



Research Article

PLANNING IN MANAGEMENT TO INNOVATE ENGLISH TEACHING METHODS – CASE STUDY AT PEOPLE’S POLICE UNIVERSITIES

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ABSTRACT

From the theoretical aspects of the management in teaching at universities in general and the management in innovation methods in particular, the article aims to assess the current situation of the management (especially the planning) of innovative English teaching methods at People’s Police Universities. A total of with 49 leaders and 119 lecturers joined the study to evaluate the advantages and limitations and reasons of limitations. The results of the study showed that the subject of the management revealed a limitation in knowledge, capacity to manage the innovation of teaching methods. The evaluation results between the level of agreement and the level of practice showed a large difference in the contents of the planning stage. Based on the results, the article also presents suggestions to improve the effectiveness of planning in the management to innovate English teaching methods at People’s Police Universities.

Keywords: English teaching methods; innovative methods; management; planning

1. Introduction

All higher education institutions of the Vietnamese People's Police (VPP) identify the innovation of teaching methods as an important element of the university training process because it has a closed relationship with other factors (Ministry of Public Security, 2019). In recent years, the curriculum and content of foreign language teaching (English) have changed to meet the goals of training, so English teaching methods will have to be innovated to develop promoting self-discipline, positivity, independence, and creativity of students, help students to acquire knowledge by themselves, forming foreign language skills is an urgent requirement for higher education at universities of Vietnamese People's Police force.

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However, the real quality of the innovation in English teaching methods is still not as expected. According to the report on the implementation of Resolution No.17-NQ/DUCA of the Party Committee of the CATW and Directive No.13/CT-BCA of the Minister of Public Security on fundamental and comprehensive reform of education and training in the People's Public Security: "The innovation of teaching methods towards promoting creative thinking and self-training capacity of learners, linking theory with practice, and the needs of local police has not yet fully promoted. Specifically, the selection and application of teaching methods in the direction of fostering self-study, self-research, creative thinking, group working skills and practical skills for students were limited". According to the Deputy Minister of Public Security Nguyen (2018), "Teaching methods have been innovative, but have not really gone into depth; theories are not linked with practice; There has not been a breakthrough in training quality and effectiveness, the management model is still half-administrative and half-armed. This shows that the management of innovation in teaching methods in general and innovation in teaching English in higher education institutions of Vietnamese People's Police does not have a model, a separate management measure for the innovation of English teaching methods to improve training quality (Ministry of Public Security, 2014).

From the basic theories of management in innovative English teaching methods, we aimed at studying and investigating the current reality of management in innovative English teaching methods at universities of People's Police (Planning stage) to evaluate the advantages, limitations, and reasons of limitations. In order to then propose measures to improve the efficiency of management of innovation in English teaching methods at universities of People's Police.

2. Literature Review

2.1. Important issues of planning in the management of innovation in English teaching methods

The planning phase includes initiating and planning. This is the process of determining the development goals of the school, the goals of the Department of Foreign Languages to decide the best measures to accomplish that goal. The main content of the planning function: defining and forming goals; identifying and ensuring resources to achieve the set goals; deciding what activities are needed to achieve that goal. Thus, the important product of the planning function is making a plan.

According to Hinton (2012), planning is a combination of vision, priorities, human resources, and institutions in an education system to evaluate flexibly, to give decisions and implementation. It orients and guides the entire organization to develop over time and within the educational system.

Schlebusch and Mokhatle (2016) argue that strategic planning consists of a group of tools, activities, and concepts structured to help managers and leaders consider and act

strategically. The planning process includes defining goals, evaluating available resources to meet the goals, and identifying activities or initiatives to achieve them earliest.

For Chance (2010), the strategic planning of an educational institution is to determine the future direction and not only determine the goals of the school for many years to come, but also create an important competitive advantage.

According to Tran (2012), planning is the first function of a management process that plays a role in guiding all activities of the management process, is the basis for maximum mobilization of resources for the implementation of the objectives, and is the basis for checking and evaluating the process of achieving the goals of the school, department or individual. The plan includes the development of goals, action plans, step-by-step identification, necessary conditions, and facilities in a certain period of the management systems. It shows the ways to achieve goals.

The management plan for innovation of teaching methods must ensure the following requirements: Analysis of strengths, weaknesses, opportunities, risks, and school development situation; Define goals and targets; Identify solutions; and Proposed implementation organization (Tran, 2013).

Thus, to make a plan to innovate English teaching methods, the management board, leaders of the Faculty, and the English Division should base on the orientation to innovate teaching methods, base on the actual conditions of the school and the reality of the faculty to visualize in a general way the goals and targets to be achieved, to determine each specific step and time and to plan measures for implementation. After drafting the plan, it is required to discuss and provide additional comments to complete the plan. The content of a plan to innovate English teaching methods at universities of the People's Police: Management leaders and lecturers identify and master the orientation for innovation English teaching methods; Collect opinions, information and discuss the plan to innovate English teaching methods through the media, through professional meetings at the beginning of the course or the beginning of the school year; Plan to innovate English teaching methods; Organize and direct teachers and lecturers of English to make individual plans to innovate English teaching methods in each phase, specific modules for each major of each class.

2.2. Research Methods, Results, and Discussion

2.2.1. Research Methods

Research method: Using a questionnaire and interviews to survey to collect accurate and reliable data about the management situation and carry out activities to innovate English teaching methods at People's Police universities.

Survey Instruments and Methods: Surveys were built with closed questions to collect opinions from 49 managers or leaders and 119 lecturers who are teaching English. Interviews were conducted with 11 leaders and managers and 10 lecturers to investigate the current factors affecting the management of innovative English teaching methods at the People's

Police Universities in Vietnam.

Participants: Education managers, faculty leaders, professional leaders, lecturers who are teaching English at People's Police universities in Vietnam.

Data analysis: The data from the survey were analysed using SPSS Statistical 20 software. The data and statistics used in the study are descriptive statistical analysis and inferential statistical analysis.

Descriptive statistical analysis with mean, standardized deviation, frequency, and percentage. Inferential statistical analyses were used for bivariate correlation analysis.

To evaluate the reliability of the scales in this study, the research used Cronbach's Coefficient Alpha. This evaluates the reliability of the measurement based on the calculation of the variance of each data item in each scale, the entire measurement, and the correlation between the score of each item with the scores of the remaining items on each scale.

Scale: Is divided into five levels, the interval between the levels of measurement is calculated by the formula:

$$L = \frac{n-1}{n} = \frac{5-1}{5} = 0,8$$

2.2.2. Results and Discussion

The results of Cronbach's Alpha are as follows:

Table 1. Reliability Statistics

Cronbach's Alpha		No. of Items		
.963		11		
Item-Total Statistics				
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1.	23.53	41.499	.871	.958
Item 2.	23.60	41.628	.888	.958
Item 3.	23.53	42.189	.919	.957
Item 4.	23.27	45.857	.548	.971
Item 5.	23.73	39.789	.860	.959
Item 6.	23.53	42.602	.869	.959
Item 7.	23.33	41.333	.847	.959
Item 8.	23.33	40.920	.890	.958
Item 9.	23.27	43.513	.846	.960
Item 10.	23.33	43.513	.846	.960
Item 11.	23.53	43.816	.806	.961

It is necessary to compare the Item-Total Correlation ≥ 0.3 and the Cronbach's Alpha coefficient ≥ 0.6 . So, those variables ensure reliability (Hoang & Chu, 2008; Hair, 2009).

Table 1 shows that 11 variables on factors affecting the management of innovative English teaching methods in the planning stage all have an appropriate Corrected Item-Total Correlation coefficient, ranging from 0.54 to 0.91 (> 0.3). Cronbach's Alpha coefficient = 0.863 > 0.6. This shows that the reliability of all observed variables is at a high level of confidence.

Table 2. Results of management innovation in English teaching methods – Planning Stage

Items	Scale	Leaders		
		Mean	Std. Deviation	Rank
1. Initiate the innovation of English teaching methods through the urgency of innovating the teaching methods, the mission, and vision of the University	Nec.	4.93	.254	1
	Imp.	2.27	.785	3
2. Identify goals, assess opportunities, advantages, strengths, weaknesses, challenges when implementing innovative English teaching methods	Nec.	4.53	.507	1
	Imp.	2.27	.785	3
3. Directing lecturers to determine the entry level and needs of students to conduct innovation	Nec.	4.40	.498	1
	Imp.	2.20	.761	3
4. Assess the facilities to serve the innovation of English teaching methods	Nec.	4.47	.507	1
	Imp.	2.27	.691	3
5. Check the teaching equipment in service of the innovation of English teaching methods	Nec.	4.27	.450	1
	Imp.	2.53	.730	2
6. Collect information, assessing the needs of society, disciplines, learners	Nec.	4.60	.498	1
	Imp.	2.07	.944	3
7. Identify leadership teachers, pioneers in innovation of English teaching methods	Nec.	4.67	.606	2
	Imp.	2.27	.691	3
8. Determine the priority issues for the innovation of English teaching methods	Nec.	4.13	.507	2
	Imp.	2.47	.819	3
9. Make strategic planning to manage innovation in English teaching methods	Nec.	4.13	.507	2
	Imp.	2.47	.819	3
10. Make short-term planning to manage innovation in English teaching methods	Nec.	4.13	.507	2
	Imp.	2.53	.629	2
11. Issue a management plan to innovate english teaching methods	Nec.	4.20	.407	1
	Imp.	2.47	.629	2
Total	Nec.	4.40	.477	
	Imp.	2.34	.750	

Nec. = Necessary; Imp. = Implement

Table 2 shows the results of the implementation of the contents in the planning phase of managers and leaders on innovation in English teaching methods. The results show that the participants assessed the necessity with all the contents of the starting stage planning (M = 4.13 to 4.93, total M = 4.40) at a level equivalent to "very necessary". The Standard Deviation = 0.477, showing that the choices have a dispersion very close to the Mean value. Thus, these activities were assessed by lecturers and leaders to be very necessary and important in the planning stage of estimating methods of teaching.

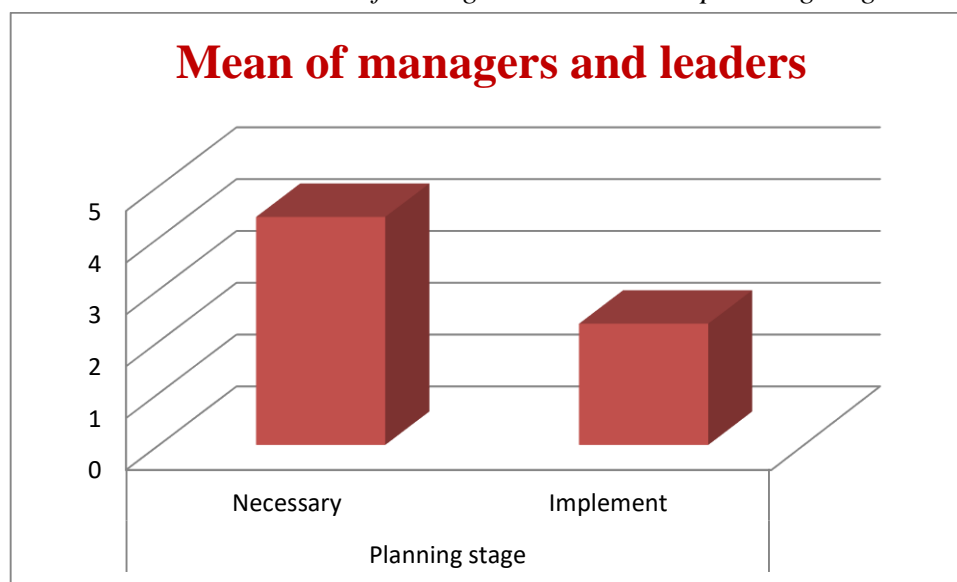
Question number 1 "*Initiate the innovation of English teaching methods through the urgency of innovating the teaching methods, the mission and vision of the University*" had the highest mean of 4.93. Therefore, it can be seen that the initiative to innovate English teaching methods is very important in professional development. Initiation is the first thing to put in place. Question No.7 asking about "*identifying leadership teachers, pioneers in innovating English teaching methods*" with a mean of 4.67; Question 3 about "*identifying goals, opportunities, advantages and challenges when implementing innovative teaching methods*" with a mean of 4.53. Evaluation of the implementation level of 11 contents in the planning phase of management during the school years showed that the performance level was "weak" with a mean of 2.34. Standard Deviation = 0.753. This shows that managers and leaders did not invest, focus on planning to set common goals and objectives to be achieved. When comparing the assessment of the necessity of management contents in the planning stage (Mean = 4.40) and the actual level of management implementation (Mean = 2.34), there is a big difference. The biggest difference is item No.1 "Initiating the innovation of teaching methods through the urgency, the vision of the School" with the difference of 2.66; items No.6 "Determining the necessary English proficiency needs of the local police force to meet in their work". There is a net difference with the average score of 2.53 and ranked the second; Content 7 "Identifying core teachers, pioneers in teaching and learning activities" has a deviation = 2.40, ranked the third.

Through discussion and interview managers with a question "Can you tell me when and in what form does the school initiate the renewal of English teaching methods every year?". There are 7 in 11 managers (M1, M2, M5, M7, M8, M10, M11) all have answers with the implication of content: At the beginning of the school year, the school only initiated the competition for excellent teachers at the high school level. The school rarely initiates innovation in English teaching methods. It shows that this content of management staff is almost not implemented.

When making a plan to innovate English teaching methods, the managers based on the analysis of strengths, weaknesses, opportunities, risks, and assessment of the school's development situation; Define goals and targets; Identify implementation solutions. Therefore, to find out how to proceed, when the managers applied the SWOT model, we asked the question: "Please share how to proceed and the content to be implemented in

planning for innovation in English teaching methods?”. Notably, up to 5 in 11 managers hesitated and answered that they did not pay attention when planning for innovation of teaching methods but only made general plans for the whole school year.

Chart 1. Evaluation of management contents – planning stage



To find out more information about the management model for innovation in English teaching methods, we asked a question “Please tell us about the model for innovative English teaching methods at your school today?”, Manager 4 shared that “Actually, we also ’do not have a specific management model for these activities and we do not know much management skills, but only through demo teaching sessions. Thereby recognizing the methods teachers are applying to give suggestions and supplements to help teachers be creative, innovative, and more effective”. This revealed that almost all managers believe that there is no specific model for the management of innovative English teaching methods, but only based on the experience. With the question "In management, do you use to manage by the function or content?". There are 4 in 11 managers who are still hesitant and have not determined whether to be managed by function or by content. This shows that managers still have limited knowledge of educational management, and it is necessary to soon train them with management knowledge in schools as well as scientific management skills in education.

2.3. General assessment and discussion of the current situation of planning in the management of innovation in English teaching methods at higher education institutions of People’s Police

From the results of the survey by questionnaires and in-depth interviews with managers and leaders related to the management of innovation in English teaching methods at seven higher education institutions of People’s Police, it can be assessed as follows:

2.3.1. Advantages

There was the attention of the leadership of the Central Party Committee of Public Security, the Ministry of Public Security, and the Training Department for the universities of the People's Police. Recently, the Central Party Committee of Public Security, the Ministry of Public Security, and the Training Department have regularly directed the implementation of training in Public Security. Especially since the issuance of Resolution No.29-NQ/TW, the Ministry of Public Security has directed to promote comprehensive reform of education and training, in which special attention is paid to closely combine innovation in content and teaching methods and forms of teaching organization with the improvement of quality and standardization of the teaching staff, the strict direction in the selection of lecturers and renovation of teaching facilities. These are important prerequisites for managers and leaders to manage and innovate English teaching methods in universities of People's Police in Vietnam.

The management staff at the universities of the People's Police are relatively young, with more and more degrees and higher academic degrees. The management staff, many managers and leaders with high GPA were selected from good students to be lecturers. So they obeyed the people's police orders and worked well.

Facilities at universities of the People's Police are gradually being improved. Along with the socio-economic and scientific and technical development, teaching and learning facilities are being invested and upgraded, and the system of equipment and teaching techniques will be increasingly modernized. The development of infrastructure, equipment, and teaching techniques will create favorable conditions for innovation in English teaching methods.

2.3.2. Limitations

The mechanism and coordination among managers and leaders in higher education institutions of the People's Police are sometimes not timely, not synchronous, and unscientific. The management of innovative English teaching methods was difficult and limited even at the planning stage.

Some managers and leaders were still confused on how to manage effectively. They were unsure of the management model, the management skills. They managed mainly based on personal experience.

Using distributed leadership and transformation leadership among managers and leaders in the planning stage for innovating English teaching methods is also unclear and inconsistent. So the initiative has not been demonstrated the highest roles and responsibilities. The team of teachers and management leaders has not shown their concentration and consensus to work together to innovate English teaching methods.

2.4. Proposed measures

Based on the results of theoretical research and the results of research on the actual reality management of innovation in English teaching methods and based on the principles of ensuring objectiveness, reasonability, practicality, feasibility, systematicity, legality, measures are proposed: Fostering to develop management capacity about innovative English teaching methods for managers and leaders.

2.4.1. The goal of the measure

Create favorable conditions for managers and leaders to study and foster them to improve the efficiency of management for innovative English teaching methods more and more scientific.

Equip management scientific knowledge and management skills for managers and leaders to manage innovation in English teaching methods to promptly respond to innovation requirements.

Stimulating the process of constantly innovating English teaching methods for teachers through the scientific management method of management staff, and to contribute to improving the quality of English language teaching quality at universities of the People's Police.

2.4.2. Content and implementation

The Foreign Languages Department and the Personnel - Organization Department are the focal point to advise the Rector (the Board of Directors) to organize the training of management capacity for management staff about management of innovation in English teaching methods.

Survey to identify training needs and foster lecturers, leaders, and managers.

Develop training plans, programs, and training contents.

To manage effectively for the innovation in English teaching methods with the orientation of applying active and modern teaching methods, leaders/ managers must be talented managers in this field. Leaders or managers must be capable and knowledgeable about innovation in English teaching methods. This is a prerequisite in the management process because it is related to and associated with the effectiveness of decision-making, planning, organizing, directing, checking, and evaluating. Therefore, the training content to do well focuses on the important skills that managers and leaders usually need to have such as leadership skills (Good leaders in English teaching innovation management must be the ones who promote the process of deciding issues and empower their lecturers to decide that problem, know how to exploit the power of others); Planning skills (to ensure that managers who innovate English teaching methods can make plans and direct all lecturers to work towards the goals of the plan); Problem solving skills (the ability to anticipate risks, and choose the optimal solution); Good negotiation skills (creative lecturers and passion for work, motivate lecturers to affirm the loyalty and commitment, know how to convey their

ideas to others to understand to implement those ideas well). In addition, leaders/managers need to be fostered to form management capacity with some characteristics: Prediction (knowing how to plan well); Self-confidence; Consistency; Perseverance; Decisiveness; Willingness to sacrifice personal gain.

Leaders of the Universities and the Department of Training contacted famous pedagogical universities and faculties of educational management and abroad to link, contract, and organize training courses to foster professional management for leaders/managers.

2.4.3. Conditions for measures to be taken effectively

Each university of the People's Police should be empowered, do well in formulating training plans, create necessary conditions and appropriate mechanisms to motivate, encourage and improve capacity for leaders/managers so that they could research, explore and be creative when implementing innovative English teaching methods.

Training for leaders/managers must be scientific, public, transparent, and supported by everyone. The training program and content must ensure modernity to meet the requirements of reforming English teaching methods.

Leaders/managers must have the right attitude, high responsibility, positive attitude, self-discipline in training, research, and constantly improving their qualifications.

3. Conclusion

The results of the research on the current reality of management innovation in English teaching methods in the planning stage at universities of the People's Police show that leaders/managers have a fairly high evaluation of the scale of agreement, and the degree of importance in the management of innovations English teaching method. There is a big difference in the scale of implementation during the period. This scale of leadership is only assessed at the level of "Normal" and "Weak". This reveals certain limitations on the implementation of management contents in the planning phase of leaders/managers such as managers and leaders have not yet approached and established a management model in the planning stage to innovate English teaching methods; the management in innovation teaching methods is still limited, a few leaders/managers have incorrect awareness about functions of management, weak in education management science; Some regimes and policies for innovation in English teaching methods have not been studied by leaders/managers to amend and supplement, and at the same time lack of specific sanctions, leading to the lack of real motivation to encourage lecturers to be creative in innovating English teaching methods.

From the results of the investigation of the actual reality of the contents and activities of leaders/managers in the planning stage, within the framework of this article, it is possible to propose measures to foster management capacity for innovation in English teaching for leaders/managers at the planning stage to innovate English teaching methods in some other

measures at universities of Vietnamese People's Police. The next study should test the necessity and feasibility of the proposed measures and conduct experiments to evaluate the effectiveness of the management measures and draw conclusions for the planning in the management of innovation in English teaching methods.

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

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**THỰC TRẠNG CÔNG TÁC HOẠCH ĐỊNH TRONG ĐỔI MỚI PHƯƠNG PHÁP
DẠY HỌC MÔN TIẾNG ANH TẠI CÁC CƠ SỞ ĐÀO TẠO ĐẠI HỌC
CỦA CÔNG AN NHÂN DÂN**

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TÓM TẮT

Trên cơ sở lý luận về quản lý hoạt động dạy học ở đại học nói chung và quản lý hoạt động đổi mới phương pháp nói riêng, bài báo nhằm đánh giá thực trạng việc quản lý hoạt động đổi mới phương pháp dạy học môn Tiếng Anh tại các cơ sở đào tạo đại học thuộc lực lượng công an nhân dân – đặc biệt là công tác hoạch định với 47 cán bộ quản lý và 119 giảng viên, nhằm đánh giá những ưu điểm, hạn chế. Kết quả nghiên cứu thực trạng công tác hoạch định cho thấy chủ thể quản lý bộc lộ sự hạn chế về kiến thức, năng lực quản lý hoạt động đổi mới phương pháp dạy học và kết quả đánh giá giữa mục độ đồng ý và mức độ thực hiện các nội dung trong giai đoạn hoạch định có sự chênh lệch khá cao. Từ kết quả điều tra, bài báo đề xuất biện pháp “Bồi dưỡng năng lực quản lý mới phương pháp dạy học môn Tiếng Anh cho cán bộ quản lý” để nâng cao hiệu quả công tác hoạch định trong quản lý đổi mới phương pháp dạy học môn tiếng Anh tại các cơ sở đào tạo đại học thuộc lực lượng công an nhân dân.

Từ khóa: phương pháp dạy học tiếng Anh; đổi mới phương pháp; quản lý; hoạch định