

# Enhancing Communication Skills in Early Childhood Education: Innovative Approaches for English as a Second Language (ESL) Teachers

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## Abstract

This research investigated the use of innovative teaching approaches among English as a Second Language (ESL) teachers in enhancing the communication skills of young learners in early childhood education. Specifically, it described the respondents' demographic profile, determined the extent of use of innovative teaching approaches in terms of play-based learning, technology integration, and culturally responsive pedagogy, identified the challenges encountered, and examined the relationships among the variables. The study employed a quantitative descriptive-correlational research design involving 55 English as a Second Language (ESL) teachers. Data were gathered through a structured researcher-made survey questionnaire administered through Google Forms. Frequency, percentage, weighted mean, and standard deviation were used for descriptive analysis, while Chi-square and Pearson product-moment correlation were used for inferential analysis. The findings showed that most respondents were female, aged 30-39 years, had six to ten years of teaching experience, held a Bachelor's Degree in Education or ESL, had ESL-related training. ESL teachers frequently employed innovative teaching approaches, with play-based learning receiving the highest rating, followed by culturally responsive pedagogy and technology integration. They also encountered challenges related to differences in instructional time. Results showed no significant relationship between the respondents' demographic profile and implementation of innovative teaching approaches. Likewise, no significant relationship was found between challenges encountered and implementation. The study concluded that ESL teachers frequently employ innovative teaching approaches despite classroom challenges. Continuous professional development, instructional support, technology integration, and culturally responsive teaching are recommended.

*Keywords:* English as a Second Language (ESL); early childhood education; innovative teaching approaches; play-based learning; technology integration; culturally responsive pedagogy; communication skills; ESL teachers

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## CHAPTER 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

A child's brain develops rapidly, beginning the first day they are born, and continues to soak up

information like a sponge. Early childhood sets the foundation for how children grow into lifelong learners. This process starts with communication, which fosters interpersonal relationships and helps them flourish in the classroom and beyond. These skills enable children to express their needs, build relationships, and engage meaningfully in the classroom. However, for learners who are acquiring English as a Second Language (ESL), developing effective communication can be more challenging, as they must navigate both linguistic and cultural barriers (Lightbown & Spada, 2021).

Recent research continues to affirm that early childhood is a critical period for language acquisition, particularly between the ages of three and eight, when children exhibit heightened neurocognitive sensitivity to linguistic input and communication development. Studies show that children in this age range rapidly acquire new vocabulary, strengthen receptive and expressive language skills, and develop foundational communication competencies when immersed in rich language environments. For example, Nguyen et al. (2025) found that preschoolers (ages 3–7) effectively acquire second-language skills through play-based learning, while Castro, Franco-Jenkins, and Chaparro-Moreno (2025) demonstrated that dual-language preschool settings significantly improve young learners' linguistic and literacy outcomes. Hoff et al. (2025) further confirmed that increased linguistic exposure during early childhood directly accelerates both receptive and productive language development. These findings reinforce the idea that early childhood is not only an optimal window for language learning but also a decisive stage during which English as a Second Language (ESL) teachers can shape communication development through intentional, developmentally appropriate, and innovative instructional approaches.

Current teaching practices remain dominated by traditional methods that fail to address the communicative and social needs of young learners. For example, worksheets and grammar-based instruction do not adequately prepare children to use language in authentic settings (Espinosa, 2022). In addition, teachers will lack adequate training in innovative strategies that foster interactive, play-based, and technology-supported communication practices. The absence of these methods places English as a Second

Language (ESL) learners at risk of lagging behind their peers in both language and literacy development.

In recent years, innovative approaches to teaching have emerged as effective strategies to support the development of communication skills among English as a Second Language (ESL) learners. Play-based activities, storytelling, technology integration, and collaborative group learning have been shown to promote authentic language use and increase student engagement (Piker & Rex, 2020). Such methods move beyond rote memorization and drill-based instruction, providing children with interactive experiences that help them develop both verbal and non-verbal communication skills in meaningful contexts.

Moreover, globalization and the growing diversity of classrooms have intensified the need for pedagogical approaches that are not only linguistically supportive but also culturally responsive. As schools enroll children from increasingly varied linguistic and cultural backgrounds, teachers must adopt instructional strategies that affirm students' identities while supporting their language development. Studies show that culturally and linguistically responsive pedagogy is essential for promoting equitable learning in multilingual classrooms shaped by global migration and demographic change (Soufghalem, 2024). Research syntheses further highlight that students who speak non-dominant languages benefit significantly when teachers employ instructional methods that integrate linguistic scaffolding with cultural affirmation (Schimböck et al., 2024). Likewise, Ashton (2025) notes that educators are being called to reposition their practice to meet the needs of culturally and linguistically diverse learners. As schools continue to serve children from diverse linguistic backgrounds, English as a Second Language (ESL) teachers must innovate to bridge gaps, create inclusive environments, and ensure that every learner can succeed.

This study examined the innovative approaches employed by English as a Second Language (ESL) teachers to enhance communication skills in early childhood education. By focusing on teaching practices, challenges, and outcomes, it aimed to highlight effective strategies that empower both educators and learners. Ultimately, this research sought to advance early childhood English as a Second Language (ESL) instruction by promoting communication practices that foster academic success, social development, and lifelong

learning.

### **Theoretical Framework**

This study is anchored in several theories that explain how communication skills develop in early childhood and how English as a Second Language (ESL) teachers can employ innovative approaches to enhance them. These theories provide the foundation for understanding both the processes of language learning and the pedagogical strategies most suited to multilingual learning environments.

Vygotsky's Sociocultural Theory emphasizes that learning is a socially mediated process, with interaction between teachers and peers playing a central role in language development. His concept of the Zone of Proximal Development (ZPD) highlights the value of scaffolding, where teachers provide guided support that enables learners to accomplish tasks slightly beyond their independent capabilities (Vygotsky, 1978). In the English as a Second Language (ESL) classroom, play-based activities, group collaboration, and role-playing can be powerful tools for nurturing communication skills in early learners.

Complementing this, Krashen's Input Hypothesis asserts that second language acquisition occurs most effectively when children are exposed to comprehensible input—language that is slightly above their current level but still understandable with the help of context (Krashen, 1985). This principle underscores the need for innovative teaching approaches, such as storytelling with visual supports, interactive songs, and digital media, that provide young learners with engaging, accessible opportunities to develop their communication skills.

Bruner's Constructivist Theory also supports the importance of active learning, suggesting that children construct knowledge through discovery and participation (Bruner, 1983). His idea of scaffolding aligns with Vygotsky's framework but further emphasizes the role of structured learning experiences, in which teachers design tasks that enable learners to build their own understanding. Innovative strategies such as project-based learning, dramatization, and guided play align with this theory, enabling English as a Second Language (ESL) students to practice communication in meaningful contexts.

In addition, Piaget's Cognitive Development Theory provides insight into why early childhood is a critical stage in the development of communication. According to Piaget, children between the ages of two and seven are in the preoperational stage, where they begin to use symbolic thought and language to represent objects and ideas (Piaget, 1952). This stage of cognitive growth supports the integration of songs, games, and visual aids into English as a Second Language (ESL) instruction, as these activities align with children's developmental readiness and enhance their capacity to acquire communication skills.

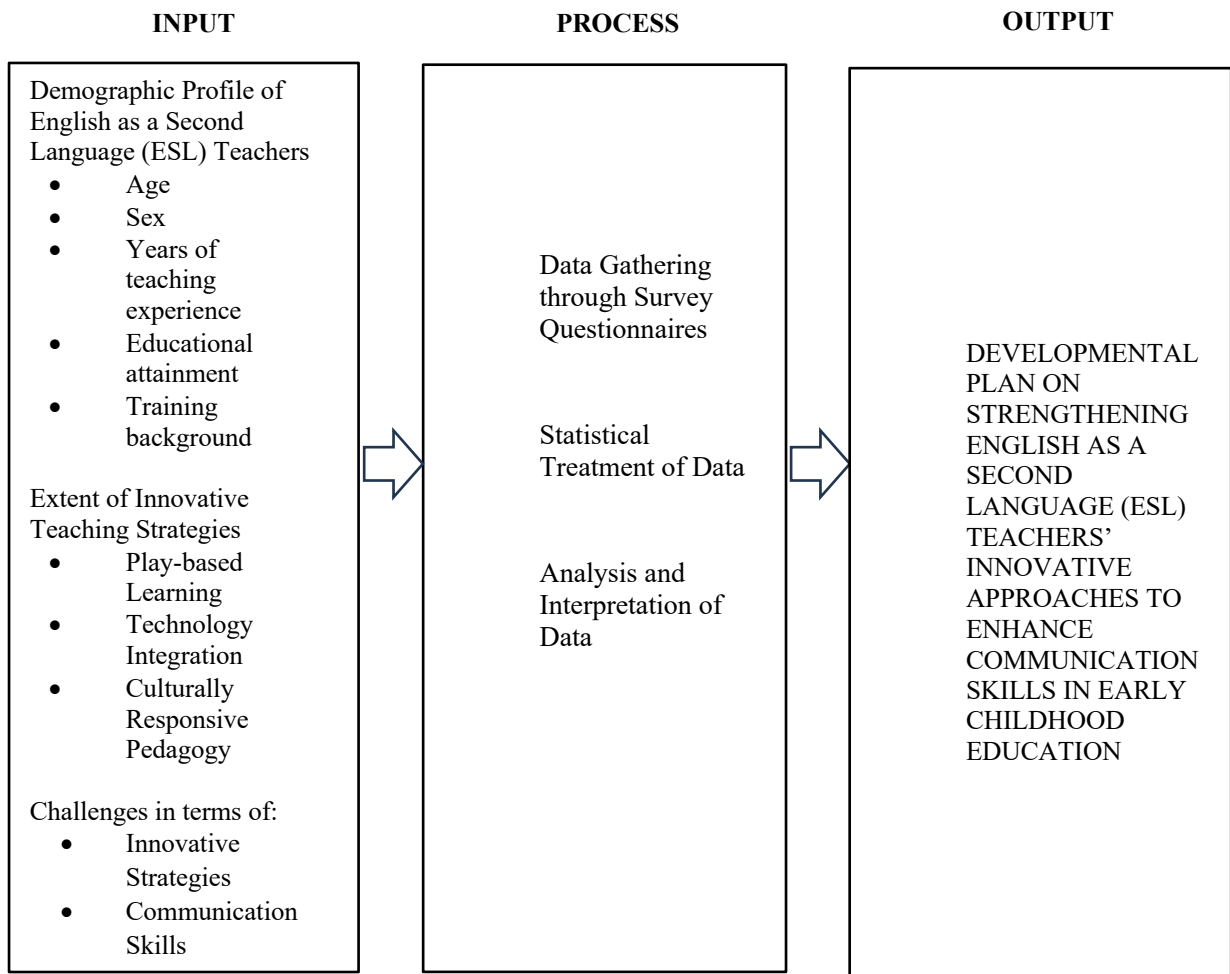
Finally, the principles of Communicative Language Teaching (CLT) emphasize authentic communication and meaningful interaction as the core goals of language instruction (Richards & Rodgers, 2014). Unlike traditional grammar-focused approaches, Communicative Language Teaching (CLT) encourages learners to use language for real-life purposes. For English as a Second Language (ESL) teachers in early childhood education, this framework validates the use of innovative strategies such as role-plays, collaborative tasks, and technology-assisted interactions, all of which provide learners with opportunities to practice functional communication in supportive environments.

Taken together, these theories establish a strong foundation for this study. Vygotsky and Bruner highlight the role of scaffolding and social interaction; Krashen emphasizes comprehensible input; Piaget points to developmental readiness; and Communicative Language Teaching (CLT) underscores authentic communication as the goal of instruction. Together, they demonstrate that communication skills in early childhood thrive when instruction is interactive, engaging, and developmentally appropriate. Grounded in these perspectives, this study will examine how English as a Second Language (ESL) teachers employ innovative approaches to enhance communication skills in young learners, ensuring both linguistic growth and holistic development.

### **Conceptual Framework**

The conceptual framework of this study is anchored on the Input, Process, Output (IPO) model, which guides the overall structure of the research. This framework illustrates how the study's variables are

organized and how the investigation progresses from identifying the inputs to conducting the research and producing the intended output.



**FIGURE 1. Conceptual Model of the Study**

The inputs of this study consist of three main components. First, the demographic profile of the English as a Second Language (ESL) teachers is gathered, specifically their age, sex, years of teaching experience, educational attainment, and training background. Second, the extent to which teachers employ innovative teaching strategies is examined, with a focus on three categories: play-based learning, technology

integration, and culturally responsive pedagogy. Third, the challenges teachers encounter in implementing innovative strategies and communicating effectively are considered part of the initial data for analysis.

The study involves operationalizing the research procedures and methods. This includes developing a structured survey questionnaire, distributing it via Google Forms, and collecting responses from English as a Second Language (ESL) teachers in early childhood education. After the data are gathered, they are subjected to appropriate statistical treatments such as frequency and percentage, weighted mean and standard deviation, rank order, Chi-square test, ANOVA, and Pearson product-moment correlation. The data are then analyzed and interpreted in accordance with the research questions and hypotheses.

The output of this study is a proposed developmental plan designed to assist English as a Secondary Language (ESL) teachers in enhancing communication skills among early childhood learners. This plan is based on the study's findings and takes into account the demographic profile of teachers, the innovative strategies they employ, the challenges they face, and the relationships among these variables. The developmental plan serves as a resource for teachers, curriculum designers, and policymakers in strengthening English as a Second Language (ESL) instruction in early childhood education.

Through this conceptual framework, the study systematically links its variables and procedures to produce practical, research-based recommendations that benefit both teachers and learners.

## **Statement of the Problem**

This study determined to examine the innovative approaches that English as a Second Language (ESL) teachers employ to enhance communication skills in early childhood education. Specifically, it attempted to answer the following questions that can help determine and give information:

1. What is the demographic profile of English as a Second Language (ESL) teachers in early childhood education in terms of:

1.1. age;

1.2. sex;

- 1.3. years of teaching experience;
  - 1.4. educational attainment; and
  - 1.5. training background?
2. What is the extent to which English as a Second Language (ESL) teachers employ innovative teaching strategies in terms of:
- 2.1. play-based learning;
  - 2.2. technology integration; and
  - 2.3. culturally responsive pedagogy?
3. What are the challenges English as a Second Language (ESL) teachers encounter in terms of:
- 3.1 innovative strategies
  - 3.2 communication skills?
4. Is there any significant influence of English as a Second Language (ESL) teachers' ability to implement innovative teaching approaches when grouped according to demographic profile?
5. Is there any significant relationship between the challenges encountered by English as a Second Language (ESL) teachers and their implementation of innovative teaching approaches to enhance the communication skills of young learners in early childhood education?
6. Based on the findings of the study, what developmental plan may be proposed?

### **Hypotheses**

1. There is no significant influence in the implementation of innovative teaching approaches among English as a Second Language (ESL) teachers when grouped according to demographic profile in terms of age, sex, years of teaching experience, educational attainment, and English as a Second Language (ESL) training background.
2. There is no significant relationship between the challenges encountered by English as a Second Language (ESL) teachers and their implementation of innovative teaching approaches to enhance the communication

skills of young learners in early childhood education.

### **Scope and Delimitation of the Study**

The study aimed to assess the innovative approaches that English as a Second Language (ESL) teachers employed to enhance communication skills in early childhood education. The scope of this study was limited to early childhood education settings (preschool and kindergarten) where English was taught as a second language. It did not include upper primary or secondary English as a Second Language (ESL) settings because the developmental focus of communication differs significantly at those stages.

The study was also delimited by its reliance on teachers' perspectives and classroom practices, rather than longitudinal tracking of student outcomes beyond early childhood. While the findings provided valuable insights, generalization was limited to contexts with similar cultural and linguistic diversity. Furthermore, the data gathered from this study served as the basis for developing a plan intended to help English as a Second Language (ESL) teachers enhance children's early communication skills.

### **Significance of the Study**

This study contributed to both academic literature and practical teaching in early childhood education. Specifically, the findings of the study may benefit the following:

**English as a Second Language (ESL) Teachers.** The study provided evidence-based recommendations and practical strategies to enhance communication skills. By identifying innovative teaching approaches, the findings may empower teachers to adapt their practices to diverse linguistic contexts.

**Young Learners.** The application of appropriate and innovative teaching approaches may support learners' academic and social development. Improved communication skills may help learners interact with peers, express themselves, and participate actively in learning activities.

**Curriculum Developers.** The findings may inform curriculum developers by providing insights into integrating innovative, culturally responsive strategies to develop communication skills.

**Policymakers.** The findings may highlight the importance of professional development programs

and appropriate resource allocation to strengthen English as a Second Language (ESL) teaching practices in early childhood.

**Researchers.** This study contributed to the existing literature on second-language acquisition in early childhood and may provide a basis for future research on innovative teaching approaches and the development of communication skills among young learners.

### **Definition of Terms**

For a better understanding of the study, the following terms were defined operationally and conceptually.

**Challenges Encountered.** The difficulties experienced by English as a Second Language (ESL) teachers in developing young learners' communication skills include differences in English proficiency, limited instructional time, curriculum requirements, and inadequate preparation or specialized ESL training.

**Communication Skills.** The abilities of young learners to understand and express ideas through listening, speaking, and other forms of language interaction.

**Culturally Responsive Pedagogy.** An approach to teaching that connects instruction with learners' cultural backgrounds, experiences, and languages to make learning more meaningful, inclusive, and effective.

**Demographic Profile.** The characteristics of the respondents in terms of age, sex, years of teaching experience, educational attainment, and training background.

**Early Childhood Education.** Educational programs are designed for children from birth to age 8, with a particular focus on preschool and kindergarten.

**English as a Second Language (ESL).** Educational programs in which English will be taught to learners whose first language is not English.

**English as a Second Language (ESL) Teachers.** Teachers who provide English language instruction to young learners in early childhood education settings.

**Implementation of Innovative Teaching Approaches.** The extent to which ESL teachers apply

play-based learning, technology integration, and culturally responsive pedagogy in their teaching practices.

**Innovative Approaches.** Research-based strategies, including play-based learning, digital tools, and culturally responsive pedagogy, will be used to enhance language development.

**Learner Differences.** Variations among young learners in English proficiency, learning needs, abilities, experiences, and pace of language development.

**Play-based Learning.** The use of purposeful play, games, storytelling, role-playing, songs, and interactive activities to support learning and communication development.

**Technology Integration.** The purposeful use of digital tools and resources to support instruction, learner engagement, and communication skill development.

**Training Background.** Refers to the ESL-related education, certificates, workshops, training programs, or graduate units completed by the respondents.

**Young Learners.** Refers to preschool and kindergarten children who are developing their English language and communication skills.

## CHAPTER 2

### Review of Related Literature and Studies

This chapter reviews related literature that supports the study titled Enhancing Communication Skills in Early Childhood Education: Innovative Approaches for English as a Second Language (ESL) Teachers. It focuses on communication development in early childhood, second-language acquisition, innovative approaches to English as a Second Language (ESL) instruction, the challenges teachers encounter, and the role of teacher demographics in shaping language pedagogy. By synthesizing findings from prior studies, this review establishes the conceptual foundation for the research and highlights the gaps the present study seeks to address.

#### Communication Skills in Early Childhood

Communication is widely recognized as a cornerstone of children's holistic development, shaping emotional, social, cognitive, and academic trajectories. Effective communication skills enable children to express thoughts and feelings, negotiate social interactions, and build self-confidence. Öztürk (2023) reports that early communication abilities are closely linked with children's social adaptation, emotional regulation, and problem-solving skills, showing that language proficiency supports both interpersonal relationships and school adjustment.

In early childhood, communication develops in constant interaction with other domains such as cognitive growth, social competence, and emotional well-being rather than in isolation. Educators, therefore, play a central role by providing intentional, language-rich interactions. Recent work on “communicating with clarity” in early childhood classrooms emphasizes that teachers who explicitly talk with children about what they are learning, why they are learning it, and how they will know they are successful, promote deeper engagement and metacognitive awareness (Thunder, Almarode, Fisher, Frey, & Demchak, 2024). These practices typically incorporate storytelling, open-ended questioning, and multimodal cues (e.g., gestures, visuals, manipulatives), which together support receptive and expressive language while also building

children's sense of ownership over their learning.

Studies using classroom observation tools show that when teachers intentionally extend children's talk by elaborating, asking follow-up questions, and introducing new vocabulary, children demonstrate stronger language and early literacy outcomes than peers in classrooms with primarily directive or low-scaffolded talk. Such findings underscore the need for early childhood environments that prioritize rich, interactive communication as a foundation for later academic success.

### **Second Language Acquisition in Early Childhood**

In multilingual contexts, acquiring English as a Second Language (ESL) presents both opportunities and challenges for young children. Krashen's Input Hypothesis argues that second language acquisition is most effective when learners receive *comprehensible input* slightly beyond their current level of competence ( $i+1$ ), ideally in low-anxiety, meaning-focused situations (Krashen, 1985). In early childhood classrooms, this input is often mediated through songs, stories, play episodes, and teacher-guided interactions that make language meaningful and accessible.

Lightbown and Spada's (2021) synthesis of second language acquisition (SLA) research further confirms that young learners benefit from plentiful, comprehensible input combined with opportunities for interaction and feedback. Paradis (2021) shows that children exposed to a second language early in life tend to develop stronger long-term proficiency, including vocabulary growth and morphosyntactic accuracy, compared with peers who begin later. These findings support the view that early childhood represents a particularly sensitive period for building communication competencies in a second language.

Recent scholarship also highlights affective and contextual factors. Studies on language-learning emotions demonstrate that enjoyment and anxiety fluctuate with classroom conditions and teacher practices; anxiety can inhibit willingness to speak, whereas supportive, well-structured interaction can foster greater participation (Dewaele & Dewaele, 2020; Aubrey, 2022). For young English as a Second Language (ESL) learners, limited exposure to English outside school, cultural mismatches, or negative classroom experiences

can heighten anxiety and reduce risk-taking in communication.

At the same time, large-scale reviews of early dual language education (DLE) show that programs that systematically support both the home language and English are associated with stronger language, literacy, and sometimes mathematics outcomes for young bilingual children (Castro, Franco-Jenkins, & Chaparro-Moreno, 2025). These results suggest that early English as a Second Language (ESL) instruction is most effective when it builds on children's existing linguistic resources rather than replacing them, and when classroom practices are emotionally supportive and culturally responsive.

### **Innovative Approaches to English as a Second Language (ESL) Instruction**

#### **Play-Based and Game-Based Learning**

A growing body of research identifies play- and game-based learning as highly effective in promoting second-language communication in early childhood. A recent systematic review of second-language learning through play in early childhood education concludes that guided play, role-play, and drama activities provide authentic contexts for language use and meaning negotiation, leading to gains in vocabulary, narrative skills, and pragmatic competence (Song, 2024). These activities allow children to experiment with language in low-stakes situations, collaborate with peers, and embed new words in meaningful scenarios—all of which support spontaneous oral communication.

Studies in bilingual and English as a Second Language (ESL) settings similarly report that learning centers and play scenarios (e.g., pretend shops, doctor's offices, or family corners) encourage children to use the target language for real purposes such as requesting objects, negotiating roles, or solving problems. For English learners, these play contexts often reduce performance pressure and allow children to draw on gestures and home-language resources as they gradually increase their English output.

#### **Technology-Enhanced Language Learning**

Technological tools have also transformed English as a Second Language (ESL) instruction for young children by providing multimodal input and interactive practice opportunities. Reviews of technology

use in early childhood report that digital storybooks, language learning apps, and interactive videos can support vocabulary, listening comprehension, and emergent literacy when used in developmentally appropriate ways and accompanied by adult mediation (Paul, Jensen, & Spencer, 2023; Chu, Wu, & Fang, 2024).

For example, interactive e-books with embedded audio and animations can scaffold comprehension for emergent bilinguals, while apps that require children to respond verbally or choose among options provide immediate feedback and repeated exposure to target structures. Meta-analytic work on digital game-based learning in early schooling finds moderate positive effects on motivation and language learning, particularly when games incorporate clear learning goals and opportunities for collaboration (Adeyemi, 2025). [Premier Science](#). Such findings suggest that technology, when intentionally selected and integrated, can extend communication opportunities beyond traditional teacher-led instruction.

### **Culturally Responsive Pedagogy**

Equally important are approaches that foreground students' cultural and linguistic identities. In early childhood, this translates into classroom practices that integrate children's home languages, family narratives, and cultural practices into daily activities.

Empirical studies with dual language learners show that classrooms offering consistent support for the home language through bilingual books, songs, and teacher talk tend to have higher quality interactions and more advanced Spanish vocabulary and reasoning skills for Hispanic/Latine children than English-only classrooms (Figuera-Daniel & Li, 2021; Partika et al., 2021). A recent systematic review of Dual Language Acquisition (DLE) likewise finds that early bilingual programs promote both academic and linguistic outcomes when they intentionally value and build on children's full linguistic repertoires (Castro et al., 2025). Guidance documents for early childhood systems now explicitly call for "developmentally, culturally, and linguistically appropriate" practices, emphasizing that culturally responsive environments reduce communication barriers and foster a sense of belonging for multilingual learners. When teachers affirm children's identities and create

space for translanguaging strategic movement between languages, children are more likely to participate, share ideas, and take risks in English.

### **Challenges in Implementing Innovative Strategies**

Despite the promise of play-based, technology-enhanced, and culturally responsive approaches, teachers often encounter significant obstacles in implementing them. A common challenge is insufficient preparation and ongoing professional learning. Baecher and Burns (2020) note that many English as a Second Language (ESL) and early childhood teachers report limited opportunities for sustained, practice-focused professional development (PD) on innovative instructional models; as a result, they may default to traditional, teacher-centered methods that feel more manageable.

Structural conditions also constrain implementation. Studies of early childhood classrooms identify large class sizes, limited instructional time, and a lack of appropriate materials as barriers to providing individualized language support and play-rich learning opportunities. In many systems, accountability pressures and academically oriented curricula push teachers toward direct instruction and worksheet-based tasks, making it difficult to sustain play-based or project-based learning even when teachers value these approaches.

Another challenge concerns balancing academic expectations with developmentally appropriate practice. Lightbown and Spada (2021) caution that language instruction must respect children's cognitive and socio-emotional readiness; pushing complex academic language without adequate scaffolding can increase frustration and disengagement for young learners. Teachers of English as a Second Language (ESL) children must therefore navigate tensions between meeting standards and providing rich, experiential learning that supports communication.

Finally, affective and relational factors complicate implementation. Research on classroom emotions shows that when learners experience high anxiety, they participate less and benefit less from interaction-rich practices; yet building a low-anxiety, trusting climate requires time, sensitive teacher-child relationships, and

attention to cultural mismatches (Dewaele & Dewaele, 2020). Without institutional supports such as coaching, collaborative planning time, and access to high-quality materials, even motivated teachers may struggle to apply innovative strategies consistently.

### **Influence of Teacher Demographics on English as a Second Language (ESL) Instruction**

Teachers' demographic and professional characteristics, including age, experience, educational attainment, training, and linguistic background, shape the fostering of communication skills in English as a Second Language (ESL) early childhood classrooms.

Studies on early childhood educators suggest that teaching experience is associated with certain dimensions of classroom quality, particularly instructional support and the ability to extend children's talk (e.g., by asking open questions and elaborating on children's utterances). However, the relationship is not purely linear. Some research finds that less experienced teachers, especially those recently trained, may be more likely to adopt new, evidence-based practices and adhere closely to developmental standards, whereas veteran teachers may rely on established routines that do not always capitalize on innovative strategies. This suggests that experience contributes both strengths (classroom management, interactional skill) and potential limitations (reduced openness to change).

Educational attainment also matters. In a health-promotion intervention in early childhood settings, Gustafsson et al. (2023) found that teachers with higher qualifications demonstrated greater fidelity in implementing program components, suggesting that formal education can equip educators with broader pedagogical repertoires and a better understanding of child development. Similar patterns appear in research on classroom process quality, where higher credentials are associated with more cognitively stimulating and language-rich environments, though the effects are often modest and mediated by ongoing professional development (PD) and working conditions.

Among demographic variables, professional development and training are consistently identified as the most actionable and influential factors for improving English as a Second Language (ESL) instruction.

Randomized controlled trials and quasi-experimental studies show that professional development (PD) focused on language-support strategies (e.g., open-ended questioning, vocabulary elaboration, dialogic reading) can improve both teacher practice and children's language outcomes. For instance, a language-based professional development (PD) program called Teacher–Child Talk (TwC) led to greater gains in children's sentence comprehension when educators were trained in its strategies than when untrained peers were (Zucker et al., 2024). Similarly, Babinski et al. (2025) report that a professional learning program for teachers of young multilingual learners significantly increased teachers' use of evidence-based literacy practices and improved students' language and literacy skills.

Beyond these formal indicators, teachers' cultural and linguistic backgrounds profoundly shape English as a Second Language (ESL) instruction. Figueras-Daniel and Li (2021) found that preschool classrooms with bilingual teacher-assistant staffing patterns provided higher quality supports for dual language learners than classrooms staffed solely by monolingual English speakers, as measured by the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA). Partika et al. (2021) likewise reported that Spanish-language supports in preschool were linked to stronger Spanish expressive vocabulary and quantitative reasoning skills among Spanish-speaking dual language learners. These findings suggest that when educators share children's home language and cultural background, they can more effectively scaffold comprehension, maintain familial connections, and validate children's identities.

In summary, teacher demographics, including age, experience, education, professional learning, and cultural–linguistic identity, collectively influence the extent to which innovative, communication-rich strategies are adopted in English as a Second Language (ESL) early childhood classrooms. Demographic characteristics are not deterministic, but they interact with institutional supports to shape practice.

## **Synthesis**

The reviewed literature points to several areas of consensus. First, communication skills are foundational to children's holistic development and are most effectively nurtured through intentional,

interactive, and language-rich environments (Öztürk, 2023; Thunder et al., 2024). Second, early childhood is a critical period for second language acquisition. Young children benefit from abundant comprehensible input, emotionally supportive contexts, and opportunities for meaningful interaction in both their home language and English (Krashen, 1985; Lightbown & Spada, 2021; Paradis, 2021; Castro et al., 2025).

Third, innovative approaches including play-based learning, technology-enhanced instruction, and culturally responsive pedagogy consistently show positive effects on young English as a Second Language (ESL) learners' language, literacy, and engagement when thoughtfully implemented (Song, 2024; Chu et al., 2024; Adeyemi, 2025; Figueras-Daniel & Li, 2021). These approaches create rich contexts in which children can experiment with language, connect learning to their lives, and participate actively in classroom discourse.

At the same time, persistent gaps and tensions emerge. Research documents substantial challenges in implementing innovative strategies due to limited resources, large class sizes, competing curricular demands, and insufficient professional development (PD) for English as a Second Language (ESL)-specific methods (Baecher & Burns, 2020; Narea et al., 2021).

Another gap concerns the intersection of teacher demographics and innovation. Many studies examine either instructional approaches or teacher characteristics in isolation. Fewer investigations explore how factors such as teaching experience, educational attainment, professional development (PD) participation, and linguistic background mediate the adoption and effectiveness of innovative English as a Second Language (ESL) strategies in real classrooms.

## CHAPTER 3

### METHODOLOGY

This chapter presented the methods and procedures used in conducting the study. It described the research design, sampling procedures, study respondents, research instrument, validation and reliability of the instrument, data-gathering procedures, statistical treatment, and ethical considerations.

#### **Research Design**

This study employed a quantitative research design using the descriptive-correlational method. The descriptive aspect was used to identify and describe the demographic profile of English as a Second Language (ESL) teachers, the extent of their use of innovative teaching approaches, and the challenges they encountered in implementing innovative strategies and enhancing the communication skills of young learners.

The correlational aspect was used to examine the relationship between the challenges encountered by English as a Second Language (ESL) teachers and their implementation of innovative teaching approaches. The study also examined whether significant differences existed in the implementation of innovative teaching approaches when respondents were grouped by demographic profile.

#### **Population and Sampling**

The study was conducted among English as a Second Language (ESL) teachers who were teaching preschool and kindergarten learners. The respondents were selected based on their accessibility and their direct experience in teaching English as a Second Language (ESL) learners at the early childhood level. This population provided an appropriate context for examining teachers' use of innovative teaching approaches and the challenges they encountered in enhancing young learners' communication skills.

#### **Respondents of the Study**

The study's respondents were 55 English as a Second Language (ESL) teachers who directly taught early childhood learners, particularly at the preschool and kindergarten levels. A purposive sampling technique was employed to ensure that only teachers who met the specific inclusion criteria were selected.

The inclusion criteria required that respondents currently teach English as a Second Language (ESL) learners in early childhood settings and be willing to participate in the study. Slovin's formula was used to determine the appropriate sample size for the study.

### **Research Instrument**

The main research instrument used in this study was a structured survey questionnaire administered through Google Forms. The questionnaire was developed by the researcher and validated by a panel of experts in early childhood education and English as a Second Language (ESL) pedagogy.

The questionnaire was composed of three sections. (1) Demographic Profile of the Respondents, (2) English as a Second Language (ESL) Teachers' Innovative Teaching Strategies, and (3) Challenges Encountered in Teaching Communication Skills to English as a Second Language (ESL) Learners.

The first section covered the demographic profile of the respondents, including age, sex, years of teaching experience, educational attainment, and training background. These variables were included to analyze whether differences in teachers' demographic characteristics were associated with their implementation of innovative teaching approaches.

The second section measured the extent to which innovative teaching strategies were employed by English as a Second Language (ESL) teachers, specifically play-based learning, technology integration, and culturally responsive pedagogy. The items were rated using a four-point Likert scale to determine the frequency of teachers' practices. Higher scores will indicate more frequent use of innovative teaching strategies.

The third section addressed the challenges encountered by English as a Second Language (ESL) teachers and consisted of two subscales: challenges related to implementing innovative teaching strategies and challenges related to developing communication skills. This section used a four-point agreement scale. Higher scores will reflect greater perceived challenges.

### **Validation/Reliability of the Instrument**

The questionnaire underwent content validation by a panel of experts in early childhood education and English as a Second Language (ESL) pedagogy to ensure that the items accurately reflected the constructs being measured. Suggestions and recommendations provided by the experts were incorporated before the final administration.

### **Data- Gathering Procedure**

The researcher identified English as a Second Language (ESL) teachers who met the inclusion criteria of the study, particularly those who were teaching English as a Second Language (ESL) learners at the preschool and kindergarten levels. The researcher personally contacted prospective respondents and invited them to participate in the study.

The Google Forms survey link was provided to respondents via email and social media platforms. The first page of the survey included an introduction to the study, instructions for completing the questionnaire, and an electronic informed consent section. Participation was voluntary, and only the respondents who agreed to participate were allowed to proceed with the survey.

### **Statistical Treatment**

The data collected were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the demographic profile of the respondents. The weighted mean and standard deviation were used to assess the extent to which innovative teaching approaches were employed and the challenges encountered by English as a Second Language (ESL) teachers. Rank order was used to identify the most commonly reported challenges.

The Chi-square test was used to determine whether there was a significant difference in the implementation of innovative teaching approaches when respondents were grouped by demographic profile. The Pearson product-moment correlation was used to assess the relationship between the challenges encountered by English as a Second Language (ESL) students and teachers, and the implementation of

innovative teaching approaches to enhance the communication skills of young learners.

For all inferential statistical tests, the significance level was set at 0.05.

### **Ethical Consideration**

The study strictly adhered to ethical principles in conducting educational research. Participation was entirely voluntary, and the respondents were fully informed about the study's objectives, procedures, and potential benefits and risks. Informed consent was obtained electronically before the respondents proceeded with the questionnaire.

Confidentiality and anonymity were maintained by assigning codes instead of using their names. All data collected was stored securely, with access restricted to the researcher. The participants were also informed that they could withdraw from the study at any time without penalty.

Moreover, the researcher ensured that participation in the study did not cause any physical or emotional harm to the respondents. All data gathered was used solely for academic and research purposes.

## CHAPTER 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the data collected from participants in line with the research aims and objectives. The results have been arranged in the order of the Statement of the Problem to ensure the study's findings and progress are organized thoroughly. Descriptive statistical techniques, including frequencies, percentages, means, and standard deviations, have been applied to determine the demographic profile of the study participants and to evaluate the methods used by English as a Second Language (ESL) educators to teach communication skills. Where needed, inferential statistical analyses have been performed to identify significant relationships. The findings are presented within the framework of relevant theories and publications in similar areas.

#### **1. Demographic Profile of Respondents**

The table below shows the demographic profile of the English as a Second Language (ESL) teacher respondents according to age, sex, years of teaching experience, educational attainment, and professional training background in English as a Second Language (ESL).

| <b>1.Age</b>                                                                    | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------------------------------------------------------|------------------|-------------------|
| 20-29 years                                                                     | 19               | 34.55%            |
| 30-39 years                                                                     | 33               | 60.00%            |
| 40-49 years                                                                     | 2                | 3.64%             |
| 50 years and above                                                              | 1                | 1.82%             |
| <b>2.Sex</b>                                                                    |                  |                   |
| Male                                                                            | 18               | 32.73%            |
| Female                                                                          | 37               | 67.27%            |
| Prefer Not to Say                                                               | 0                | 0.00%             |
| <b>3.Years of Teaching Experience</b>                                           |                  |                   |
| Less than 1 year                                                                | 3                | 5.45%             |
| 1-5 years                                                                       | 18               | 32.73%            |
| 6-10 years                                                                      | 28               | 50.91%            |
| 11-15 years                                                                     | 5                | 9.09%             |
| More than 15 years                                                              | 1                | 1.82%             |
| <b>4.Educational Attainment</b>                                                 |                  |                   |
| Bachelor's Degree (non-education major)                                         | 13               | 23.64%            |
| Bachelor's Degree in Education/ESL                                              | 26               | 47.27%            |
| Master's Degree (non-education major)                                           | 6                | 10.91%            |
| Master's Degree in Education/ESL                                                | 9                | 16.36%            |
| Doctoral Degree                                                                 | 1                | 1.82%             |
| <b>5.Professional/Training Background in English as a Second Language (ESL)</b> |                  |                   |
| None                                                                            | 0                | 5.45%             |
| Certificate/Diploma in ESL                                                      | 35               | 32.73%            |
| Short-Term Training/Workshops                                                   | 7                | 50.91%            |
| Graduate Units in ESL/ECE                                                       | 8                | 9.09%             |
| Others                                                                          | 5                | 1.82%             |
| <b>Total</b>                                                                    | <b>55</b>        | <b>100.00%</b>    |

Interpretation:

### **1.1: Age**

Based on the findings, in our sample of 55 English as a Second Language (ESL) instructors, most of them, or 33 (60% of the sample), belong to the 30-39 age group, and only 19 (34.55% of the sample) belong to the 20-29 age group. Respondents aged 40-49 comprised 3.64% of the sample, while those aged 50 and above accounted for 1.82%. One can conclude that most English as a Second Language (ESL) instructors in early childhood education are young or middle-aged. Generally, the fact that the bulk of teachers fall into the age group of 30-39 implies that Eastern European teachers are in a phase of professional maturity, where they are an effective combination of teaching practice and openness to innovation. Moreover, a large number of teachers aged 20-39 might indicate that the need for English as a Second Language (ESL) teachers who can apply modern teaching techniques is growing. The results align with the study by Darling-Hammond et al. (2024), which found that teachers in the early stages of their careers are the most adaptive at implementing innovations in teaching, owing to their desire to learn new teaching methods.

### **1.2: Sex**

The data shows that there were 37 females (67.27%) and 18 males (32.73%) among the respondents. It should be noted that no respondent selected the option “Prefer Not to Say”.

The data suggest that female educators are prevalent in early childhood education because, historically and socially, women have long been the primary representatives of the teaching profession in this field.

This gender distribution shows that women were required for their nurturing personality traits, ability to communicate well, and skills in children’s upbringing, which may help children learn languages in their early childhood.

It can be inferred that the predominance of female teachers is likely to positively affect the use of communication-based teaching techniques, as early childhood education is characterized by the need for

patience, emotional support, and effective communication. Nevertheless, the presence of male teachers does not preclude ethnic diversity in the workforce and provides children with different role models in their education.

This finding confirms UNESCO's (2023) report that women constitute the majority of teachers in early childhood education worldwide, reflecting the prevalence of female employees in child-centered professions.

### **1.3: Years of Teaching Experience**

The data in the table showed that although 55 respondents provided feedback, most had moderate teaching experience. It should be noted that more than 50% of the respondents had six to ten years of teaching experience. The rest of them belonged to various other experience categories, such as 1-5 years (32.73% of respondents), and 11-15 years (9.09% of respondents), etc.

Consequently, the results show that the first group of respondents (58.83%) with moderate teaching experience can be characterized as teachers who have learned to manage their classrooms effectively and implement new methods they have learned during their teaching practice. For instance, research indicates that teachers with 6-10 years of teaching experience are generally regarded as qualified, as they perfect their teaching approach with experience. Experienced teachers can identify communication needs and adapt their teaching approaches to support language acquisition in young children. Moreover, they gain favor and experience, which is beneficial for connecting their theoretical and practical knowledge. According to the OECD (2023), teaching experience is one of the most essential factors influencing teaching effectiveness and educators' professional development.

### **1.4: Educational Attainment**

It was revealed that out of the 55 respondents, 26 of them (47.27%) have a Bachelor's Degree in Education or English as a Second Language (ESL), followed by 13 respondents (23.64%) with Bachelor's Degree in a non-education field, 9 respondents (16.36%) with Master's Degree in Education or English as a

Second Language (ESL), 6 of them (10.91%) with Master's Degree in a non-education one and only one respondent (1.82%) with a Doctorate degree.

As the results show, almost one-half of the respondents have academic qualifications directly related to education or English as a Second Language (ESL), indicating that the majority are equipped with the basic pedagogical skills necessary for successful language teaching in early childhood education. Having formal academic training gives teachers specific competencies in curriculum design, language teaching methods, child development, and assessment.

The respondents' advanced academic degrees also demonstrate the high level of responsibility of English as a Second Language (ESL) teachers regarding professional development and lifelong learning principles. Graduate education equips teachers with skills in research, critical thinking, curriculum leadership, and evidence-based teaching practices.

The results are consistent with UNESCO's (2024) findings, which indicate that teachers with specialized professional training practice at a higher level.

### **1.5: Professional/Training Background in English as a Second Language (ESL)**

The results indicate that 35 respondents (63.64%) had either a Certificate or Diploma in English as a Second Language (ESL), while 8 respondents (14.55%) completed graduate units in either English as a Second Language (ESL) or Early Childhood Education. 7 respondents (12.73%) had completed short courses or workshops in English as a Second Language (ESL), and 5 respondents (9.09%) had other professional skills in English as a Second Language (ESL), while none of the participants reported having no professional development in English as a Second Language (ESL) teaching.

These results further indicate that the respondents have engaged in professional development in some form regarding English as a Second Language (ESL), demonstrating their commitment to improving their teaching skills. The fact that the majority of teachers hold English as a Second Language (ESL) diplomas or certificates indicates that professional preparation in this field is among the qualifications of teachers who

teach young children to communicate.

It is through professional development that teachers are provided with the latest instructional approaches and gain an understanding of various student-focused teaching methods, theories of language acquisition, and the use of technology in teaching. Thus, the training gives teachers the confidence and necessary skills to create engaging classroom activities that help students hone their listening, speaking, reading, and writing skills.

## 2. Extent to Which English as a Second Language (ESL) Teachers Employ Innovative Teaching Strategies

### 2.1: Play-Based Learning

| Indicators                                                                                                   | Mean        | Interpretation |
|--------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1.I use role-play or pretend play (e.g., “playing house,” “store”) to encourage children to talk in English. | 3.16        | Often          |
| 2.I use games (such as matching, guessing, or circle games) to build speaking and listening skills.          | 3.67        | Always         |
| 3.I let children work together in play activities to practice using English with their classmates.           | 3.65        | Always         |
| 4.I use puppets, toys, or props to help children practice English in fun, real-life situations.              | 3.18        | Often          |
| 5.I organize group play where children take turns, share ideas, and use English to interact.                 | 3.44        | Always         |
| <b>Grand Weighted Mean</b>                                                                                   | <b>3.42</b> | <b>Always</b>  |

*Legend: (3.40-4.00, Always; 2.60-3.39, Often; 1.40-2.59, Sometimes; 1.00-1.39, Never)*

Interpretation:

This table illustrates the degree of use of play-based approaches in teaching early learners by English as a Second Language (ESL) instructors. The findings show an aggregate Grand Weighted Mean of 3.42, interpreted as "Always," indicating that respondents regularly use play-based methods for instruction.

Among the various variables measured, the highest mean score is observed from Item 2 (I employ games like matching, guessing, and circle games to enhance speaking and listening skills) with a Mean score of 3.67 (Always). It is closely followed by Item 3 (I asked children to participate in activities where they play together and speak in English with their classmates), which scored 3.65 (Always), and Item 5 (I engage

children in group play where they take turns in speaking, sharing ideas, and using English) with a score of 3.44 (Always). This shows that English as a Second Language (ESL) instructors uphold collaborative and interactive play as an effective means of cultivating oral language skills and social interaction in young ones. Thus, play activities that involve cooperation and interaction provide a valuable setting for children to use natural, informal contexts to negotiate meaning, learn vocabulary, and gain confidence in using English.

In contrast, Item 1 (I make use of role-play or pretend play to promote speaking in English) received a weighted mean of 3.16 (fairly often), while item 4 (I use puppets, toys, or props to let children practice their English in enjoyable, real-life situations) obtained 3.18 (fairly often). Although some of these techniques might rank lower, indicating practical challenges such as properly equipped classrooms, appropriate preparation time, or diverse teachers' confidence in using structured dramatic play, they still show positive rates, demonstrating that educators appreciate the value of imaginative play for learning.

In this context, it is possible to argue that the research implies that play-based teaching plays an important role in early childhood education. As games, cooperative teaching, and other activities were employed regularly, teachers seemed sufficiently motivated to create a learner-centered environment in which communication develops naturally through functional experiences.

This outcome is consistent with the National Association for the Education of Young Children (2024), which states that purposeful play positively impacts the acquisition of language, vocabulary, problem-solving skills, and the communication vector as a whole.

## 2.2: Technology Integration

| Indicators                                                                                                               | Mean        | Interpretation |
|--------------------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1.I use technology to give children quick feedback (like repeating words or answering questions on apps).                | 2.96        | Sometimes      |
| 2.I play interactive videos, songs, or cartoons in English to support communication skills.                              | 3.45        | Often          |
| 3.I let children practice English by using digital tools (such as drawing apps, sound games, or flashcards).             | 3.29        | Often          |
| 4.I encourage children to record their voices or listen to their own recordings in English.                              | 2.47        | Sometimes      |
| 5.I use simple educational apps or games on a tablet/phone/computer to help children practice English words and phrases. | 3.20        | Often          |
| <b>Grand Weighted Mean</b>                                                                                               | <b>3.08</b> | <b>Often</b>   |

*Legend: (3.40-4.00, Always; 2.60-3.39, Often; 1.40-2.59, Sometimes; 1.00-1.39, Never)*

### Interpretation:

The table illustrates how much English as a Second Language (ESL) teachers use technology in their teaching to facilitate language development in young learners. The findings suggested a Grand Weighted Mean of 3.08, indicating that teachers often incorporate technology into their teaching, but not as regularly as play-based learning techniques.

Of the observations made regarding the indicated items, Item 2 (I play interactive videos, songs, or cartoons in English to support communication skills) had the highest weighted mean score, 3.45 (often). This is closely followed by Item 3 (I allow children to practice English via digital applications, such as drawing applications, sound games, or flashcards) with the mean score of 3.29 (often) and Item 5 (I use simple educational applications/games to help children practice English words and phrases) with the mean score of 3.20 (often). The results may suggest that multimedia resources remain the most frequently employed technology, offering powerful audio and visual experiences that help children develop their listening skills, vocabulary, pronunciation, and language in general.

On the other hand, Item 1 (I use technology to give immediate feedback using various applications) had a mean score of 2.96 (sometimes), while Item 4 (I encourage children to record and listen to their own recordings in English) had a mean score of 2.96 (sometimes). These lower ratings may indicate potential problems with the classroom technology system, a shortage of digital devices, poor internet connection, or unfamiliarity with newer digital language-learning apps. Practice with recording sound, though beneficial for developing students' ability to speak correctly and self-assess, may require additional technologies and classroom management techniques that are not always available.

To conclude, the data indicate that English as a Second Language (ESL) teachers acknowledge the importance of technology for the development of communication skills; however, it is used primarily as a complementary tool for teaching rather than as an essential component of the teaching process. An interactive platform seems more practical and easier to use than formative assessment and student-created digital activities. This suggests that although teachers have a positive attitude towards the use of technology, they still need more training and better access to digital resources.

The results of the study support UNESCO's (2023) position that implementing technologies is beneficial for language teaching, as it helps encourage faculty and facilitate communication.

### 2.3: Culturally Responsive Pedagogy

| Indicators                                                                                               | Mean        | Interpretation |
|----------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1.I allow children to use their home language along with English when learning new words.                | 2.95        | Sometimes      |
| 2.I include children's cultural stories, songs, or traditions in my lessons to make them feel connected. | 3.40        | Often          |
| 3.I encourage children to mix English with their first language when needed to express ideas.            | 2.85        | Sometimes      |
| 4.I celebrate and acknowledge the cultural and language differences of children in the classroom.        | 3.55        | Always         |
| 5.I adjust my lessons so that children from different backgrounds can relate and feel included.          | 3.62        | Always         |
| <b>Grand Weighted Mean</b>                                                                               | <b>3.27</b> | <b>Often</b>   |

*Legend: (3.40-4.00, Always; 2.60-3.39, Often; 1.40-2.59, Sometimes; 1.00-1.39, Never)*

**Interpretation:**

This table details the extent to which English as a Second Language (ESL) teachers implement culturally responsive pedagogical practices in developing communication skills among early childhood learners. The overall Grand Weighted Mean was 3.27, interpreted as "Often." This suggests that teachers generally incorporate learners' cultural backgrounds into English language instruction to foster inclusive and meaningful communication.

Among specific indicators, Item 5, "I adjust my lessons so that children from different backgrounds can relate and feel included," received the highest weighted mean of 3.62, interpreted as "Always." This was followed by Item 4, "I celebrate and acknowledge the cultural and language differences of children in the classroom," with a weighted mean of 3.55, also interpreted as "Always." These results indicate that respondents consistently promote inclusive classroom environments by recognizing learners' diverse cultural identities and modifying instructional methods to accommodate different backgrounds. Such approaches help establish psychologically safe learning spaces where children feel respected, valued, and more confident engaging in communication activities.

Item 2, "I include children's cultural stories, songs, or traditions in my lessons," obtained a weighted mean of 3.40 ("Often"), suggesting that teachers regularly link classroom instruction with learners' cultural experiences to improve engagement and language acquisition.

Conversely, Item 1, "I allow children to use their home language together with English when learning new words," registered a weighted mean of 2.95 ("Sometimes"), and Item 3, "I encourage children to mix English with their first language when needed to express ideas," recorded 2.85 ("Sometimes"). These comparatively low scores might suggest that, while teachers acknowledge cultural diversity, they exercise caution in employing translanguaging strategies. Potential reasons include institutional language policies, curriculum demands, or concerns that extensive use of the home language might limit learners' exposure to English. However, current research in language education recognizes the strategic use of the first language as a valuable support mechanism for second-language proficiency, particularly for young learners.

In summary, the findings demonstrate a strong commitment among English as a Second Language (ESL) teachers to culturally responsive teaching, as evidenced by their efforts to create inclusive learning environments and adapt instruction for diverse learners. The less frequent use of home-language support, however, suggests an opportunity to enhance teachers' understanding of multilingual pedagogies that use learners' first languages as a resource for English acquisition rather than as a hindrance. Given the study's focus on innovative strategies for improving communication skills in early childhood education, culturally responsive pedagogy emerges as a significant instructional approach that enhances learner participation, confidence, and effective communication within diverse classroom settings.

These findings are consistent with Zaretta Hammond's (2023) argument that culturally responsive teaching improves learner engagement and academic outcomes by connecting instruction to students' cultural experiences, identities, and prior knowledge. Similarly, the Education Endowment Foundation (2024) reported that acknowledging learners' linguistic and cultural backgrounds supports language development, classroom participation, and effective communication, especially for children learning English as a second language.

### 3. Challenges Encountered by English as a Second Language (ESL) Teachers

#### 3.1: Innovative Strategies

| Indicators                                                                                                                                  | Mean        | Interpretation |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|
| 1.Limited teaching resources (books, technology, and materials) hinder my ability to adopt innovative strategies in teaching communication. | 2.17        | Disagree       |
| 2.Large class sizes make it difficult for me to provide individualized communication support to ESL learners.                               | 2.33        | Agree          |
| 3.I lack sufficient training and professional development on innovative approaches to teaching communication skills.                        | 2.50        | Agree          |
| 4.Curriculum requirements and time constraints prevent me from using innovative strategies consistently in my ESL classroom.                | 2.50        | Agree          |
| 5.The varying levels of English proficiency among my students make it challenging to apply innovative approaches effectively.               | 3.00        | Agree          |
| <b>Grand Weighted Mean</b>                                                                                                                  | <b>2.50</b> | <b>Agree</b>   |

*Legend: (3.40-4.00, Strongly Agree; 2.60-3.39, Agree; 1.40-2.59, Disagree; 1.00-1.39, Strong Disagree)*

### Interpretation:

This table details challenges faced by English as a Second Language (ESL) teachers in adopting innovative strategies to improve early childhood learners' communication skills. The Overall Weighted Mean of 2.50, interpreted as "Agree," suggests widespread difficulties in implementing novel instructional methods. The most significant challenge identified was learner diversity, with Item 5 ("The varying levels of English proficiency among my students make it challenging to apply innovative approaches effectively") receiving the highest weighted mean of 3.00 (Agree). This highlights the complexity of differentiating instruction for young learners with diverse linguistic backgrounds and learning needs while maintaining engagement. The implication is that teachers must continually adapt their methods to accommodate varying language abilities without compromising educational outcomes.

Items 3 ("I lack sufficient training and professional development on innovative approaches to teaching communication skills") and 4 ("Curriculum requirements and time constraints prevent me from using innovative strategies consistently") both yielded weighted means of 2.50 (Agree), indicating that insufficient professional preparation and institutional factors impede the consistent use of innovative practices. While teachers appear willing to use learner-centered approaches, a lack of specialized training and limited instructional time may reduce opportunities for implementing interactive, communication-focused activities. These findings underscore the need for ongoing professional development and supportive school policies.

Item 2 ("Large class sizes make it difficult to provide individualized communication support to ESL learners") recorded a weighted mean of 2.33 (Agree). Although this is identified as a challenge, it suggests that teachers may have developed effective classroom management strategies for larger groups. In contrast, Item 1 ("Limited teaching resources hinder my ability to adopt innovative strategies") had the lowest weighted mean of 2.17 (Disagree). This indicates that respondents generally do not consider the availability of instructional materials and technology a primary obstacle, suggesting either adequate resource provision or teachers' resourcefulness in adapting existing materials.

Collectively, these findings suggest that the primary obstacles to implementing innovative teaching strategies are pedagogical rather than material. Teachers appear more concerned with managing learner diversity, enhancing their professional skills, and aligning curriculum demands with innovative instruction than with resource limitations. These results align with the study's objective to identify practical barriers to innovative teaching in early childhood English as a Second Language (ESL) education.

These findings are consistent with reports from the Organization for Economic Co-operation and Development (2024), which posits that classroom diversity, professional learning opportunities, and institutional support are more influential to innovative pedagogy than instructional resources alone. Similarly, the Education Endowment Foundation (2024) emphasizes that the successful implementation of innovative practices requires continuous teacher training, instructional flexibility, and dedicated planning time to provide differentiated learning experiences tailored to students' varying needs.

**3.2: Communication Skills**

| Indicators                                                                                                                                    | Mean | Interpretation |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 1.Limited access to teaching materials and resources makes it difficult for me to foster communication skills among ESL learners.             | 2.67 | Agree          |
| 2.Large class sizes hinder my ability to give adequate attention to students' communication development.                                      | 2.50 | Agree          |
| 3.I find it challenging to foster communication skills because I lack sufficient training in specialized ESL strategies.                      | 3.50 | Strongly Agree |
| 4.Time constraints and heavy curriculum requirements reduce opportunities for communication-focused activities.                               | 3.00 | Agree          |
| 5.The varying levels of English proficiency among my students create difficulties in implementing communication-based activities effectively. | 3.00 | Agree          |
| Grand Weighted Mean                                                                                                                           | 2.93 | Agree          |

*Legend:(3.40-4.00, Strongly Agree; 2.60-3.39, Agree; 1.40-2.59, Disagree; 1.00-1.39, Strong Disagree)*

Interpretation:

This table summarizes the challenges faced by English as a Second Language (ESL) teachers in developing communication skills among early childhood learners. The Grand Weighted Mean of 2.93,

interpreted as Agree, indicates that respondents generally experience notable difficulties in fostering these skills within the English as a Second Language (ESL) classroom.

Item 3, which addresses the challenge of lacking sufficient training in specialized English as a Second Language (ESL) strategies, received the highest weighted mean of 3.50 (Strongly Agree). This finding suggests that inadequate professional preparation is the predominant obstacle affecting teachers' capacity to effectively support children's communication development. Since early language acquisition demands instructional approaches that integrate speaking, listening, interaction, and meaningful language use, insufficient training may undermine teachers' confidence in selecting and applying evidence-based communication methods. This outcome highlights the need for ongoing professional development tailored to early childhood English as a Second Language (ESL) teaching.

Items 4 and 5, related to time constraints due to heavy curriculum requirements and learner diversity in English proficiency levels, both recorded weighted means of 3.00 (Agree). These results indicate that limitations in instructional time and differences among learners continue to challenge effective communication-focused teaching. Developing communication skills requires regular interaction, guided practice, and meaningful language experiences; however, curriculum demands often restrict the time available for such activities. Additionally, variability in student proficiency necessitates differentiated instructional support, thereby increasing classroom complexity.

Item 1, concerning limited access to teaching materials, had a weighted mean of 2.67 (Agree), while Item 2, addressing large class sizes, received 2.50 (Agree). Although these factors remain relevant, they are perceived as less critical than the level of teachers' professional training. This suggests that teacher expertise exerts greater influence over communication skill development than physical resources or class size alone. Experienced educators may still design effective communication activities despite constraints in materials and classroom conditions.

In sum, the findings identify specialized English as a Second Language (ESL) training as the primary challenge in fostering communication skills, followed by curriculum limitations and learner diversity. Strengthening teachers' pedagogical competence through targeted professional development appears essential for improving their capacity to implement communication-focused instructional strategies. Given the study's focus on innovative approaches to enhancing early childhood English as a Second Language (ESL) communication, these results underscore the importance of investing in teacher capacity building as a foundation for instructional innovation.

These findings align with reports by the British Council (2024), which emphasize that specialized teacher training is critical for effective communicative language teaching in multilingual early childhood settings. Similarly, UNESCO (2024) highlights that continuous professional development enhances educators' pedagogical skills, enabling the creation of inclusive, learner-centered environments that facilitate communication, language acquisition, and active engagement among young learners.

#### **4: Significant Influence of English as a Second Language (ESL) Teachers' Ability to Implement Innovative Teaching Approaches When Grouped According to Their Demographic Profile**

| <b>Variables</b>             | <b>X<sup>2</sup></b> | <b>df</b> | <b>P-value</b> | <b>Decision</b> | <b>Conclusion</b> |
|------------------------------|----------------------|-----------|----------------|-----------------|-------------------|
| Age                          | 365.9502             | 4         | 9.48           | Do not Reject   | No Significant    |
| Sex                          | 444.4174             | 4         | 8.62           | Do not Reject   | No Significant    |
| Years of Teaching Experience | 263.123              | 4         | 7.12           | Do not Reject   | No Significant    |
| Educational Attainment       | 217.8462             | 4         | 8.33           | Do not Reject   | No Significant    |
| Training Background          | 352.0444             | 4         | 6.32           | Do not Reject   | No Significant    |

Interpretation:

Table 4 summarizes the results of tests examining the relationship between the demographic characteristics of English as a Second Language (ESL) teachers and their ability to apply innovative teaching methods to enhance communication skills in early childhood learners.

The analysis of age yielded a Chi-square ( $\chi^2$ ) value of 365.9502 with 4 degrees of freedom, leading to failure to reject the null hypothesis. This indicates that there is no statistically significant association between a teacher's age and their ability to implement innovative instructional approaches. The data suggest that both younger and older teachers demonstrate similar proficiency in employing innovative methods. This outcome implies that factors such as professional competence and instructional preparedness have a greater impact on innovation in English as a Second Language (ESL) teaching than chronological age. Given the ongoing development of language education through new pedagogies and technologies, teachers across different age groups may attain comparable skills through continuous learning and practical experience.

Regarding sex, the Chi-square value was 444.4174 with 4 degrees of freedom, and the null hypothesis was also not rejected. This result indicates no significant difference in the capacity to use innovative teaching practices between male and female English as a Second Language (ESL) teachers. The findings point to pedagogical knowledge, instructional skills, and professional dedication as the primary determinants of effective innovation, rather than gender. This aligns with the perspective that teaching quality depends more on competence and ongoing professional development than on demographic variables.

For teaching experience, a Chi-square value of 263.123 with 4 degrees of freedom was obtained, yielding a similar decision not to reject the null hypothesis. This suggests that years of teaching service do not significantly influence the ability to apply innovative methods. While experienced educators may benefit from accumulated classroom knowledge, less experienced teachers may incorporate newer instructional techniques. Together, these patterns indicate that innovation arises not just from tenure but from a willingness to adopt learner-centered approaches and engage in continuous professional growth.

Educational attainment yielded a Chi-square value of 217.8462 with 4 degrees of freedom, indicating no significant effect. Teachers holding bachelor's, master's, or doctoral degrees exhibited comparable capacities to implement innovative strategies. Although higher academic qualifications can enhance

theoretical understanding, practical innovation skills appear to be shaped by classroom experience, professional development activities, collaboration, and reflective teaching.

Finally, the analysis of training background yielded a Chi-square value of 352.0444 with 4 degrees of freedom, and the null hypothesis was again not rejected. Variation in ESL-related training did not significantly affect teachers’ ability to apply innovative instructional approaches. This might reflect the diverse pathways through which teachers build instructional competence, including formal education, practical experience, mentoring, collaborative learning, and self-directed professional development.

These results align with findings from the OECD (2024), which reported that instructional innovation among teachers is more closely related to professional collaboration, school leadership, ongoing learning, and pedagogical competence than to demographic factors such as age or gender. Similarly, UNESCO (2024) emphasized that the successful implementation of innovative teaching practices depends primarily on teachers’ professional capacity, continuous development, and institutional support rather than on their demographic characteristics. The British Council (2023) also highlighted that effective ESL instruction is driven by pedagogical expertise, reflective practice, and responsiveness to learners’ needs, irrespective of personal or demographic attributes.

**5: Relationship Between the Challenges Encountered by English as a Second Language (ESL) Teachers and Their Effectiveness in Adopting Innovative Strategies to Foster Communication Skills in Early Childhood Learners**

| Variables                                                                                                              | r-value | Verbal Interpretation    | p- value | Decision      | Conclusion   |
|------------------------------------------------------------------------------------------------------------------------|---------|--------------------------|----------|---------------|--------------|
| Challenges Encountered by English as a Second Language (ESL) Teachers’ Effectiveness in Adopting Innovative Strategies | -0.0937 | Low Negative Correlation | 0.740    | Do not Reject | No Signifant |

### Interpretation:

Table 5 displays the results of the analysis examining the relationship between the challenges faced by English as a Second Language (ESL) teachers and their effectiveness in implementing innovative strategies to develop communication skills among early childhood learners.

The analysis yielded a correlation coefficient ( $r$ ) of -0.0937, indicating a weak negative association, accompanied by a  $p$ -value of 0.740. Given that the  $p$ -value exceeds the 0.05 threshold for statistical significance, the null hypothesis is not rejected, suggesting no significant relationship between the challenges ESL teachers encounter and their effectiveness in adopting innovative teaching methods.

Although the correlation is slightly negative, implying a minimal decline in effectiveness as challenges increase, the magnitude is negligible and lacks statistical significance. In practice, this indicates that the challenges reported by teachers, such as variability in learners' English proficiency, curriculum requirements, limited time, and insufficient specialized training, do not substantially affect their ability to employ innovative instructional strategies to foster early childhood communication skills.

These findings suggest that English as a Second Language (ESL) teachers maintain instructional effectiveness despite encountering classroom challenges. This resilience likely stems from their pedagogical expertise, accumulated classroom experience, and use of available teaching resources to navigate instructional difficulties while sustaining effective practice.

Moreover, the results suggest that factors beyond the identified challenges may play a more prominent role in shaping teachers' success with innovative strategies. Elements such as intrinsic motivation, self-efficacy, professional commitment, collaborative environments, school leadership support, and access to ongoing professional development may exert stronger effects on instructional innovation than the daily challenges faced in the classroom. Thus, although challenges are present, they do not inherently impede teachers' efforts to enhance communication skills through innovative, learner-centered approaches.

The lack of a significant relationship also suggests that the respondents have developed adaptive teaching behaviors that help them mitigate the impact of barriers in English as a Second Language (ESL) settings. This outcome underscores the importance of continuous professional learning and institutional support in reinforcing teachers' capacity to innovate in language instruction for young learners.

These findings align with reports from the Organization for Economic Co-operation and Development (2024), which identify professional competence and collaboration as more influential to instructional effectiveness than the challenges encountered. Similarly, UNESCO (2024) highlights the role of ongoing professional development and reflective practice in sustaining innovative teaching despite workplace constraints. The Education Endowment Foundation (2024) also emphasizes that the successful implementation of evidence-based teaching methods depends primarily on teacher expertise, instructional decision-making, and supportive school environments rather than the mere presence of classroom challenges.

In summary, while English as a Second Language (ESL) teachers recognize various instructional difficulties, these challenges do not significantly determine their effectiveness in applying innovative strategies to develop communication skills in early childhood learners. This outcome illustrates teachers' ability to adapt and respond to learner needs irrespective of the constraints experienced during instruction.

### **Developmental Plan: Strengthening English as a Second Language (ESL) Teachers' Innovative Approaches to Enhance Communication Skills in Early Childhood Education**

#### **Rationale:**

The study's findings indicated that English as a Second Language (ESL) teachers frequently employ innovative, learner-centered strategies, particularly play-based learning, to develop young learners' communication skills. However, lower ratings were observed in specific areas of technology integration, including the provision of immediate digital feedback and the use of voice-recording tasks. Areas related to culturally responsive pedagogy, such as the use of learners' home language as a scaffold and, when appropriate, translanguaging, also showed opportunities for improvement.

These gaps further identified insufficient professional training, limitations within existing curriculum, and differences in learners' English proficiency levels as significant challenges encountered by English as a Second Language (ESL) teachers. In response, this developmental plan is designed to strengthen teachers' pedagogical and technological competencies, promote culturally responsive and differentiated instruction, and sustain ongoing professional development. Through targeted training, collaborative learning, classroom demonstrations, and monitoring, the plan aims to support English as a Second Language (ESL) teachers in effectively enhancing the communication skills among young learners.

| Objectives                                                                                                                                 | Strategies/<br>Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Person/s<br>Responsible                                           | Time<br>Frame        | Success<br>Indicator                                                                                                                                                                                           | Tentative<br>Budget |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1.Strengthen English as a Second Language (ESL) teachers' competence in integrating educational technology into communication instruction. | <ul style="list-style-type: none"> <li>Facilitate workshops on effective use of age-appropriate technology for teaching communication skills to young English as a Second Language (ESL) learners.</li> <li>Demonstrate the use of digital storytelling, interactive language activities, educational applications, online quizzes, and other technology-based resources.</li> <li>Conduct peer coaching and classroom demonstration on integrating technology into speaking, listening, and other communication activities.</li> </ul> | School Head, Academic Coordinator, ICT Coordinator, Head Teachers | Q1-Q2 (SY 2026-2027) | At least 90% of participating English as a Second Language (ESL) teachers complete the training, and at least 80% demonstrate appropriate integration of educational technology during classroom observations. | 7.000.000 vnd       |

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                       |                      |                                                                                                                                                                                                                                                                            |               |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 2. Enhance teachers' use of voice-recording tools and digital feedback to support speaking pronunciation development. | <ul style="list-style-type: none"> <li>Conduct Learning Action Cell (LAC) sessions on using digital tools for formative assessment and immediate feedback.</li> <li>Demonstrate voice-recording activities that allow young learners to practice speaking, pronunciation, and oral communication.</li> <li>Develop and share sample technology-based speaking activities, feedback strategies, and digital communication resources.</li> </ul> | Learning Action Cell (LAC) Coordinator, Head Teachers | Q2 (SY 2026-2027)    | At least 80% of participating English as a Second Language (ESL) teachers incorporate voice-recording, digital feedback, or similar technology-based speaking activities into their lessons, as evidenced by lesson plans, classroom observations, and monitoring reports. | 4.000.000 vnd |
| 3. Strengthen culturally responsive and multilingual teaching pedagogy.                                               | <ul style="list-style-type: none"> <li>Conduct demonstration lessons on the appropriate use of learners' home language for scaffolding and translanguaging to support understanding and communication.</li> <li>Develop instructional materials and communication activities that reflect learners' cultural and linguistic backgrounds.</li> </ul>                                                                                            | School Head, Curriculum Coordinator, Head Teachers    | Q2-Q3 (SY 2026-2027) | At least 80% of participating teachers demonstrate culturally responsive practices and multilingual scaffolding strategies during classroom observations and lesson implementation.                                                                                        | 4.000.000 vnd |
| 4. Improve                                                                                                            | <ul style="list-style-type: none"> <li>Conduct</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | School Head,                                          | Q4 (SY               | Lesson-plan                                                                                                                                                                                                                                                                | 5.000.000     |

|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |                              |                                                                                                                                                                                                                                                              |               |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| differentiated instruction for varying English proficiency.                                                         | workshops on differentiated instruction and communicative language teaching for young English as a Second Language (ESL) learners. <ul style="list-style-type: none"> <li>• Develop speaking, listening, vocabulary, and interactive communication activities according to different English proficiency levels.</li> <li>• Facilitate collaborative lesson-planning sessions to help teachers develop differentiated and supplementary activities that respond to curriculum limitations and learners' varying needs.</li> </ul> | Academic Coordinator, Curriculum Coordinator, Head Teachers             | 2026-2027)                   | reviews and classroom observations show at least 80% of teachers applying differentiated instruction strategies, with a corresponding increase in learner participation during communication activities appropriate to learners' English proficiency levels. | vnd           |
| 5. Sustain continuous professional development and collaboration among English as a Second Language (ESL) teachers. | <ul style="list-style-type: none"> <li>• Encourage participation in relevant seminars, webinars, workshops, and professional learning communities related to English as a Second Language (ESL) and early childhood education.</li> </ul>                                                                                                                                                                                                                                                                                         | School Head, Human Resource Department (HRD) Coordinator, Head Teachers | Ongoing Whole SY (2026-2027) | At least 90% of English as Second Language (ESL) teachers participate in at least one professional development activity per                                                                                                                                  | 6.000.000 vnd |

|  |                                                                                                                                                                                                                                                                                                                                     |  |  |                                                                                          |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• Establish mentorship and peer-coaching between experienced and inexperienced English as a Second Language (ESL) teachers.</li><li>• Encourage teachers to share effective practices, instructional materials, and strategies developed through training and classroom experience.</li></ul> |  |  | quarter, with mentee progress documented through mentorship logs and monitoring reports. |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------|--|

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study's major findings, derived from the analysis of the collected data. It also presents conclusions drawn from these findings and recommendations that address the key issues identified in the study. Particular attention is given to strengthening innovative teaching approaches used by English as a Second Language (ESL) teachers to enhance the communication skills of young learners in early childhood education.

#### Summary of Findings

1.The majority of the respondents were between 30 and 39 years old, accounting for 60.00% of the total respondents. Female teachers accounted for 67.27% of respondents, while the remaining were male.

In terms of teaching experience, the largest group of respondents had 6-10 years of experience, representing 50.91% of the sample. This indicates that a considerable number of respondents had several years of classroom experience.

Regarding educational attainment, 47.27% of respondents held a bachelor's degree in Education or English as a Second Language (ESL). The findings also showed that 63.64% of respondents had completed a certificate or diploma in English as a Second Language (ESL) teaching. Overall, the demographic findings indicate that the respondents were teachers with varying levels of educational preparation, professional experience, and/or English as a Second Language (ESL) training.

2.The results showed that play-based learning received the highest grand weighted mean of 3.42, which signifies that the respondents always employ play-based learning, collaboration through play, and interactive learning in the classroom as a means of improving children's language skills. Teachers often utilize group games, play, and cooperative learning activities to foster their use of real language.

On the other hand, technology use has a grand weighted mean of 3.08, indicating that respondents often use videos, songs, educational applications, and other digital resources as tools to support language teaching proposals. Despite this, technology was primarily used as an auxiliary teaching tool.

Similar to the previous two points, culturally responsive pedagogy attained a Grand Weighted Mean of 3.27, indicating that respondents often take students' cultural differences into account when customizing their lessons. However, the learner's language of origin was used less frequently in teaching English, which requires a more precise understanding of the approach to multilingual education.

In general, the findings indicate that English as a Second Language (ESL) teachers employed innovative teaching strategies, with play-based learning being the most frequently used.

3.The findings of the study disclosed that respondents tended to agree with the point that they run into difficulties when it comes to the application of innovative teaching methods and the development of communication abilities of early childhood learners.

In terms of innovative teaching practices, the average Grand Weighted Mean of 2.50 indicates that respondents experience average difficulty engaging with these practices. The biggest challenge they identified is the variation in students' English proficiency levels, followed by inadequate preparation, curriculum prerequisites, and a lack of instructional time. On the contrary, insufficient teaching resources were not considered a serious challenge, implying that educators can make proper use of the educational materials at their disposal.

As for communication skills, educators obtained a Grand Weighted Mean of 2.93, which still indicates "Agree". As for the biggest challenge, respondents pointed out the lack of adequate, specific ESL training, followed by curriculum limitations, lack of time for instruction, and divergence in students' English proficiency levels. The results mentioned above indicate that teachers consider professionalism one of the most important factors, if not the main one.

4.The inferential analysis showed that age, sex, years of teaching experience, educational attainment, and training background did not have a statistically significant relationship with the respondents' ability to implement innovative teaching approaches.

Based on statistical results, the null hypotheses concerning the demographic variables were not rejected. This indicates the demographic characteristics of the innovative teaching approaches.

The findings suggest that respondents' use of innovative teaching strategies was generally similar across the demographic groups represented in the study.

5.The analysis of the relationship between the challenges encountered by English as a Second Language (ESL) teachers and their implementation of innovative teaching approaches produced an r-value of -0.0937 and a p-value of 0.740.

The r-value indicates a weak negative correlation between the two variables. Since the p-value was greater than the 0.05 level of significance, the relationship was not statistically significant. Therefore, the null hypothesis was not rejected.

This finding indicates that among the respondents in this study, the reported level of challenges was not significantly related to the extent to which teachers implemented innovative teaching approaches. Although teachers reported challenges in areas such as training, curriculum requirements, instructional time, and varying English proficiency levels, these challenges were not statistically significantly related to their reported use of innovative teaching approaches.

6.A developmental plan is devised and designed to strengthen English as a Second Language (ESL) teachers' innovative approaches to enhance communication skills in early childhood education.

## **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

1.The respondents represented as English as a Second Language (ESL) teachers with varied demographic and professional backgrounds. A large proportion were between 30 and 39 years old, had six to

ten years of teaching experience, possessed education- or English as a Second Language (ESL) related academic qualifications, and had completed some form of English as a Second Language (ESL) training.

2.English as a Second Language (ESL) teachers used innovative methods and approaches to teach communication skills to young learners. Among the approaches examined, play-based learning was the most frequently used. Technology integration and culturally responsive pedagogy were also commonly practiced, although some specific strategies within these approaches were used less consistently.

Certain aspects of technology integration require further development, particularly the use of voice-recording activities and immediate digital feedback. Similarly, culturally responsive practices involving home-language scaffolding and translanguaging were less frequently implemented and may benefit from additional teacher preparation and support.

3.English as a Second Language (ESL) teachers encountered challenges related to differences in learners' English proficiency levels, insufficient specialized training, curriculum limitations, and limited instructional time. These concerns may be addressed through targeted professional development, differentiated instructional practices, and appropriate school-level support.

4.The demographic characteristics examined in the study, such as age, sex, years of teaching experience, educational attainment, and training background, were not significantly associated with teachers' implementation of innovative teaching approaches.

5.There was no statistically significant relationship between the challenges encountered by English as a Second Language (ESL) teachers and their implementation of innovative teaching approaches. Within the scope of the present study, the level of reported challenges did not statistically correspond with the extent to which respondents reported using innovative strategies.

6.The suggested developmental plan may be a tool to further strengthen English as a Second Language (ESL) teachers' innovative approaches to enhance communication skills in early childhood education.

## Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1.Schools and administrators may continue to provide inclusive and needs-based professional development opportunities for teachers regardless of age and sex, since these variables were not significantly related to the implementation of innovative teaching approaches. Professional development may also account for differences in years of teaching experience by providing mentoring and guided support for less-experienced teachers while encouraging experienced teachers to share effective practices through peer coaching and collaborative planning. In addition, teachers may be encouraged to pursue further education, certifications, and specialized training in English as a Second Language (ESL) and early childhood education to strengthen their knowledge, instructional competence, and ability to respond effectively to the language needs of young learners

2.Teachers are encouraged to continue using interactive and collaborative activities that promote meaningful language development among young learners. Schools may provide training and support to help teachers use digital tools more effectively in language instruction. Teachers may be given further guidance on incorporating learners' cultural and linguistic backgrounds into classroom activities. Overall, schools should continue to strengthen these innovative teaching approaches through appropriate training, resources, and instructional support to enhance communication for English as a Second Language (ESL) learners.

3.Schools may provide targeted support in addressing differences in learners' English proficiency through differentiated instruction, appropriate assessment, and flexible teaching strategies. Teachers may also benefit from sufficient preparation time, shared instructional materials, and collaborative lesson planning. Administrators may allow greater flexibility in integrating innovative, developmentally appropriate activities into classroom lessons. Existing teaching resources should continue to be maximized and maintained. Most importantly, schools and educational institutions may strengthen specialized English as a Second Language

(ESL) training through continuous professional development focused on early childhood language instruction, assessment, communication development, and effective innovative teaching practices.

4.Schools may base professional development and instructional support on teachers' actual needs, competencies, and classroom practices rather than demographic characteristics. Regular needs assessments may also be conducted to identify areas that require further support. Future studies may examine other possible factors, such as teacher motivation, self-efficacy, school leadership, access to technology, classroom size, and institutional support.

5.Schools may continue to address concerns related to English as a Second Language (ESL) training, curriculum flexibility, instructional time, and differences in learners' English proficiency. Professional support, collaborative learning opportunities, and adequate instructional resources may help teachers sustain effective and innovative classroom practices. Future studies may include a larger and more diverse group of respondents and use qualitative methods to further examine factors that may influence the implementation of innovative teaching approaches.

6. Institutionalize the developmental plan.

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