# Enrich English Language Teaching Management in Specialized Higher Education: A Case Study commencing Vietnam's Firefighting University

NGUYEN THI HONG NHUNG

University of Fire Prevention and Fighting, Hanoi City, Vietnam

**Abstract**

The management of English language instruction in Vietnamese public security organizations is crucial in giving officers the communication capabilities they need for cybersecurity, international association, and national security. Data was gathered through semi-structured interviews employing a qualitative method using a case study approach at the University of Fire Prevention and Fighting. The results proved that, despite government struggles and policy frameworks, current English language teaching management practices at police academies and security universities have several weaknesses in terms of curriculum design, lecturer qualifications, and institutional backing. The study then recommends some management changes to develop the quality and efficiency of English teaching and learning administration for public security universities in Vietnam. Eight English lecturers, two department directors, and six senior cadets participated in semi-structured interviews as part of a single-case, qualitative design. Additionally, five classroom observations were conducted, and curriculum, assessment, and institutional policy documents were investigated. The data were triangulated and thematically coded to assurance analytical accuracy. The findings recognized four recurrent managerial insufficiencies. (1) Pedagogical misalignment: A CEFR-based curriculum that accentuates grammar provides no particular vocabulary or scenario-based exercises that are pertinent to police and firefighting operations. (2) Faculty capacity constraints: while having exceptional general ELT authorizations, lecturers are not given much inspiration or training to develop professionals in English for Specific Purposes (ESP). (3) Discrepancies in assessment and structure: evaluation processes arrange written exams over oral communication, and digital and language lab tools continue to receive insufficient funding. (4) Policy fragmentation: Despite national policy requiring B1–B2 proficiency for alumni, English is positioned as an auxiliary focus, leading to little recognition portion and weak integration with operating courses. The paper advances Pedagogical Management Theory by presenting how governance, resources, and policy consistency influence ELT consequences in a military higher education setting. It recommends a three-point improvement agenda: (i) integrate ELT targets into institutional plan, budgeting, and cross-faculty collaboration; (ii) make a structured professional-development way and ESP community of training for lecturers; and (iii) rearrange the curriculum around task-based ESP modules that are in line with law implementation competencies. These suggestions provide an accessible road map for Vietnam's Ministry of Public Security and similar organizations considering bridging the gap between policy and practice in professional English education.

**Keywords:** *English Language Teaching (ELT), Learning Management, English for Specific Purposes (ESP), Police and Security Education, Pedagogical Management, Vietnam Higher Education, Professional Communication Skills.*

**Introduction**

In recent decades, the role of English as a global lingua franca has become increasingly important in all professional fields, including law enforcement and public safety (Anesa, 2019; Baker, 2021; Fountoulakis, 2025). For police and security forces, English proficiency not only facilitates international cooperation but also enhances operational capabilities in areas such as counterterrorism, transnational crime investigation, cybersecurity, and peacekeeping missions (Abduvakhabova, 2020).

In Vietnam, English and other foreign languages have facilitated and promoted Vietnam's international integration, global connectivity, and global learning (Tran & Tanemura, 2020), in which English as the main foreign language has gained privilege and become the focus of Vietnam's national language policy (Vu, 2018). Project 2080 (2017-2025 period) was launched to improve the quality of foreign language teaching and learnings at all levels and training levels, demonstrating the Government's determination to expand the application of English and reform English education, contributing to raising public awareness of the importance of English proficiency in the current era of globalization, as well as improving the quality of English teaching and learning in Vietnam. For universities under the Ministry of Public Security, such as the Fire Prevention and Fighting University, it operates with a dual mission: to train a team of people's police officers with strong political will, understanding of the law, effectively performing professional activities, capable of self-study, self-training, and working capacity in the context of international integration, and especially focusing on the quality of teaching and learning foreign languages (English) for officers and soldiers to be able to use foreign languages as a tool for lifelong learning and research, to be able to communicate and cooperate with international police forces in all areas of national security and order as well as security in the world (Siegel et al., 2024).

The simultaneous performance of these two tasks often creates challenges in effectively managing English language teaching in police schools, including issues related to curriculum standardization, teacher qualifications, resource allocation, learner motivation, and assessment systems (Widiati et al., 2018; Zakaria & Aziz, 2023). Traditional classroom management methods, teacher-centered pedagogy, and the lack of consistency with task-based or communicative methods further compound these difficulties (Martin, 2021; Salomova, 2020).

In universities under the Ministry of Public Security of Vietnam, the duration of English training programs is not commensurate with the output standards and actual work requirements, students have few opportunities to study and experience in a foreign language environment, inconsistency in curriculum design, limited access to teaching resources and insufficient professional development opportunities for lecturers are the main barriers (Ministry of Public Security, 2018) (Ngo et al., 2023). The application of output standards of training systems and training subjects at

schools has not been unified in assessment criteria; uneven input levels lead to difficulties in organizing training to meet output standards in foreign languages (Zulaiha & Mulyono, 2020). In addition, there is little empirical evidence provided to determine how foreign language teaching program management, including learning planning, teaching supervision, materials management, and quality assurance, impacts learner performance in a specialized public security context (Nurlybaeva, 2020; Whitehead & Greenier, 2019).

While recent studies have examined English language teaching in Vietnamese universities, very few have focused on the security education context. This gap is particularly significant because the English language needs of law enforcement professionals are significantly different from those of general students (Ha et al., 2024; Sawir et al., 2012; Nguyen & Vu, 2020). Effective English language management in such contexts requires context-sensitive leadership, alignment of the curriculum with operational realities, and performance-based learning objectives.

This study, therefore, aims to review the current state and propose possible solutions to enhance the management of English language teaching and learning in Vietnam's police universities, specifically the firefighting university. This study will seek to identify key management challenges, evaluate the effectiveness of current teaching practices, and propose strategic improvements that best suit the specific characteristics of the sector. People's Public Security in Vietnam.

## Literature Review
## Theory of Change Management

This study draws on the Pedagogical Management Theory (Bush, 2007), which emphasizes leadership, curriculum alignment, and teacher development as different aspects of instructional quality. Pedagogical Management Theory represents an important framework for understanding leadership and management in educational organizations. Unlike traditional management models that emphasize administrative efficiency or bureaucratic control, pedagogical management is rooted in the core purpose of learning: facilitating teaching and learning. This theory promotes the notion that effective leadership must be pedagogically driven, ensuring that all decisions, policies, and practices are consistent with the educational mission of student achievement and teacher development.

Pedagogical Management Theory encompasses the values, beliefs, and ethics of leaders and managers. This style corresponds to the cultural management model when leaders always emphasize the construction and implementation of activities according to cultural value systems, ethical value systems, and ethical awareness. According to this model, leaders must always take the lead and set an example for everyone to follow. This model is most suitable for the education sector when the focus of leadership is to influence the interaction of teaching and learning activities, and must pay attention to developing the teaching profession and the personality of learners. The goal of this model is to improve the quality and effectiveness of educational activities, teaching activities, and learning and training activities through 3 strategies: (1) Modeling; (2) Monitoring; (3) Professional dialogue and discussion. Central to Bush's (2007) framework is the argument that leadership in educational contexts is not simply about managing resources or enforcing compliance,

but also about influencing curriculum, instruction, and assessment practices to promote meaningful learning outcomes. The pedagogical manager is thus envisioned as a learning-centered leader who collaborates with staff, nurtures instructional competence, and models reflective practice (Alanoglu, 2023; Richardson & Khawaja, 2025). This approach reframes the school as a dynamic learning organization, where managerial effectiveness is judged not only by organizational outputs but also by the organization's contribution to pedagogical excellence. In application, pedagogical management theory informs both micro-level practices, such as classroom monitoring and teacher mentoring, and macro-level policies, including curriculum reform and school accountability systems. Recent research has confirmed the relevance of Bush's model across a variety of educational contexts, showing that schools that adopt a pedagogically anchored management style tend to exhibit higher levels of teacher satisfaction, student engagement, and organizational resilience (Bush, 2021). The theory challenges leaders to move beyond techno-rational approaches and adopt more transformational, ethically grounded leadership practices that prioritize equity in learning and contextual responsiveness (Bush, 2008). This pedagogical orientation has become particularly prominent in the context of global educational reform, where schools are increasingly pressured to demonstrate both accountability and innovation.

**Background of English teaching in the Vietnam People's Public Security Universities**

The Vietnamese foreign language proficiency framework is developed based on the reference and application of the CEFR framework and some English proficiency frameworks of the whole country, combined with the actual situation and conditions of teaching, learning, and using foreign languages in Vietnam. The Vietnamese foreign language competency framework is divided into 3 levels (elementary, intermediate, advanced) and 6 levels (from Level 1 to Level 6 and compatible with levels A1 to C2 in the CEFR).

Implementing the foreign language teaching and learning project in the Ministry of Public Security with the goal of: "Comprehensively innovating foreign language teaching and learning in the People's Public Security... identifying specific requirements and tasks and developing solutions to improve the quality of foreign language teaching and learning in the People's Public Security to aim at equipping Vietnamese public security officers with foreign language proficiency on par with the region and the world, meeting the requirements and tasks of the international integration period (Ministry of Public Security, 2018). The Ministry of Public Security also set a target to strive for by 2025: 100% of foreign language lecturers meet standards in foreign language proficiency and teaching methods; The rate of lecturers and education managers achieving level 3 Foreign language proficiency according to the national foreign language competency framework is as follows: 60% for students institutes and universities; 40% for colleges; 30% for secondary schools; 60% of teachers and managers in the People's Public Security have sufficient foreign language proficiency in teaching, research, learning, communication and working in an international integration environment (Nguyen & Nguyen, 2023).

The national project "National program on foreign language learning for cadres, civil servants and public employees in the period 2019 - 2030 in the People's Public Security" also clearly

states that "by 2030, the majority of cadres and soldiers in the People's Public Security will have sufficient foreign language proficiency in their work and work in an international environment" (Ministry of Public Security, 2020). According to regulations, graduates of Vietnam's public security schools must have foreign language proficiency at level 3/6 according to the Vietnam Foreign Language Proficiency Framework for university level, and level 4/6 of the Vietnam Foreign Language Proficiency Framework for master's level. For the Fire Prevention and Fighting University, the English output standards for training systems comply with the instructions of the Ministry of Public Security (Ministry of Public Security, 2022). Specifically, the output standards for foreign language proficiency according to the 6-level foreign language proficiency framework for Vietnam, after graduating from school, students must reach Level 3 (ie, B1).

**Knowledge:**

Grammar: Present the structure and use the present, past, and future tenses, comparisons, passive sentences, and conditional sentences... Vocabulary: Have enough vocabulary to express familiar topics such as school, work, entertainment...

**Skills:**

Listening skills: Can understand simple factual information clearly expressed in a standard voice on topics related to daily life and work. Can identify the main ideas in presented speeches on common topics in life, work, or school, including stories when expressed clearly in a standard common dialect. Speaking: Can take part in unprepared conversations on familiar topics, express personal opinions, and exchange information on topics related to personal interests, studies, work, or everyday life. Can give simple descriptions of familiar topics in his/her field of interest, can give details about his/her experiences, the plot of a book or film, his/her feelings, can talk about dreams, hopes, and aspirations, real or imaginary events, etc. Uses appropriate language, with clear pronunciation, although sometimes the accent is still unnatural and there are occasional mispronunciations. Behaves appropriately according to the role and everyday communication situations at school and work. Reading: Can read and understand texts containing clear information on topics related to his/her field of interest and specialization. Writing: Can write simple, connected texts on familiar topics or personal concerns by connecting individual elements into structured writing.

**Attitude:** Self-motivated to study to improve professional qualifications and capacity; Active, independent in learning; complete homework, research additional documents outside the curriculum to consolidate and expand knowledge (Cronin-Golomb & Bauer, 2023).

Decentralization in English teaching management at universities under the Ministry of Public Security ensures coordinated efforts towards standardization. At the macro level, the Ministry of Public Security oversees curriculum approval and cooperates with the Ministry of Education and Training to provide academic oversight. The principal is the senior manager who directs the planning, organization, direction, and supervision of teaching activities. The dean of the training department and administrators handle curriculum development, teacher training, and assessment. This decentralized approach promotes collaboration and accountability,

allowing for a comprehensive strategy to improve English teaching outcomes (Ministry of Public Security, 2022).

## Conceptual framework

Managing English teaching activities at universities under the Ministry of Public Security in the direction of standardization is the process of managers' lawful influence on the elements of English teaching activities (teaching activities of lecturers, learning activities of students and other elements: objectives, content, methods, forms, assessments, means, teaching conditions) to achieve the output standards of the subject. In addition, these elements are also influenced by the specific characteristics of each industry, including militarized discipline and dual focus on both professional and academic training (Nguyen & Nguyen, 2023).

This study applies a multidimensional conceptual framework that synthesizes elements from Bush's Educational Management Theory (2003) and program evaluation models (Basturkmen, 2010). This framework is built around three key elements: pedagogical management, faculty and resource management, and policy and institutional management.

## Pedagogical management

Pedagogical management refers to the strategic and operational coordination of teaching activities, curricula, and teaching methods to ensure effective language acquisition outcomes. In the context of English language teaching in police training institutions, pedagogical management must align with both educational goals and the functional requirements of public safety. Effective pedagogical leadership fosters learning environments where communicative competence is integrated with contextualized English language skills (Egitim, 2021; Wang, 2021). Pedagogical management must be outcomes-oriented and evidence-based, especially in vocational or professional settings (Bush, 2007). This means adapting curriculum design, assessment strategies, and teaching materials to the demands of security, law enforcement, and international cooperation professions (Mendoza et al., 2022; Zhao & Ko, 2024).

## Human resource management and teachers

The quality of teachers is a factor that strongly influences the quality of teaching. This factor includes teacher recruitment, in-service professional development, teaching supervision, and performance evaluation (Mamites et al., 2022; Qingyan et al., 2023). Permatasari & Tandiayuk (2023) emphasize the importance of strategic human resource management in education, noting that teacher motivation, continuous training, and performance evaluation are essential. In universities under the Ministry of Public Security of Vietnam, many English teachers are generalists rather than security-specific English language teaching specialists. At the same time, a culture of hierarchical and disciplined management can affect the motivation for pedagogical innovation and the autonomy of lecturers (De Soete & Slembrouck, 2024; Ngo et al., 2023).

## Policy and institutional management

At the macro level, English language teaching and learning activities are influenced by institutional governance, strategic priorities, budget allocation, infrastructure, and policy alignment (MOET, 2020). At the organizational and policy level, the management of English language teaching and learning at universities under the Ministry of Public Security includes setting long-term goals,

allocating resources, ensuring compliance with national language policies, and integrating English language training into broader strategic plans for modernization and international engagement (Tri & Moskovsky, 2021; Wang, 2021). Vietnam's public security universities operate under a dual hierarchy: academically supervised by the Ministry of Education and Training (MOET) and administratively supervised by the Ministry of Public Security. This dual structure presents both opportunities and constraints in the management of English language teaching programs. However, according to West et al. (2023), fragmented governance models often lead to policy fragmentation, limiting local autonomy in curriculum innovation and resource allocation.

**Research Methodology**

This study uses a qualitative approach to explore the management practices of English Teaching and Learning in a Vietnamese public security university. The case study approach employed allows for an in-depth, contextually grounded investigation of management processes, stakeholder perspectives, and institutional constraints (Tri & Moskovsky, 2021). Given the unique organizational structure and professional orientation of police colleges, this design is particularly well suited to capturing the interactions between pedagogy, management, and policy. The study was conducted at the Fire Prevention and Fighting College, a higher education institution under the Ministry of Public Security of Vietnam. The college offers programs in fire science, law enforcement, and public safety, where English is a compulsory subject in all academic years. A purposive sampling strategy was used to ensure the selection of participants with experience and knowledge of the research area, including 8 English lecturers with various years of experience and qualifications, the Head and Deputy Head of the Department of Basic Sciences and Foreign Languages, and 6 students from different academic years who completed the course at least three semesters of English. All participants provided informed consent and received ethical approval from the university's academic board before data collection. Semi-structured interviews with faculty and administrators explored topics related to curriculum implementation, teacher management, and institutional support. Focus group discussions with students were conducted to capture learners' perceptions of teaching effectiveness, engagement, and future employment needs for English. Additionally, document analysis included a review of the institution's curriculum, teaching schedules, teacher evaluation reports, and internal policies on English language teaching, and classroom observations were conducted in five English classes to examine real-time pedagogical practices and classroom management. All interviews and discussions were conducted in Vietnamese, audio-recorded with permission, and transcribed verbatim before being translated into English to be coded and analyzed, then encrypted to ensure the identity of the informant.

**Results**

**Pedagogical management: rigid curriculum and inflexible teaching methods**

Interview results indicate a partial mismatch between curriculum content and practical communication needs in the context of law enforcement and firefighting. While English courses are built around common Vietnamese English proficiency frameworks such as the CEFR, they are

often rigid and lack specialized content, situational dialogue, and operational situations related to fire safety, crime investigation, or emergency response. A senior lecturer noted:

*"We teach basic English well, but there are no modules specifically designed for professional contexts such as reporting incidents or performing rescue missions". (Lecturer 1)*
*"...focuses mainly on the available curriculum, with little flexibility to adapt to real-life situations that students may encounter in their future work..." (Lecturer 3)*

In addition, lesson planning and teaching methods vary significantly between lecturers. The majority of lecturers focus on teaching grammar or vocabulary in a traditional lecture format, while a small number of lecturers focus on communication skills for students. The lack of a unified pedagogical model poses challenges in ensuring consistency and developing foreign language skills. Assessment methods also lack standardization, with most relying on written tests rather than assessing foreign language proficiency or communication skills in emergencies.

Although the school promotes communicative language teaching, classroom observations showed that teacher-centered methods still prevailed, with limited student interaction, use of pre-existing materials, and a lack of situations relevant to police and firefighting duties. These were not appreciated by students: *"I wanted to practice communicating in English in rescue situations, but I mainly learned grammar, vocabulary, and did multiple-choice tests." (Participant 3)*

*"Lecturers do not focus on developing active learning skills such as presentation skills, discussion skills, self-study, self-research, organizational skills, supervision, collaboration, assessment, and self-assessment when working in groups..." (Participant 4)*

**Teacher management and human resources: limited professional development opportunities**

Findings indicate that while the university recruits lecturers with a strong language background, very few have practical experience in teaching English for specific purposes, especially in security, safety, or police contexts. Although all current teachers have qualifications in teaching English, none have formal training or practical experience in law enforcement communication. A faculty leader reflected:

*"Most lecturers are trained in general English. Very few are exposed to the operational language of firefighters or police officers, which creates a gap in the connection between knowledge and the actual requirements of the profession."*

Lecturers' professional development opportunities are also limited. There are no professional English clubs or communities among the People's Public Security schools. Professional development sessions, if any, are often general and not relevant to the professional context of the institution. Teacher evaluations focus more on lesson planning and implementation than on innovation or student engagement.

*"...There is no clear career path for English teachers here. We focus more on completing administrative tasks than on pedagogical creativity." (Lecturers 6 and 8)*

**Policy and organizational management: lack of strategic integration**

At the organizational level, English language teaching has not yet been positioned as a strategic priority in the university's development plan. Although compliance with national foreign language policies (e.g., National Foreign Language Project, Project 2080) has been acknowledged, since

English is not considered a core subject like specialized subjects, limited budget allocation and infrastructure constraints have hindered implementation.

> *"Compared to fire science or law courses, English is considered a secondary subject."*
> *(Lecturer 4)*

A review of the curriculum confirmed that English courses are allocated only three credits per semester and are not integrated into interdisciplinary courses or practical training programs. There is no formal link between English language teaching objectives and the university's mission or performance standards. Both students and lecturers reported a lack of coordination between English instruction and practical training, leading to poor motivation and unclear goals:

> *"We learn English just to pass the exam, not because it helps us do our jobs better."*
> *(Student 5)*

Although English is recognized as a graduation requirement, there is no exit test specifically designed for technical communication in a security context. Due to the nature of the profession, the English exit assessment activities at the school have not been coordinated with foreign experts in the assessment council, so they do not approach international standards for all skills. Innovation and updating of assessment methods are also not regular, with little information technology and advanced, modern methods being updated in assessment.

International cooperation and information communication activities of schools are still limited due to the characteristics of the Industry and the authority to permit special cooperation activities in the fields of Security and Police. International cooperation activities in teaching and learning English do not have many activities to support training and experience sharing, and have not been widely and regularly implemented to invite international teachers and volunteers with good foreign language skills from home and abroad to teach at universities under the Ministry of Public Security. Within the School itself, cooperation between basic sciences and foreign languages with other specialized faculties in the school, such as the Faculty of Law, the Faculty of Fire Prevention and Fighting, and the Faculty of Military Martial Arts, is still not connected, which further reduces the interdisciplinary integration of English in the academic ecosystem. One manager commented: "Without a strategic vision and close cooperation between the basic science department and foreign languages, English teaching risks being out of touch with the specific profession we are trying to build."

**Discussion**

The findings of this study reveal significant gaps between current English Language Teaching and Learning (ELTL) practices at fire colleges and the pedagogical, professional, and Institutional requirements of law enforcement training. The following discussion interprets these findings in light of relevant theoretical frameworks and previous empirical studies.

First, there is a lack of alignment between teaching objectives and professional practice. The English language curriculum at current police colleges is largely academic, with little integration of specialized content such as specialized security vocabulary, international law, or communication skills in specific situations such as negotiation, investigation, or peacekeeping operations. The overemphasis on grammar-based instruction suggests a pedagogical mismatch with the professional

language needs of future police and firefighters. This confirms previous findings by Basturkmen (2010), who highlighted the importance of programmes being contextual, learner-centred, and career-based. Furthermore, learners' expectations for practical communication skills, such as reporting incidents or responding to emergencies in English, remain unmet. This highlights the lack of needs-based curriculum development, as explored in Dau's (2020) study. Without meaningful links between learning content and practical applications, learners' motivation and learning outcomes are unlikely to be optimal.

Second, teaching staff are under-qualified and have limited professional development. Findings indicate that trainers lack specific training in English for the law enforcement context. This is similar to the previous study by Shanavas et al. (2024), which found that English teachers at specialized institutions are often generalists with little exposure to ESP methodology or specialized discourse. Due to the nature of their work, English teachers at universities under the Ministry of Public Security often have very few opportunities to interact with foreigners, rarely participate in work and study abroad, etc. Therefore, although they constantly study and research, study to improve their theoretical level, the lack of a language training environment leads to many skills, especially listening, speaking, and communication skills, being limited. This is consistent with the research results of Abdullah Alharbi & Mohammed Hassan Al-Ahdal (2022).

Third, English is not a priority subject in the training program. The perception of English as a "non-core" subject is reflected in the development of curricula with low credit allocation and weak integration with interdisciplinary training, reflecting the findings of Pham et al. (2023), who observed similar trends in many Vietnamese public universities. Importantly, the lack of strategic links between English language teaching and the university's operational mission undermines the functional value of English language training. As Roshid and Kankaanranta (2023) argue, language learning in professional fields must be outcome-oriented, with clear performance indicators tied to job requirements. Without such integration, English language teaching remains isolated from the broader educational ecosystem. This is particularly problematic in security-focused organizations, where English language communication competence can be crucial in contexts such as international coordination, intelligence sharing, or field reporting.

**Management Impications**

The results from the interview survey show that it is necessary to have suggestions on management implications to improve the management capacity of English teaching activities for fire prevention and fighting universities in particular, and schools under the Ministry of Public Security of Vietnam, as follows:

Innovating pedagogical management: Redesigning the curriculum based on the analysis of specific needs of students, serving law enforcement tasks such as enhancing report writing, incident reporting, and security communication in emergencies. Integrating more authentic documents, such as legal documents, standard operating procedures, and multilingual emergency scenarios. Universities under the Ministry of Public Security should invest in creating learning experiences and promoting a culture of self-directed learning to empower students.

Focusing on teacher capacity: Developing and implementing specific training programs on ESP for in-service teachers, focusing on English for law enforcement. Establish English-language academic communities in the police sector so that they can share experiences, co-develop materials, and engage

in critical teaching. In addition, it is necessary to review the criteria for assessing learning outcomes in the direction of promoting practical competence, innovation, and learner participation, not just administrative compliance.

Regarding institutional policies and strategic alignment, it is necessary to reposition English as a core subject, strategic for international integration and exchange, not a conditional subject in the university's mission. Increase credit allocation, support teaching facilities for English departments. Develop internal cooperation between departments in the school, between English lecturers and professional training units to ensure relevance and integration.

Encourage participation and motivate learners by integrating English learning objectives into practical assessments and student assignments. Encourage students to participate in English speaking clubs, role-playing exercises, and simulations relevant to their future roles. Provide clear information about why English is important in their long-term professional development, especially in an international context.

**Conculsions**

This study investigated the current state of English Teaching and Learning management at a Vietnamese firefighting university, using a qualitative case study approach based on change management theory. The findings of this study highlight the importance of an integrated management approach that links operational training objectives to broader educational standards, while also identifying shortcomings at all three dimensions: pedagogical management, teacher and human resource development, and the policy and institutional levels. Further research could apply mixed methods to examine how English teaching management reforms impact student performance over time. Comparative studies across multiple universities under the Ministry of Public Security could provide deeper insights into both systemic and sector-specific issues.

**References**

Abdullah Alharbi, M., & Mohammed Hassan Al-Ahdal, A. A. (2022). Communication barriers in the EFL classroom: Is poor listening the culprit that obstructs learning? Interactive Learning Environments, 1–15. https://doi.org/10.1080/10494820.2022.2098776

ABDUVAKHABOVA, D. N. (2020). MINISTRY FOR DEVELOPMENT OF INFORMATION TECHNOLOGIES AND COMMUNICATION OF THE REPUBLIC OF UZBEKISTAN TASHKENT UNIVERSITY OF INFORMATION TECHNOLOGIES NAMED AFTER MUHAMMAD AL-KHWARIZMI English in Cyber security Course book for undergraduate students majoring in 5330300-Informartion security Tashkent 2020. https://renessans-edu.uz/files/books/2023-10-17-05-16-17_c4ef91e44e7f99d033c506d423d92b7f.pdf

Alanoglu, M. (2023). Creating learning schools through learning-centered leadership: Understanding the moderating role of teacher performance. Educational Management Administration & Leadership, 53(4). https://doi.org/10.1177/17411432231188641

Anesa, P. (2019). Towards a Conceptualization of Legal English as a Lingua Franca? International Journal of English Linguistics, 9(6), 14. https://doi.org/10.5539/ijel.v9n6p14

Baker, L. (2021). The Intersection of Policy and Practice: Two Cases of English Language Programs in Southeast Asian Law Enforcement Academies. Global Business Languages, 21. https://doi.org/10.4079/gbl.v21.3

Basturkmen, H. (2010). Developing the curriculum. Developing Courses in English for Specific Purposes, 52-68. https://doi.org/10.1057/9780230290518_4

Bush, T. (2007). Editorial. Educational Management Administration & Leadership, 35(1), 5-8. https://doi.org/10.1177/1741143207071381

Bush, T. (2021). Assessing successful school leadership: What do we know? Educational Management Administration & Leadership, 49(5), 174114322110346. https://doi.org/10.1177/17411432211034675

Cronin-Golomb, L. M., & Bauer, P. J. (2023). Self-motivated and directed learning across the lifespan. Acta Psychologica, 232, 103816. https://doi.org/10.1016/j.actpsy.2022.103816

Dau, D. L. (2020). Professional development of EFL lecturers in Vietnam: A cultural-historical activity theory perspective.

De Soete, A., & Slembrouck, S. (2024). English-Medium Instruction in International Bio-Science Engineering Programs in Vietnam: Incentivization, Support, and Discretion in a Context of Academic Consolidation. Applied Linguistics. https://doi.org/10.1093/applin/amae039

Egitim, S. (2021). Collaborative leadership in English language classrooms: engaging learners in leaderful classroom practices and strategies. International Journal of Leadership in Education, 1–21. https://doi.org/10.1080/13603124.2021.1990413

Fountoulakis, M. (2025). Standardizing ESP Pedagogy: A Critical Evaluation of Language Training for Law Enforcement Cadets. International Journal of Higher Education Pedagogies, 6(1), 23–34. https://doi.org/10.33422/ijhep.v6i1.914

Ha, T. T., Thu, T., An, T., & Mai, T. (2024). Enhancing the Quality of English Language Education for Students at Art Universities in Vietnam through a Competency-Based Approach. Forum for Linguistic Studies, 7(1), 1–14. https://doi.org/10.30564/fls.v7i1.7739

Mamites, I., Almerino, P., Sitoy, R., Atibing, N. M., Almerino, J. G., Cebe, D., Ybañez, R., Tandag, J., Villaganas, M. A., Lumayag, C., Plando, D., Añero, M., Acebes, H. M., Maturan, F., Evangelista, S. S., Aro, J. L., Himang, C., & Ocampo, L. (2022). Factors Influencing Teaching Quality in Universities: Analyzing Causal Relationships Based on Neutrosophic DEMATEL. Education Research International, 2022, 1–16. https://doi.org/10.1155/2022/9475254

Martin, L. D. (2021). Reconceptualizing Classroom Management in the Ensemble: Considering Culture, Communication, and Community. Music Educators Journal, 107(4), 21–27. https://doi.org/10.1177/00274321211015180

Mendoza, W., Ramírez, G. M., González, C., & Moreira, F. (2022). Assessment of Curriculum Design by Learning Outcomes (LO). Education Sciences, 12(8), 541. https://doi.org/10.3390/educsci12080541

Ministry of Public Security (2020), Plan No. 381/KH-BCA on implementing the Project "National Program on Foreign Language Learning for Cadres, Civil Servants and Public Employees for the 2019-2030 Period in the People's Public Security", Hanoi.

Ministry of Public Security (2022), Instruction No. 11/HD-BCA-X02 on Developing Output Standards for Training Programs at University Levels in the People's Public Security, Hanoi

Ministry of Public Security. (2018). Proceedings of the scientific workshop: Assessing the current state and

solutions for improving the quality of teaching and learning English in people's police schools

Ministry of Public Security. (2022). Faculty and resource management framework. Ministry of Public Security

Press.

Ngo, N. H. H., Cherrington, S., & Crabbe, D. (2023). Contextual influences on the professional development experiences of lecturers in English as a foreign language at a Vietnamese university. Professional Development in Education, 49(6), 1–17. https://doi.org/10.1080/19415257.2022.2155983

Nguyen, C. H., & Nguyen, N. X. (2023). Rethinking (Non)Nativeness among English-Speaking Teachers in Vietnam. International Society for Technology, Education, and Science; International Society for Technology, Education, and Science. 944 Maysey Drive, San Antonio, TX 78227. Tel: 515-294-1075; Fax: 515-294-1003; email: istesoffice@gmail.com; Web site: http://www.istes.org. https://eric.ed.gov/?id=ED654816

Nguyen, T. P. L., & Vu, Q. (2020). Alignment of Curriculum, Outcomes, and Standards in Vietnamese English Language Teacher Education. Literacy Information and Computer Education Journal, 11(2), 3443–3449. https://doi.org/10.20533/licej.2040.2589.2020.0453

Nurlybaeva, G. K. (2020). Certain aspects of the development of foreign language professional competencies of public administration students. Teaching Public Administration, 38(3), 346–362. https://doi.org/10.1177/0144739420921928

Permatasari, N., & Tandiayuk, S. (2023). Human Resource Management in Education: Optimizing Teacher Performance for Better Learning Outcomes. Golden Ratio of Mapping Idea and Literature Format, 3(1), 35-59.

Pham, M., Nguyen, V.-N., Hoang, H., Nguyen, T.-T.-H., Le, D.-H., & Barnett, J. (2023). Internationalisation and English medium education in Vietnamese universities: Professional role transformation among English language lecturers. Research in Comparative and International Education, 174549992311707. https://doi.org/10.1177/17454999231170736

Qingyan, G., Azar, A. S., & Ahmad, A. (2023). The Impact of Teacher Quality Management on Student Performance in the Education Sector: Literature Review. World Journal of English Language, 13(3), 156–156. https://doi.org/10.5430/wjel.v13n3p156

Richardson, J. W., & Khawaja, S. (2025). Meta-synthesis of school leadership competencies to support learner-centered, personalized education. Frontiers in Education, 10. https://doi.org/10.3389/feduc.2025.1537055

Roshid, M. M., & Kankaanranta, A. (2023). English Communication Skills in International Business: Industry Expectations Versus University Preparation. Business and Professional Communication Quarterly, 88(1). https://doi.org/10.1177/23294906231184814

Salomova, M. A. (2020). IMPLEMENTATION OF THE CLASSROOM MANAGEMENT: THE ROLE OF A TEACHER IN TASK-BASED LANGUAGE TEACHING. Science Education, 1, 143-145.

Sawir, E., Marginson, S., Forbes-Mewett, H., Nyland, C., & Ramia, G. (2012). International Student Security and English Language Proficiency. Journal of Studies in International Education, 16(5), 434–454. https://doi.org/10.1177/1028315311435418

Shanavas, S. P., Singh, S., & Vargheese, K. J. (2024). Teaching English for Specific Purposes in Tertiary Contexts: Navigating Education and Assessment Challenges. Changing English, 31(2), 188–199. https://doi.org/10.1080/1358684x.2024.2309992

Siegel, A., Vance, M., & Nilsson, D. (2024). Military English language education: a scoping review of 30 years of research. Innovation in Language Learning and Teaching, 1–19. https://doi.org/10.1080/17501229.2024.2370986

Tran, P. M., & Tanemura, K. (2020). English in Vietnam. World Englishes, 39(3), 528–541. https://doi.org/10.1111/weng.12489

Tri, D., & Moskovsky, C. (2021). Language use in English-medium instruction programs in Vietnamese higher education: From policy to practice. Asian Englishes, 1–17. https://doi.org/10.1080/13488678.2021.1891513

Vu, P. A. (2018). Nation-building and language in education policy. Routledge EBooks, 28–39. https://doi.org/10.4324/9781315212098-3

Wang, C. (2021). Commanding the Class in a Foreign Tongue: The Influence of Language Proficiency and Intercultural Competence on Classroom Leadership. Education and Urban Society, 001312452110484. https://doi.org/10.1177/00131245211048428

Wang, L.-Y. (2021). English Language Education in the National Development Planning of Modern Taiwan. International Journal of Taiwan Studies, 1–17. https://doi.org/10.1163/24688800-20211139

West, A., Wolfe, D. A., & Yaghi, B. B. (2023). GOVERNANCE OF ACADEMIES IN ENGLAND: THE RETURN OF "COMMAND AND CONTROL"?. British Journal of Educational Studies, 00(00), 1–24. https://doi.org/10.1080/00071005.2023.2258191

Whitehead, G. E. K., & Greenier, V. T. (2019). Beyond Good Teaching Practices: Language Teacher Leadership From the Learners' Perspective. TESOL Quarterly, 53(4), 960–985. https://doi.org/10.1002/tesq.526

Widiati, U., Suryati, N., & Hayati, N. (2018). UNRAVELING THE CHALLENGES OF INDONESIAN NOVICE TEACHERS OF ENGLISH. Indonesian Journal of Applied Linguistics, 7(3), 621. https://doi.org/10.17509/ijal.v7i3.9824

Zakaria, Z. S., & Aziz, A. A. (2023). Police's Voice: A Needs Analysis of ESP for Police Trainees in Malaysia. World Journal of English Language, 13(8), 320–320. https://doi.org/10.5430/wjel.v13n8p320

Zhao, Y., & Ko, J. (2024). Orchestrating vocational education classrooms for adaptive instruction and collaborative learning. Cogent Education, 11(1). https://doi.org/10.1080/2331186x.2024.2351238

Zulaiha, S., & Mulyono, H. (2020). Exploring junior high school EFL teachers' training needs in assessment literacy. Cogent Education, 7(1). https://doi.org/10.1080/2331186x.2020.1772943