. Foreign Language Centers

Foreign language centers are non-formal educational institutions that provide language training to meet learners’ needs. According to Circular 21/2018/TT-BGDĐT, they operate under legal regulations and ensure quality in teaching, staff, and facilities. These centers play an important role in lifelong learning and human resource development in the context of globalization (UNESCO).

2.1.3. English Teaching Activities

English teaching is a planned educational process involving interaction between teachers and learners to develop language competence. Richards & Rodgers (2001) emphasize meaningful communication, while Brown (2007) highlights interaction and learner-centered approaches. Biggs & Tang (2007) stress alignment between objectives, teaching, and assessment to achieve learning outcomes.

2.1.4. Management of English Teaching Activities

This refers to the process of planning, organizing, directing, and evaluating English teaching activities in language centers. Nguyen Ngoc Quang (2008) and Tran Kiem (2010) emphasize systematic coordination of teaching elements, while Bush (2011) highlights quality improvement through supervision. Effective management includes curriculum, teachers, learners, methods, and assessment.

2.1.5. English Teaching Activities at Language Centers

English teaching is the core activity determining the quality of language centers. It is flexible and diverse in learners, programs, and methods.

2.1.5.1. Importance

English teaching helps develop communication skills and supports access to global knowledge and career opportunities (Nunan, 2004).

2.1.5.2. Role of English

English plays a central role as a global language influencing education, business, and communication (Crystal, 2003). It is both a subject and a practical tool for integration.

2.1.5.3. Objectives

The main goal is to develop learners' communicative competence in real contexts. Programs are often aligned with international frameworks such as CEFR and focus on integrated language skills and practical use.

2.2. Related Studies

2.2.1. International Studies

Globally, many scholars have examined English teaching and its management for young learners, focusing on pedagogical approaches, learner characteristics, and management models.

Slattery & Willis (2001) provide practical classroom activities and language use for primary teachers, helping improve lesson organization and interaction. Garton & Copland (2018) present a comprehensive framework for Teaching English to Young Learners (TEYL), covering curriculum design, teacher training, assessment, and classroom management. Cameron (2001) highlights that children learn languages differently from adults, emphasizing the role of interaction, repetition, and meaningful contexts such as games and storytelling.

Scrivener (1994) redefines the teacher's role as a facilitator who creates a positive learning environment. Similarly, Curtain & Dahlberg (2010) propose teaching strategies based on cognitive and second language acquisition theories. Brewster, Ellis & Girard (2002) offer practical guidance on lesson planning, classroom management, and teaching resources, while Reilly & Ward (1997) stress experiential learning through songs, games, and creative activities.

In terms of management and assessment, Suwannarong & Namwan (2024) propose a systematic model including needs analysis, curriculum development, teacher allocation, and evaluation. Bennett (1998) emphasizes innovation in assessment through technology integration, while García Mayo & García Lecumberri (2003) argue that learning outcomes depend more on teaching quality and learning environment than on starting age.

Overall, international studies indicate that effective English teaching management requires a combination of learner-centered pedagogy, appropriate curriculum design, teacher development, and modern assessment methods.

2.2.2. Studies in Vietnam

In Vietnam, research has focused on improving teaching methods and managing English teaching activities, particularly in non-formal education settings.

Bui Thi Mui & Tran Luong (2020) emphasize active and experiential learning methods suitable for young learners. Vo Thi Huu Ha (2012) studies the management of

English training centers in Da Nang, highlighting key functions such as planning, organization, and evaluation. Pham Van Tam (2024) further stresses the importance of managing teaching activities, including curriculum implementation and quality control. Ha Nam Khanh Giao & Le Thi Phuong Lien (2017) identify major factors affecting training quality, such as curriculum, facilities, teaching quality, and learner support. Mai Ngoc Anh (2019) provides theoretical foundations for educational management, while Nguyen Van Kinh (2017) focuses on psychological characteristics of primary learners, which are important for effective teaching.

Recent studies highlight the role of technology in education. MOET (2021) provides guidelines for online teaching, while Nguyen Tat Thang & Bui Thi Hai Yen (2022) emphasize digital tools to enhance interaction. Bui Thanh Loan (2024) explores the use of AI (e.g., ChatGPT) in teaching, and Ngo Van Ha (2021) stresses the importance of teacher development. Trinh Thi Thom (2024) also highlights conditions for the effective implementation of English programs under the new curriculum.

2.3. Summary

Both international and Vietnamese studies confirm that managing English teaching involves not only appropriate teaching methods but also effective management of curriculum, teachers, assessment, and technology. However, there is still a lack of in-depth research on managing English teaching activities at foreign language centers in Dong Thap Province, especially for young learners. Therefore, this study aims to fill this gap and propose suitable management measures.

3. Research Methodology

3.1. Research Questions

Based on the research objectives, the study dealt with the following research questions:

- 1) What is the current state of managing English teaching activities at foreign language centers?
- 2) What measures are needed to enhance management effectiveness?
- 3) What theoretical and practical foundations should inform the proposed measures?

3.2. Research Objectives

Together with the above research questions, the study aimed to achieve the following objectives:

- To systematize the theoretical foundations of managing English teaching activities at foreign language centers in Dong Thap Province.
- To examine the current status of managing English teaching activities at these centers.
- To propose appropriate management measures to enhance the effectiveness of English teaching activities at foreign language centers in Dong Thap Province.

3.3. Research Subject and Participants

3.3.1. Research Subject

Management measures for English teaching activities at foreign language centers in Dong Thap Province.

3.3.2. Research Object

English teaching activities at foreign language centers.

3.4. Research Scope

3.4.1. Content Scope

The study focused on legal documents regulating the operation of foreign language centers and the management of English teaching, including:

- The Education Law (2019), which governs foreign language teaching and learning in both formal and non-formal education systems;
- Circular No. 21/2018/TT-BGDĐT, which regulates the organization and operation of foreign language centers, including functions, duties, personnel, and operational conditions;
- Decision No. 1400/QĐ-TTg (2008) and Decision No. 2080/QĐ-TTg (2017), approving the National Foreign Language Project aimed at improving the quality of English teaching and learning.

These documents provided the legal foundation for analyzing, evaluating, and proposing management measures for English teaching activities in Dong Thap Province.

3.4.2. Spatial Scope

The study was conducted at foreign language centers in Dong Thap Province.

3.4.3. Time Scope

3.4.3.1. Research Period

From November 2025 to May 2026

3.4.3.2 Survey Data

Collected from the academic years 2021–2022, 2022–2023, and 2023–2024.

3.4.5. Survey Participants

The study surveyed stakeholders involved in English teaching activities at foreign language centers to ensure that the findings accurately and objectively reflect the current situation. Based on the results, appropriate recommendations could be proposed to improve management quality and enhance teaching effectiveness for learners in Dong Thap Province. The survey participants were as follows:

a. Managers

No.	Institution	Number	Percentage (%)
1	Bong Sen Foreign Language Center (Cao Lanh Ward)	1	33.33%
2	Bong Sen 4 Foreign Language Center (My Tho Commune)	1	33.33%
3	Bong Sen 7 Foreign Language Center (Go Cong Ward)	1	33.33%
	Total	3	100%

b. Teachers

The study also surveyed teachers at foreign language centers in Dong Thap Province, with a total of 30 teachers.

No.	Institution	Number of Teachers	Percentage (%)
1	Bong Sen Foreign Language Center (Cao Lanh Ward)	15	50.00%
2	Bong Sen 4 Foreign Language Center (My Tho Commune)	7	23.33%
3	Bong Sen 7 Foreign Language Center (Go Cong Ward)	8	26.67%
	Total	30	100%

3.5. Research Methods

3.5.1. Theoretical Research Methods

- Analyzing theories, perspectives, and models of managing teaching activities from both domestic and international studies.
- Synthesizing previous research on English teaching characteristics in foreign language center contexts.
- Systematizing current legal documents, policies, and regulations of the Government and the Ministry of Education and Training related to the organization and management of teaching activities at foreign language centers.

3.5.2. Empirical Research Methods

The study employed a combination of methods, including questionnaires, interviews, and observation.

3.5.2.1. Questionnaire Survey Method:

- Collecting personal information of respondents.
- Gathering data on the research issues from participants, including: 01 specialist from the Department of Education and Training, 01 director of a foreign language center, 03 managers, and 30 English teachers.
- The survey focused on the current situation and management of English teaching activities for children at foreign language centers in Dong Thap Province.
- Surveys were conducted either directly or online, using a 5-point Likert scale to measure responses.

3.5.2.2. Observation Method

Observing English teaching activities for children at selected foreign language centers in Dong Thap Province, focusing on teaching methods, teacher–student interaction, classroom organization, and classroom management practices.

3.5.5.3. Statistical Analysis

3.5.5.3.1. Method

Using SPSS software to process and analyze the collected data.

3.6. Evaluation Criteria and Rating Scales

In this study, both quantitative and qualitative methods were employed to analyze data collected from questionnaires administered to teachers and managers, as well as from interviews and classroom observations.

3.6.1. Quantitative Analysis

Two rating scales were used: a 3-point scale and a 5-point Likert scale. To interpret the results, mean score ranges were applied to convert quantitative data into corresponding qualitative levels.

The 3-point scale was adapted from Allen and Seaman (2007), while the 5-point scale followed Boone and Boone (2012). These scales helped clarify the levels of implementation and effectiveness of English teaching and its management at foreign language centers, facilitating clear and logical data interpretation (See Tables 3.1 and 3.2 below).

Table 3.1: Mean Score Interpretation for 3-Point Scale

Level	Description	Mean Score
1	Easy / Low / Not important / Not necessary / Not feasible	1.00–1.66
2	Appropriate / Moderate / Important / Necessary / Feasible	1.67–2.32
3	Difficult / High / Very important / Very necessary / Highly feasible	2.33–3.00

Table 3.2: Mean Score Interpretation for 5-Point Scale

Level	Description	Mean Score
1	Not implemented	1.00–1.80
2	Weak	1.81–2.60
3	Average	2.61–3.40
4	Good	3.41–4.20
5	Very good	4.21–5.00

3.6.2. Qualitative Analysis

Qualitative data were analyzed through the synthesis of responses from open-ended questionnaire items, interviews with the center director and a specialist from the Department of Education and Training, and observation records of teaching activities.

The collected information was categorized according to research themes to clarify the current situation and to support and enrich the quantitative findings.

4. Findings and Discussion

4.1. Current Situation of English Teaching Activities at Foreign Language Centers in Dong Thap Province

4.1.1. Awareness of the Importance of English Teaching Activities

Table 4.1: Teachers' perceptions of the importance of English teaching activities

Item	N	Mean	SD
Importance of English teaching activities	30	3.83	0.33

The results show that teachers highly value English teaching activities (Mean = 3.83), indicating a strong perception of their importance. The low standard deviation (SD) (0.33) reflects a high level of agreement among respondents. In general, teachers demonstrate positive awareness of the role of English teaching in developing learners' language competence and communication skills.

Table 4.2: Managers' perceptions of the importance of English teaching activities

Item	N	Mean	SD
Importance of English teaching activities	3	3.00	0.00

Managers rated the importance at the highest level (Mean = 3.00), with complete agreement (SD = 0.00). This confirms that English teaching is considered a core factor in improving training quality at the centers.

In summary, both teachers and managers show strong awareness of the importance of English teaching activities, providing a solid foundation for further quality improvement.

4.1.2. Implementation of English Teaching Objectives

Table 4.3: Teachers' perceptions of the Cambridge-oriented English program

Item	N	Mean	SD
Cambridge-oriented English program	30	3.94	0.29

Teachers rated the implementation of the Cambridge-oriented program at a relatively high level (Mean = 3.94). This indicates that the program is being effectively delivered, focusing on four language skills and aligning with CEFR standards. The low SD (0.29) shows strong agreement. However, activities such as professional training and coordination still need improvement.

Table 4.4: Managers' perceptions of the Cambridge-oriented English program

Item	N	Mean	SD
Cambridge-oriented English program	3	2.76	0.33

Managers rated the implementation at a moderate level (Mean = 2.76). While core activities are carried out regularly, some aspects—such as teacher training and parent coordination—are not consistently implemented. This suggests a need for stronger managerial support and system-wide coordination.

4.1.3. Implementation of Teaching Tasks

Table 4.5: Implementation of teaching tasks under the Cambridge program (Managers' perspective)

No.	Content	N	Mean	SD	Level
1	Managing Cambridge lesson plans	3	4.33	0.58	Good
2	Managing teaching discipline and performance	3	4.67	0.58	Good
3	Assigning teachers based on qualifications	3	5.00	0.00	Good
4	Organizing professional training	3	4.33	0.58	Good
5	Monitoring student progress	3	4.67	0.58	Good
6	Motivating students toward Cambridge certificates	3	5.00	0.00	Good
7	Managing students' learning attitudes	3	4.33	1.15	Fairly good
8	Managing innovation in learning methods	3	4.33	1.15	Fairly good
9	Managing experiential activities	3	3.33	1.53	Fairly good
Overall Mean		3	4.44	0.63	Good

The overall mean score (4.44) indicates that teaching tasks are implemented effectively. Strengths include teacher assignment and student motivation (Mean = 5.00), as well as teaching management and progress monitoring.

However, areas such as experiential learning and innovation in learning methods are only at a fairly good level, suggesting the need for further improvement. The variation in SD (0.00–1.53) shows some inconsistency, especially in student-related activities.

In general, English teaching activities at foreign language centers in Dong Thap are well implemented, particularly in teacher management and instructional planning. Nevertheless, greater attention should be given to learner-centered activities and methodological innovation to enhance overall effectiveness.

4.2. Current Situation of Implementing English Teaching Methods at Foreign Language Centers in Dong Thap Province

Table 4.6: Current use of teaching methods (TMs) and teaching techniques (TTs)

a. Teaching Methods (TMs)

Teaching Methods	N	Mean	SD	Level
1. Presentation	30	2.67	0.48	Frequent
2. Questioning	30	2.83	0.38	Frequent
3. Group discussion	30	2.80	0.41	Frequent

Nguyen Xuan Quynh, Thai Cong Dan
 MANAGEMENT OF ENGLISH TEACHING ACTIVITIES AT FOREIGN
 LANGUAGE CENTERS IN DONG THAP PROVINCE, VIETNAM

4. Role play	30	2.70	0.47	Frequent
5. Project-based learning	30	2.70	0.47	Frequent
6. Language games	30	1.97	0.85	Occasional
7. Problem-solving	30	2.43	0.63	Frequent
8. Information searching	30	2.27	0.69	Occasional
9. Real-life situations	30	2.53	0.51	Frequent
10. Experiential learning	30	2.57	0.57	Frequent
Flipped classroom	30	1.87	0.63	Occasional
Mind mapping	30	2.23	0.68	Occasional
Overall Mean	30	2.38	0.30	Frequent

b. Teaching Techniques (TTs)

Teaching Techniques	N	Mean	SD	Level
1. Presentation technique	30	2.70	0.54	Frequent
2. Questioning technique	30	2.77	0.50	Frequent
3. Brainstorming	30	2.80	0.48	Frequent
4. Tablecloth technique	30	2.00	0.64	Occasional
5. Jigsaw technique	30	2.20	0.61	Occasional
6. Fishbowl technique	30	1.77	0.63	Occasional
7. Project-based technique	30	1.93	0.83	Occasional
8. Role-play technique	30	2.53	0.57	Frequent
9. Station learning	30	1.93	0.74	Occasional
10. Flipped classroom technique	30	2.00	0.74	Occasional
11. Technology integration	30	2.47	0.73	Frequent
12. Situational teaching	30	2.63	0.56	Frequent
13. Mind mapping	30	2.23	0.68	Occasional
14. Quick feedback	30	2.57	0.57	Frequent
15. Self- and peer-assessment	30	2.27	0.69	Occasional
Overall Mean	30	2.36	0.60	Frequent

4.2.1. Discussion

The results show that teachers frequently use a variety of teaching methods and techniques, indicating a positive shift toward interactive and learner-centered approaches. Methods such as questioning, group discussion, role play, and project-based learning are widely applied, supporting communication and active learning.

However, several methods and techniques—especially those requiring higher learner autonomy or more complex organization (e.g., language games, flipped classroom, station learning, and fishbowl)—are only occasionally used.

In summary, while teaching practices have improved in terms of interaction and practical application, the use of innovative and student-centered techniques remains inconsistent and should be further enhanced.

4.3. Current Situation of Organizing Forms of English Teaching Activities at Foreign Language Centers in Dong Thap Province

Table 4.7: Teachers' perspectives on organizing forms of English teaching activities

Organizing Forms	N	Mean	SD	Level
1. Face-to-face classes at centers	30	2.97	0.18	Frequent
2. Online classes	30	1.27	0.45	Rare
3. Project-based learning	30	1.73	0.79	Occasional
4. Experiential learning	30	1.97	0.85	Occasional
5. Real-life environment learning	30	2.07	0.91	Occasional
6. Cambridge-standard classes	30	2.83	0.53	Frequent
7. English clubs	30	1.67	0.55	Occasional
8. Extracurricular/social activities	30	1.47	0.63	Rare
Overall Mean	30	2.00	0.65	Occasional

Table 4.8: Managers' perspectives on organizing forms of English teaching activities

Organizing Forms	N	Mean	SD	Level
1. In-class teaching	3	3.00	0.00	Frequent
2. Online teaching	3	2.67	0.58	Frequent
3. Project-based learning	3	1.67	0.58	Occasional
4. Experiential learning	3	1.67	1.15	Occasional
5. Real-life environment learning	3	1.67	1.15	Occasional
6. Subject-based classrooms	3	2.67	0.58	Frequent
7. Self-study	3	1.67	1.15	Occasional
8. English clubs	3	2.00	1.00	Occasional
9. Social activities	3	1.67	0.58	Occasional
10. Learning conferences	3	1.33	0.58	Rare
Overall Mean	3	2.00	0.57	Occasional

4.3.1. Discussion

The findings show that, from teachers' perspectives, organizing forms of teaching are implemented at an occasional level (Mean = 2.00). Traditional forms such as face-to-face classes and Cambridge-standard classes are conducted frequently, while online learning, project-based learning, English clubs, and extracurricular activities are less commonly implemented.

From managers' perspectives, the overall level is also occasional (Mean = 2.00). They highly value in-class teaching, online teaching, and subject-based classrooms. However, forms such as experiential learning, project-based learning, and social activities are not regularly organized.

In general, both teachers and managers agree that traditional classroom-based instruction remains dominant, whereas extended, experiential, and extracurricular forms are still limited. This suggests the need to diversify organizing forms to enhance flexibility and improve the overall quality of English teaching at foreign language centers. In addition to the questionnaire survey, classroom observations were conducted in several English lessons at Bong Sen Foreign Language Center to capture the actual

implementation of teaching activities. The observation focused on criteria such as lesson preparation, teaching methods, lesson content, classroom management, and students' ability to apply knowledge. The results are presented in Table 4.9 below.

Table 4.9: Observation results of English teaching activities at Bong Sen Foreign Language Center

Content	N	Mean	Level
1. Teachers master lesson content and deliver clearly and accurately	5	10.0	Good
2. Teaching materials and aids are well prepared	5	10.0	Good
3. Appropriate teaching methods and techniques are used	5	9.8	Good
4. Balance between teacher and student talking time	5	9.5	Good
5. Lesson content is relevant and suitable for learners	5	10.0	Good
6. Exercises are properly implemented and corrected	5	10.0	Good
7. Students actively participate and are treated fairly	5	10.0	Good
8. Time allocation is appropriate	5	9.5	Good
9. Teachers motivate and encourage students	5	9.5	Good
10. Students complete learning tasks	5	10.0	Good
11. Students remember and apply learned knowledge	5	9.5	Good
Overall Mean	5	9.8	Good

4.3.2. Discussion

Table 4.9 indicates that English teaching activities at Bong Sen Foreign Language Center are implemented at a good level, with an overall mean score of 9.8/10. Several criteria achieved the maximum score (10.0), including teachers' content mastery, preparation of teaching materials, relevance of lesson content, effective implementation of exercises, fair student participation, and successful task completion.

Some criteria received slightly lower, yet still high scores, such as the use of appropriate teaching methods (9.8), balance of teacher–student interaction (9.5), time management (9.5), student motivation (9.5), and students' ability to retain and apply knowledge (9.5).

Overall, the observation confirms that teaching activities are effectively implemented. However, further improvement is needed to enhance student autonomy and their ability to apply knowledge in practice.

4.4. Results of Interviews and Observations Supporting the Situational Survey

4.4.1. Results of Classroom Observations

To supplement and validate the findings obtained from the questionnaire survey, the study conducted observations of five English teaching sessions at Bong Sen Foreign Language Center. The observation focused on key aspects such as lesson preparation, teaching methods and techniques, classroom organization, time management, student participation, and immediate learning outcomes.

Table 4.10: Summary of Observations of Five English Teaching Sessions at the Foreign Language Center

No.	Teacher	Class/Observed Content	General Comments
1	Nguyen Hoang Yen Nhi	PET Cambridge – Reading Part 6 (Test 2), Writing Part 1 (Test 2)	The teacher demonstrated strong content mastery, well-prepared materials, and clear lesson delivery. Students participated actively. More attention should be given to monitoring students closely and encouraging them to express ideas in their own words.
2	Nguyen Thi Diem My	KET VIP – Part 2, Questions 7–13	The lesson was well-organized with appropriate materials and sample tasks. Students completed tasks effectively. Greater emphasis on teaching skimming skills is recommended.
3	Du Truong An	Get Starters – Look at us (Unit 6)	The lesson was appropriate for young learners, creating an engaging classroom atmosphere. More time should be allocated to reinforcing vocabulary and grammar.
4	Pham To Quyen	Movers – Listening (Test 2, Movers 1)	The teacher delivered the lesson confidently with clear instructions. Students participated relatively well. More focus on picture observation and prediction strategies is needed.
5	Ho Thi Huyen Tran	Flyers VIP – Test 3, Speaking practice	The teacher effectively organized speaking activities and ensured student participation. Students should be guided to analyze visual prompts sequentially for more coherent responses.

The observation results indicate that all five teaching sessions were conducted effectively, with scores ranging from 107.5 to 108 out of 110, corresponding to Grade A. This reflects a relatively consistent level of teaching quality among instructors at the center.

Overall, teachers demonstrated good lesson preparation, appropriate use of teaching materials, and clear instructional delivery. Students were actively engaged and generally able to complete learning tasks. However, certain aspects still require improvement, particularly in enhancing students' independent expression, developing learning strategies, and reinforcing language retention.

a) Common Strengths

Across the observed lessons, several common strengths can be identified. First, teachers showed strong mastery of lesson content and delivered it clearly and accurately. Second, teaching materials and resources were well-prepared and aligned with Cambridge-oriented programs such as Starters, Movers, Flyers, KET, and PET.

Third, classroom activities were organized effectively, ensuring active student participation and fair engagement. Students were generally able to complete assigned tasks successfully. Finally, the overall teaching quality was consistent across sessions, indicating effective professional management and instructional standardization at the center.

b) Differences and Areas for Improvement

Despite these strengths, some differences were observed among teachers. Each teacher demonstrated distinct strengths, such as effective use of exam formats, strong engagement with young learners, or well-organized speaking and listening activities.

Areas for improvement also varied. Some lessons require closer monitoring of students' learning processes, while others need to emphasize learning strategies such as skimming, predicting, and analyzing visual information. In some cases, more attention should be given to reinforcing vocabulary and grammar retention.

These findings suggest that while teaching quality is generally good, further refinement in instructional practices is necessary to enhance student autonomy and learning effectiveness.

4.4.2. Interview Results

To complement and validate the findings obtained from the questionnaire survey, in-depth interviews were conducted with one director of a foreign language center and one officer from Department of Education and Training in Dong Thap Province. The interviews focused on perceptions of the role of foreign language centers, the current state of managing English teaching activities, teacher competencies, advantages and challenges in implementing Cambridge/CEFR-oriented programs, factors affecting teaching quality, and recommendations for improving management effectiveness. The insights gained provide valuable qualitative support to clarify the quantitative results.

The interview findings indicate a general consensus that English teaching activities at foreign language centers play a crucial role in meeting the increasing demand for language learning among students and parents, particularly in the context where many families encourage early English education. The participants emphasized that foreign language centers are not only supplementary learning environments but also important spaces for developing communication skills and preparing learners for international certification exams. This perspective aligns with the study's framework, which views English teaching activities at these centers as a significant component in enhancing local foreign language education quality.

Regarding the major challenges in managing English teaching activities, Mr. Nguyen Van A (Interviewee 1-I1), Director of Bong Sen Foreign Language Center, highlighted the issue of teacher retention and stability. He stated:

“Maintaining a team of qualified, experienced, and long-term committed teachers is quite challenging.”

According to him, many teachers, after gaining experience, tend to move to public schools or open private classes, leading to frequent staff turnover. This issue directly affects teaching assignments, consistency in instructional quality, and long-term staff development.

In terms of teacher competence, I1 noted that teachers generally demonstrate good professional capacity. Newly recruited teachers receive internal training in both subject knowledge and teaching skills, and ongoing supervision and support are provided throughout the teaching process. This reflects the center's efforts in professional development and quality control. These findings are consistent with classroom observations and survey results, which indicate that teachers are well-prepared and capable of organizing effective learning activities.

Concerning the implementation of international-oriented programs, particularly Cambridge and CEFR, I1 described this as both an advantage and a demanding requirement. He emphasized that the center has over ten years of experience as an authorized Cambridge examination center, providing a strong foundation for delivering Cambridge-oriented training. All programs are designed to prepare learners for Cambridge Assessment English exams, including levels such as Starters, Movers, Flyers, KET, and PET. This demonstrates a clear alignment between curriculum design and international assessment standards.

The interviews also reveal that teaching quality and management effectiveness depend heavily on the interaction between teacher competence, program orientation, and professional support mechanisms. Despite the center's experience, frequent teacher turnover remains a significant challenge to maintaining consistency and continuity in program implementation. Therefore, strengthening teacher development, providing systematic training, and establishing retention strategies are essential for improving management effectiveness.

From the perspective of educational authorities, Mr. Tran Van B (I2), an officer of Dong Thap Department of Education and Training, provided additional insights at the macro level. He noted:

"The number of centers is increasing rapidly, but the quality is not yet consistent, and inspection and supervision remain limited."

While foreign language centers have expanded to meet public demand, management resources have not kept pace, resulting in uneven quality and limited monitoring.

Mr. Tran Van B also emphasized the importance of complying with current regulations, particularly Circular No. 21/2018/TT-BGDĐT, which governs staffing, curriculum, and facilities. However, due to limited management resources, regular supervision has not been consistently implemented, leading to some centers not fully meeting regulatory standards.

Regarding teaching staff, I2 shared a similar concern:

"The teaching staff at foreign language centers frequently changes, which affects both quality and stability in teaching."

This further reinforces the critical role of teacher development and retention in ensuring effective teaching and management.

In addition, I2 acknowledged that adopting Cambridge and CEFR-oriented programs is appropriate in the context of international integration but stressed that implementation must be systematic and not merely formalistic. He also indicated that Department plans to enhance inspection, provide professional support, and strengthen coordination with centers to improve English teaching quality across the province.

In general, the interview results provide important practical evidence supporting the survey findings. Both interviewees share consistent views on key issues, including the importance of foreign language centers, the necessity of developing a stable teaching workforce, and the need to improve management quality. While the survey offers a general overview of the current situation, the interviews help explain underlying causes, challenges, and contextual factors. These insights serve as a valuable foundation for proposing appropriate management solutions in the next part.

4.4.5. Conclusion of Section 4.4

The results from observations and interviews provide valuable qualitative insights that complement the quantitative survey data. While the survey offers a general overview, these findings help clarify strengths, challenges, and underlying causes affecting English teaching activities at foreign language centers in Dong Thap Province.

In summary, the study highlights the importance of strengthening teacher development, improving management practices, and ensuring more consistent implementation of international-oriented programs to enhance teaching quality in the future.

4.5. Evaluation of the Current Situation of Managing English Teaching Activities at Foreign Language Centers in Dong Thap Province

4.5.1. Strengths

The survey results indicate that English teaching and its management at foreign language centers in Dong Thap Province have achieved several positive outcomes. Generally speaking, both administrators and teachers demonstrate a clear awareness of the importance of English teaching activities and the critical role of management in improving educational quality.

The centers have paid considerable attention to developing teaching plans and implementing programs aligned with international standards, particularly Cambridge and CEFR frameworks. In addition, there has been a growing emphasis on innovating teaching methods and promoting a variety of instructional approaches to enhance student engagement.

Furthermore, assessment and evaluation activities are conducted relatively regularly, enabling centers to monitor students' learning progress and adjust teaching practices accordingly. These efforts contribute significantly to improving the overall effectiveness of English teaching and learning at the centers.

4.5.2. Limitations

Despite the aforementioned strengths, several limitations remain in the management of English teaching activities at foreign language centers. Some management aspects—such as the systematic implementation of innovative teaching methods, diversification of instructional formats, and integration of technology into teaching—have not been carried out consistently across centers.

In addition, experiential learning activities, project-based learning, and opportunities for authentic communication practice are still limited. This indicates that learner-centered and practice-oriented approaches have not yet been fully exploited.

Moreover, coordination among centers, teachers, and parents in managing and supporting students' learning remains insufficiently strong. This lack of close collaboration may negatively affect students' learning outcomes and the overall effectiveness of teaching activities.

4.5.3. Causes of the Limitations

The limitations in managing English teaching activities at foreign language centers in Dong Thap Province stem from both subjective and objective factors.

Firstly, one of the most significant challenges is the instability of the teaching staff. In practice, recruiting and retaining qualified, experienced, and committed teachers remains difficult. Many teachers, after gaining experience at language centers, tend to move to public schools or pursue private teaching opportunities, resulting in frequent staff turnover.

This issue was further clarified through in-depth interviews with Director of Bong Sen Foreign Language Center, Mr. Nguyen Van A (I1), who stated:

"The biggest challenge in managing English teaching activities at the center is the instability of the teaching workforce. Many teachers, after gaining some teaching experience, choose to move to public schools or open their own private classes."

This observation highlights that teacher turnover directly affects staff allocation, professional development planning, and the consistency of teaching quality. Frequent changes in personnel make it difficult to maintain stable teaching schedules, organize classes effectively, and ensure continuity in program implementation. Although current teachers are generally evaluated as having good professional competence and teaching methods, staff instability remains a major obstacle to effective management.

Secondly, professional development and capacity-building activities for teachers at some centers are not conducted regularly or systematically. Some teachers have limited access to training programs related to international frameworks such as Cambridge or CEFR. As a result, there are inconsistencies in teaching methods and instructional quality across different classes, which in turn affects management efficiency and overall training quality.

Another contributing factor is the diversity in students' proficiency levels and learning objectives. Learners at foreign language centers vary widely in age, background, and learning goals, while the number of classes and teachers is often limited. This diversity makes it more challenging to organize classes appropriately, design suitable curricula, and effectively manage the learning process. Without appropriate management strategies and learning support, both teaching effectiveness and classroom management may be adversely affected.

In summary, the limitations in managing English teaching activities are influenced not only by internal factors within the centers but also by external conditions. Therefore, to enhance management effectiveness in the future, foreign language centers should focus on building a stable teaching workforce, strengthening professional development programs, and adopting management strategies that are responsive to learners' diverse needs.

5. Proposed Management Measures to Improve English Teaching Activities at Foreign Language Centers in Dong Thap Province

5.1. Principles for Proposing Management Measures

The proposed measures are developed based on the findings of the study and must ensure the following principles:

- **Practicality:** The measures should be closely aligned with the actual conditions of foreign language centers in Dong Thap Province.
- **Feasibility:** They must be applicable within the available human, financial, and institutional resources.
- **Systematicity:** The measures should be interconnected and implemented in a coordinated manner.
- **Effectiveness:** They should contribute directly to improving the quality of English teaching and learning.
- **Sustainability:** The measures should support long-term development and stability of teaching activities.

5.2. Proposed Management Measures

5.2.1. Strengthening the Development and Stabilization of the Teaching Staff

A stable and qualified teaching staff is a key factor in ensuring the effectiveness of English teaching activities. Therefore, centers should:

- Develop long-term recruitment strategies to attract qualified and experienced teachers.
- Establish appropriate policies on salary, incentives, and professional development to retain teachers.
- Create a supportive and professional working environment to enhance teacher commitment.
- Build a clear career development pathway for teachers within the centers.

- This measure directly addresses the issue of teacher instability identified in the study.

5.2.2. Enhancing Professional Development and Training for Teachers

Continuous professional development is essential for improving teaching quality. Centers should:

- Organize regular training sessions, workshops, and seminars on teaching methods and Cambridge/CEFR-oriented programs.
- Encourage teachers to participate in external training and certification programs.
- Promote peer observation and professional sharing among teachers.
- Provide guidance on innovative teaching methods, assessment strategies, and technology integration.

This will help ensure consistency in teaching quality and reduce disparities among classes.

5.2.3. Innovating Teaching Methods and Promoting Learner-Centered Approaches

To improve student engagement and learning outcomes, centers should:

- Encourage the use of active teaching methods such as project-based learning, experiential learning, and problem-solving.
- Increase the application of communicative language teaching approaches.
- Promote the use of modern teaching techniques such as flipped classrooms and collaborative learning.
- Support teachers in designing interactive and practical learning activities.

This measure aims to overcome the current limitations in method innovation identified in the study.

5.2.4. Diversifying Forms of Teaching Organization

To enhance learning flexibility and effectiveness, centers should:

- Combine face-to-face and online teaching (blended learning).
- Increase the organization of extracurricular activities, English clubs, and real-life communication environments.
- Promote experiential learning opportunities and project-based activities.
- Develop specialized classes aligned with learners' levels and goals (e.g., Cambridge exam preparation).

This will help create a more dynamic and engaging learning environment.

5.2.5. Strengthening the Application of Information Technology in Teaching and Management

Technology plays an important role in modern education. Centers should:

- Integrate digital tools and platforms into teaching activities.
- Use learning management systems (LMS) to monitor student progress.
- Encourage teachers to apply multimedia and online resources in teaching.

- Provide training for teachers on effective use of educational technology.
This measure addresses the limited use of technology observed in the study.

5.2.6. Improving Assessment and Evaluation Practices

Effective assessment helps monitor and improve learning outcomes. Centers should:

- Develop clear assessment criteria aligned with Cambridge/CEFR standards.
- Use a variety of assessment methods, including formative and summative assessment.
- Provide timely and constructive feedback to students.
- Use assessment results to adjust teaching strategies and learning plans.

5.2.7. Strengthening Coordination Among Centers, Teachers, and Parents

- Collaboration is essential for effective management. Centers should:
- Establish regular communication channels with parents.
- Provide feedback on students' learning progress.
- Involve parents in supporting students' learning at home.
- Enhance internal coordination among administrators and teachers.
This measure helps address the current lack of strong coordination.

5.3. Conditions for Implementing the Measures

To ensure successful implementation, the following conditions are required:

- Support from educational authorities and compliance with relevant regulations.
- Adequate financial resources for training, facilities, and technology.
- Commitment from center administrators and teaching staff.
- Continuous monitoring and evaluation of implementation processes.

5.4. Expected Outcomes

If effectively implemented, these measures are expected to:

- Improve the quality and consistency of English teaching.
- Enhance student engagement and learning outcomes.
- Strengthen management effectiveness at foreign language centers.
- Contribute to the overall development of English education in Dong Thap Province.

5.5. Limitations of the Study and Suggestions for Further Research

5.5.1. Limitations of the Study

Despite achieving its research objectives, this study still has several limitations that should be acknowledged.

First of all, the sample size of the study is relatively small, particularly the number of administrators ($n = 3$). Although the data provide useful insights, the findings may not fully represent all foreign language centers in Dong Thap Province or other regions.

Secondly, the study mainly focuses on a limited number of centers, specifically those within the Bong Sen system. Therefore, the results may not reflect the diversity in management practices and teaching conditions across different types of foreign language centers.

Thirdly, the research relies largely on self-reported data collected through questionnaires and interviews. While efforts were made to ensure objectivity, responses may still be influenced by personal perceptions or biases.

Fourthly, although classroom observations were conducted, the number of observed lessons was still limited (five sessions), which may not comprehensively capture all aspects of teaching practices.

Finally, the study primarily examines management and teaching activities from the perspectives of teachers and administrators, while students' perspectives have not been explored in depth.

5.5.2. Suggestions for Further Research

Based on the limitations above, several directions for future research are recommended.

First, future studies should expand the sample size and research scope by including more foreign language centers across different provinces or regions. This would enhance the generalizability of the findings.

Second, further research could incorporate students' perspectives to provide a more comprehensive understanding of teaching effectiveness and learning experiences.

Third, researchers are encouraged to conduct longitudinal studies to examine changes in teaching and management practices over time, especially in response to educational reforms and technological advancements.

Fourth, future studies could explore the impact of specific management measures (e.g., teacher training programs, technology integration) on learning outcomes using experimental or quasi-experimental designs.

Finally, more in-depth research is needed on the application of innovative teaching methods and digital technologies in foreign language centers, particularly in the context of international integration and digital transformation in education.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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