

Managing English Teaching in Vietnamese Private Language Centers Through a Nested PDCA Framework

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Abstract

Private language centers account for a substantial share of English-language provision in Vietnam, yet teaching quality is difficult to stabilize across courses, teachers, sites, and learner groups. The Plan–Do–Check–Act (PDCA) cycle offers a well-established improvement architecture, but its educational evidence base remains fragmented and concentrated at classroom or course level. This paper asks how PDCA can be adapted to the management of English teaching activities in Vietnamese private language centers. Drawing on an integrative review of improvement-science, language-program management, quality-framework, and Vietnamese policy and empirical literature, the analysis finds PDCA defensible as a governance and organizational-learning process when aims, predictions, implementation fidelity, evidence over time, and follow-up decisions are made explicit; the reviewed literature does not establish a causal effect of institution-wide PDCA on English proficiency. The Vietnamese evidence instead locates management problems at four organizational interfaces: communicative goals versus grammar-oriented delivery, professional development versus conditions for classroom enactment, monitoring versus corrective action, and service promises versus measured learning. The paper proposes N-PDCA-ELT, a nested framework that couples system, center/program, and classroom/course cycles through four documentary artifacts and specifies six design principles and a six-domain balanced measurement architecture. The contribution is a testable, context-sensitive management model rather than a claim of demonstrated effectiveness; the paper sets out a prospective multi-center validation design for testing it.

Keywords

Continuous quality improvement, English language teaching, PDCA cycle, private language centers, Vietnam.