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Management of English Education for Preschool Children Toward English as a Second Language in Response to Digital Transformation Requirements: A Study of Preschools in Phuong Liet Ward, Hanoi

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Abstract---This study examines the management of English education for preschool children toward English as a second language in response to digital transformation requirements at preschools in Phuong Liet Ward, Hanoi. The study was conducted from September 2025 to March 2026 using theoretical analysis, questionnaire surveys, in-depth interviews, and pedagogical observations. The survey involved 115 participants, including 10 educational administrators and 105 preschool teachers; eight administrators and professional experts were interviewed, and 12 English familiarization activities were observed. The findings show that English education was generally implemented at a relatively positive level, particularly regarding educational objectives, content, and teaching methods. However, opportunities for regular English interaction, the use of digital technologies and learning resources, and technological infrastructure remained limited. Management practices were also relatively positive in planning and organization, while direction, professional support, monitoring, and evaluation showed greater limitations. Based on these findings, the study proposes four measures: improving English education planning toward English as a second language; developing teachers' professional and digital competencies; strengthening digital resources and the English interaction environment; and improving monitoring, evaluation, and school-family coordination. The findings provide practical implications for improving the management of preschool English education in the context of digital transformation.



Keywords---English education management, preschool children, English as a second language, digital transformation, preschool education.

1. Introduction

English education for young children has received increasing attention in the context of globalization and international integration. Early exposure to English can provide children with opportunities to develop basic communicative competence and become familiar with linguistic and cultural diversity. However, English education at the preschool level differs considerably from that at higher levels because young children acquire language primarily through interaction, play, imitation, and meaningful experiences rather than through explicit instruction. Therefore, English education for preschool children requires age-appropriate content, interactive learning environments, and teaching approaches that encourage children to use English naturally in everyday activities (Prošić-Santovac & Savić, 2021). In the context of Industry 5.0, these requirements are increasingly associated with the use of technology, digital resources, and learner-centered approaches in English education for young learners (Rahayu et al., 2025).

Digital transformation has also created new opportunities and challenges for English language education. Digital platforms, multimedia resources, interactive applications, and artificial intelligence can expand children's exposure to English and support more flexible and engaging learning experiences. Roozafzai (2024) argues that digital transformation is reshaping English language teaching by creating smarter learning environments and changing the ways teachers organize learning activities and interact with learners. More recently, artificial intelligence has emerged as another potential resource for supporting English teaching for young learners. Research has indicated that early childhood teachers recognize both the educational potential and the professional challenges associated with using tools such as ChatGPT in teaching English as a second language (Allehyani & Algamdi, 2023). Similarly, Özkan (2025) highlights the growing importance of teachers' perceptions, competencies, and readiness when artificial intelligence is integrated into English language classrooms for young learners.

In Vietnam, the development of English education has been strongly influenced by globalization, international integration, and changing demands for foreign language competence. Previous studies have shown that these changes have affected not only English teaching practices but also teacher education and professional development (Dang et al., 2013). The effective implementation of English education therefore depends considerably on teacher preparation and the capacity of educational institutions to provide appropriate professional and organizational support (Le Van & Do Thi, 2013). In early language education specifically, the use of information and communication technology has become increasingly relevant, although teachers' access, competencies, perceptions, and actual practices may differ across educational settings (Bui, 2024). These developments suggest that improving English education requires attention not only to teaching methods but also to the management conditions that enable

teachers and educational institutions to respond effectively to technological change.

At the preschool level, this issue has become particularly relevant as Vietnam seeks to strengthen children's early exposure to English while promoting digital transformation in education. Circular No. 50/2020/TT-BGDĐT of the Ministry of Education and Training provides the regulatory basis for organizing English familiarization programs for preschool children. In practice, however, moving toward English as a second language requires more than increasing the number of English learning activities. It requires an environment in which children have regular and meaningful opportunities to hear, interact with, and gradually use English. At the same time, digital transformation requires preschool institutions to reconsider learning resources, teacher competencies, technological infrastructure, coordination mechanisms, and the ways English education activities are monitored and evaluated. Thus, the effectiveness of English education increasingly depends on how these components are planned, organized, directed, and evaluated at the institutional level.

Existing studies have primarily examined early English language teaching, teacher preparation, digital technologies, and teachers' perceptions of technology use (Allehyani & Algamdi, 2023; Bui, 2024; Prošić-Santovac & Savić, 2021; Roozafzai, 2024). Other studies have discussed broader transformations in English language education in Vietnam under globalization and international integration (Dang et al., 2013; Le Van & Do Thi, 2013). Nevertheless, less attention has been paid to the management of English education for preschool children, particularly from the combined perspective of moving toward English as a second language and responding to digital transformation requirements. This gap is important because improvements in classroom practices are difficult to sustain without appropriate planning, organization, professional support, digital resources, and monitoring mechanisms at the institutional level.

Against this background, this study investigates the management of English education for preschool children in preschools in Phuong Liet Ward, Hanoi. Specifically, it examines the current status of English education and its management, identifies major strengths and limitations in relation to English-as-a-second-language orientation and digital transformation requirements, and proposes measures for improving management practices. The findings are expected to provide practical evidence for preschool administrators and teachers seeking to develop a more interactive, digitally supported, and effectively managed environment for early English education.

2. Research Methods

The study was conducted from September 2025 to March 2026 at preschools in Phuong Liet Ward, Hanoi. A combination of theoretical and empirical research methods was employed to examine the current status of English education for preschool children and its management in response to the orientation toward English as a second language and digital transformation requirements.

Theoretical research method. Relevant policy documents and previous studies were analyzed and synthesized to establish the conceptual basis and criteria for the investigation. Particular attention was given to Circular No. 50/2020/TT-BGDĐT of the Ministry of Education and Training on English familiarization programs for preschool children, together with literature on early English education, second language acquisition, educational management, and digital transformation. The literature review also provided a basis for developing the survey and interview contents.

Questionnaire survey. A questionnaire was administered to 115 participants, including 10 educational administrators and 105 preschool teachers working at preschool institutions in Phuong Liet Ward. The questionnaire focused on two main areas: (1) the current status of English education for preschool children, including objectives and content, teaching methods and forms, application of digital technologies and resources, and conditions for implementation; and (2) the current status of management, covering planning, organization, direction, and monitoring and evaluation. Items related to English-as-a-second-language orientation and digital transformation were integrated into these areas. Responses were measured using a five-point Likert scale, with higher scores indicating more positive assessments.

In-depth interviews and pedagogical observations. In-depth interviews were conducted with eight preschool administrators and professional experts to clarify and supplement the questionnaire findings, particularly regarding management practices, teacher competencies, digital technology use, and difficulties in organizing English education. In addition, 12 English familiarization activities were observed to examine teaching practices, children's opportunities for English interaction, the use of digital resources and technologies, and the actual learning environment.

Data analysis. Quantitative data from the questionnaire were analyzed using descriptive statistics, primarily frequencies, percentages, mean scores, standard deviations, and rankings. Qualitative information obtained from interviews and observations was analyzed thematically and used to explain and triangulate the quantitative findings. The integration of questionnaire, interview, and observation data provided a more comprehensive assessment of English education and its management in the selected preschools.

3. Results and Discussion

3.1. Current Status of English Education for Preschool Children

The current status of English education for preschool children was examined in terms of objectives and content, teaching methods and forms, English interaction environment, application of digital technology, and conditions for implementation. The results are presented in Table 1.

Table 1
Current status of English education for preschool children (N = 115)

Indicators	Mean	SD	Rank
Objectives of English education are appropriate to preschool children's age and developmental characteristics	4.12	0.67	1
English education content is appropriate and connected with children's familiar daily experiences	4.05	0.71	2
Teaching methods and forms encourage children's active participation	3.96	0.74	3
Children have regular opportunities to listen to and interact in English	3.78	0.81	5
Digital technologies and digital learning resources are effectively integrated into English activities	3.65	0.86	6
Teachers have adequate professional and digital competencies for organizing English activities	3.83	0.79	4
Technological infrastructure and digital resources adequately support English education	3.54	0.91	7
Overall	3.85	0.78	

Table 1 shows that the overall implementation of English education for preschool children was assessed relatively positively, with an overall mean score of 3.85. The highest-rated indicator was the appropriateness of educational objectives to children's age and developmental characteristics ($M = 4.12$, $SD = 0.67$), followed by the suitability of English education content ($M = 4.05$, $SD = 0.71$). These findings suggest that preschools have paid considerable attention to the basic pedagogical requirements of early English education.

However, indicators directly related to creating an English-rich and digitally supported learning environment received lower ratings. Opportunities for children to listen to and interact regularly in English obtained a mean score of 3.78, while the effective integration of digital technologies and learning resources reached 3.65. Technological infrastructure and digital resources received the lowest rating ($M = 3.54$, $SD = 0.91$). Observations of 12 English familiarization activities also indicated differences among classrooms in the frequency and quality of digital technology use. These findings suggest that English activities have been established relatively well, but the transition from English familiarization toward a richer second-language environment supported by digital technology remains incomplete.

3.2. Current Status of Management of English Education for Preschool Children

Management practices were examined through four basic functions: planning, organizing, directing, and monitoring and evaluation. Particular attention was paid to the integration of English-as-a-second-language orientation and digital transformation requirements.

Table 2. Current status of management of English education for preschool children (N = 115)

Management dimensions	Mean	SD	Rank
Planning English education activities	3.89	0.73	1
Organizing the implementation of English education activities	3.82	0.76	2
Directing and supporting the implementation of English education activities	3.74	0.80	3
Monitoring and evaluating English education activities	3.58	0.85	4
Overall	3.76	0.79	

As shown in Table 2, the overall management of English education was rated at a relatively positive level ($M = 3.76$). Planning received the highest score ($M = 3.89$, $SD = 0.73$), indicating that English education has generally been incorporated into institutional planning. Organization was ranked second ($M = 3.82$), suggesting that schools have established basic arrangements for implementing English activities.

Nevertheless, directing and supporting implementation received a lower score ($M = 3.74$), particularly in relation to professional support for teachers and the integration of digital resources. Monitoring and evaluation had the lowest mean score ($M = 3.58$, $SD = 0.85$). Interview findings suggested that monitoring still focused mainly on whether activities were implemented according to plans, while systematic evaluation of children's English interaction, the effectiveness of digital resources, and the quality of the English learning environment remained limited. This indicates a gap between routine administrative management and management oriented toward continuous improvement in a digitally supported second-language environment.

3.3. Overall Assessment

To provide an overall picture, the major dimensions of English education and its management were compared, as shown in Table 3.

Table 3. Overall assessment of English education and its management (N = 115)

Dimensions	Mean	SD	Rank
Objectives and content of English education	4.09	0.69	1
Teaching methods and organization of activities	3.96	0.74	2
English interaction environment	3.78	0.81	4
Digital technology and supporting conditions	3.60	0.89	6
Planning and organization of management	3.86	0.75	3
Direction, monitoring, and evaluation	3.66	0.83	5
Overall	3.83	0.79	

The results reveal three main findings. First, the strongest aspect was the objectives and content of English education ($M = 4.09$), indicating that the basic educational orientation was generally appropriate for preschool children. Teaching methods and the organization of activities were also positively evaluated ($M = 3.96$).

Second, the English interaction environment and digital transformation-related conditions were comparatively weaker. Digital technology and supporting conditions received the lowest score ($M = 3.60$). This finding is particularly important because moving toward English as a second language requires children to have more frequent, meaningful, and diversified exposure to English, while digital resources can help extend such exposure beyond conventional classroom activities.

Third, management practices showed a similar pattern. Planning and organization were relatively well implemented ($M = 3.86$), whereas direction, monitoring, and evaluation were weaker ($M = 3.66$). Evidence from interviews and classroom observations further suggests that digital technology has been introduced into English activities, but its use is not yet systematic or fully integrated into management processes.

Overall, the findings indicate that preschools in Phuong Liet Ward have established a basic foundation for English education for preschool children. However, three limitations require particular attention: **(1)** opportunities for regular and meaningful English interaction remain insufficient; **(2)** digital technologies, infrastructure, and digital learning resources have not been fully utilized; and **(3)** management practices, particularly professional support, monitoring, and evaluation, have not fully responded to the combined requirements of digital transformation and the orientation toward English as a second language.

4. Proposed Measures

Based on the findings, several measures are proposed to improve the management of English education for preschool children toward English as a second language while responding to digital transformation requirements.

4.1. Improving the Planning of English Education toward English as a Second Language

Preschools should develop English education plans based on children's developmental characteristics and the orientation toward increasing meaningful exposure to English. Rather than focusing primarily on separate English sessions, plans should gradually create opportunities for children to encounter and use simple English expressions in familiar activities such as greetings, games, songs, storytelling, movement, and daily routines. Specific objectives should be established for each age group, particularly in listening, basic communication, vocabulary, and confidence in interacting in English.

Digital transformation requirements should also be incorporated into annual and thematic plans. Schools need to identify appropriate digital resources, technological infrastructure, teacher training needs, and criteria for evaluating

technology-supported English activities. Planning should remain consistent with regulations on English familiarization for preschool children and avoid placing inappropriate academic pressure on children.

4.2. Developing Teachers' Professional and Digital Competencies

The survey results indicate that teacher capacity remains an important factor affecting the quality of English education. Preschools should therefore provide regular professional development for teachers in early English education, age-appropriate language interaction, activity-based learning, and the effective use of digital technologies.

Training should focus on practical competencies rather than only theoretical knowledge. Teachers need opportunities to design interactive English activities, select appropriate digital learning resources, use multimedia materials, and create simple digital content suitable for preschool children. Professional learning communities can also be established within or among preschools so that teachers can share lesson ideas, digital resources, classroom experiences, and effective practices. At the same time, school administrators should provide ongoing professional support and encourage teachers to experiment with appropriate technology-supported approaches.

4.3. Strengthening Digital Resources and the English Interaction Environment

The relatively low assessment of digital technology and supporting conditions suggests the need to improve both technological resources and their educational use. Preschools should gradually develop a shared repository of age-appropriate English learning materials, including audio, songs, stories, images, videos, interactive games, and teacher-designed digital resources. These materials should be selected according to children's developmental needs, educational objectives, safety, and ease of use.

More importantly, technology should support rather than replace direct interaction between teachers and children. Digital resources can be used to provide authentic pronunciation models, visual contexts, songs, stories, and interactive situations that stimulate children to listen and respond in English. Schools should combine these resources with classroom communication, play, experiential activities, and daily routines to create a richer English interaction environment. Appropriate coordination with families can also help provide children with additional opportunities for English exposure at home without increasing screen time excessively.

4.4. Improving Monitoring, Evaluation, and School-Family Coordination

The findings show that monitoring and evaluation were among the weaker aspects of current management. Preschools should develop simple and practical criteria for monitoring English education, focusing not only on whether planned activities are implemented but also on children's participation, opportunities for English interaction, teachers' use of appropriate methods, and the effectiveness of digital resources.

Digital tools can be used to support the collection and management of information on teaching activities, children's progress, professional development,

and learning resources. However, assessment of preschool children should primarily rely on observation of their participation and development in natural learning situations rather than formal testing. The collected information should be used to provide feedback to teachers and improve subsequent educational plans.

In addition, coordination between preschools and families should be strengthened. Schools should provide parents with clear guidance on the objectives and appropriate methods of early English education, recommend suitable digital resources, and encourage simple English interactions through songs, stories, and everyday activities at home. Effective school–family coordination can help create greater continuity in children's English exposure while ensuring that the use of technology remains developmentally appropriate.

Taken together, these measures emphasize the integration of educational planning, teacher development, digital resources, English interaction environments, and monitoring and evaluation. Their implementation can help preschools move from organizing individual English familiarization activities toward a more coherent and sustainable environment in which English is increasingly present in children's learning experiences, while digital technology serves as a supportive tool for improving educational quality rather than an end in itself.

5. Conclusion

This study examined the current status and management of English education for preschool children in Phuong Liet Ward, Hanoi, in relation to the orientation toward English as a second language and digital transformation requirements. The findings indicate that the participating preschools have established a relatively positive foundation for early English education, particularly in terms of educational objectives, content, teaching methods, and the organization of activities. Planning and organization were also among the more positively assessed aspects of management.

However, several limitations remain. Opportunities for children to engage in regular and meaningful English interaction are still insufficient, while the application of digital technologies and digital learning resources varies across educational settings. Technological infrastructure and supporting conditions also require further improvement. From a management perspective, directing, professional support, monitoring, and evaluation have not yet fully responded to the requirements of developing a digitally supported English learning environment.

Based on these findings, the study proposed four main measures: improving English education planning toward English as a second language; developing teachers' professional and digital competencies; strengthening digital resources and the English interaction environment; and improving monitoring, evaluation, and school–family coordination. These measures should be implemented in an integrated and developmentally appropriate manner, with digital technology

serving as a tool to enrich children's language experiences rather than replace direct interaction, play, and experiential learning.

The study is limited by its relatively small sample and its focus on preschools within one ward of Hanoi. Therefore, the findings should not be generalized to all preschool settings. Future studies could involve larger and more diverse samples and examine the effectiveness of specific management measures and digital practices in supporting children's English development. Nevertheless, the findings provide practical evidence for improving the management of preschool English education in the context of Vietnam's increasing emphasis on English language development and educational digital transformation.

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