



MANAGEMENT OF ENGLISH LANGUAGE TEACHING ACTIVITIES AT FOREIGN LANGUAGE CENTERS IN CAN THO CITY, VIETNAM

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Abstract:

This study investigates the management of English language teaching (ELT) activities at foreign language centers in Tan An Ward, Can Tho City, focusing on VSTEP and IELTS programs. Using questionnaires and interviews with 12 managers and 29 teachers across four centers, the research assesses planning, organization, direction, and evaluation of teaching. Findings show strengths in outcome-oriented curriculum, standardized materials, and exam-focused instruction, but limitations in professional development, technology integration, formative assessment, and parent-learner coordination. The study proposes four solutions: enhancing teacher training, standardizing assessment, developing teaching portfolios and peer observation, and diversifying delivery through blended learning. These solutions are considered necessary and feasible. The research contributes a practical framework for improving ELT management and ensuring committed learning outcomes in non-public educational settings.

Keywords: English language teaching management; foreign language centers; VSTEP/IELTS; teacher professional development; Can Tho City

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1. Introduction

1.1 Rationale

Education has always been identified by our Party and State as a "top national policy" and a key driving force for socio-economic development. In the digital era and deep globalization, Vietnam's education system has been strongly transforming from knowledge transmission to learner competency development. English is no longer merely a subject but has become a key to opening the door to international integration.

Resolution No. 29-NQ/TW on fundamental and comprehensive reform of education and training affirmed the strategic vision of enhancing foreign language capacity for the younger generation. Conclusion No. 91-KL/TW (August 12, 2024) of the Politburo emphasized: *"focus on improving foreign language capacity of students, gradually making English the second language in schools."*

Foreign language centers (FLCs) in the non-public system play the role of extended arms of public education. With flexible training models, modern facilities, and dynamic teaching staff, they have contributed to the socialization of education, reduced the burden on the state budget, and directly contributed to improving the national English proficiency index (EF EPI).

The explosion of foreign language centers nationwide, particularly in Can Tho City—the economic, educational, and healthcare center of the Mekong Delta—reflects increasing demand for English learning. However, the reality of managing teaching activities at these units still has shortcomings: lack of synchronization in controlling teaching quality, challenges in assessment and teacher management, and profit pursuit affecting core educational values.

1.2 Research Objectives

1.2.1 General Objective

To assess the current status of management of English language teaching activities at foreign language centers in Can Tho City and propose feasible management solutions to improve effectiveness.

1.2.2 Specific Objectives:

- Systematize the theoretical basis for management of English language teaching activities at foreign language centers.
- Survey the current status of management of English language teaching activities at foreign language centers in Can Tho City.
- Propose feasible management solutions to improve the effectiveness of English language teaching activities.

1.3 Research Questions:

1. What are the theoretical bases for management of English language teaching activities at foreign language centers?

2. What is the current status of management of English language teaching activities at foreign language centers in Can Tho City?
3. What management solutions should be proposed to improve the effectiveness of English language teaching at foreign language centers in Can Tho City?

2. Literature Review

2.1 International Studies

Edward Sallis (2014), in *Total Quality Management in Education*, applied total quality management to education, emphasizing that teaching management is a closed service process where learner satisfaction and output standards are survival measures. Sallis advocated internal control standards and continuous improvement.

Tony Bush (2011) in *Theories of Educational Leadership and Management* systematized educational governance models. Teaching effectiveness depends closely on management structure and leadership style. Teaching management is balancing administrative and pedagogical goals.

Jack C. Richards and Thomas S. Farrell (2005) in *Professional Development for Language Teachers* focused on human resource management in language training institutions. A core task of teaching management is to create mechanisms for continuous teacher professional development.

Council of Europe (2001), through the *Common European Framework of Reference for Languages (CEFR)*, provided a global curriculum management tool. Teaching management must be based on transparency of objectives and consistency in assessment.

Randy Garrison (2011) in *E-Learning in the 21st Century* argued that modern managers need competencies in managing blended learning systems and digital interaction. Without synchronized technology operation, teachers' teaching innovation will hardly achieve optimal effectiveness.

Jeremy Harmer (2007) in *The Practice of English Language Teaching* emphasized the teacher's role as a "manager" of the learning environment. Establishing classroom operating procedures sensitive to cultural context and supported by educational technology is key.

NEAS Quality Assurance Framework (2019) focuses entirely on governance: personnel management, learner experience, resources, and legal compliance, providing specific measurement indicators.

Goh & Burns (2012), in *Teaching Speaking: A Holistic Approach*, established a seven-step controlled teaching quality management cycle. The application of scaffolding and continuous feedback systems allows center managers to closely monitor learner progress.

Visual Management in ELT Classroom Assessment (2025) applied Lean philosophy to educational governance, focusing on optimizing assessment processes through digital tools, reducing time waste, and enhancing transparency.

2.2 Domestic Studies

Truong Thanh Nhuan (2008) analyzed management measures for teaching-learning activities of the Director of Vinh Long Foreign Language Center, clarifying methods of organizing and directing professional activities.

Vo Thi Huu Ha (2012) researched management of English training activities at foreign language centers in Hai Chau District, Da Nang City, proposing synchronous solutions to improve English training effectiveness.

Huynh Minh Khanh (2021) emphasized the need for systematic management, ensuring compatibility between professional work and operational characteristics of this type of educational institution.

Doan Thi Mai Huong and Truong Dinh Thang (2020) expanded the scope to Japanese language centers in Ho Chi Minh City, pointing out existing shortcomings in quality control.

Truong Thi Ngoc Khanh (2021) deeply analyzed training practices in Quang Ngai City, contributing empirical data on professional management in proliferating non-public foreign language centers.

Summary: Existing works were mostly conducted in Vinh Long, Da Nang, Ho Chi Minh City, and Quang Ngai—with different management conditions. No research has deeply examined the management of VSTEP and IELTS programs in Tan An Ward, Can Tho City—a unified urban center with a high density of foreign language training institutions and fierce competition. This is the knowledge gap this thesis addresses.

2.3 Key Concepts

2.3.1 Management

Management is the process of planning, organizing, directing, and checking the mobilization and effective use of resources to achieve organizational goals.

Harold Koontz (1988) affirmed that management is an essential activity to establish and maintain an environment where individuals, working together in groups, can efficiently accomplish common goals.

Mary Parker Follett (1941) emphasized that management is "*the art of getting things done through people*." Robbins and Coulter (2012) defined management as "*coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively*."

Dang Quoc Bao approached management systematically: "the process of the management subject influencing the management object to make the system operate optimally." Formula: Management = Competence + Art + Mindset.

Nguyen Ngoc Quang defined management as "*the purposeful, planned impact of the management subject on the collective of workers to achieve set goals*."

Synthesis: Management is a systematic process requiring a combination of creating a professional work environment and optimally coordinating resources.

2.3.2 English Language Teaching Activities

English language teaching is a specialized pedagogical process with high interaction between teachers and learners to form and develop language competence.

Jeremy Harmer (2007) defined English teaching as creating optimal conditions for learners to access the language, helping learners move from "language knowledge" to "language use."

Diane Larsen-Freeman and Marti Anderson (2011) emphasized that English teaching is a combination of "techniques" and "principles," requiring teachers to continuously adjust methods to suit learners.

Anne Burns and Christine C.M. Goh (2012) argued that English teaching is a holistic process affecting learners' cognition, emotion, and social competence.

Le Van Canh viewed English teaching as a social interaction process, advocating shifting from one-way transmission to learner-centered methods.

2.3.2.1 Synthesis

English teaching is a purposeful, tightly organized pedagogical activity to develop learners' integration capacity, flexibly meeting international standards (IELTS, Cambridge) while complying with national education management frameworks (VSTEP).

2.3.3 Management of English Language Teaching at Foreign Language Centers

Management of ELT at FLCs is the purposeful, planned impact of management subjects on the components of the teaching process to achieve training goals most effectively.

Based on Circular 21/2018/TT-BGDĐT, management at FLCs involves implementing regulations on personnel, programs, materials, and assessment. Unlike the public sector, management at FLCs is highly autonomous and accountable.

According to the NEAS Quality Assurance Framework (2019), teaching management at FLCs includes input management (teacher recruitment, learner placement), process management (teaching hour supervision, professional support), and output management (exams, certificates).

Jack C. Richards and Thomas S. Farrell (2005) indicated that teaching management is essentially managing teacher development. Due to high personnel volatility, managers need to establish continuous professional development mechanisms and build organizational culture to retain good teachers.

2.3.3.1 Synthesis

Management of ELT at FLCs is a system of organized impacts by the center's management apparatus on human factors, content, methods, and teaching conditions, implemented through four core functions: Planning, Organizing, Directing, and Checking.

2.3.4 Foreign Language Center

A foreign language center (FLC) is an out-of-school educational institution established and operating under Circular 21/2018/TT-BGDĐT. Key characteristics include:

- **Non-public nature:** Operated by organizations or individuals, with financial autonomy and high accountability.
- **Flexible programs:** Can use curricula issued by the Ministry of Education and Training or self-developed programs.
- **Diverse learners:** Serving children, students, working adults, and professionals.
- **Competitive market:** Operating in a highly competitive environment, requiring continuous quality improvement.

2.3.5 VSTEP and IELTS Programs

VSTEP (Vietnamese Standardized Test of English Proficiency) is the standardized English proficiency test aligned with the 6-level Foreign Language Competency Framework for Vietnam. VSTEP certificates (Levels 3, 4, 5) are required for civil servant recruitment, university graduation, and professional development.

IELTS (International English Language Testing System) is an international standardized test assessing four skills. IELTS scores are used for study abroad, immigration, and employment in multinational companies.

Both programs share key characteristics: high-stakes outcomes, standardized assessment, teacher competency requirements, and material-intensive resources. Management demands strict standardization of teaching staff, assessment methods, and learning resources.

2.3.6 Teaching Quality

Teaching quality is the degree to which educational objectives are achieved, reflected in learners' language competence, certification attainment rates, learner satisfaction, and alignment between curriculum, instruction, and assessment. In FLCs, teaching quality is directly linked to the center's reputation, competitiveness, and sustainability.

2.3.7 Testing and Assessment

Testing and assessment serve to measure learner achievement, provide feedback, and ensure accountability. Assessment includes formative assessment (ongoing, process-oriented) and summative assessment (end-of-course or periodic). In VSTEP and IELTS programs, assessment must align with standardized exam formats and scoring rubrics.

2.3.8 Professional Development

Professional development refers to activities designed to enhance teachers' knowledge, skills, and competencies. In FLCs, PD is critical due to rapid changes in exam formats, high teacher turnover, and diverse learner needs. Effective PD includes workshops, peer observation, teaching portfolios, and micro-teaching.

2.3.9 Management Measures

Management measures are specific actions, methods, or solutions implemented by management to achieve organizational objectives. Proposed measures include: professional development for teachers, standardizing testing and assessment, building teacher evaluation mechanisms, and diversifying teaching delivery through blended learning.

2.3.10 Summary of Key Concepts

Concept	Core Definition	Relevance to Thesis
Management	Process of planning, organizing, directing and checking resources to achieve goals	Foundation for understanding management functions
English Language Teaching	Specialized pedagogical process developing language competence	Core activity being managed
Management of ELT at FLCs	Systematic impact on teaching components to achieve training goals	Central focus of thesis
Foreign Language Center	Non-public institution providing foreign language training	Research setting
VSTEP & IELTS	Standardized English proficiency tests	Target programs being managed
Teaching Quality	Degree of achieving educational objectives	Outcome of effective management
Testing & Assessment	Tools for measuring and improving learning	Key management function
Professional Development	Activities enhancing teacher competencies	Critical management strategy
Management Measures	Actions to achieve organizational objectives	Proposed solutions in Section 3

2.4 Research Gap and Justification

The literature review reveals that while international studies provide robust theoretical frameworks, they were mostly conducted in developed countries. Domestic studies have focused on general English training management in specific localities. No study has deeply examined the management of high-commitment academic certificate programs (VSTEP and IELTS) at foreign language centers in Tan An Ward, Can Tho City—a unified urban center with a high density of foreign language training institutions and fierce competition. This is the knowledge gap this thesis addresses.

3. Research Methodology

3.1 Research Questions:

- 1) What are the theoretical bases for management of English language teaching activities at foreign language centers?
- 2) What is the current status of management of English language teaching activities at foreign language centers in Can Tho City?

- 3) What management solutions should be proposed to improve the effectiveness of English language teaching at foreign language centers in Can Tho City?

3.2 Research Objectives

The general objective is to assess the current status of management of English language teaching activities at foreign language centers in Can Tho City and to propose feasible management solutions. The specific objectives are to systematize the theoretical basis, survey the current status, and propose feasible management solutions.

3.3 Research Subject and Participants

3.3.1 Research Subject

The management of English language teaching activities at foreign language centers in Can Tho City, including planning, organizing, directing, and assessing teaching activities.

3.3.2 Research Object

The English language teaching activities at foreign language centers in Can Tho City, specifically VSTEP and IELTS preparation programs for adult learners.

3.4 Research Scope

3.4.1 Content Scope

The study focuses on the current status and management solutions for English language teaching activities, specifically VSTEP and IELTS programs for adult learners.

3.4.2 Spatial Scope

The research was conducted at four foreign language centers in Tan An Ward, Can Tho City: New Windows, IELTS Viet, Nam Phuong, and Wiser.

Time Scope: January 2026 to June 2026. Data collection took place between February and April 2026.

3.4.3 Survey Participants

12 managers (directors, academic heads) and 29 teachers directly teaching VSTEP and IELTS programs at the four selected centers.

Table 3.1: Distribution of Participants

Center	Managers	Teachers
New Windows	7	12
IELTS Viet	2	4
Nam Phuong	1	8
Wiser	2	5
Total	12	29

The purposive sampling method was used to select participants with specific knowledge and experience related to VSTEP and IELTS management and instruction.

3.5 Research Methods

3.5.1 Theoretical Research Methods

Analysis and synthesis of documents, resolutions, circulars, and prior research on educational management, English language teaching, and quality assurance. Key documents analyzed include Circular 21/2018/TT-BGDĐT, Circular 01/2014/TT-BGDĐT, and the NEAS Quality Assurance Framework.

3.5.2 Empirical Research Methods:

- **Questionnaire Survey Method:** Two structured questionnaires were designed for teachers and managers to collect quantitative data on management practices.
- **Observation Method:** Observing English teaching activities at selected foreign language centers to understand classroom practices.
- **Statistical Analysis Method:** Using SPSS software to process and analyze the collected data, including means and standard deviations.

3.6 Evaluation Criteria and Rating Scales

Table 3.2: 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 3.3: 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

These conventions were adapted from Allen and Seaman (2007) and Boone and Boone (2012).

3.6.1 Qualitative Analysis

Content analysis of open-ended responses from teachers and managers. Responses were coded into themes, and frequencies and percentages were calculated.

4. Findings and Discussion

4.1 Introduction

This section presents findings from the questionnaire survey and interviews with 29 teachers and 12 managers at four foreign language centers in Tan An Ward, Can Tho City.

4.2 Perceived Importance of English Teaching Activities

Content	N	Mean	SD	Rank
Importance of English teaching activities	29	2.31	0.47	Important

Table 4.2: Perceived Importance (Managers' Evaluation)

Content	N	Mean	SD	Rank
Importance of English teaching activities	12	2.67	0.49	Very Important

4.2.1 Discussion

Teachers rated the importance of teaching activities at 2.31 (SD = 0.47), interpreted as "Important." Managers rated the same item higher at 2.67 (SD = 0.49), interpreted as "Very Important." This difference reflects the strategic vision of management, who view teaching quality as the center's lifeline in a competitive market. The findings suggest a positive foundation for implementing quality improvement measures, as both groups recognize the central role of teaching. However, the gap in perception implies a need for better communication between management and teachers regarding strategic goals and quality standards.

4.3 Teaching Objectives

Table 4.3: Teaching Objectives (Teachers' Responses)

Objective Group	Frequency	%
1. Certificate attainment (VSTEP/IELTS/TOEIC)	10	28.6
2. Communicative competence (4 skills)	7	20.0
3. Learner-centered approach	6	17.1
4. Practical application/integration	3	8.6
5. Self-study & critical thinking	2	5.7
6. Foundation consolidation	1	2.9
7. General (unspecified)	6	17.1
Total	35	100

4.3.1 Discussion

The most dominant objective is "certificate attainment" (28.6%), followed by "communicative competence" (20.0%) and "learner-centered approach" (17.1%). This reflects the pragmatic orientation of English teaching at FLCs in Can Tho City. However, the low proportion of objectives related to "self-study and critical thinking" (5.7%) and

"foundation consolidation" (2.9%) reveals a significant limitation. The relatively high proportion of vague, unspecified objectives (17.1%) indicates that nearly one-fifth of respondents could not articulate clear, measurable teaching goals.

4.4 Implementation of Teaching Content - VSTEP Program

Table 4.4: VSTEP Content Implementation (Teachers' Evaluation)

No.	Content	N	Mean	SD	Rank
1	Teaching VSTEP program	29	4.03	0.82	Frequently
2	Focus on core skills (L-S-R-W)	29	3.97	0.32	Frequently
3	Explain confusing question types	29	3.93	0.59	Frequently
4	Update new knowledge/topics	29	4.00	0.65	Frequently
5	Reduce theory, increase practice	29	3.69	0.66	Frequently
6	Apply technology/LMS	29	3.45	0.91	Frequently
7	Periodic assessment	29	3.90	0.67	Frequently
8	Participate in training	29	3.59	0.68	Frequently
9	Coordinate with management	29	3.90	0.48	Frequently
10	Encourage certification	29	4.07	0.59	Frequently
Overall		29	3.85	0.44	Frequently

4.4.1 Discussion

The overall mean is 3.85 (SD = 0.44), interpreted as "Frequently." The highest-ranked item is "Encourage students to register for VSTEP certification" (M = 4.07), followed by "Teaching VSTEP program" (M = 4.03) and "Update new knowledge/topics" (M = 4.00). The lowest-ranked items are "Apply technology/LMS" (M = 3.45) and "Participate in training" (M = 3.59). The high standard deviation for technology application (0.91) indicates significant variation across teachers and centers.

4.5 Implementation of Teaching Content - IELTS Program

Table 4.5: IELTS Content Implementation (Teachers' Evaluation)

No.	Content	N	Mean	SD	Rank
1	Teaching IELTS program	29	4.45	0.57	Very Frequently
2	Focus on core skills (L-S-R-W)	29	4.38	0.56	Very Frequently
3	Explain confusing question types	29	4.31	0.71	Very Frequently
4	Update new knowledge/topics	29	4.24	0.74	Very Frequently
5	Reduce theory, increase practice	29	4.07	0.75	Frequently
6	Apply technology/software	29	3.97	0.98	Frequently
7	Periodic assessment	29	4.24	0.69	Very Frequently
8	Participate in training	29	3.97	0.82	Frequently
9	Coordinate with management	29	4.07	0.79	Frequently
10	Encourage certification	29	4.28	0.52	Very Frequently
Overall		29	4.20	0.55	Frequently

4.5.1 Discussion

The overall mean is 4.20 (SD = 0.55), slightly higher than VSTEP (3.85), indicating that IELTS instruction is implemented more intensively. The highest-ranked items are "Teaching IELTS program" (M = 4.45), "Focus on core skills" (M = 4.38), and "Explain confusing question types" (M = 4.31). The lowest-ranked items are "Apply technology/software" (M = 3.97, SD = 0.98) and "Participate in training" (M = 3.97, SD = 0.82). The very high SD for technology application indicates a digital divide among teachers.

4.6 Teaching Formats

Table 4.6: Teaching Formats (Teachers' Evaluation)

No.	Format	N	Mean	SD	Rank
1	Direct classroom	29	4.55	0.50	Very Frequently
2	Synchronous online	29	3.41	0.82	Frequently
3	Project-based learning	29	2.17	0.96	Rarely
4	Experiential learning	29	2.21	0.94	Rarely
5	Hybrid learning	29	3.17	0.84	Occasionally
6	Asynchronous E-Learning	29	1.93	1.22	Rarely
7	English Club	29	2.83	0.84	Occasionally
8	Extracurricular activities	29	2.97	0.94	Occasionally
Overall		29	2.91	0.68	Occasionally

4.6.1 Discussion

The overall mean is 2.91 (SD = 0.68), interpreted as "Occasionally." The most frequently used format is "Direct classroom" (M = 4.55, SD = 0.50), confirming that face-to-face instruction remains dominant. However, "Project-based learning" (M = 2.17), "Experiential learning" (M = 2.21), and "Asynchronous E-Learning" (M = 1.93) are rarely implemented. These findings reveal a gap between the rhetoric of modern, learner-centered education and actual classroom practice.

4.7 Teaching Methods

Table 4.7: Teaching Methods (Teachers' Evaluation)

No.	Method	N	Mean	SD	Rank
1	Lecture	29	4.07	0.70	Frequently
2	Q&A	29	4.03	0.49	Frequently
3	Group discussion	29	3.97	0.62	Frequently
4	Role play	29	3.66	0.67	Frequently
5	Project-based	29	2.38	0.94	Occasionally
6	Gamification	29	3.76	0.74	Frequently
7	Problem-solving	29	3.41	0.78	Frequently
8	Information search	29	3.55	0.63	Frequently
9	Real-life situations	29	3.59	0.82	Frequently
10	Experiential learning	29	2.72	0.92	Occasionally

11	Mind map	29	2.90	0.97	Occasionally
Overall		29	3.46	0.49	Frequently

4.7.1 Discussion

The overall mean is 3.46 (SD = 0.49), interpreted as "Frequently." The most frequently used methods are "Lecture" (M = 4.07), "Q&A" (M = 4.03), and "Group discussion" (M = 3.97). The least used methods are "Project-based learning" (M = 2.38), "Experiential learning" (M = 2.72), and "Mind map" (M = 2.90). The low score for project-based learning reflects time constraints and exam pressure.

4.8 Testing and Assessment - Teachers' Perspective

Table 4.8: Assessment Forms (Teachers' Evaluation)

No.	Form	N	Mean	SD	Rank
1	Regular tests (VSTEP/IELTS)	29	4.17	0.65	Frequently
2	Periodic tests	29	4.10	0.55	Frequently
3	Multiple-choice	29	3.24	1.09	Occasionally
4	Essay	29	3.21	1.04	Occasionally
5	Product evaluation	29	3.31	0.84	Occasionally
6	Self/peer assessment	29	3.00	1.13	Occasionally
Overall		29	3.51	0.68	Frequently

4.8.1 Discussion

The overall mean is 3.51 (SD = 0.68), interpreted as "Frequently." The most frequently used forms are "Regular tests" (M = 4.17) and "Periodic tests" (M = 4.10). The lowest-ranked forms are "Self/peer assessment" (M = 3.00, SD = 1.13) and "Essay" (M = 3.21, SD = 1.04). These findings suggest that while summative assessment is well-established, formative assessment and learner-centered evaluation remain underdeveloped.

4.9 Testing and Assessment - Managers' Perspective

Table 4.9: Assessment Forms (Managers' Evaluation)

No.	Form	N	Mean	SD	Rank
1	Regular/periodic tests	12	4.50	0.52	Very Frequently
2	Encourage self/peer assessment	12	4.58	0.51	Very Frequently
3	Multiple-choice	12	4.17	0.93	Frequently
4	Essay	12	3.67	0.88	Frequently
5	Product evaluation	12	3.58	0.99	Frequently
6	Evaluate preparation/self-study	12	3.58	0.90	Frequently
Overall		12	4.01	0.45	Frequently

4.9.1 Discussion

The overall mean is 4.01 (SD = 0.45), higher than teachers' 3.51, indicating that managers perceive assessment practices more positively. The highest-ranked items are "Encourage self/peer assessment" (M = 4.58) and "Regular/periodic tests" (M = 4.50). However, there

is a notable gap: while managers rated "Encourage self/peer assessment" at 4.58, teachers rated actual implementation at only 3.00. This gap of 1.58 points indicates a policy-practice disconnect.

4.10 Management of Teaching Activities - VSTEP and IELTS Programs

Table 4.10: Management of VSTEP Program (Teachers' Evaluation)

No.	Content	N	Mean	SD	Rank
1	Planning teaching	29	4.28	0.59	Good
2	Organizing implementation	29	4.10	0.55	Fair
3	Directing teaching	29	4.21	0.49	Good
4	Assessment	29	4.07	0.59	Fair
5	Facility management	29	3.86	0.74	Fair
Overall		29	4.10	0.49	Fair

4.10.1 Discussion

Table 4.10 presents teachers' evaluation (N = 29) of teaching management in the VSTEP program. The overall mean was 4.10 (SD = 0.49), rated Fair. Planning teaching ranked highest (M = 4.28, Good), followed by directing teaching (M = 4.21, Good). Organizing implementation (M = 4.10), assessment (M = 4.07), and facility management (M = 3.86) were all rated Fair, with facility management lowest. Overall, management is acceptable but moderate; planning and directing are strengths, while facilities and assessment need improvement.

Table 4.11: Management of IELTS Program (Teachers' Evaluation)

No.	Content	N	Mean	SD	Rank
1	Planning teaching	29	4.48	0.57	Good
2	Organizing implementation	29	4.38	0.49	Good
3	Directing teaching	29	4.35	0.67	Good
4	Assessment	29	4.38	0.56	Good
5	Facility management	29	4.14	0.87	Fair
Overall		29	4.34	0.52	Good

4.10.2 Discussion

The overall mean for VSTEP management is 4.10 (SD = 0.49, "Fair"), while IELTS is higher at 4.34 (SD = 0.52, "Good"). This difference indicates that IELTS programs receive more investment in management processes and resources. For both programs, "Planning teaching" is the highest-ranked item (VSTEP: 4.28; IELTS: 4.48). "Facility management" is the lowest-ranked item for both programs (VSTEP: 3.86; IELTS: 4.14), with the highest SD, indicating uneven infrastructure across centers.

4.11 Factors Affecting Management

Table 4.12: Factors Affecting Management (Teachers' Evaluation)

Factor Group	N	Mean	SD	Rank
Subjective Factors				
Management subject	29	2.93	0.13	High
Management object	29	2.90	0.24	High
Objective Factors				
Economic/social/cultural	29	2.55	0.50	High
Legal regulations	29	2.90	0.31	High
Market demand	29	2.86	0.35	High
Stakeholder coordination	29	2.86	0.35	High
Facilities	29	2.52	0.50	High
Exam organizations	29	2.76	0.43	High
Overall	29	2.74	0.18	High

4.11.1 Discussion

All factors were rated as "High" impact (means from 2.52 to 2.97 on a 3-point scale). The most influential factors are within the "Management subject" group (M = 2.93), specifically "Professional competence" and "Management capacity" (both M = 2.97). Among objective factors, "Legal regulations" ranks highest (M = 2.90). "Facilities" (M = 2.52) and "Economic/social/cultural conditions" (M = 2.55) are the lowest-ranked but still high-impact factors.

4.12 Strengths and Limitations

4.12.1 Strengths:

- High awareness of quality assurance among managers and teachers.
- Curriculum aligned with VSTEP/IELTS standards.
- Investment in facilities and digital tools.
- Serious teacher recruitment and assignment.
- Strong outcome-oriented approach in teaching content.

4.12.2 Limitations:

- Input assessment and learner placement not fully optimized.
- Assessment relies heavily on summative tests.
- Professional development and peer observation are irregular.
- High teacher turnover affects stability.
- Technology integration varies widely across centers.
- Project-based and experiential learning are rarely implemented.

4.12.3 Causes:

- Financial pressure and limited budget for training.
- Thin management layer with multiple responsibilities.
- Lack of internal quality assurance frameworks.

- Competitive labor market with limited supply of qualified teachers.
- Time constraints and exam pressure that prioritize short-term results.

4.12.4 Discussion

The findings reveal a gap between management intent and classroom practice. While managers emphasize quality assurance and strategic planning, teachers face time constraints and exam pressure, leading to traditional teaching methods and summative assessment. This aligns with Richards & Farrell (2005), who argue that teacher development is central to effective management. The study confirms that management capacity and teacher quality are the most influential factors. To improve quality, centers must invest in continuous professional development, standardized assessment, and technology infrastructure.

5. Proposed Management Measures

5.1 Principles for Proposing Management Measures:

- **Purposefulness:** Align with the goal of improving English teaching quality and achieving committed output standards.
- **Systematicity:** Form a coherent, interconnected set addressing all stages of teaching management.
- **Suitability:** Feasible and appropriate to the operational characteristics of non-public FLCs.
- **Effectiveness:** Balance investment costs with achieved results.
- **Flexibility:** Allow managers to adjust according to center scale, course type, and learner group.

5.2 Proposed Management Measures

5.2.1 Professional Development for Teachers on Modern Teaching Methods and Updated Exam Formats:

- **Purpose:** To address the bottleneck of differentiated teaching capacity. Helps teachers improve pedagogical skills, update interactive teaching methods, and master the latest VSTEP/IELTS exam matrices.
- **Content:** Organizing regular training on Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), analyzing scoring rubrics, and equipping teachers with technology and AI skills.
- **Implementation:** Conduct needs surveys, develop quarterly training programs with ELT experts, use micro-teaching for practice, and monitor post-training progress.
- **Validation Results:** Teachers rated this measure highest in Feasibility ($M = 2.83$, $SD = 0.34$). Managers rated Necessity at $M = 2.92$ ($SD = 0.28$).

5.2.2 Improving and Standardizing Testing and Assessment Processes:

- **Purpose:** To establish an objective assessment system that accurately measures learner progress and ensures VSTEP/IELTS certification rates.
- **Content:** Standardizing periodic mock tests with rigorously appraised test banks, unifying formative assessment criteria, and applying technology for competency tracking.
- **Implementation:** Establish a test bank committee, standardize scoring rubrics for Speaking and Writing, organize serious mock tests, analyze results, and adjust teaching plans.
- **Validation Results:** Teachers ranked this measure first in Necessity ($M = 2.79$, $SD = 0.41$). Managers rated Necessity at 2.83 ($SD = 0.38$).

5.2.3 Building Teacher Evaluation Mechanisms Linked to Professional Development Support:

- **Purpose:** To shift management thinking from passive inspection to continuous professional accompaniment and support.
- **Content:** Applying the Teaching Portfolio model and peer observation, combined with transparent KPIs for rewards and remuneration.
- **Implementation:** Publicly issue portfolio structure and evaluation criteria, conduct three-stage observation, review portfolios at term end, and link results to rewards.
- **Validation Results:** Managers recorded Necessity at $M = 2.75$ ($SD = 0.45$). Teachers rated Necessity at $M = 2.59$ and Feasibility at $M = 2.62$.

5.2.4 Innovating Teaching Organization Forms Towards Blended Learning:

- **Purpose:** To overcome traditional classroom monotony and increase natural language interaction time.
- **Content:** Applying Blended Learning by transferring basic theory to the LMS, diversifying extracurricular activities (English Clubs, workshops, project-based learning).
- **Implementation:** Invest in LMS platforms, redesign teaching frameworks, schedule fixed extracurricular activities, and monitor self-study progress through digital data.
- **Validation Results:** Teachers were cautious with both Necessity and Feasibility at $M = 2.48$ ($SD = 0.57$). Managers showed higher confidence with Feasibility at $M = 2.67$ ($SD = 0.65$).

5.3 Relationship Between Measures

The four measures form a closed PDCA quality cycle:

- **Measure 1 (Plan):** Professional development prepares teacher competency.
- **Measure 4 (Do):** Blended Learning and diverse formats implement teaching.
- **Measure 2 (Check):** Standardized assessment measures outcomes.

- **Measure 3 (Act):** Teaching portfolios and peer observation drive improvement.

If any link is missing, the quality management cycle experiences bottlenecks. Synchronous implementation is a breakthrough solution for Can Tho City.

5.4 Conditions for Implementing the Measures:

- **Legal compliance:** Adherence to Circular 21/2018/TT-BGDĐT and local regulations.
- **Financial resources:** Adequate budget for training, facilities, and technology.
- **Human resources:** Commitment from administrators and qualified ELT experts.
- **Infrastructure:** Sufficient technology for Blended Learning and digital assessment.
- **Organizational culture:** A trusting, collaborative environment.
- **Monitoring:** Continuous evaluation with clear KPIs.

5.5 Expected Outcomes:

- Improved quality and consistency of English teaching.
- Enhanced student engagement and VSTEP/IELTS certification rates.
- Strengthened management effectiveness through data-driven decisions.
- Standardized assessment practices and increased reliability.
- Increased teacher satisfaction and retention.
- Contribution to English education development in Can Tho City.

5.6 Limitations of the Study and Suggestions for Further Research:

- Sample size is relatively small, particularly managers (n = 12).
- Study focuses on a limited number of centers in Tan An Ward.
- Research relies largely on self-reported data.
- Classroom observations were limited.
- Students' perspectives were not explored in depth.

5.7 Suggestions for Further Research:

- Expand sample size and research scope across different provinces.
- Incorporate students' perspectives.
- Conduct longitudinal studies to examine changes over time.
- Explore the impact of specific measures using experimental designs.
- Conduct in-depth research on innovative teaching methods and digital technologies.

5.7 Combined Validation Results

The combined results from teachers (N=29) and managers (N=12) reveal a strong consensus on the necessity and feasibility of the seven proposed management measures, with overall mean scores ranging from 2.59 to 2.64 on a 3-point Likert scale, placing all measures in the "Very necessary" and "Very feasible" categories. The highest-rated measure by managers was Professional development (M=2.92 for necessity), which was

also deemed the most feasible by both teachers (M=2.83) and managers (M=2.75). Teachers identified connecting stakeholders as the most necessary measure (M=2.83). Conversely, investing in facilities and technology received the lowest ratings for both necessity and feasibility across both groups (M=2.10–2.25), indicating a significant implementation challenge. While teachers prioritized external coordination (Measure 7) and improving testing-assessment (Measure 4), managers placed greater emphasis on internal development through professional training (Measure 1) and evaluation mechanisms (Measure 3). Despite these minor differences in priority, the consistently high mean scores and low standard deviations demonstrate a shared recognition of the importance and practicality of these measures, suggesting a solid foundation for implementing a comprehensive management strategy to enhance English language teaching quality.

6. Conclusion and Recommendations

6.1 Conclusion

6.1.1 Theoretical Contribution

The study systematized and clarified the theoretical basis for managing teaching activities in general and managing English language teaching (VSTEP and IELTS programs) at non-public foreign language centers in particular. It clarified core concepts including management, management of teaching activities, and management of academic English teaching. The thesis also analyzed the psychological characteristics, learning styles, and specific needs of adult learners.

6.1.2 Practical Contribution

Through a survey at foreign language centers in Tan An Ward, Can Tho City, the thesis objectively and comprehensively reflected the management of VSTEP and IELTS teaching activities. The findings confirm that management at non-public institutions has shown positive changes: centers have proactively invested in facilities, upgraded computer labs, expanded scale, and created academic learning environments. However, core limitations remain: teaching plans are sometimes rigid and not aligned with fluctuating schedules of working adults; in-depth training on standardized Writing/Speaking scoring rubrics is uneven; and LMS exploitation for monitoring self-study outside class hours is incomplete.

The proposal and validation of 04 management measures (07 operational components) confirmed the practicality and suitability of the solution system. Quantitative validation results demonstrated very high consensus: all measures achieved ratings from "Necessary" to "Very Necessary" in perception, and "Feasible" to "Very Feasible" in operation.

6.2 Recommendations

6.2.1 For the Department of Education and Training of Can Tho City:

- Strengthen periodic and unannounced inspections of professional quality and commitment to output standards at non-public foreign language centers.
- Organize city-level training series and professional seminars connecting university lecturers with foreign language center teachers.
- Issue specific guidance documents on applying information technology and digital transformation models in continuing education.

6.2.2 For Foreign Language Centers in Can Tho City:

- **Resources and infrastructure:** Proactively plan regular budgets for teacher professional development; increase investment in computer systems, network infrastructure, and licensed LMS platforms.
- **Management mechanisms:** Clearly issue a set of teaching evaluation criteria and a Teaching Portfolio framework; establish rigorous mock test processes.
- **Incentive policies:** Innovate emulation and reward practices; link teaching competency evaluation results with remuneration and benefits.

6.2.3 For Teachers and Learners at Foreign Language Centers:

- **For teachers:** Proactively shift teaching thinking from mere knowledge transmission to comprehensive language competency development. Actively participate in professional development courses and peer observation activities. Enhance IT application capacity.
- **For learners:** Build self-discipline and time management. Proactively interact and cooperate in experiential activities. Seriously follow the assessment process.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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