

Exploring the Impact of French Language Skills on Police Training and International Cooperation: A Case Study of Police Trainees at the Vietnam Police Academy

Hue Nguyen Thi

Faculty of Foreign Languages, People's Police Academy, Hanoi, 10000, Vietnam

Abstract—In a globalized world, language proficiency plays a vital role in promoting international cooperation, especially within law enforcement agencies. This research investigates the impact of French language skills on police training effectiveness and cross-border collaboration readiness among police trainees at the Vietnam People's Police Academy. Employing a case study approach, this research examines how varying levels of French language proficiency contribute to professional development, enhance trainees' competencies in international operations, and improve knowledge-sharing capabilities with French-speaking counterparts. The data were collected through structured surveys and in-depth interviews, assessing variables such as confidence in international cooperation, competence in applying knowledge from French-speaking agencies, and readiness for collaborative law enforcement tasks. SPSS software was utilized to assess the data, indicating a positive correlation between French language proficiency and the trainees' confidence and effectiveness in international cooperation activities. The research confirms that integrating French language training into the curriculum at the People's Police Academy of Vietnam is a necessary strategy to enhance international capacity, support missions, foster understanding, and build trust with French-speaking partners. These findings underscore the value of incorporating language training.

Index Terms—French language proficiency, police training, international cooperation, law enforcement

I. INTRODUCTION

Police training involves a comprehensive process that prepares law enforcement officers to handle various situations, including criminal investigations and public safety, and it focuses on conflict resolution, legal knowledge, and tactical responses (Kepp, 2024). Police training equips officers to handle everyday as well as complex community challenges, promotes moral decision-making principles, and ensures responsibility and clarity in officers' activities (Modise, 2024). Technological innovations are rapidly being incorporated into training programs to more effectively prepare police for contemporary law enforcement difficulties (Guerette et al., 2021). International cooperation in law enforcement is crucial in combating transnational crimes such as terrorism, human trafficking, and organized crime, and the cooperation is facilitated by treaties and agreements (Khan et al., 2024). This cooperation facilitates intelligence sharing, resource allocation, and expertise exchange, enabling nations to address global security challenges more effectively.

Language skills are essential for effective communication, and they assist individuals in connecting, understanding, and collaborating in diverse settings (MacRae & Clark, 2021). Having proficiency in various aspects of language breaks down barriers, enhances relationships, and facilitates the exchange of ideas across cultural boundaries (Kaur et al., 2024). French language skills are crucial in international law enforcement and diplomatic contexts, as they facilitate clear communication, proper documentation, and engagement with diverse communities (Al-Tarawneh et al., 2024). Proficiency in multiple languages fosters trust and connection with diverse individuals, facilitating efficient and meaningful interactions (Ndhlovu et al., 2022). Understanding and communicating complex phrases in various languages also helps to prevent misunderstandings and promotes global collaboration (Shala, 2024).

French language skills are essential in police training and international cooperation, enabling officers to interact with French-speaking communities and access critical training materials and resources (Oriakpono & Senayon, 2024). French is a widely used language in international cooperation, facilitating smoother collaboration, intelligence sharing, and effective joint operations among countries and organizations, such as the International Criminal Police Organization (INTERPOL) and the United Nations (Cocq, 2024). The impact of French language skills in police training and international cooperation is profound; it enhances officers' ability to engage with French-speaking communities and effectively participate in global law enforcement initiatives (Olakunle, 2024). French proficiency enhances police training and international cooperation by providing access to diverse resources and facilitating intelligence exchanges among law enforcement agencies across different countries (Mulrooney et al., 2024). Therefore, French language skills are an essential asset in strengthening global security efforts and fostering international partnerships.

The Vietnam Police Academy educates trainees in criminal law, investigation techniques, public safety, and ethical conduct, combining theoretical and practical training with simulations and real-world situations (Tuan et al., 2024). The academy emphasizes communication, teamwork, and cultural understanding in addition to technical skills, preparing future officers to excel in law enforcement and foster strong community relationships (Tong et al., 2024; Michael, 2022). Figure 1 illustrates the impact of language skills on police training and international cooperation.

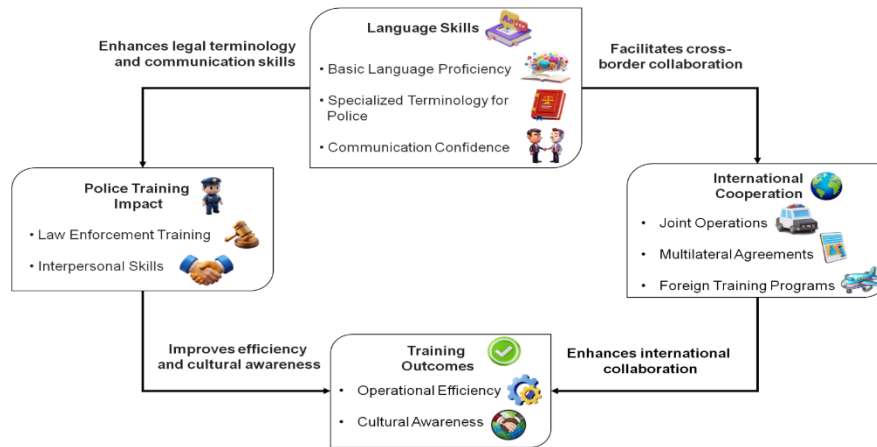


Figure 1. Impact of Language Skills in Police Training and International Cooperation

French proficiency in Vietnam enhances officers' cross-border law enforcement capabilities, facilitates access to international training resources, strengthens joint investigations, and supports global policing initiatives, contributing to international security and effective multilingual communication in law enforcement.

Objective: To evaluate the impact of French language skills on the training effectiveness and international cooperation readiness of police trainees at the Vietnam Police Academy.

Organization: Section 2 provides the literature review, and a comprehensive explanation of the materials and methods used is explained in Section 3. The overall results of the research are illustrated in Section 4, the discussion is presented in Section 5, and the conclusion of the research is provided in Section 6.

II. LITERATURE REVIEW

This literature review examines the pertinent research on police training, international collaboration, and crime prevention strategies, focusing on methodologies, empirical findings, and limitations as well as highlighting the unique challenges faced by law enforcement organizations.

Utilizing ethnographic research, interviews, and observations in European countries, Neubauer (2022) examined how police training experts bridge the gap between domestic and international policing. The trainers shared their personal experiences and participated in simulated scenarios that blurred the line between domestic and international policing.

Kleygrewe et al. (2022) investigated the training organization and delivery in six European law enforcement agencies. Conducting interviews with 16 police instructors and seven police coordinators, those authors implemented a thematic analysis of responses. The training frameworks were defined by government and police executive boards. The study was, however, limited by its sample size, which focused on six agencies and, accordingly, did not represent all European law enforcement organizations.

Jeong et al. (2024) identified key pre-deployment training used for Korean police experts. Utilizing t-tests, Borich required evaluations, and the Locus for Focus model, the researchers identified 26 training needs and categorized them into investigation, planning, and methodological elements, with partner countries' status and circumstances representing the highest priority. The study was limited to Korean experts, however, and it did not evaluate the validity of the training curriculum.

Zheng and Ma (2024) explored China's international police cooperation in transnational crime, and provided policy recommendations for the Lancang Basin. Presenting a literature review, case study, comparative analysis, expert interviews, and a SWOT analysis, the researchers identified gaps in legislation, treaties, and talent management. They suggested legislative enhancements to improve cross-border policing and recommended legal reforms, joint platforms, and training. The study was limited by restricted data access, a lack of longitudinal research, and limited applicability to other regions. Nguyen (2022) investigated the practice of translation within the enlargement effort in Vietnam, focusing on challenges and CoPs. The authors implemented a corpus-based textual analysis of the development documentation, with an emphasis on resilience terminology. They focused on translation-related and terminology issues in Vietnam with the emergence of CoPs in development translation. The study contained context-specific findings that may not be generalizable to other geographic regions.

Xia and Bao (2023) explored the accreditation, training, and employment of police interpreters in China and suggested improvements to the system. Bilingual officers and freelance interpreters were commonly employed without legal training.

They conducted an analysis of the Master of Translation and Interpreting (MTI) and the MLTI, which was referred to as the Master of Legal Translation and Interpreting. They discovered a limited impact of the MTI and MLTI programs.

Although the impact of formalism has not been widely investigated in research, Huang and Liu (2023) investigated the impact of noticed formalism, a fear of COVID-19, job burnout, and job stress on PTSD and insomnia among Taiwanese police representatives. Their sample consisted of 306 Taiwanese police officers, and a confirmatory factor analysis and SEM were utilized for hypothesis testing. The study was limited to Taiwanese police officers, and its cross-sectional data limit inferences of causality.

Yurachat and Sirivunnabood (2021) explored the challenges in Thai police counter-terrorism efforts and improved cooperation among organizations such as the Association of Southeast Asian Nations (ASEAN) and the Thai police. Employing qualitative research using comprehensive interviews with 50 participants, they investigated internal factors including insufficient counterterrorism knowledge and foreign language skills. The study contained a limited sample size and focused only on Thai police officers and ASEAN cooperation.

The response of the Home Office and Metropolitan law enforcement to the 1968 mass demonstrations and the subsequent changes in public-order policing were presented by St John (2024), who analyzed archival materials, freedom-of-information documents, and UCPI evidence. St John evaluated the police tactics and policy changes of that era, during which mass demonstrations led to alterations in crowd management, intelligence collecting, and technology use. The study was limited by the availability and scope of archival data, and it emphasized official narratives that did not fully capture the grassroots perspectives.

Villa and Jarque (2024) assessed police officer trainees' fulfillment with the public security Basic Recruit Course and compared satisfaction levels between criminology and non-criminology graduates. The data was analyzed through statistical treatment, and no significant variations in satisfaction among criminology versus non-criminology graduates were found. The study was limited to the National Capital Region Training Center's (NCRTC's) graduating trainees, and the findings do not generalize to other National Police Training Institute (NPTI) training centers.

Tran (2020) analyzed the nature of money laundering in Vietnam and evaluated Vietnam's international cooperation efforts to combat it. International cooperation has played a crucial part in fighting money laundering. Tran (2020) provided recommendations for enhancing Vietnam's law enforcement plans, but the study's scope was limited to a focus on international cooperation rather than national efforts.

Koehler (2022) identified the vulnerability factors contributing to extreme right radicalization in special operation forces (SOFs) and special weapons and tactics (SWAT) units. The research analyzed the inquiry commission reports from six elite units across the United States, Germany, Australia, and Canada. The researcher identified factors such as lack of diversity, elite warrior subcultures, echo chamber effects, and mental inflexibility as contributors to radicalization. Because the study focused on a limited number of countries and elite units, the findings do not generalize to other contexts.

El-Khatib et al. (2021) explored the role of police officers in school-based drug prevention programs and developed guidelines for their effective involvement. The authors concluded that the effectiveness of law enforcement in schools is unclear, and collaboration can enhance youths' perceptions of police, although mixed evidence exists on its effectiveness. Methodological limitations existed in the research with negative/null effects. The researchers cited variability in the actual and perceived role of police in schools.

Luong and Ngo (2024) investigated fraud in Vietnam connected to international scams, focusing on pig-butcher operations and digital fraud tactics. The research combined primary and secondary databases, and it analyzed organized crime rings and scam tactics such as phishing and identity theft. The findings were based on the available data, which may not have covered all scam types. Regional variations in scam tactics may limit the findings' generalization.

Dempsey et al. (2023) examined police officers' perspectives on artificial intelligence (AI) technologies and their impact on community-police relationships. They conducted 20 semi-structured interviews with law enforcement experts and found that the police officers believed AI serves a limited function in policing but that they expected it to grow in importance. Ethical concerns and civil rights risks were highlighted as hindering trust between the police and the community. The study focused on police officers in North Carolina, limiting its generalizability to other regions, and it acknowledged the potential for bias in the officers' perspectives.

Gomez-Bedoya (2024) explored how rapport was linguistically conveyed in interpreter-mediated police interviews, addressing the challenges of rapport-building in cross-linguistic situations. The study utilized a discourse-pragmatic analysis of trainee interpreters' renditions of police rapport-building in interviews conducted in English and Spanish. The author acknowledged that the trainee interpreters' renditions did not fully reflect the practices of experienced interpreters, and the findings were limited by the interviews having been conducted in English and Spanish.

Anders et al. (2022) examined the coping strategies and personality traits that protect against PTSD and burnout in police officers and identified high-risk profiles. Cluster and regression analyses were performed, and three profiles were identified in which personality traits and coping strategies influenced the risk of PTSD and burnout. The findings were limited to French-speaking Swiss police officers and could not be generalizable to all police forces.

In their study, Muniroh and Heydon (2024) demonstrated the adaptation of cognitive interviewing (CI) techniques for non-English-speaking, culturally diverse contexts, specifically focusing on Indonesia, using the Delphi method. The adaptation process is not universally applicable to all non-English-speaking countries and cultures, and further research is needed to test the method across diverse international contexts.

Birdi et al. (2021) recognized the main barriers to the facilitation of international information-sharing by police organizations across borders. Case studies were presented from research teams in 10 European countries, examining direct cooperation among police forces or through international agencies. The researchers stated that knowledge sharing was influenced by inter-organizational cooperation. The findings should be tested in non-European contexts, with a further concentration on particular kinds of collaboration.

III. METHODS

The present study sought to analyze the impact of French language proficiency on police training effectiveness and international collaboration. To accomplish this objective, the study utilized structured questionnaires and in-depth interviews with trainees from the Vietnam People's Police Academy.

A. Participants

A total of 500 police officer trainees participated in this study at the Vietnam People's Police Academy. The participants were selected based on their enrollment in training courses related to international cooperation and cross-border law enforcement, and the selection focused on those who had received exposure to French language training. The selection criteria included trainees who had completed at least one year of formal police training at the academy along with those who had varying proficiency levels in French, as assessed through a preliminary language proficiency questionnaire. The questionnaire categorized participants based on their French language proficiency levels, allowing for a comprehensive analysis of the influence of French language skills on training effectiveness and international collaboration readiness.

B. Data Collection

Table 1 illustrates the data collection approaches for evaluating the impact of French language proficiency on police trainees' effectiveness in international cooperation.

TABLE 1
METHODS OF DATA COLLECTION

Data Collection	Description	Sample Size	Details
Structured Surveys	A 20-item survey was used to measure French language proficiency, confidence in international cooperation, competence in applying knowledge from French-speaking agencies, and readiness for collaboration.	450 trainees	The survey, distributed online, consists of a Likert scale and multiple-choice questions, focusing on language skills, international cooperation experiences, and competence.
In-Depth Interviews	Semi-structured interviews helped gather qualitative insights into the trainees' experiences with French language training and its impact on international cooperation.	50 trainees (Purposive Sample)	Trainees were chosen based on their proficiency levels. Interviews, which lasted 30–45 minutes, were recorded and transcribed verbatim.
Data Collection Process	Surveys were distributed over a three-month period, and interviews were scheduled based on trainees' availability. Data was collected anonymously to ensure confidentiality.		Surveys were sent out with reminders after two weeks. Interviews were conducted in-person or via video conferencing, depending on logistics.

C. Demographic Profiles

Table 2 demonstrates the demographic profile for this research. It includes the age group, gender, French language proficiency, years of police training, and course involvement.

TABLE 2
DEMOGRAPHIC PROFILE

Demographic Variable	Category	Frequency (n = 500)	Percentage (%)
Age Group	18–25 years	250	50%
	26–30 years	150	30%
	31–35 years	100	20%
Gender	Male	450	90%
	Female	50	10%
French Language Proficiency	Beginner	150	30%
	Intermediate	200	40%
	Advanced	150	30%
Years of Police Training	1–2 years	300	60%
	3–4 years	150	30%
	5+ years	50	10%
Course Involvement	International Cooperation Course	400	80%
	Cross-Border Law Enforcement	100	20%

In terms of the age groups, the majority of the participants ($n = 250$; 50%) were between 18 and 25 years of age, and in terms of gender, 90% ($n = 450$) were male. In French language proficiency, the intermediate category was the highest, with 40% of participants ($n = 200$) belonging to that group. The largest group of participants in terms of years of police training was 300 (60%), with 1–2 years of training. Course involvement in the international cooperation course comprised the most participants, 80% ($n = 400$).

D. Research Hypotheses

In this research, the hypotheses aimed at examining the association between French language proficiency and police trainees' effectiveness in international law enforcement actions. It evaluated how language skills improve confidence, competence, and collaboration in cross-border operations. The hypotheses for this research are presented below.

H1: Police trainees with higher levels of French language proficiency will report greater confidence and competence in participating in international law enforcement activities.

H2: French language skills significantly improve trainees' ability to understand and apply knowledge shared by French-speaking international law enforcement agencies.

H3: There is a positive correlation between French language training and the perceived effectiveness of police trainees in cross-border operations and collaborations.

H4: The inclusion of French language skills in the curriculum positively influences the overall professional development of police trainees, better preparing them for international tasks compared to those without language training.

E. Statistical Analysis

Statistical data analysis was employed to evaluate the influence of French language proficiency on police trainees' efficacy in international cooperation. The data was analyzed utilizing the SPSS software. The study utilized statistical techniques such as analysis of variance (ANOVA), descriptive statistics, post hoc Tukey Honest Significant Difference (HSD) test, homogeneous subsets, and independent samples t-tests. Descriptive statistics were used to calculate each variable. The ANOVA was utilized to assess the differences across proficiency levels, and effect sizes measured the level of differences. Post hoc Tukey HSD tests were employed to identify specific group differences, and the homogeneous subsets were used to group proficiency levels with no significant differences. The independent samples t-tests were used to compare the trainees with and without French proficiency, with Cohen's d calculating effect sizes. All tests were performed at a $p < 0.05$ significance level.

IV. RESULT

The present research examined the impact of French language skills on police trainees' effectiveness in training and their readiness for international cooperation at the Vietnam Police Academy. This section describes the outcomes of the four hypotheses.

A. Interpretation of H1

H1: Police trainees with higher levels of French language proficiency will report greater confidence and competence in participating in international law enforcement activities. H1 was tested using ANOVA, effect size analysis, the post hoc Tukey HSD test, and homogeneous subset analysis.

(a). ANOVA

Table 3 displays the ANOVA outcomes, designed to determine whether the varying levels of French language proficiency had a substantial impact on the police trainees' confidence and competence in international law enforcement actions.

TABLE 3
ANOVA FINDINGS

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Confidence	Between Groups	257.696	2	128.848	137.122	<0.001
	Within Groups	467.010	497	.940		
	Total	724.706	499			
Competence	Between Groups	323.605	2	161.803	165.620	<0.001
	Within Groups	485.545	497	.977		
	Total	809.150	499			

The results demonstrate that French proficiency significantly impacted confidence levels ($F(137.122)$, p -value < 0.001) and competence levels (165.620), with a significant p -value < 0.001 .

(b). ANOVA Effect Sizes

Table 4 shows the ANOVA effect size outcomes, which measure the strength of the association between French proficiency and confidence and competence in international law enforcement actions.

TABLE 4
ANOVA EFFECT SIZE FINDINGS

		Point Estimate	95% Confidence Interval	
			Lower	Upper
Confidence	Eta – squared	.356	.290	.413
	Epsilon – squared	.353	.288	.410
	Omega – squared Fixed – effect	.353	.287	.410
	Omega – squared Random – effect	.214	.168	.258
Competence	Eta – squared	.400	.336	.455
	Epsilon – squared	.398	.333	.453
	Omega – squared Fixed – effect	.397	.333	.452
	Omega – squared Random – effect	.248	.200	.292

a. Eta – squared and Epsilon – squared are estimated based on the fixed – effect model.

French proficiency significantly impacted police trainees' confidence and competence in international law enforcement actions. The confidence finding of eta-squared was 0.356, indicating 35.6% of the variance in confidence, and the competence finding of eta-squared was 0.400, indicating 40% of the variance in competence. These findings underscore the importance of French proficiency in enhancing confidence and competence.

(c). *Post-Hoc Tests*

The post hoc Tukey HSD test outcomes are illustrated in Table 5. This test compared French proficiency levels to measure variations in police trainees' confidence as well as competence in international law enforcement.

TABLE 5
POST HOC TUKEY HSD FINDINGS

Dependent Variable	(I) French Proficiency	(J) French Proficiency	Mean Difference (I – J)	Tukey HSD Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Confidence	1	2	-.947987303265003*	.106643934703821	<.001	-1.198681023045427	-.697293583484579
		3	-1.735879325731097*	.104991602090049	<.001	-1.982688817023407	-1.489069834438787
	2	1	.947987303265003*	.106643934703821	<.001	.697293583484579	1.198681023045427
		3	-.787892022466094*	.107097653706468	<.001	-1.039652324277878	-.536131720654311
	3	1	1.735879325731097*	.104991602090049	<.001	1.489069834438787	1.982688817023407
		2	.787892022466094*	.107097653706468	<.001	.536131720654311	1.039652324277878
Competence	1	2	-.809349632822999*	.108739572192675	<.001	-1.064969682064646	-.553729583581351
		3	-1.940789368929461*	.107054769938889	<.001	-2.192448861527459	-1.689129876331463
	2	1	.809349632822999*	.108739572192675	<.001	.553729583581351	1.064969682064646
		3	-1.131439736106462*	.109202207131835	<.001	-1.388147326558217	-.874732145654708
	3	1	1.940789368929461*	.107054769938889	<.001	1.689129876331463	2.192448861527459
		2	1.131439736106462*	.109202207131835	<.001	.874732145654708	1.388147326558217

*, The mean difference is significant at the 0.05 level.

The findings revealed substantial differences in the confidence as well as competence among trainees of varied levels of language proficiency. Higher proficiency was associated with increased confidence as well as competence in international law enforcement duties, which confirms the hypothesis that language proficiency improves these abilities.

(d). *Homogeneous Subsets*

Table 6 shows the homogeneous subset outcomes. The Tukey HSD test compared the French language proficiency levels and their impact on the police trainees' confidence as well as competence in international law enforcement activities.

TABLE 6
FINDINGS OF HOMOGENEOUS SUBSETS

		Confidence Tukey HSD ^{a,b}		
French_Proficiency	N	Subset for alpha = 0.05		
		1	2	3
1	172	6.218144655944473		
2	159	7.166131959209475		
3	169	7.954023981675570		
Sig.		1.000	1.000	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 166.478.				
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.				
		Competence Tukey HSD ^{a,b}		
French_Proficiency	N	Subset for alpha = 0.05		
		1	2	3
1	172	6.159330604048489		
2	159	6.968680236871488		
3	169	8.100119972977950		
Sig.		1.000	1.000	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 166.478.				
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.				

The findings indicate that higher French proficiency correlates with increased confidence and competence in law enforcement.

B. Interpretation of H2

H2: French language skills significantly improve trainees' ability to understand and apply knowledge shared by French-speaking international law enforcement agencies. H2 was assessed using ANOVA, ANOVA effect sizes, the post hoc Tukey HSD test, and homogeneous subsets.

(a). ANOVA

Table 7 displays the ANOVA outcomes. The ANOVA assessed the effect of French language proficiency on the trainees' capability to comprehend and utilize knowledge from French-speaking law enforcement authorities.

TABLE 7
ANOVA FINDINGS

ANOVA					
Knowledge_Application					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	386.272	2	193.136	204.637	<.001
Within Groups	469.068	497	.944		
Total	855.339	499			

The outcome of the *F – statistic* was 204.637204.637, and the *p – value* was < 0.001 < 0.001. The *p – value* is < 0.05 < 0.05, the outcomes are statistically significant. These results suggested that French proficiency level has a significant effect on the ability to understand and apply knowledge (Knowledge_Application).

(b). ANOVA Effect Sizes

Table 8 shows the ANOVA effect size outcomes. The ANOVA effect sizes assessed the impact of French language abilities on trainees' capacity to use knowledge supplied by French-speaking law enforcement organizations.

TABLE 8
ANOVA EFFECT SIZES

ANOVA Effect Sizes ^a				
Knowledge_Application	Eta – squared	Point Estimate	95% Confidence Interval	
			Lower	Upper
	Epsilon – squared	.452	.390	.504
	Omega – squared Fixed – effect	.449	.387	.502
	Omega – squared Random – effect	.449	.387	.501
		.289	.240	.334

a. Eta – squared and Epsilon – squared are estimated based on the fixed – effect model.

Effect sizes quantified the strength of the relationship between French proficiency and knowledge application. The finding of eta-squared was 0.452, indicating that 45.2% of the variance in knowledge application was explained by French proficiency. The finding of epsilon-squared was 0.449. These large effect sizes suggested a strong impact of French language skills on knowledge-sharing ability.

(c). *Post-Hoc Tests*

Table 9 shows the post hoc test outcomes. The post hoc tests were utilized to determine the influence of varying French proficiency levels on the trainees' capacity to utilize knowledge supplied by French-speaking law enforcement organizations.

TABLE 9
POST HOC TEST FINDINGS

Multiple Comparisons						
Dependent Variable: Knowledge_Application						
Tukey HSD						
(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
French_Proficiency	French_Proficiency				Lower Bound	Upper Bound
1	2	-1.005301485622113*	.106878593426163	<.001	-1.256546830472881	-.754056140771344
	3	-2.127980693118264*	.105222625028873	<.001	-2.375333262646101	-1.880628123590428
2	1	1.005301485622113*	.106878593426163	<.001	.754056140771344	1.256546830472881
	3	-1.122679207496152*	.107333310789586	<.001	-1.374993481279465	-.870364933712838
3	1	2.127980693118264*	.105222625028873	<.001	1.880628123590428	2.375333262646101
	2	1.122679207496152*	.107333310789586	<.001	.870364933712838	1.374993481279465

*. The mean difference is significant at the 0.05 level.

The post hoc test findings showed significant disparities in knowledge utilization across the levels of French competence. The greater proficiency levels (2 and 3) outperformed the lesser proficiency level (1), which demonstrated that French language abilities enhanced trainees' knowledge utilization.

(d). *Homogeneous Subsets*

Table 10 shows the homogeneous subset outcomes. The homogeneous subsets were used to analyze the impact of varying degrees of French language skill on the trainees' capacity to use knowledge supplied by French-speaking law enforcement organizations.

TABLE 10
HOMOGENEOUS SUBSETS FINDINGS

Knowledge_Application			
Tukey HSD ^{a,b}			
French_Proficiency	N	Subset for alpha = 0.05	
		1	2
1	172	5.920630901053475	
2	159		6.925932386675587
3	169		8.048611594171739
Sig.		1.000	1.000

Means for groups in homogeneous subsets are displayed
a. Uses Harmonic Mean Sample Size = 166.478
b. The group sizes are unequal. The harmonic mean of the group sizes is used.
Type I error levels are not guaranteed.

The results demonstrated that trainees with varying levels of French proficiency (1, 2, and 3) had different knowledge-utilization ratings. No significant changes were identified across the groups, which demonstrated that proficiency does not have a considerable influence on the use of knowledge.

C. *Interpretation of H3*

H3: There is a positive correlation between French language training and the perceived effectiveness of police trainees in cross-border operations and collaborations. H3 was analyzed using an independent samples t-test, descriptive statistics, and independent samples effect sizes.

(a). *Descriptive Statistics*

The outcomes of the descriptive statistics are represented in Table 11. The descriptive statistics compared the efficacy of police trainees in international operations incorporating French language training.

TABLE 11
DESCRIPTIVE STATISTICS FINDINGS

	Curriculum_Integration	N	Group Statistics		
			Mean	SD	Std. Error Mean
Effectiveness	0	262	5.037250886303593	.992055321390974	.061289382437898
	1	238	7.085100164439688	.931876786172636	.060404600268893

The effectiveness scores for the two groups were based on Curriculum_Integration (0 = Not integrated, 1 = Integrated) Curriculum_Integration (0 = Not integrated, 1 = Integrated). The SD represents the standard deviations. The mean effectiveness score was significantly higher for the group with curriculum integration (Mean = 7.09) (Mean = 7.09) compared with the group without integration (Mean = 5.04)(Mean = 5.04). The SDs were similar for both groups, suggesting comparable variability within the groups. The police trainees who had received French language training (Group 1) reported much higher efficacy in international operations compared with the individuals who had not received French language training (Group 0).

(b). Outcome of Independent Samples T-Test

These findings are shown in Table 12. The independent samples t-test examined the association between French language training and perceived effectiveness in international operations.

TABLE 12
INDEPENDENT SAMPLES T-TEST FINDINGS

		Levene's Test for Equality of Variances		t – test for Equality of Means							
		F	Sig.	t	df	Significance	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
						One – Sided	Two – Sided		Lower	Upper	
Effectiveness	Equal variances assumed	.081	.777	-23.726	498	<.001	<.001	-2.04784927813	.086311966619205	2.217429763	1.878268792622814
	Equal variances are not assumed.			-23.79	35	<.001	<.001	-2.04784927813	.0860529147284	2.216921261	1.878777294429205

The outcome of F was (0.081), (0.081), and because $p = 0.777$, the null hypothesis for equal variations could not be disregarded. This indicated that the assumption of equal variations were met, and the pooled t-test was appropriate. The outcomes in equal variances assumed were $t(-23.726), df(498), t(-23.726), df(498)$, and $p(two - sided) is < 0.001$. A significant difference in effectiveness resulted between the two groups, with the group with the curriculum integration scoring -2.05 points higher in effectiveness. This indicated a strong relationship between French language training and better perceived effectiveness in international operations.

(c). Independent Samples Effect Sizes

Table 13 shows the outcomes of the independent samples effect sizes measurement. The effect sizes determined the significance of the association between French language training and the police trainees' effectiveness in international operations.

TABLE 13
INDEPENDENT SAMPLES EFFECT SIZES

	Standardizer ^a	Point Estimate	95% Confidence Interval	
			Lower	Upper
Effectiveness	Cohen's d	.963884805410798	-2.125	-1.904
	Hedges' correction	.965339481951192	-2.121	-1.901
	Glass's delta	.931876786172636	-2.198	-1.932

a. The denominator employed in estimating the effect sizes.
Cohen's d utilizes the pooled SD.
Hedges' correction uses the pooled SD, plus a correction factor.
Glass's delta utilizes the sample SD of the control (i. e., the second) group.

The magnitude of the difference between groups was assessed using several metrics such as Cohen's d, Hedges' correction, Cohen's d, Hedges' correction, and Glass's delta. The outcomes showed a Cohen's d of -2.125, a very large effect size, which indicated a substantial difference in effectiveness

between the two groups. Hedges' correction (-2.121) was related to *Cohen's d* *Cohen's d*, accounting for small sample size bias. The Glass's delta (-2.198) represented a large effect size, using the SD of the control group. The effect sizes consistently showed that curriculum integration had a large, statistically significant, positive impact on effectiveness.

D. Interpretation of H4

H4: The inclusion of French language skills in the curriculum positively influences the overall professional development of police trainees, preparing them better for international tasks compared with those with no language training. H4 was examined using descriptive statistics, independent samples t-tests, and independent samples effect sizes.

(a). Descriptive Statistics

Table 14 provides the descriptive statistics outcomes. The purpose of the descriptive statistics data was to compare the professional growth scores of police trainees who had received French language training with those who had not, as well as to highlight disparities between the mean values.

TABLE 14
DESCRIPTIVE STATISTICS FINDINGS

	Curriculum_Integration	N	Group Statistics		
			Mean	SD	Std. Error Mean
Professional_Development	0	262	4.865865416091415	.992671080654446	.061327424172239
	1	238	7.056209774475477	1.032823102030582	.066947978050692

The *Professional_Development* scores for the two groups were based on *Curriculum_Integration* (0 = Not integrated, 1 = Integrated). The mean professional development score was significantly higher for the group with curriculum integration (*Mean* = 7.06) compared with the group without integration (*Mean* = 4.87). Both groups showed relatively small variability within their scores, with SDs close to 1. This indicates that incorporating French language training into the program substantially improved the police trainees' professional growth, as demonstrated by higher mean scores among the previously trained individuals.

(b). Independent Samples T-Test Results

The resulting values for these statistical measures are presented in Table 15. This data analyzed whether French language proficiency had a substantial influence on professional growth in the police trainees compared with the participants without language training.

TABLE 15
INDEPENDENT SAMPLES T-TEST FINDINGS

		Levene's Test for Equality of Variances		t – test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One – Sided p	Two – Sided p			Lower	Upper
Professional_Development	Equal variances assumed	.250	.617	-24.171	498	<.001	<.001	2.190344358384062	.090618540676523	2.368386137830790	2.012302578937333
	Equal variances are not assumed.			-24.125	488.980	<.001	<.001	2.190344358384062	.090791435282617	2.368733846868687	2.011954869899436

The outcomes of *Levene's Test for Equality of Variances* were $F(0.250)$, $F(0.250)$, and $p = 0.617$. We were unable to disregard the null hypothesis for equal variations. The concept of equal variations was fulfilled, which allowed us to use the pooled t-test. The outcomes in equal variances assumed were $t(-24.171)$, $df(498)$, $t(-24.171)$, $df(498)$, and $p(two - sided) is < 0.001$, a significant difference in professional development between two groups, with the group with curriculum integration scoring 2.19 points higher. The results suggest that French language training significantly impacts professional growth, enhancing trainees' competence for international assignments. The confidence interval did not include 0.

(c). *Independent Samples Effect Sizes*

Table 16 displays the independent samples effect size outcomes. It assesses the impact of French language training on professional growth through comparisons between police trainees with and without language proficiency.

TABLE 16
INDEPENDENT SAMPLES EFFECT SIZES

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Professional_Development	Cohen's d	1.011978267532212	-2.164	-2.385	-1.943
	Hedges' correction	1.013505525807168	-2.161	-2.381	-1.940
	Glass's delta	1.032823102030582	-2.121	-2.379	-1.860

a. The denominator utilized in determining the effect sizes. Cohen's d employs the pooled SD. Hedges' correction employs the pooled SD, plus a correction factor. Glass's delta employs the sample SD of the control (i.e., the second) group.

The magnitude of the difference between groups was assessed using several metrics. Cohen's d (-2.164) showed a very large effect size, suggesting a substantial variation in professional development between the two groups. The outcome of Hedges' correction (-2.161) is related to *Cohen's d*, accounting for a small sample size bias. Glass's delta outcome (-2.121) was a large effect size, using the SD of the control group. The effect sizes consistently demonstrated that curriculum integration had a substantial and meaningful impact on professional development.

V. DISCUSSION

This study examined the impact of French language skills on police trainees' training effectiveness and international cooperation readiness at the Vietnam Police Academy. The results demonstrated that police trainees with higher French language proficiency reported greater confidence and competence in international law enforcement activities. French proficiency also significantly improves trainees' ability to understand and apply knowledge shared by French-speaking international law enforcement agencies. The study supports the hypothesis that integrating French-speaking law enforcement agencies' curricula into police training enhances trainees' perceived effectiveness and professional development. The results suggest that integrating diverse curricula positively influences professional growth in police training. The findings suggest that improving French language skills can significantly enhance the effectiveness of police training.

VI. CONCLUSION

This research has highlighted the impact of French language skills on the training effectiveness and international cooperation readiness of police trainees at the Vietnam Police Academy. The study focused on understanding how language proficiency can enhance cross-border law enforcement capabilities, professional competence, and collaborative effectiveness with French-speaking countries. All four of the research hypotheses were strongly supported by the data. The statistical significance levels for all of the hypotheses were < 0.001 , which demonstrated strong evidence against the null hypothesis. The effect sizes, *Cohen's d* values, for all of the hypotheses ranged between -2.10 – -2.10 and -2.16 – -2.16 , which indicated very large effect sizes. These results strongly support the integration of French-speaking law enforcement agencies' curricula into police training for enhanced effectiveness, cultural understanding, problem-solving abilities, and professional development. Future research could investigate incorporating more languages, comparing various police academies, and analyzing the longer-term effect on international collaboration.

REFERENCES

- [1] Al-Tarawneh, A., Al-Badawi, M., & Hatab, W. A. (2024). Translating governance and legal compliance: exploring the role of translation in facilitating corporate reporting and policy implementation. *Corporate Law & Governance Review*, 6(3), 27-36. doi: <https://doi.org/10.22495/clgrv6i3p3>
- [2] Anders, R., Willemin-Petignat, L., Rolli Salathé, C., Samson, A. C., & Putois, B. (2022). Profiling police forces against stress: Risk and protective factors for post-traumatic stress disorder and burnout in police officers. *International journal of environmental research and public health*, 19(15), 9218. doi: <https://doi.org/10.3390/ijerph19159218>
- [3] Birdi, K., Griffiths, K., Turgoose, C., Alsina, V., Andrei, D., Băban, A., ... & Vonaş, G. (2021). Factors influencing cross-border knowledge sharing by police organisations: an integration of ten European case studies. *Police Practice and Research*, 22(1), 3-22. doi: <https://doi.org/10.1080/15614263.2020.1789462>
- [4] Cocq, C. C. (2024). Definitions of Key Concepts: In Search of a Common Language to Facilitate Cross-Border Cooperation. In *Mutual Trust in Regional and Interregional Cooperation on Counterterrorism: EU and ASEAN Approaches* (pp. 21-66). Cham: Springer Nature Switzerland. doi: https://doi.org/10.1007/978-3-031-36612-3_2
- [5] Dempsey, R. P., Brunet, J. R., & Dubljević, V. (2023). Exploring and understanding law enforcement's relationship with technology: a qualitative interview study of police officers in North Carolina. *Applied Sciences*, 13(6), 3887. doi: <https://doi.org/10.3390/app13063887>

- [6] El-Khatib, Z., Herrera, C., Campello, G., Mattfeld, E., & Maalouf, W. (2021). The role of law enforcement officers/police in drug prevention within educational settings—study protocol for the development of a guiding document based on experts' opinions. *International journal of environmental research and public health*, 18(5), 2613. doi: <https://doi.org/10.3390/ijerph18052613>
- [7] Gomez-Bedoya, M. (2024). Interpreting rapport: Cross-linguistic challenges in police communication with victims. *International Journal of Language & Law (JLL)*, 13, 148-170. doi: <https://www.doi.org/10.14762/jll.2024.148>
- [8] Guerette, R. T., Przeszlowski, K., Lee-Silcox, J., & Zgoba, K. M. (2021). Improving policing through better analysis: an empirical assessment of a crime analysis training and enhancement project within an urban police department. *Police Practice and Research*, 22(4), 1425-1442. doi: <https://doi.org/10.1080/15614263.2020.1861448>
- [9] Huang, F. F. Y., & Liu, H. T. (2023). Path Model Analysis of the Effects of Perceived Formalism, and Fear of COVID-19 on Police Officers' PTSD and Insomnia. *Behavioral Sciences*, 13(10), 867. doi: <https://doi.org/10.3390/bs13100867>
- [10] Jeong, J., Park, M., Jo, H., Kim, C., & Song, J. H. (2024). Needs assessment of police pre-deployment training for dispatch experts in international development cooperation of policing. *Policing: An International Journal*, 47(2), 245-259. doi: <https://doi.org/10.1108/PIJPSM-06-2023-0083>
- [11] Kaur, B., Chaudhary, A., Bano, S., Yashmita, Reddy, S. R. N., & Anand, R. (2024). Fostering inclusivity through effective communication: Real-time sign language to speech conversion system for the deaf and hard-of-hearing community. *Multimedia Tools and Applications*, 83(15), 45859-45880. doi: <https://doi.org/10.1007/s11042-023-17372-9>
- [12] Kepp, J. J. (2024). Building an evidence-based training curriculum for public order policing: A case study. In *Public Order Policing: A Professional's Guide to International Theories, Case Studies, and Best Practices* (pp. 449-464). Cham: Springer International Publishing. doi: https://doi.org/10.1007/978-3-031-43856-1_21
- [13] Khan, S. H., Zakir, M. H., Tayyab, A., & Ibrahim, S. (2024). The Role of International Law in Addressing Transnational Organized Crime. *Journal of Asian Development Studies*, 13(1), 283-294. doi: <https://doi.org/10.62345/jads.2024.13.1.24>
- [14] Kleygrewe, L., Oudejans, R. R., Koedijk, M., & Hutter, R. I. (2022). Police training in practice: Organization and delivery according to European law enforcement agencies. *Frontiers in psychology*, 12, 798067. doi: <https://doi.org/10.3389/fpsyg.2021.798067>
- [15] Koehler, D. (2022). From superiority to supremacy: Exploring the vulnerability of military and police special forces to extreme right radicalization. *Studies in conflict & terrorism*, 1-24. doi: <https://doi.org/10.1080/1057610X.2022.2090047>
- [16] Luong, H. T., & Ngo, H. M. (2024). Understanding the Nature of the Transnational Scam-Related Fraud: Challenges and Solutions from Vietnam's Perspective. *Laws*, 13(6), 70. doi: <https://doi.org/10.3390/laws13060070>
- [17] MacRae, A., & Clark, A. (2021). Police officers' awareness of the speech, language and communication needs of young offenders. *The Police Journal*, 94(4), 539-555. doi: <https://doi.org/10.1177/0032258X20968591>
- [18] Michael, E. A. (2022). French language and security in Nigeria: an empirical analysis. *Igwebuike: African Journal of Arts and Humanities*, 8(2). doi: <https://doi.org/10.13140/RG.2.2.33912.11529>
- [19] Modise, J. M. (2024). Explore and Propose a Comprehensive Framework for Building an Ideal South African Police Service (SAPS), in Addressing Historical Challenges, Contemporary Realities, and Future Aspirations. *International Journal of Innovative Science and Research Technology*, 9(1), 2210-2231. doi: <https://doi.org/10.5281/zenodo.10653090>
- [20] Mulrooney, K., Bullock, K., Mouhanna, C., & Harkness, A. (2024). Police relationships and engagement with rural citizens: perspectives of front-line police in the United Kingdom, Australia, and France. *Policing: An International Journal*, 47(3), 340-352. doi: <https://doi.org/10.1108/PIJPSM-12-2023-0173>
- [21] Muniroh, R. D. D. A., & Heydon, G. (2024). The efficacy of the Delphi method for adapting cognitive interviewing instructions into culturally and linguistically diverse international policing contexts. *The International Journal of Speech, Language and the Law*, 31(1), 131-153. doi: <https://doi.org/10.1558/ijsl.24367>
- [22] Ndhlovu, F., Mulrooney, K., Mutongwizo, T., & Harkness, A. (2022). Mapping intercultural communication imperatives of police-public interactions in rural spaces. *International Journal of Rural Criminology*, 7(1), 134-147. doi: <https://doi.org/10.18061/ijrc.v7i1.8874>
- [23] Neubauer, P. (2022). Making the international work: Police training experts as brokers for international missions. *International Peacekeeping*, 29(3), 522-547. doi: <https://doi.org/10.1080/13533312.2022.2080662>
- [24] Nguyen, N. (2022). Scoping out emerging communities of practice of translation in development work in Vietnam: Empirical evidence from the perspective of Translation Studies. *Journal of Specialised Translation*, (37), 116-138.
- [25] Olakunle, A. M. (2024). French language proficiency as panacea to border insecurity. *Journal of The Nigerian Academy of Education*, 19(1), 162-174.
- [26] Oriakpono, M., & Senayon, E. (2024). French Language Integration and Security Dynamics on Nigerian Borders. *NIU Journal of Humanities*, 9(1), 189-199. doi: <https://doi.org/10.58709/niujhu.v9i1.1851>
- [27] Shala, A. (2024). Something between a colleague and a tool: exploring the complex nexus between the role, responsibilities, and expectations of language assistants in multinational police settings in Kosovo (1999–2018). *Perspectives*, 1-20. doi: <https://doi.org/10.1080/0907676X.2024.2414258>
- [28] St John, J. (2024). Consolidating 'traditional methods' of public order policing: the response of the Home Office and the Metropolitan Police to mass demonstrations in 1968. *Contemporary British History*, 38(2), 270-298. doi: <https://doi.org/10.1080/13619462.2023.2275197>
- [29] Tong, T. M. T., Sakurai, A., Shaw, R., Nguyen, N. H., Nguyen, T. H., Do, K. T., & Kieu, T. K. (2024). Assessment of comprehensive school safety in Vietnam: From policy to practice. *Progress in Disaster Science*, 24, 100364. doi: <https://doi.org/10.1016/j.pdisas.2024.100364>
- [30] Tran, H. Q. (2020). International cooperation to combat money laundering in the Southeast Asia: a narrative perspective in Vietnam. *JL Pol'y & Globalization*, 96, 76. doi: <https://doi.org/10.7176/JLPG/96-09>
- [31] Tuan, H. M., Chau, H. X., & Do Ngoc, H. (2024). Juvenile and Effective Solutions to Prevent Juvenile Recidivism—Perspectives of Judicial Officers of Vietnam. *Journal of Ecohumanism*, 3(7), 4562-4573. doi: <https://doi.org/10.62754/joe.v3i7.4568>

- [32] Villa, E. B., & Jarque Jr, V. L. (2024). Assessment of Police Trainees' Satisfaction with the Public Safety Basic Recruit Course of The National Police Training Institute. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(7), 2558-2576. doi: <http://dx.doi.org/10.11594/ijmaber.05.07.16>
- [33] Xia, J., & Bao, X. (2023). Progress, limitations and prospects of police interpreting professionalization in China. *Cogent Social Sciences*, 9(2), 2248749. doi: <https://doi.org/10.1080/23311886.2023.2248749>
- [34] Yurachat, S., & Sirivunnabood, P. (2021). Thai police and counter terrorism cooperation in ASEAN. *Croatian International Relations Review*, 27(87), 160-176.
- [35] Zheng, Z., & Ma, S. (2024). Research on International Police Cooperation from the Perspective of Foreign-Related Rule of Law-Taking Lancang-Mekong Law Enforcement and security Cooperation as an Example. *Journal of Theory and Practice of Social Science*, 4(03), 55-70. doi: [https://doi.org/10.53469/jtpss.2024.04\(03\).10](https://doi.org/10.53469/jtpss.2024.04(03).10)



Hue Ng. Thi is a Senior Lecturer in French Language at the People's Police Academy. She holds a Bachelor's degree in French and English from the University of Languages and International Studies, Vietnam National University, Hanoi.

Ms. Hue Ng. Thi completed her Master's degree in French and PhD in Teaching Methodology at the University of Languages and International Studies, Vietnam National University, Hanoi. Her research areas include Teaching Methodology Theory, Educational Technology, and Foreign Language Testing and Assessment.

She has authored numerous articles with ISBN indexes and participated in national and international conferences on French language teaching and learning.