

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

NGUYEN THI LINH

**IMPLEMENTING EXPERIENTIAL ACTIVITIES IN ENGLISH
TEACHING FOR 5 - 6 - YEAR - OLD KIDS AT DPA KINDERGARTEN**

**(Tổ chức hoạt động trải nghiệm trong dạy học tiếng Anh
cho trẻ 5 - 6 tuổi tại trường mầm non DPA)**

M.A. THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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(APPLICATION ORIENTATION)**

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Supervisor: Dr. Nguyen Thi Hong Minh

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DECLARATION

I hereby acknowledge that this study is mine. The data and findings discussed in the thesis are true, used with permission from associates and have not been published elsewhere.

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The big influencers help me to implement this thesis

Firstly, I owe my deepest gratitude to my supervisor, Dr. Nguyen Thi Hong Minh whose encouragement, guidance, and support from the initial to the final level has enabled me to overcome many difficulties and develop my research skills.

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ABSTRACT

This project aims to propose guidelines for teachers of English in DPA kindergartens in the implementation of experiential activities in English teaching for 6 year – old kids.

Qualitative, quantitative and experimental methods was used for this study. Data analysis is the process used to demonstrate the data and information collected from survey questionnaires and observation checklists.

The results show that organizing experience activities is really useful, not only helps children increase their interest in activities but also can provide them with a significant amount of knowledge about environmental issues and environmental education. Thereby, children are aware of learning more and easily absorb more knowledge. Students do not feel boring and rigid in the learning process. Let children really learn and play.

From the above statements, can be seen, the organization operating experience should be conducted and apply more to general and preschool children preschool 6 years old in particular. This helps children develop comprehensively and love school more.

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LIST OF ABBREVIATIONS

MOET	- Ministry of Education and Training
EYL	- English young learn
ESL	- External specific learning
SPSS	- Statistical Package for the Social Sciences
N	- Name
STD	- Standard deviation
SIG	- Significant
DF	- Data frame

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CHAPTER 1: INTRODUCTION

1.1 Rationale of the study

English has long been a popular language in the world, and in Vietnam it is an indispensable language in today's society where the necessity for learning the language is widely recognized. In the trend of global integration, an idea of promoting English as a second language is proposed, which reflects an increasing interest in English teaching and learning in Vietnam. The Circular 32/2018 - MOET dated on December 26th 2018 confirms this importance of English teaching and learning in the Vietnamese school system. Therefore, English is taught at all school levels from kindergarten, primary, secondary, high school and university.

Teaching English in the context where it is used as a foreign language requires a lot of efforts from teachers, and teaching English to children in kindergartens whose first language is still developing is even more challenging. Children at this age level just begin to become comfortable with using their mother language and thus being engaged in a new language learning may create some certain difficulties for children.

However, studies suggest that children learn languages better than adults, and so children may be able to excel at their English as a second language studies when they start in kindergarten. It is necessary to create a wide range of activities to make learning English more effective and to make learning fun and to encourage kids to enjoy a firm grasp on English language study.

At the same time, age plays a crucial role in what we teach and how we teach since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed.

Teaching English for young learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language.

Due to the above reasons, with the purpose that this study can help the DPA kindergartners in Thai Nguyen where I work better approach and study English in the

near future, the author has decided to carry out the research entitled “*Implementing experiential activities in English teaching for 6 - year – old kids at DPA kindergarten*”.

1.2. Aims of the study

The study aims to propose guidelines for teachers of English in DPA kindergartens in the implementation of experiential activities in English teaching for 5-6 year – old kids. The purposes of the research are:

- (i) Find out the reality of teaching and learning English for 5-6 year-old pre-schoolers in DPA kindergarten.
- (ii) Evaluate the improvement in English speaking performance of the 5-6 year- old children in DPA kindergarten.

Specifically, it seeks to answer the following research questions:

1. What is the current situation of implementing experiential activities in English teaching for 5-6 – year – old children in DPA kindergarten?
2. How do the teachers of English in DPA kindergarten evaluate the implementation of experiential activities?
3. To what extent do experiential activities improve student’s speaking performance?

1.3. Scope of the study

DPA has four campuses in the Thai Nguyen city. It is the DPA base of Bac Son, the DPA base Tinh Doi, the DPA base museum and the DPA base Dong Bam.

In this study will be conducted at three sites. There are DPA base Bac Son, The DPA base museum and the DPA base Dong Bam.

There are many experience activities in English teaching but this topic studies three specific experience activities such as:

1. Drama show.
2. Ring the golden bell.
3. English presentation contest.

Each DPA school site will perform an experience activity as:

- + The DPA base Bắc Son will perform Drama show.
- + The DPA base museum will perform Ring the golden bell.
- + The DPA base Đông Bam will perform English presentation contest.

1.4. Significance of the study

Teaching and studying English at the kindergarten is interested in, but how to teach and study in order to obtain effectively is an important problem which requires us to find the best methods. In particular, it is expected that students can integrate with English school environment happily and usefully. Hence, organizing experience activities for the children with the age of 6 in the kindergarten is very essential according to the knowledge they learned so as to discover around the world, improve their character and make confidence.

The situation of teaching English at DPA kindergarten is limited. For example, the teachers teach traditional methods especially explanation, vocabulary without in context, grammar without the appropriate topics. Thus, students are not excited, they even get tired and bored with studying English. Recognizing the disadvantages, the school board discussed with the board of directors in the company to find the methods which help students play, study, avoid the pressure and create a lively and meaningful study space for each class. Therefore, the school organized extracurricular activities in teaching English methods.

1.5. Design of the study

The research is organized into five chapters.

Chapter I: Introduction - has provided some background that lead to the research. The aim, scope, significance and design of the study are also included in this section.

Chapter II: Literature Review – give the first section discusses an overview of young learners and how to teach English to young learners. The second section mentions to the experiential activities including the definition, benefits of experiential activities and how to teach English through experiential activities. The third section gives some example of experiential activities.

Chapter III: Methodology, mentions the methodology applied to the research consisting of research questions, data collection method, description of subjects, procedures, and demonstrates questionnaires and observations checklists with data analysis.

Chapter IV: Findings and Discussion, presents and discusses results of questionnaires and observation checklists.

Chapter V: Conclusion and Recommendations, gives suggestions for further research

CHAPTER 2: LITERATURE REVIEW

This chapter provides the theoretical background to the research that is used as useful bases for the study. The first section discusses an overview of young learners and how to teach English to young learners. The second section mentions to the experiential activities including the definition, benefits of experiential activities and how to teach English through experiential activities. The third section gives some example of experiential activities.

2.1. Young learners

2.1.1. *Characteristics of young learners*

Understanding about the features of your learners when you become a teacher is very necessary, as each age has distinct features to differentiate the children. Acknowledging the students' characteristics will assist teacher discover the correct path and have the correct techniques of teaching.

Children are a living unit that is total, united and acquires understanding of ecological factors in a particular setting. Children's mind and physiology growth always requires position in a whole, intertwined block. Thus, teachers need to depend on the growth features of each age group when creating a appropriate organization for children. The growth of elderly preschoolers can be generalized by some of the following features:

2.1.1.1. *Physiological characteristics of the 5-6 year- old children.*

a) Nervous system:

According to Poole, Warren & Nuñez (2007), from 4 - 6 years old, brain weight for male children is 1305 grams adequate to 1 / 13-1 / 14 weight of physical body and youngsters is 1140 gam equal to 1/13 - 1/14 weight of body. The inner layer of the brain develops additional slowly than the outer layer, that is that the overgrowth of the crust that forms wrinkles, the grooves on the cortex. once the kid is 5-6 years recent, medullary and medial onions have the identical position as adults in terms of perform. In kids, the amount and size of the neural structure has obvious changes in keeping with their height. neural structure newborns weigh a pair of - 6 grams; once one year recent and five year old weighs double as serious as three (18 grams). 5-year-old kids have spinal length more or less 21 of linear unit. The formation of wrinkles, grooves

on the cerebral mantle, changes within the spinal cord, and increasing the dimensions of the brain is that the favorable conditions created for conditioning and adaptability within the process of awareness in order that they will acquire new information be that teacher bring.

b) Analysis agency:

Wendy A. Scott and Lisbeth H. Ytreberg (2004) assumes that children at these ages are all at level one, the beginner stage.

Adult kindergarten can differentiate some intermediate colors. The bigger, the capacity of the richer kids to perceive and differentiate stimuli (forms, colors ...). The level differs, however, depending on the practice of individual kids.

The child's nasal cavity is low and narrow, covered with a smooth, thin and vascular lining. By the age of 6, the sensitivity to nasal irritation increased (sensitivity increased and the probability was more susceptible than adolescents) then this capacity reduced with growing age. For children, sensitivity performs an significant part in life for kids: enhancing the workings of the nervous system and offering kids a feeling of safety. Children's awareness increases with age and relies on children's practice.

If 3-year-old kids can only differentiate between warm and cold, the form of artifacts such as circles, cones can be distinguished by up to 5 years of age. And 6-year-old kids differentiate object characteristics by contact. Developing visual, olfactory awareness and allowing kids to differentiate excellent color, shape, flavor... Objects subjected to kids; generate favorable circumstances for educators to provide kids with fresh information in the setting outside as they assist kids define forms, color of leaves, water resource features...as well as integration of educational content.

c) Movement system:

Boyd and Bee (2009) mention the delay of fine motor skills development compared to general motor skills development in their work Lifespan Development.

Great kindergartens ' movement is thriving. Pelvic model of preschool kids between boys and girls alike, pelvic growth of girls and boys horizontal vertical growth from the age of 7.

The diameter of muscle fibers relies on the features of the youthful body and the capacity of the child to function. Although kids under 3 years of age accounted for

only 20-22 percent of body weight, up to 6 years of age accounted for 27 percent of body weight.

If the 3-4-year-old child can hold balance the body, walk, run, the larger kindergarteners have been able to do the complex of movement and varied as different hopping, jumping, and doing acrobatic movement. Children can also move their fingers correctly, coordinating them skillfully and varied such as cutting with scissors, drawing, playing the piano, etc.

There is a motion of many organizations in adolescents at about 6 years of age. And gaining motion practices relies on each body's personal features, particularly suitable training.

This is one of the most favorable circumstances for educators to organize fun events for kids. In particular, kids can engage in nimble, vigorous, skillful and subtle outdoor operations.

d) Respiratory system:

For preschool children, the sound slit is narrow, the sound is tight and short, so the child has a higher voice than the adult.

Children's central respiratory regulation is highly prone to pollen. Therefore, when a baby is touched, or when the temperature raises the baby breathing quickly. This is a feature that educators need to pay attention to, arrange play operations for suitable kids to avoid extended, overly effective operations for kids, to avoid hazards while managing outdoor activities.

e) Digestive system:

Children 4-6 months ancient began teething with milk. Until 2 years of era, 20 teeth are old enough. Children at the age of 6 start to modify their teeth into permanent teeth. Children's teeth may develop earlier or later relies on the traits of personal growth, genetics, and the effect on the body during fetal and postnatal development. The quality of dietary materials also contributes to the formation and growth of teeth.

In short, thanks to the growth of the nervous system, analytical organs, motor systems, cardiovascular and digestive structure, children can rapidly obtain fresh understanding and engage in good pre-school participation. This is a favorable situation for educators to conduct children's instructional operations. In specific,

outdoor activities with embedded environmental education will enhance the capacity of the child in this age.

2.1.1.2. *Psychological characteristics of the 5-6 year- old children.*

a) Young curious to explore the world around

Mildred Parten (1932) points out that at this stage, the child's perception is created, the kid starts to be excited about the globe around them, the variety and richness of the globe around them, which motivates the development of child's cognitive skills.

Kids love games like water play, throwing balls, toys, tasting the food, etc.

Children are curious to discover the phenomena around things such as: question the phenomenon phenomena; “Why is there rain? “The kid places the senses to observe, consider and communicate events such as using distinct senses to look at leaves, flowers, fruits and explain the object's features.- The difference between day and night, the moon and the sun.

- Compare the similarities and differences of clothing, toys and their diversity.
- Some weather phenomena vary by season and seasons.
- Characteristics, benefits of plants, fruits, animals.
- How to care for plants and animals and protect them.
- Observing, judging the simple relationship between animals, trees and habitats.

b) Children begin to communicate and learn

Communication is one of the psychological features of pre-school kids. At this age, kids start to develop the capacity to interact and be enthusiastic about interacting with individuals. To learn to follow, children will observe what is going on around them, their parents, friends and educators. Wendy A. Scott and Lisbeth H. Ytreberg (2004) have listed things children at the age of 5 to 7 can do:

- Children tell family members ' name, age, work, daily routine when asked, talk, see family pictures. When questioned, he told the address of his family (home number, road), telephone number (if any), etc.
- They tell the name, email, and explain some of the school's hallmarks, the class when requested, speaking. Children tell the name, the teacher's job, and the college admissions agent when questioned, speak. When questioned, children tell their class name and features.

- Children can use many types of sentences such as single sentences, negative sentence, , affirmative sentences, and compound sentences. Children tell stories are heard in sequences, story stories according to objects.
- Children read and listen to different types of books, drama shows.
- Clearly, readily grasped by the single sentences, compound sentences, children convey their feelings, wants and understandings.
- Children speak out, use gestures and express facial expressions to fulfill their demands, conditions of communication, sentences.

c) Emotional development and social skills:

Poole, Warren & Nuñez (2007) show that the child is aware of some emotional states: joy, sadness, fear, anger, surprise, shame, etc. through the face, gestures, voice of others. Children can express many emotions such as joy, sadness, fear, anger, shame, etc. They can listen to the opinions of others, use words, polite gestures to show their respect, cooperation, acceptance to others. Children also demonstrate their love, care for family members. Interested, sharing, helping can also appear on children at these ages.

d) Children begin to self-reliance

Children love to express themselves, like to do things like dressing, brushing their teeth, washing their hands, eating, arranging toys, going to the toilet. Poole, Warren & Nuñez (2007) point out that children are often happy playing and working alone but in the company of others. They can be very reluctant to share. Do your own housework and encourage your children to help with things that are appropriate for their age and health.

2.1.2 Teaching English to young learners

2.1.2.1. Reasons to teach English to young learners

English is “overwhelmingly the first choice” (Gorton, Copland, & Burns, 2011, p. 5). The growing demand for English, plus parents’ belief that English skills provide their children with a better education and better employment opportunities, have led to an increase in the number of EYL programs (Never & Moon, 2009; Jimenez, 2009).

Teaching English to young people is always a matter of concern, especially in today's education, teaching English to young people has become a top priority. For

most children, teaching English is just like any other activity, so the orientation and foundation of the language will make it easier for children to access difficult language problems in the future.

Young learners are the development resources of the country, teaching English to young learners will help promote social development. One of the most important aspects of teaching English to young learners is creating an enjoyable and creative learning atmosphere. For instance, creating a fun and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers.

2.1.2.2. The factors that influence to Teaching English to young learners

2.1.2.2.1. Internal factors

Every individual language learner brings internal factors with her or him to the particular learning situation.

a) Age

The acquisition of second language is affected by the age of the learner. According to (Lenneberg, 1967), it is simpler to acquire second language as a kid than as an adult. Older pupils can also be quite effective, but they generally have to fight to achieve native-speaker-equivalent intonation and pronunciation. Whereas children, who have already gained strong literacy abilities in their home language, appear to be in the most suitable situation to obtain a different language fluently and effectively.

b) Personality

Introverted learners generally make faster advances, particularly in the growth of oral skills, according to Chamorro-Premuzic and Furnham (2005). They seem less likely to take advantage of chances to present or figure out such possibilities. Pupils who are more outgoing will not bother about the inevitability of making errors. They will not be afraid of taking risks, which may give themselves more opportunities to practice the language.

c) Motivation (Intrinsic)

Gardner and Lambert (1972) discovered that intrinsic motivation heavily links with academic accomplishment. Clearly, students who appreciate studying English and are proud of their advancement will learn better than those who are not. Extrinsic

motivation is also a notable variable. For instance, an ESL student who wants to know English so that he or she can find a seat at a British university or maintain in contact with a fresh English mate seems to be making higher efforts and hence, higher advancement.

d) Experiences

Gómez, Gerken & Schvaneveldt (2000) stated that students who have gained overall experience and understanding are in a better position to create a fresh vocabulary than those that have not. For example, the language students who have never stayed in another country and are exposed to different cultures and languages have a basis for learning another language as strong as the students who have such experiences.

e) Cognition

It seems that learners with higher behavioral skills (intelligence) will advance more efficiently. Escribano (2004) thought that some learners have an inherent, particular linguistic teaching capacity that is greater than others.

f) Native language

By default, college students who acquire knowledge of a second language with a similar language family, or who come from the same language circle of relatives as their mother tongue, have a much less challenging project than people who aren't. As an instance, a German kid will discover English faster than a Chinese kid.

2.1.2.2.2. *External factors*

External variables characterize the specific condition of language learning.

a) Curriculum

For ESL students, in particular, it is critical that the sum in their academic level is appropriate for his or her demands. Jack C. Richards (2013) stated that language learning is less likely to occur if learners are totally embedded in the mainstream software with no more assistance or, consequently, are not permitted to be component of the mainstream until they have reached a favorable phase of language skill.

b) Instruction

Clearly, in offering apposite and effective teaching experiences for learners in their schools, some linguistic educators are better than others. By taking advantage of

this, these learners will create more productive strides. According to Jimalee Sowell (2017), the same goes in second language circumstances to conventional educators. For example, the physics teacher, who is mindful that she is also responsible for the creation of the foreign language of the pupils and allows certain adaptations, will make a contribution to the linguistic development of her learners.

c) Culture and status

There is proof that learners in roles where their own culture has a smaller standing than the society where they are studying the language create more intentional strides. In language learning schools, students need to be involved in how context impacts what is transmitted and how. Both the environment in which significance is produced or conveyed and the culture of the learner have an impact on the way feasible expressions are interpreted.

d) Motivation (Extrinsic)

Garner and Lambert (1972) created that learners who are provided adequate, ongoing support to study by their relatives and educators will usually be better off than those who are not. For instance, learners from households who place little significance on language teaching are probable to advance less rapidly.

e) Access to native speaker

According to Maria TengsSannes (2013), possibilities to communicate with native speakers both in and out of school are a important benefit. Native speakers are linguistic prototypes and can provide suitable guidance. Clearly, second-language learners who do not have comprehensive access to native speakers are inclined to create faster advances relative to those who have the possibilities, especially in the verbal or aural elements of language acquisition.

2.2. Experiential activities

2.2.1. Definition

The first theories of experiential learning arose in the mid-nineteenth century as attempts to move away from traditional formal education, where teachers simply presented students with abstract concepts through experience, and toward an immersive method of instruction, which means that students would “learn by doing,”

applying knowledge to experience in order to improve their creation and interaction with real life.

Lewis and Williams (1994, p.5) defined that experiential learning means learning from experience or learning by practising. Experiential education first engages learners in an experience and then encourages them to reflect about the experience to develop new skills or new ways of thinking.

In another definition shown in 2005, Wurdinger viewed “experiential learning” as a foundation of interdisciplinary and constructivist learning reads as follows: “Experiential methodology does not treat each subject as being walled off in its own room, unconnected to any other subjects. Compartmentalized learning does not reflect the real world, while as the experiential classroom works to create an interdisciplinary learning experience that mimics real world learning”.

According to Moon (2004, p.163), experiential learning can also be defined by the qualities it imparts on its learners. Successful experiential learners have a willingness to reorder or alter their conception of a topic. They can reason for themselves and are able to successfully explain their position. They have clarity of purpose with tasks they undertake, and the self -management skills necessary to work successfully both alone and in a group. Experiential learners are aware of the “rules” governing their discipline or mode of operation, but are also open-minded, and able to work with people with different views. Finally, experiential learners are in control of their voice, they can identify the role of emotion in their learning, as well as reflect on how they have come to their new knowledge.

2.2.2. Characteristics of experiential learning

Burnard (1989) describes several characteristics of an experiential learning activity:

- *Action* – the learners in an experiential classroom are active participants, not passive. They need to move around for group activities, not just sitting.
- *Reflection* – learning only occurs after the action is reflected upon because it consciously focuses our attention on what we have learnt and thus consolidates it.
- *Human experience is a source of learning* – the learners can apply others’ experience as part of the learning process.

When discussing about the characteristics of experiential learning, Joplin (1981) claimed that experiential activities consist of several attributes:

- *Student – based rather than teacher – based* – This means the teachers only give instructions to the students, and then ask them to do by themselves.
- *Evaluation for internal and external reasons* – assessment is considered to be a learning experience that the students can learn to do on their own.
- *Perception – based rather than theory – based* – experiential learning emphasizes a student’s ability to justify or explain a subject rather than recite an expert’s testimony.

2.2.3. Benefits

It can be said that experiential learning is the educational theory underpinning outdoor education, internships, role plays, classroom science experiments, and so on. Recently, educational theorists have shown the benefits and effectiveness of experiential learning.

- i) *Experiential learning gives learners the skills and experience they need for real world success:* Nowadays, many employees seem to lack problem-solving skills and they cannot apply what they have learnt to their job. According to Baker (2012), experiential learning may lead to higher domain specific creativity and practical use of knowledge, whereas direct instruction may yield higher practical knowledge scores. Students also benefit from experiential learning by expanding their knowledge on a subject. Therefore, learners are able to apply their learning to the workplace as well as workplace situations if they actually do the practical job in their learning experience.
- ii) *Use of multiple senses can increase retention of what is learnt:* Instead of learning based on traditional methods, learning through experiential activities brings learners real experience and emotion, which makes them remember easily. The learners can get more information when they use more senses.
- iii) *Experiential learning is enjoyable, leading to better performance and higher completion rates:* Learners find experiential learning enjoyable because

such experiential activities are often familiar to them, helping them learn more easily. When the learners are engaged in learning experiences, which means they are interested in such activities and they can perform them successfully. According to Ambrose, et. al. (2010), participants are also motivated to learn when they have opportunities to practice, reflect and gain feedback.

2.2.4. Types of experiential learning

Experiential learning is divided into two main categories: field-based experience and classroom-based experience.

Field-based learning is the oldest and most established form of experiential learning, having been applied into higher education. Field-based learning consists of internship, practicum, service learning and cooperative education (Lewis & Williams, 1994).

Classroom-based experiential learning includes role-playing, games, case studies, simulations, presentations, outdoor activities, and various types of group work.

2.2.5. Teaching English through experiential activities

Research into experiential learning has found that experiential learning positively has impact on students' personal growth and development. When the teachers provides the learners a safe learning environment, they can explore and create everything they want and try new things and learn. In fact, students will have a better chance to learn that lesson when they get to interact with real life experience. For example, when teaching about a pond, the teachers should take the students to a pond to have them look around, make observation and collect sample for further study.

Besides, outdoor activities are one of the fun activities that children enjoy and are most interested in especially with their kindergarten age. This is a fun activity that gives kids lots of fun and knowledge about the world around them. Children participating in outdoor activities are aware of the world around them by touching, exploring, and exploring what is happening in their surroundings. Through outdoor activities, children meet the needs of children, explore the needs of children, observe

the world around, discover new things from nature to help children increase living capital and especially children be free to operate.

2.3. Some examples of experiential activities

2.3.1. Drama show

2.3.1.1. What is the “Drama show”?

Drama games are games in which the child performs only the themes available on the basis of literature (fairy tales, myths, parables, short stories ...). The content, form, behavior, speech of the character is determined in advance based on the story available. This is a point to help children play the game to clarify their goals to achieve. Dramatic play is creative and it is close to the specific art activity that is drama. Action plays a role, with themes, content and symbolic situations. Therefore, it is also called a role playing game.

2.3.1.2. The meaning of drama show with the development of the child's personality.

The game plays an important role in developing children' personality:

- *Help to promote children's thinking.*
- *Help positive influence on children's language development.*
- *Help develop the imagination of children.*
- *Help children to improve morally.*

2.3.2. Ring the Golden Bell

2.3.2.1. What is the game Ring the Golden Bell?

Ring The Golden bell is a knowledge contest for students, in order to discover the talents of the country and create intellectual playing field for all students, students across the country. This can also be organized within class to create a new atmosphere to encourage students learning and practicing.

2.3.2.2. Benefits of the Golden Bell

Participating in this playground, it is important that the students not only compete with you but also compete with themselves. The correct answer written in the table is knowledge and knowledge accumulation. This game not only helps students raise self-confidence, learn how to behave quick, but also have the opportunity to interact, learn and test their knowledge, to try in other areas of the school.

2.3.3. English presentation contest

2.3.3.1. What is the English presentation contest?

This is a very useful competition for the purpose of raising awareness as well as encouraging the learning spirit of students.

Actually, learning foreign languages in general and English in particular, students do not focus on the ability to communicate but only in the grammar. This gives them a sense of lack of confidence, fear and fear of speaking. This program will help them to improve their listening and speaking skills in a natural way while recognizing the importance of English in supporting their study abroad needs.

2.3.3.2. Benefits of the English presentation contest

The game helps students develop the ability to eloquence, improve communication skills, presentation; enhancing the ability of international integration, and enhancing confidence, boldly when communicating in English. It also create an environment for students to exchange, learn, cultivate English in each learning points for use in daily life. Moreover, it motivates students to be interested and interested in the subject. Students have more opportunities for exchanging and exchanging teaching and learning experiences, organizing extracurricular activities, and improving the quality of learning English, especially listening and speaking skills.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the methodology applied in the study, consisting of research questions, study setting, data collection method, description of subjects, procedures, and demonstrates questionnaires and observations checklists with analyzing data.

3.1. Research questions

The study aims to propose guidelines for teachers of English in DPA kindergartens in the implementation of experiential activities in English teaching for 5-6 year – old kids. The purposes of the research are:

- (i) Find out the reality of teaching and learning English for 5-6 year-old pre-schoolers in DPA kindergarten.
- (ii) Evaluate the improvement in English speaking performance of the 5-6 year- old children in DPA kindergarten.

Particularly, it seeks to answer the following research questions:

1. What is the current situation of implementing experiential activities in English teaching for 5-6 – year – old children in DPA kindergarten?
2. How do the teachers of English in DPA kindergarten evaluate the implementation of experiential activities?
3. To what extent do experiential activities improve student’s speaking performance?

3.2. Setting

3.2.1. General features of DPA Preschool

DPA kindergarten was established on August 21, 2013 under the decision by Thai Nguyen Department of Education and Training. In the school year of 2018 – 2019, DPA Kindergarten has 168 officials, teachers and staff, of which there are 05 managers, 80 preschool teachers, 4 English teachers, and 86 employees. The whole school has 37 groups, with 787 children divided by age. 100% of children stay in the school during the day.

Located in Group 6, Đông Quang Ward, Thai Nguyen City, DPA Kindergarten has a total land area of 1.358m² with basic building blocks to meet the requirements of the care and education of children. The center consists of two classes 3 floors with 9

study rooms providing safe green - clean – beautiful learning environment, meeting basic conditions to implement education reform.

English teaching and learning has been introduced to children aged from 3 to 5 in DPA kindergarten since ...

At the beginning of the child's teaching and learning English is very simple. Students are introduced to the self-made card set on topics such as: Animals, transport, toys, school supplies, family, flowers and fruits, careers ... But then, Realizing that the needs of parents are increasing, especially children are very interested in English lessons and thereby increase the income for the school. The school's board of directors has contributed ideas to the management and consulted with unified parents to invest in teaching English in DPA kindergarten. The school has invested and made a private English classroom for children with modern equipment such as projectors, computers, speakers, touch screens to help children interact directly to create excitement for children and parties. Besides, the teachers are also particularly concerned with the hiring of foreign teachers who are English and American teachers with teaching assistants who graduated from foreign languages. Every week, students have 2 English lessons with foreign teachers and 2 lessons with Vietnamese teachers. Improved learning quality has led to an increase in the number of students enrolling in English at school to 178 students.

3.2.2. Characteristics of 3 research units

Three DPA campus including DPA kindergarten- Bac Son campus, DPA Kindergarten - Museum campus and DPA Kindergarten- Dong Bam campus have been selected to be the research location. The advantages and disadvantages for implementing the study is discussed below.

Situated in one of the busiest streets in Thai Nguyen City, DPA Kindergarten - Bac Son campus is equipped with quite good and adequate facilities with the support of sponsors and the children's parents, which provides advantages for the organization of Drama as a kind of experiential activities. Moreover, students, the majority of whom demonstrate their enthusiasm, eagerness and strong motivation in learning and joining in outdoor activities is a beneficial factor to the employment of Drama in their English course.

However, there are some drawbacks preventing the implementation of experiential activities including the supply of adequate costumes as well as designed stages for performances, inexperienced teachers in organizing those activities and the reluctance and shyness of the children.

DPA Kindergarten – The museum campus has a convenient position which is located near the city center with the density of crowded population and it is appropriate for traffic. Moreover, the museum unit has large space for the children to play as it is located in the Vietnamese National Cultural museum area, it is a good point to hold the user activity for kids “ Ring the Golden Bell”. Furthermore, the museum unit is the first unit of DPA kindergarten, so the children are very obedient, intelligent and are got enthusiasm encouragement from the presents. However, the museum has some bad points in organizing activities, equipment is not modern, holding experience activities for kids is limited and the children are quite shy while joining in the activities.

Piacenza part is located at Dong Bam ward, which belongs to DPA kindergarten with the modern facilities, which is a good condition to organize lecture activity for the children. In addition, the students studying in the Piacenza campus have a stage and the foreign teachers teach them to help students get more confident on the stage and show their talents. However, some teachers lack some experience in designing.

3.3. The subject of the study

Participants of the research include 20 teachers, 4 teachers who are currently teaching English at DPA kindergarten, including two Vietnamese teachers and two foreign teachers. The Vietnamese teachers of English, both females at the ages of 26 and 27 are university graduates. Despite their bachelor degree in the University Certificate, they have just entered their teaching profession and somehow are regarded as inexperienced. However, thanks to their 2-year teaching experience in the school, they have a remarkable understanding of preschoolers’ characteristics as well as how to teach English to those students. The two foreign teachers, both males at the ages of 28 and 30 are university graduates. One teacher British and one teacher is American. They have a bachelor’s degree in the University Certificate. Both teachers have

experience in teaching English to children in English language centers in Thai Nguyen City and participate in teaching at preschools DPA for 2 years. Therefore, teachers are aware of the psychology of students to have the best teaching methods for children. 16 teachers are female, the age of 26 – 33, most of the teachers have the students participating in experiential activities and the teachers have experience in teaching at least one year at DPA kindergarten. Besides, there are 5 teachers who graduated from the colleges, one teacher graduated from the university and the rest of them are intermediate.

Furthermore, 68 students at the age of 6 who were selected to participate in activities to experience, including 38 females and 30 males. These students have been well prepared for formal schooling starting in the upcoming years; hence, generally, they have a basic understanding of literacy and numeration in the native language. Furthermore, most of them have basic knowledge of English and have demonstrated their enthusiasm, eagerness and strong motivation in learning and joining in outdoor activities. Nevertheless, there is a small number of children struggling in learning their mother language and English as well.

3.4. Research methods

The research has been implemented as a case study that examines the use of experiential activities in English teaching for 6-year-olds in DPA kindergarten as a specific research case. Qualitative, quantitative and experimental methods are applied as research methods seeking to provide answers to the research questions.

3.4.1. Qualitative method

According to Dawson (2002), qualitative method is suitable for researches that aim at exploring attitudes, behavior, and experiences.

Jenifer Mason (2002) indicated that qualitative method is highly rewarding activity because through qualitative research, researchers can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.

In this study, qualitative method is applied to seek teachers' attitudes and experiences in implementing experiential activities as well as students' behaviors during their participation in such activities in their English course.

3.4.2. Quantitative method

Quantitative method generates statistic (Dawson, 2002) and questionnaires is regarded as a statistical technique is one of the most familiar type applied in this study method. As the number of the participant is 68 students and the implementation time of the study lasts for a school term, this method enables the evaluation of the subjects faster and more accurate. The quantitative method aims at providing data in the reality of using experiential activities in English teaching in DPA kindergarten.

3.4.3. Experimental method

The experimental method, as Gay (1992: 298) defined, is the only research method which can truly test hypotheses concerning cause-and-effect relationships. It is acknowledged as the most “valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science”. With the empirical observations and tests based on experiments, the experimental method provides the strongest argument for the effectiveness of applying experiential activities for the English teaching to 5- 6-year-olds in DPA preschool. In this study, the experiment of implementing experiential activities was conducted in 6 months, from October 2018 to March 2019 in 3 mentioned DPA campus.

3.5. Research procedures

Stage 1: Plan the research

- (i) Write the general implementation plan and three specific plans in 3 research units.
- (ii) Select research units and research participants

Stage 2: Design research instruments: questionnaire, interview contents, observation sheet and assessment rubric for students’ performances

Stage 3: Understand the situation

- (i) Deliver the questionnaire to the teachers: Explaining the content, instructing how to complete the questionnaire
- (ii) Construct face-to-face interview to teachers
- (iii) Evaluate students’ performances in a regular English class activity (pre-test)
- (iv) Collect related data

Stage 4: Prepare the teachers for the experiment

- (i) Work with the teacher on the plans: explaining details, checking understanding, discussing about possible strategies to implement the plan.
- (ii) Train the teachers with the rubric

Stage 5: Implement the three experiential activities.

- (i) Prepare required facilities for the implementation of Drama Show, Ring the Golden Bell and Presentation Contest
- (ii) Supervise teachers and students in the organization and participation in the activities
- (iii) Observe the implementation, students' behaviors and teachers' assessment in the post-test

Stage 6: Collect and analyze data

- (i) Gather all required data
- (ii) Analyzing data collected from questionnaires, interviews, pre-tests, post-tests and observations.

3.6. Data collection instruments

A combination of questionnaire, interview and observation as research instruments are employed to seek answers to the research questions. These instruments are beneficial to obtain in – depth, rich data and information about the reality of implementing experiential activities in DPA preschool. The usage of these instruments will be discussed below.

3.6.1. Questionnaires

A questionnaire, in Nunan's (1992) viewpoint, is "an instrument for the collecting data, usually in written form, consisting of open and /or closed questions and other probes requiring a response from subjects." This research tool can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to 'explore a substantive area' (Gill & Johnson 2001). Nevertheless, other researchers may have alternatives to use a questionnaire as a means of collecting reliable data in a rather deductive approach in order to test existing theory.

The present researcher's choice of using questionnaires comes from the following reasons. Firstly, questionnaires will save the researcher's time as Brown

(1988) believe: “*you can collect a large amount of data in a fairly short time*”. It is easy to get information from many people quickly and without the need of the researcher’s presence. Secondly, they are easier and less expensive than other forms of data collection (Seliger & Shohamy, 1989). Furthermore, questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1989), and they can be easily used in field settings such as classrooms (Nunan, 1992).

One of the main drawbacks of questionnaire is the often low response rate (Bell, 1999). Hence, the researcher will give students and teachers questionnaires directly and offer them to do at the same time. Besides, the researcher needs to combine with other tools in this research to reduce the limitation of each method.

The questionnaire in this survey designated for teachers is divided into three parts: personal information, benefits of experiential activities and personal experience. In the first part, personal information of the teachers are sought in terms of name, age, gender, nationality, length of English teaching and their English proficiency level. The second part of the questionnaire deals with the teachers’ perception of the benefits of experiential activities. There are 4 statements requesting teachers’ identification of agreement on the contribution of those activities for English teaching and learning to preschoolers. The final open-ended question leaves the respondents opportunities to list the benefits of experiential activities in terms of physical, cognitive, emotional, and social development. DPA teachers’ personal experience and their evaluation of the implementation of experiential activities in English courses in the school is aimed in the last part. There are eight questions seeking for teachers’ viewpoints on the factors influencing the organization of experiential activities in DPA’s English teaching, their evaluation of the conditions to implement the activities, the frequency in organizing, the activities that the teachers have used in their English courses, their acknowledgement of children’s most favorite activities, students’ level of interests, the difficulties they have encountered and the benefits of three specific activities.

3.6.2. Observation

Observation is also one of the useful methods of data collection. Classroom observation is defined as a process by which the observer sits in on one or more

classroom sessions, records the instructor's teaching practices and student activities, and then meets with the instructor to discuss the observations.

According to D.L. Morgan, K. Hoffman (2010) within qualitative research as a whole, participant observation and individual interviewing are the two most likely alternatives to focus groups as a method for collecting data. For participant observation, the fundamental strength of this method is the ability to provide data about behavior that occurs in a more natural context.

Observation is employed as a research instrument in the study because of its advantages. One of the main benefits of classroom observation is that in-depth information of students' participation as well as their level of interest is revealed through the research observation. The observation sheet is designed to collect information on teacher's activities, students' activities, students' levels of interest and evidences for the researcher's judgment. Students' level of interest is identified by an assessment sheet with 5 levels of interest ranging from very excited to very unexcited supplied with respective evaluation criteria.

3.6.3. Interviews

According to Dr. Karim Abawi (2014), interview consists of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses. Semi-structured interview is applied in this study. Karim Abawi also gives the advantages of this instrument in collecting data with greater understanding and getting higher response rates. The language used is Vietnamese to ensure that they can express all the ideas. In addition, in order to ensure an accurate account of the information, the interviews recorded with the permission of the subjects for further analysis.

The researcher used semi-structured face-to-face interviews with the teachers of English and teacher Vietnam at DPA Preschool. The aims of interviews were to find in-depth information of the teachers' opinions about the implementation of experiential activities. The interview sheet consists of 5 open-ended questions on the benefits of the experiential activities, factors contributing to the organization, the reasons for choosing some certain experiential activities, their evaluation on DPA's condition for implementing the activities and their judgement on the reasons why

students prefer such specific activities.

3.6.4. Tests

The effectiveness of implementing experiential activities in English teaching for 6-year-olds in DPA kindergarten is identified by a pre-test and post-test of students' performances in a certain activity. In the pre-test, students' performances in a regular English class activity is marked based on the assessment rubric. During the participation in the experiential activities of Drama Show, Ring the Golden Bell and Presentation Contest, the same assessment rubric in the post-test is employed to evaluate students' performances.

There are 4 assessment criteria in the rubric including Production (consisting of Language and Pronunciation); Reception, Non-linguistic competences and Attitude. These criteria is evaluated in 4 levels: Extraordinary equivalent to 4 points, Very good (3 points), Acceptable (2 points); Need improvement (1 point) and Not acceptable (0 point). The total score for the students' performance in one activity is 20 points.

3.7. Data analysis methods

Data analysis is the process used to demonstrate the data and information collected from survey questionnaires and observation checklists. Microsoft Excel is employed as a useful tool to calculate the data collected from questionnaires as well as illustrate the findings in forms of charts, graphs and tables. The use of the software Statistical Package for the Social Sciences (SPSS version 20) is beneficial to analyze the data from the pre-test and post-test for the impact of the implementation of experiential activities in DPA kindergarten on 5 to 6-year-olds' English performances.

CHAPTER 4: RESULTS AND DISCUSSION

This chapter reports the results from the questionnaire, interviews, observation and assessment to provide answers to the two first research questions. Based on the data given, the current situation and the effectiveness of implementing experiential activities in English teaching for 5-6 year olds in DPA kindergarten are further discussed to provide more insights on the issue.

A. RESULTS

4.1. The current situation of implementing experiential activities in English teaching for 5-6-year-old children in DPA kindergarten

4.1.1. Teachers' understanding on experiential activities in English teaching

4.1.1.1. Teachers' awareness of the benefits of experiential activities in English teaching

Table 1. Teachers' awareness of implementing experiential activities

<i>Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Organizing experiential activities in learning English is very necessary for preschool students.	50%	25%	15%	10%	0%
The goals of the English courses are better achieved through experiential activities.	40%	25%	25%	10%	0%
Students participate eagerly in experiential activities.	30%	50%	20%	0%	0%
There is more teacher-students and students-students interaction.	30%	35%	20%	15%	0%

Table 1 illustrates DPA teachers' perception of the benefits of implementing experiential activities in English teaching for 5-6-year-old children. Generally, the teachers highly appreciate the importance of experiential activities in English teaching for pre-schoolers. Specifically, half of them strongly agreed that organizing experiential activities in learning English was very necessary for preschool children while only 10% disagreed. Moreover, 65% of the respondents confirmed that the goals of the English courses were better achieved through experiential activities. Regarding the students' participation, 80% DPA teachers recognized their eagerness through experiential activities whereas no teachers disagreed that the students were willing to join in outdoor activities. Another benefit mentioned by the teachers was the increase in teacher-students and students-students interaction in the implementation of experiential activities in English learning. 30% of teachers strongly agreed with 35% of the participants that there was more interaction between the teachers and learners and among the learners when the teachers organized experiential activities in English classes.

Furthermore, DPA teachers who have asserted the benefits of organizing experiential activities in teaching English to preschoolers. They all strongly agree or agree that outdoor activities with integrated environmental education for children will help children develop physically and emotionally, social skills as well as aesthetics. This confirms that organizing outdoor activities for children is very important and useful, especially when integrating environmental education content will help children not only develop comprehensively but also face It also helps children have more useful knowledge about environment, thereby recognizing the importance of the environment and consciously preserving and protecting the environment from a young age. More specific advantages were mentioned in teachers' interviews as seen in examples below.

[1] Female, 28 years old, teacher A of *Tiger*

“In my opinion, organizing outdoor activities for children is essential, it is a good opportunity for children to be outside, breathe fresh air, admire the trees, flowers, take care bonsai. Children are exposed to nature to help improve their health. Thereby educating children in many aspects and creating conditions for children to develop skills.”

[2] Female, 26 years old, teacher B of *Monkey*

“In my opinion, organizing outdoor activities for children will help children become more interested in English lessons. In particular, it helps improve their speaking ability.”

[3] Female, 27 years old, teacher C of Lion

“In my opinion, organizing outdoor activities will be difficult in managing children. Because they are very active and playful. Especially ensuring safety for children.”

In a nutshell, it is revealed from the survey and interview that the majority of the teachers acknowledge the advantages of experiential activities when implemented in English classes for preschoolers.

4.1.1.2. Teachers’ identification of the factors affecting the organization of experiential activities in English teaching

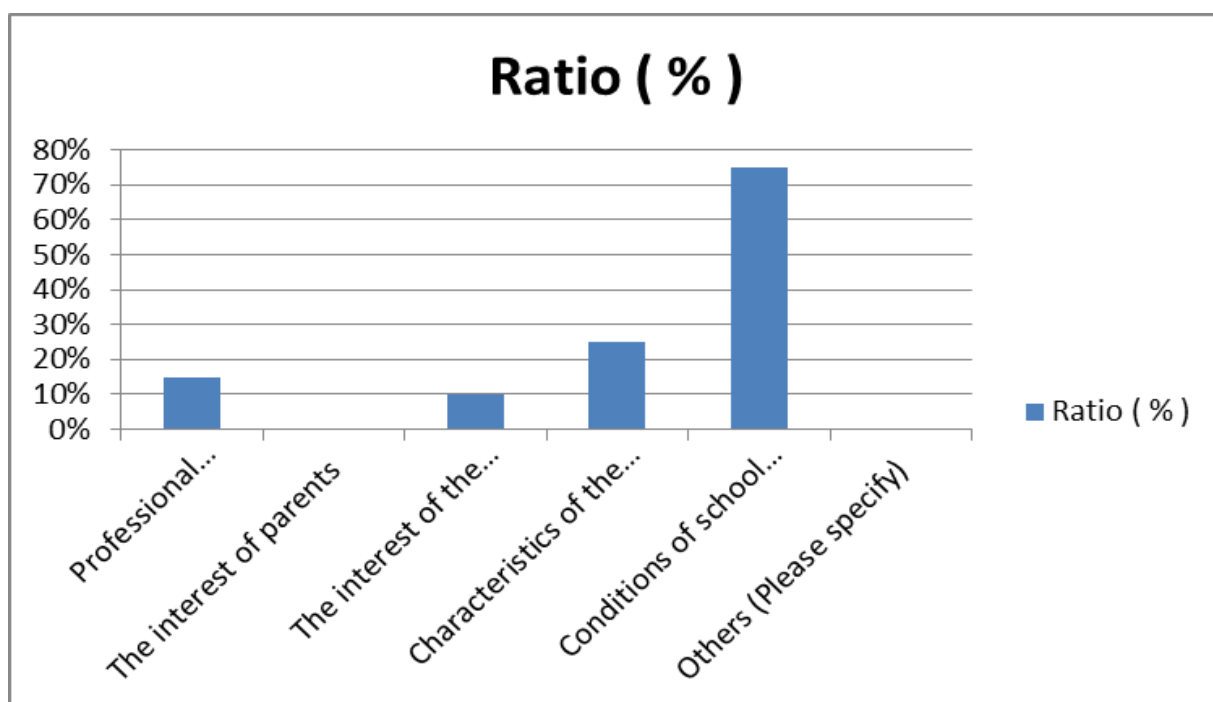


Chart 1. *Factors affecting the organization of outdoor activities for preschool children.*

Chart 1 describes the factors contributing to the organization of experiential activities for nursery school children. As can be seen from the chart, the biggest percentage of the participants (75%) regarded conditions of the school including facilities as a factor to the implementation of experiential activities. The characteristics of the children and the teachers’ professional qualification were also accounted as a contribution to this such organization with the percentage of 25% and 15%

respectively. Interestingly, there was no teacher admitted that the parents' interest had an influence on the organization of children's outdoor activities at school.

[4] Female, 28 years old, teacher D of Elephant

“According to my opinion, we want to organize activities for the children to experience high results, the facilities to ensure the best service. Especially the necessary equipment and space for children to operate.”

[5] Female, 25 years old, teacher E of Rabbit

“I think that the characteristics of the child is the decisive factor to the success of the organization of outdoor activities”.

[6] Female, 30 years old, teacher F of Duck

“According to my view, teachers' qualifications are very important, teachers are good, so they can train good children”.

4.1.2. Teachers' experience in implementing experiential activities in English teaching for 5 to 6-year-olds

4.1.2.1. Frequency of the organization of experiential activities in English teaching for children

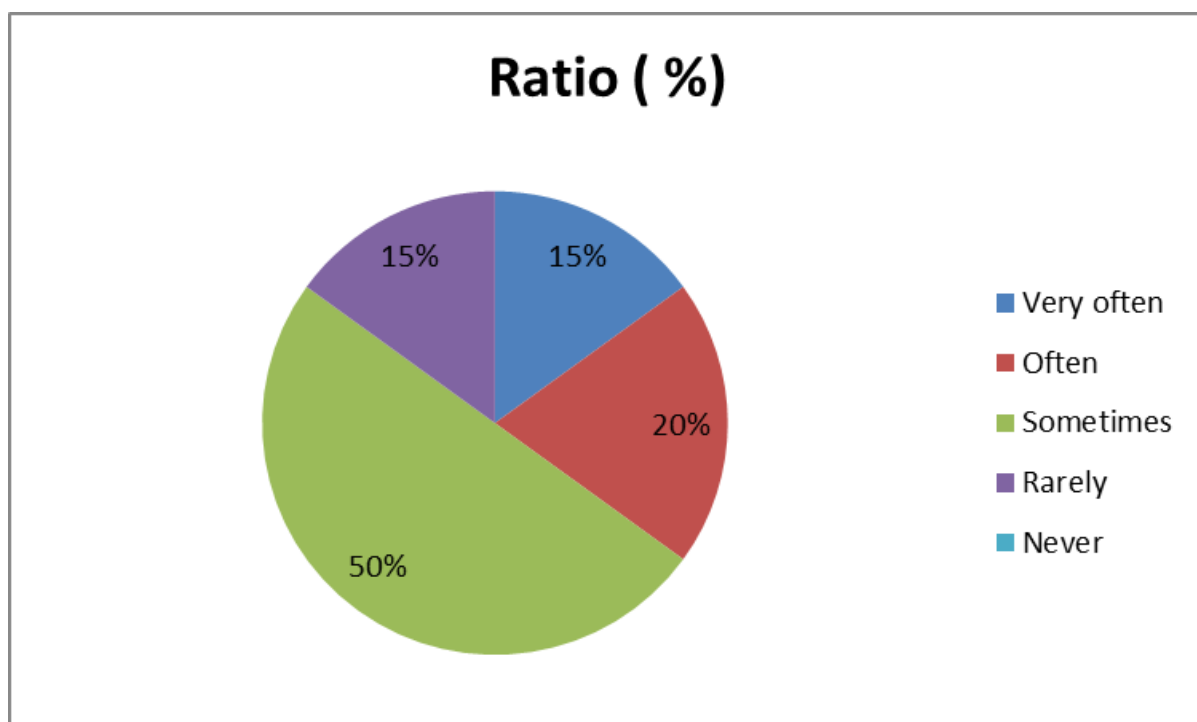


Chart 2. Frequency of organizing experiential activities in English courses

How frequent the teachers implement experiential activities in English courses is revealed in Chart 2. According to the chart, organizing such activities in English teaching seemed not so common. Only one third of the respondents often organized experiential activities in English classes; meanwhile 50% of the teachers declared occasional implementation of the activities. However, no teachers admitted that they never organized experiential activities in English courses, which partly illustrates that the preschool teachers are used to implementing the activities in their English teaching.

4.1.2.2. *Experiential activities that have been organized in English courses*

“What experiential activities do you usually organize for children in English courses?” We obtained the results shown in Table 1.5.

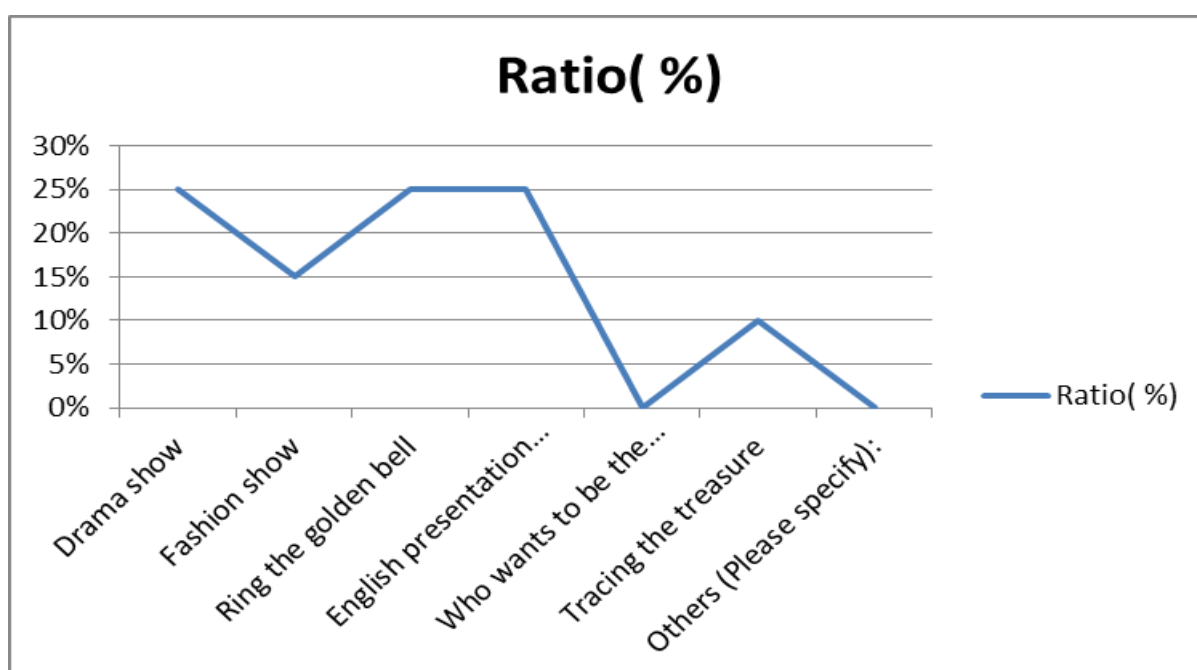


Chart 3. *The experiential activities organized for children in English courses*

Chart 3 depicts the experiential activities implemented for 6-year-old preschoolers in English classes. It is shown that the three most commonly organized activities were Ring the Golden Bell, Drama Show and English Presentation Contest with the same percentage of 25%. The activities of Fashion Show and Tracing the Treasure occupied 15% and 10% respectively. On the contrary, Who wants to Be the Millionaire, a game show imitated a real television program was not implemented in any classes.

[7] Female, 30 years old, teacher F of Duck

“According to my view, the operation of Ring the Golden Bell should be held regularly, because this activity attracted many students to participate through which improve speaking skills of students and requires teachers to head invest more time for children”.

[8] Female, 28 years old, teacher G of Chicken

“In my viewpoint, drama show is a great activity because it helps students to be more creative when participating in the role, the character confident”.

[9] Female, 33 years old, teacher A of Tiger

“ In my opinion, we have to contest a presentation in English which is a form of inspection capabilities of students in a comprehensive manner such as the ability confidently stood before the stage, the knowledge that children gain ”.

4.1.3. Teachers’ evaluation of the implementing experiential activities in English teaching for 5 to 6-year-old children in DPA kindergarten

4.1.3.1. Teachers’ evaluation of conditions

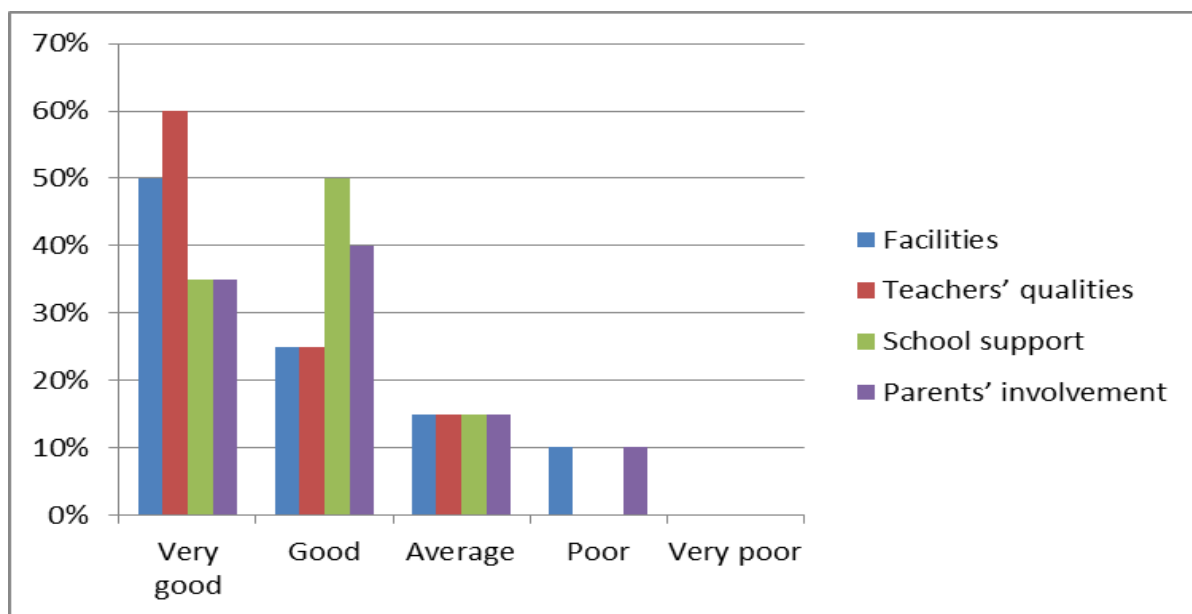


Chart 4. *DPA teachers’ evaluation of the school conditions for implementing experiential activities*

Chart 4 demonstrates teachers’ judgment of the school conditions including facilities, teachers’ qualities, school support and parents’ involvement for organizing experiential activities. Ranked the first in teachers’ evaluation, teachers’ qualities, as seen from the chart is accounted for 85% of chosen responses for its good conditions.

Nevertheless, parents' involvement and facilities were not highly appreciated for their goodness for implementing experiential activities with 10% of teachers evaluating their poor conditions. 15% of the respondents regarded that the four conditions were that of average to facilitate the implementation of the experiential activities.

[10] Female, 29 years old, teacher H of Cat

“According to my opinion, the quality of teachers in preschools DPA is an advantage for the organization of activities. Because the majority of our teachers are experienced in organizing activities, and in the most teachers have a basic knowledge of English. Especially foreign teachers”.

[11] Female, 29 years old, teacher I of Bear

“In my opinion, the organization of DPA preschool activities will be easy to implement because the school has modern facilities”.

[12] Female, 33 years old, teacher A of Tiger

“In my view, every activity is organized successful or not it is due to the involvement of parents”.

4.1.3.2. Teachers' identification of students' most favorite experiential activities

Table 2. Teachers' identification of students' most favorite experiential activities

Statements	Frequency	Percentage (%)
Drama show	4	20%
Fashion show	2	10%
Ring the golden bell	10	50%
English presentation contest	3	15%
Who wants to be the millionaire?	0	0%
Tracing the treasure	1	5%
Others (Please specify):	0	0%

Students' preferable experiential activities identified by DPA teachers were revealed in Table 2. According to the table, Ring the Golden Bell occupied half of the chosen responses and was considered the most favourite experiential activities among DPA preschoolers. Drama Show and Fashion Show shared the same percentage of

15% and ranked the second in the list. However, Who Wants to be the Millionaire was not chosen by any teacher as students' most favourite experiential activities.

The reasons why students preferred those activities were mentioned by teachers in the interviews.

[13] Female, 26 years old, teacher of B Monkey

“Ring of the Golden Bell is associated with topics that children have learned at school, and thus this activity will encourage more children to participate.”

[14] Female, 28 years old, teacher D of Elephant

“In my opinion, children like Drama show because children are disguised as characters they like.”

[15] Female, 31 years old, teacher K of Panda

“The English presentation contest makes children love because children express their feelings.”

4.1.3.3. Teachers' evaluation of students' interests

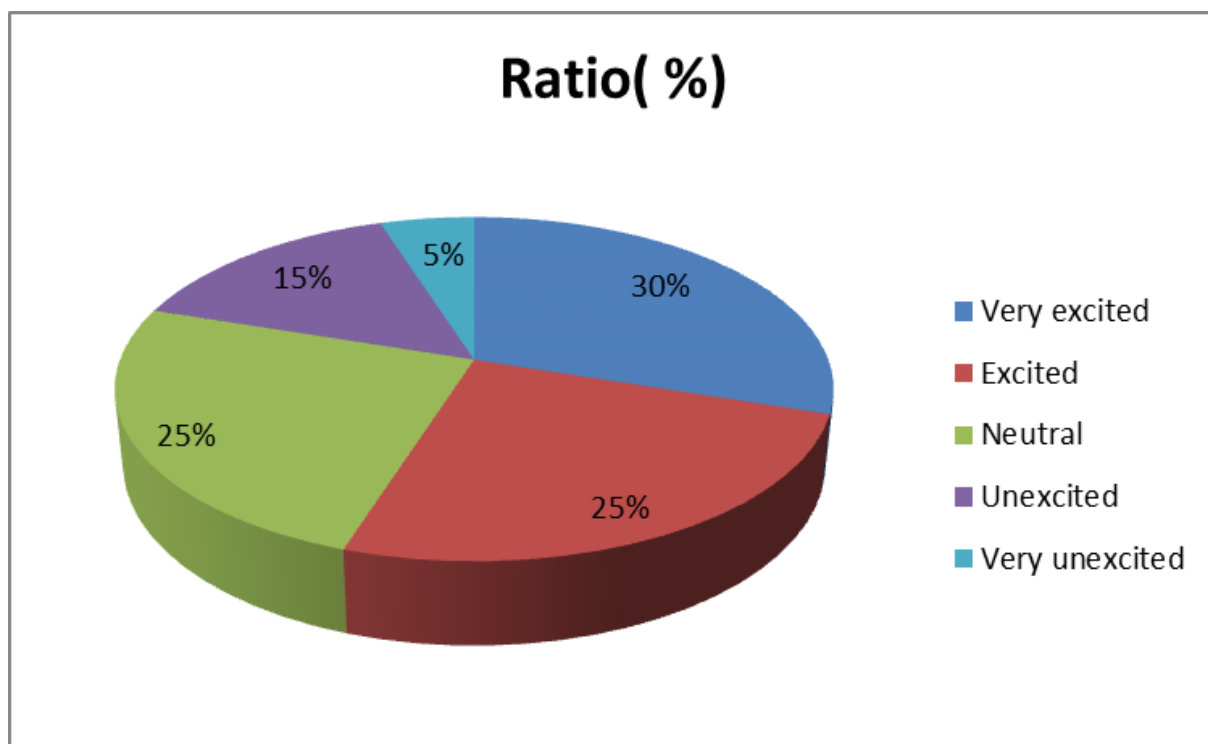


Chart 5. DPA teachers' evaluation of students' interest

Chart 5 demonstrates teachers' evaluation of how students are interested in the experiential activities in English learning. As illustrated in the chart, 55% of the

teachers confirmed the students' excitement in participating in the experiential activities. In contrast, one third of the respondents believed that students were not excited when they joined in the experiential activities.

4.2. Students' performances in experiential activities

4.2.1. Student's performances reflected in the pre-test

Table 3. Frequencies of students' pre-test scores

	Frequency	Percent	Valid Percent	Cumulative Percent
7.00	3	4.4	4.4	4.4
8.00	21	30.9	30.9	35.3
9.00	31	45.6	45.6	80.9
Valid 10.00	9	13.2	13.2	94.1
11.00	3	4.4	4.4	98.5
12.00	1	1.5	1.5	100.0
Total	68	100.0	100.0	

Table 3 shows frequencies of students' pre-test scores. The highest percentage of 45.6% is reflected in the numbers of the test score 9.00, followed by 30.9% of the test score 8.00. The maximum scores of 12 occupies 1.5% reflected in only 1 frequency of students' scores.

Table 4. Descriptive statistics of pre-test on students' performance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test scores	68	7.00	12.00	8.8676	.96048
Valid N (listwise)	68				

The results of students' performance before participating in experiential activities are demonstrated in Table 4. As can be seen from the table, the minimum score of the students' performance was 7 out of 20 (equivalent to 35% completion of the test) while the maximum was 12 (equivalent to 60%). The mean score was 8.8676.

4.2.2. Student's performance reflected in the post-test

Table 5. Frequencies of students' post-test scores

	Frequency	Percent	Valid Percent	Cumulative Percent
8.00	1	1.5	1.5	1.5
9.00	3	4.4	4.4	5.9
10.00	12	17.6	17.6	23.5
11.00	23	33.8	33.8	57.4
12.00	18	26.5	26.5	83.8
13.00	8	11.8	11.8	95.6
14.00	3	4.4	4.4	100.0
Total	68	100.0	100.0	

Frequencies of students' post-test scores are illustrated in Table 5. The highest percentage of 33.8% is reflected in the numbers of the test score 11.00, followed by 26.5% of the test score 12.00. The maximum scores of 14.00 occupies 4.3% reflected in only 1 frequency of students' scores. The minimum score of 8.00 accounts for 1.5% with 1 student receiving such a score.

Table 6. Descriptive statistics of post-test on students' performance

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test scores	68	8.00	14.00	11.3235	1.23918
Valid N (listwise)	68				

The results of students' performance after the implementation of experiential activities in English teaching for 6-year-olds are demonstrated in Table 6. As shown in the table, the minimum score of the students' post-test performance was 8 out of 20 (equivalent to 40% completion of the test) while the maximum was 14 (equivalent to 70%). The mean score was 11.3235.

4.3. The impact of experiential activities on students' performance

Table 7. Statistics of pre-test and post-test scores

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	8.8676	68	.96048	.11648
	Posttest	11.3235	68	1.23918	.15027

As shown in Table 7, post-test result is higher than pre-test by 2.4559 (11.3235-8.8676), which means that the students' participation into experiential activities is relatively beneficial to their English performance.

Table 8. Correlations between pre-test and post-test results

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	68	.488	.000

The association between pre-test and post-test scores is reflected in Table 8. The correlation coefficient 0.488 with corresponding p-value of 0.000 indicates significant relationship. It can be indicated that the use of experiential activities in English teaching for 6-year-old schools has demonstrated influence on students' English results. It is also noteworthy that high scores in pre-test go with corresponding high scores in the post-test.

Table 9. Paired differences between pre-test and post-test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
Pretest Posttest	-2.45588	1.13865	.13808	-2.73150	-2.18027	-17.786	67

The hypothesis test for difference is illustrated in Table 9, where the obtained t-value of 17.786 and the corresponding p-value of 0.000 at df = 67 show significant difference at 0.05 level of significance. This means that the implementation of

experiential activities in English teaching for 5 to 6-year-old children in DPA kindergarten used after pre-test showed effectiveness.

B. DISCUSSIONS

According to the results of students' performances experiential activities, we realize that carrying out the experiential activities for the children is very significant. It is clearly shown that the differences between the frequencies of students' pre-test scores and the frequencies of student' s post - test scores. Overall, the post-test result is higher than pre-test by 2.4559 (11.3235-8.8676). In detail, the number of the test score 9.00 occupies the highest percentage (45.6 %) via prediction, whereas the number of the test score 11.00 after the students 'implementation obtains the highest percentage which is increased about four times (33.8%) , and followed by 26.5% of the test score 12.00. In addition, the maximum score in pre-test is 12.00 , but it is increased 2 more scores in post-test. What is more, the minimum score of post-test is 8.00, which is different from the minimum of the pre-test (7.00). Based on the statistics of pre-test and post-test scores, it is demonstrated that the children are so interested in participating the outdoor activities which bring them a modern and lively studying environment.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

To sum up, it is recognized the rise in the numbers of test score and percentages between the frequencies of students' pre-test scores and the frequencies of students 'post-test score. Furthermore, from the results of students 'performances experiential activities, it is shown that they are the most important and advanced studying method for children, especially for kindergartens. DPA kindergarten school organized successfully three interesting contests which were selected with the most percentages such as Ring the golden bell (50%), Drama show (20%) and English presentation contest (15%). These activities attracted a large number of students joining and achieved the results that overcame the planed figures. After organizing these contests, it is clear that there are many benefits for children when they are participated in the useful outdoor activities. Thanks to the fascinating contests, students can improve more skills. For example, in Ring the golden bell contest, the students can broaden the variety of knowledge about animals, food, basic operations, etc. Moreover, the children are trained the confidence while standing on the stage. Therefore, in addition to learning English , the students have a chance to express their dynamic personality, increase their awareness, and create good conditions to develop thought via the new educational methods.

Through the study of theoretical basis, practical basis at Kindergarten school DPA - Thai Nguyen City and organizing experience activities we draw the following conclusions:

Experimental activity is an important activity, very useful and necessary for children in preschool. Participating in outdoor activities, children are allowed to work outside the classroom, breathe in the fresh air, mix with nature, enjoy the grass and flowers, take care of the trees around them ...Help improve health, adaptation to weather, environment ... Thereby, educate children in many ways and create favorable conditions for children to develop skills. Through games organized in outdoor activities, children are more agile and create solidarity with friends, working together while playing.

The study has been designed three outdoor activities for children kindergarten school in Kindergarten DPA- Thai Nguyen city. Comparing results shows that organizing experience activities is really useful, not only helps children increase their interest in activities but also can provide them with a significant amount of knowledge about environmental issues and environmental education. Thereby, children are aware of learning more and easily absorb more knowledge. Students do not feel boring and rigid in the learning process. Let children really learn and play and play

From the above statements, can be seen, the organization operating experience should be conducted and apply more to general and preschool children preschool 6 years old in particular. This helps children develop comprehensively and love school more.

5.2. Recommendations

5.2.1. Recommendations on the administration

5.2.2.1. For preschools

The school should create conditions for facilities to help teachers organize activities can experience a convenient, satisfying the needs of children's activities.

Organize retraining courses for preschool teachers on methods, ways prepare and organize an outdoor activity. Teachers encourage creativity in the process of organizing activities for the children in order to raise the level of excitement and actively participate in children's activities. Integrating the necessary content, that fits into your outdoor activities designed. Changing methods for hours of outdoor activities are plentiful and attractive to children.

5.2.2.2. For preschools teachers

Operational experience will be an active work to attract students and help students memorize the best knowledge. Therefore, teachers need to be equipped with early childhood knowledge, basic skills in designing, organizing outdoor activities; know how to organize outdoor activities consistent with the subject matter as well as the age and characteristics of the mind - the physiology of the child; attracting children to participate in outdoor activities organized by themselves, creating a close and familiar environment for children to play, be creative, have a sense of environmental protection.

5.2.2. Recommendations on the improvement of implementation of the experiential activities in English teaching

Based on the reality of implementing experiential activities in English teaching in DPA preschool as well as the teachers' evaluation, several recommendations are provided for more effective implementation of those activities in kindergartens.

5.2.2.1. For the implementation of Drama show

a. Setting up the specific schedules to carryout

Teachers should check the facilities and survey the child and then they should develop a specific plan. The program of activities and selection of literary works inside and outside the curriculum is a very important factor, which can be adjusted into a scenario suitable for the child's age, theme and procurement plan set. equipment and toys, clothes (hats, clothes, shoes, tapes, some other pages. Introduce the children's parents to understand the importance of the children to approach literature. Moreover, it is necessary to create the condition for the teachers to get encouragement from the parents to organize the program “ Drama show” for the kids better.

The environment in the classroom is very significant for the kids to help them get excited and take part in the activities every time and everywhere. Mostly, creating the environment is at the books corner and the art corner.

Books corner: Comic books and some funny and cute pictures in stories are collected for the kids to art and manage the pictures to create a story to help the kids understand the content of the story profoundly.

Arts corner: The decoration is shown through the selection of objects, colored costumes, neatly arranging them and changing based on the themes.

There is a regular meeting to discuss, give some ideas about some difficulties and offer some solutions to solve some of the disadvantages of organizing dramatic TV programs to bring out the scriptures. experience in organizing activities.

b. Read and tell the children whole the story artfully

That means the teachers use their voice to show the story and express the content, artistic style of the story, held the children reproduce via the pictures, the teacher's words, to arouse the children's feelings. Some skills of reading and telling expressively: Identify and use tone exactly, broken intonation, rhythm, sound, language. According to the basic tone, the teacher also has to use the different nuances based on the developments of the story.

Teachers want to improve the efficiency of telling and reading a story expressively, they need to pay attention to the expression, gestures, posture to match the story.

Besides, talking to children about the story is very important, which they listen to by answering some questions about the content and artistic value of the story, helping the child know the type of story, understanding the action. of the character, remember the story in the story, recognize the personality, understand the meaning of the story. Moreover, children can know and learn about metaphors, comparisons, story types and some confusing questions, some questions are asked through descriptive languages. Let the children accusation to plays by reading the scenario for the children, help them know the characters 'nuances, tone and words. Moreover, the teacher can allow the children to watch the film which is adapted from the scenario once, hence the children can feel the characters and their actions in the film.

c. Hold for the children to cast and practice acting

Each child who plays their character will help them discover character traits and understand more deeply. Teachers can let many children play a character based on the number of performances.

Teachers can also help children remember words by reading the character's dialogue in the script, and then each child repeats the character's conversation in the script; Next, change the characters together to keep the child memorizing the story and performing different roles.

Children can express characters by having each group of children practice combining words and gestures of characters. The children can show their actions and guesses based on their imagination through teacher analysis. Teachers try to arouse children's imagination, guide them to think about a number of ways and express their feelings in the story. Teachers need to comment and supplement in time when children perform poorly, teachers can guide, then allow them to work in a group with teacher control.

In practicing progress, the teacher is a prompter, a narrator and a director. The teacher's participation with the children makes the play consistent. When the children can remember their character, the teacher let them express their talents.

Performance: Each group is shown the play via the performance, the children have a ability to show their role directly and flexibly, the children can remember the dialogue, use the words and gesture, memories the happenings of the story via scenes, help the children know how to combine between their friends and themselves perfectly to create an attractive play.

The teacher arranges for the groups to play in turn a play to help them play in some days and avoid boringness. Moreover, acting also attracts all children joining. After playing, the teacher should organize a discussion to evaluate the quality of the children's acting and compare their action with the character's action in the story, then we can give a lesson in a group. Sometime, the children can review the play which they acted, so the kids can remember the story and improve their acting skills on the stage.

Acting according to literature is not only a game, but also is dramatic art. Thus, stage and make up are necessary conditions in a play, they make the performance more attractive, increase the children's real feelings while acting. Therefore, a successful play also depends on make – up and the stage.

d. Prepare the stage, instruments and make up.

The stage and instruments use a small space in the classroom or a stage on schoolyard. Decorating the stage is very significant. Decoration contributes to create the impression for a play and make the children feel. They are the characters in the story. The stage can be decorated the curtains, flowers, tables, chairs, toys... Moreover, it is decorated colorfully and gently based on the different plays.

Make – up: The makeup depends on a number of characteristics such as the characteristics of the characters in the story, the character's age.

Make – up for face: Teacher can base on age, career, characteristic of each character in the story.

Example: The rich man can draw the beard, some lines on the fore head, a big mole to create a wicked guy, Buddha has a long beard, a snow – white head of hair to show the kindness.

Make up for head: Crown for king, queen, prince and princess, some hats for animals such as dogs, cats, birds, rabbits...

Costume: The selection and decoration of clothes suitable for children will add to the diversity of characters, we should prepare jackets, belts, hats suitable for a play.

5.2.2.2. *For the implementation of Ring the Golden Bell*

a. Setting up the specific schedules

Firstly, It is essential that the teacher check the facilities of the class, do a survey to assess the child, and then make a plan. Second, Teachers plan the activities of the program by selecting content in the age-appropriate curriculum and curriculum for children, the plan to purchase equipment. Third, they discussed with the school council to implement the schedule.

Introducing for students's parents to practice with their children will be an opportunity for parents to be closer to children. Besides, It also creates conditions for parents to support teachers to organize better.

Questions that are carefully prepared and aligned with the curriculum are essential as some questions regarding preschool curriculum or English questions. The English group must have a meeting to give questions and keys with a view to making sure the accuracy and suitability with the kids. Create the environment at the classroom and prepare some cards about the topics they learned such as alphabets, numbers, animals.

School administrators need to organize weekly exchange activities with teachers to find out the difficulties and provide solutions to get good results.

b. Giving some rules of the game

Candidates will compete in a concentrated form. The candidates sit on the competition floor according to registration number . The program will give the questions inturn (15 questions).

The candidates write on thier board. If they answer correctly, they will continue sitting on the competition floor to answer the next questions. If they are wrong, they will get out of the floor. Each candidate has 20 seconds to think and write their answer. The last contestant will be the best. The one who answers the last question correctly, is the winner to ring the golden bell.

The competition has 2 stages:

Stage 1:

Stage 1 has 8 questions. If stage 1 is not finished and no one is on the floor, the relief group (the teachers of thier classes) will take part in a funny game at a short time to save thier students from returning to the competition floor.

Stage 2:

Stage 2 has 7 questions with different fields. If there is only one candidate who reaches to question 15 on the competition floor, he/she have a chance to choose a question from one of three fields: natural science, social science , general knowledge. If there are 2 or more candidates, the organizers will decide the last question.

Aid:

There are 2 forms of aid:

In the relief section, the relief group will take part in a small game. Then, the representative will pick up the lottery to decide the number of candidates returning to the competition floor.

When there is only one candidate on the competition floor, he /she has an aid card. If the contestant need the aid, he/she will hold up the aid card and the audiences will throw paper planes containing the answer on the competition floor. The candidate gives the answer thanks to the aids.

c. Organizing to try making a competition at the classroom

Preparation: the teachers require the children to sit on the right position, prepare for them the cards related to the competition, chalks, boards, wipes...

Organizing the competition: The teacher reads the rules for the competition and start to compete. The teacher reads the question and the students find and answer the question. The teacher guides the students to find the cards of numbers, letters, animals or English cards. When students listen their teacher reading the question to help them get familiar with how to play. The teacher helps them memorize the content of the cards by practising every day and combine with the children's parents to practise for them.

Teachers can arrange the groups to play in turn together on some days in order to attract all kids take part in. After finishing, it is very essential to discuss and give some lessons for next times.

d. Preparing for the stage

Stage: we can use a small space in the classroom to make a stage. It is decorated the curtain, flowers, chairs, tables, etc.

5.2.2.3. *For the implementation of the Presentation Contest*

a. Setting up the specific shedules

Preparing topics and content for children is an important factor in the presentation.

Then, basically, the teacher needs to check the facilities of the class, conduct a survey to assess the child, and then make a plan. Secondly, it is recommended to plan for program activities, select content in curricula and curricular programs that are appropriate for young people, plan to buy equipment. Third, teachers discuss with the school council to make the schedule.

Students' parents should participate in the practice with children. That will create conditions for parents to support teachers better. Parents can also participate in weekly activities with teachers to find difficulties, come up with solutions and get good results.

b. Reading and teaching how to pronounce for kids

It means that the teacher has to use her nuances and tone to present the work and express the content which the reader communicates to listeners. Moreover, the teacher should show pictures so that the students can memorize and arouse their feelings. Teachers need to read the intonation correctly, pronounce exactly, use the structures true. Besides, the teacher has to show the different nuances to make the story stand out. In order for the presentation to be successful, the teacher should pay attention to the gestures, facial expressions and posture to match the story.

Talking with children about the content of the lecture helps them remember, understand the action and master the content, so that the child can achieve good results.

c. Organizing to practise for kids

Children will remember better by reading and repeating many times. The teacher will help their students present the lecture by combining between their gestures and imagination based on the teacher's analysis. The teacher needs to comment and complement timely when the children express not well, the teacher can give instruction and allow them to practise under the teacher's control.

Presentation: each student will make a presentation, so the kids can present actively and flexibly. The children can remember the content which they would like to say and use the nuances while presenting.

For example: The teacher can give 2 topics: What animals do you like? Who do you love most in your family? Then, students will select the topic.

Some rules of the presentation contest for the teachers and the students to understand and carry out effectively

Scoring criteria: The presentations are evaluated according to the following criteria:

Structures (4 points): The presentation shows the fluent language with the high accuracy in grammar and vocabulary and use the varied vocabulary and proper useage.

Content (8 points): The presentation expresses clearly the point of view and the purposes required, provides the ideals sufficiently and the evidences persuasively so as to protect thier opinions.

Presentation skills (8 points): The candidates make eyes contact with audiences during the presentation, make sure to keep audiences listening and supporting, use the gesture and the body language properly to persuade audiences, response time required. Moreover, the candidates can give some illustrations, if any, they should be used skillfully, suitably for the content.

The contest includes 2 rounds:

Preliminary round: The candidates have a maxium of 5 minutes to present. The organizers wil select 5 candidates to the next round.

Final round: In the final round, the judges will choose the first prize, the second prize, the third prize and the consolation prize.

d. Preparing for the stage

Stage: We can use a small space in the classroom to make a stage. It is decorated the curtain, flowers, chairs, tables,etc.

5.3. Limitations of the study and suggestion for further studies

Due to time limits and the researcher's limitations in experience and competence, there are some unavoidable weaknesses, which could be better solved for further studies. Studies on the implementation of other experiential activities beside Drama Show, Ring the Golden Bell, and Presentation Contests well as more systematic evaluation of such implementation should be carried out.

Similar research on other settings, public nursery schools or primary schools for example can be implemented to collect more data reflecting different aspects of the issue.

Wider population of participants, for instance, children from 3 to 5 years old should be included in the study to provide more concrete findings.

It is suggested that other forms of evaluation of the effectiveness of the implementation of experiential activities on other aspects such as students' cooperation

skills and students' creativeness competence be conducted for a more systematic and comprehensive insights on the issue.

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APPENDICES

APPENDIX 1: Questionnaire

(*For teacher*)

In order to see the importance of organizing experiential activities for children in preschools, the teacher please give his opinion by circling the answers that the teachers agree with or add your opinion to the spot on the following issues:

PART A. PERSONAL INFORMATION

Name: _____ Age: _____ Gender: _____

Nationality: _____

Length of English teaching: _____ years

English Proficiency level: B1,, B2 ,, C1,, Not identified ,,

PART B. BENEFITS OF EXPERIENTIAL ACTIVITIES

The following statements focus on the general benefits of organizing experiential activities in English teaching and learning at pre-schools . Indicate how much you agree with the statement by circling the appropriate answer.

- 1. Strongly disagree*
- 2. Disagree*
- 3. Neither agree nor disagree*
- 4. Agree*
- 5. Strongly agree*

1. Organizing experiential activities in learning English is very necessary for preschool students. (1)(2)(3)(4)(5)
2. The goals of the English courses are better achieved through experiential activities. (1)(2)(3)(4)(5)
3. Students participate eagerly in experiential activities. (1)(2)(3)(4)(5)
4. There is more teacher-students and students-student interaction in experiential activities. (1)(2)(3)(4)(5)

PART C. PERSONAL EXPERIENCE

The following questions are to discover your personal experience in organizing experiential activities in teaching English for DPA preschoolers. Follow the instructions of each question.

5. Which factors influence the organization of experiential activities in English teaching and learning for DPA preschoolers? (Put a δ where appropriate. You can choose more than once).

	Professional qualifications of teachers
	The interest of parents
	The interest of the school
	Characteristics of the child
	Conditions of school facilities
	Others (Please specify): _____

6. How much do you think the following issues in DPA schools meet the needs of organizing experiential activities in English teaching and learning? (Put a δ where appropriate.)

	1 Very good	2 Good	3 Average	4 Poor	5 Very poor
Facilities					
Teachers' qualities					
School support					
Parents' involvement					

7. How often do you organize experiential activities in your English course? (Put a δ where appropriate.)

1 Very often	2 Often	3 Sometimes	4 Rarely	5 Never
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8. What experiential activities do you usually organize for children in English courses? (Put a \checkmark where appropriate.)

	Drama show
	Fashion show
	Ring the golden bell
	English presentation contest
	Who wants to be the millionaire?
	Tracing the treasure
	Others (Please specify): _____

9. What activities do children like best? (Put a \checkmark where appropriate.)

	Drama show
	Fashion show
	Ring the golden bell
	English presentation contest
	Who wants to be the millionaire?
	Tracing the treasure
	Others (Please specify): _____

10. What is the level of interest of 6-year-olds when participating in experiential activities? (Put a \checkmark where appropriate.)

1	2	3	4	5
Very excited	Excited	Neutral	Unexcited	Very unexcited

11. What difficulties have you encountered during your organization of experiential activities in your English course? (Put a \checkmark where appropriate.)

	Others (Please specify): _____
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12. Which statements do you think is true in organizing the following experiential activities: Drama Show, Ring the Golden Bell, English Presentation Contest?

A. Drama Show	
	Build a specific implementation plan
	Read and tell your child stories that help children with stories
	Organize role-playing for children and practice role-playing:
	Prepare the stage and dress up props
B. Ring the Golden Bell	
	Check the school's facilities
	Have a communication plan with parents
	Create an environment at the school playground
C. English presentation contest	
	Let your child sit in the right position
	Introduce the class about the topic of study
	Invite students to speak up in Vietnamese then move to English.

That is the end of the questionnaire. Thank you very much for your cooperation.

APPENDIX 2: CÂU HỎI

(Dành cho giáo viên người Việt)

Để thấy được tầm quan trọng của việc tổ chức các hoạt động trải nghiệm cho trẻ em ở trường mầm non, giáo viên vui lòng đưa ra ý kiến của mình bằng cách khoanh tròn các câu trả lời mà giáo viên đồng ý hoặc thêm ý kiến của bạn vào các vấn đề sau:

PHẦN A. THÔNG TIN CÁ NHÂN

Tên: _____ Tuổi: _____ Giới tính: _____

Quốc tịch: _____

Thời lượng giảng dạy tiếng Anh: _____ năm

Trình độ tiếng Anh: B1, B2, C1, Không xác định.

PHẦN B. LỢI ÍCH CỦA HOẠT ĐỘNG KINH NGHIỆM

Các tuyên bố sau đây tập trung vào những lợi ích chung của việc tổ chức các hoạt động trải nghiệm trong việc dạy và học tiếng Anh tại các trường mầm non. Cho biết mức độ bạn đồng ý với tuyên bố bằng cách khoanh tròn câu trả lời thích hợp.

- 1. Rất không đồng ý*
- 2. Không đồng ý*
- 3. Không đồng ý hay không đồng ý*
- 4. Đồng ý*
- 5. Rất đồng ý*

1. Tổ chức các hoạt động trải nghiệm trong việc học tiếng Anh là rất cần thiết đối với học sinh mầm non. (2) (3) (4)
2. Mục tiêu của các khóa học tiếng Anh đạt được tốt hơn thông qua các hoạt động trải nghiệm. (2) (3) (4)
3. Học sinh tham gia háo hức vào các hoạt động trải nghiệm. (2) (3) (4)
4. Có nhiều tương tác giữa giáo viên và học sinh và sinh viên trong các hoạt động trải nghiệm. (2) (3)

PHẦN C. KINH NGHIỆM CÁ NHÂN

Các câu hỏi sau đây là để khám phá kinh nghiệm cá nhân của bạn trong việc tổ chức các hoạt động trải nghiệm trong việc dạy tiếng Anh cho trẻ mẫu giáo DPA. Thực hiện theo các hướng dẫn của từng câu hỏi.

5. Những yếu tố nào ảnh hưởng đến việc tổ chức các hoạt động trải nghiệm trong việc dạy và học tiếng Anh cho trẻ mẫu giáo DPA? (Đặt một dấu x khi thích hợp. Bạn có thể chọn nhiều lần.

	Trình độ chuyên môn của giáo viên
	Sự quan tâm của cha mẹ
	Sự quan tâm của nhà trường
	Đặc điểm của trẻ
	Điều kiện của cơ sở trường học
	Những vấn đề khác (Vui lòng ghi rõ): _____

6. Bạn nghĩ các vấn đề sau đây trong trường DPA đáp ứng nhu cầu tổ chức các hoạt động trải nghiệm trong dạy và học tiếng Anh như thế nào? (Đặt một dấu x khi thích hợp).

	1 Rất tốt	2 Tốt	3 Trung bình	4 Kém	5 Rất kém
Cơ sở vật chất					
Chất lượng giáo viên					
Sự hỗ trợ của nhà trường					
Sự tham gia của cha mẹ					

7. Bạn có thường xuyên tổ chức các hoạt động trải nghiệm trong khóa học tiếng Anh của mình không? (Đặt một dấu x khi thích hợp).

1 Rất thường xuyên	2 Thường xuyên	3 Thỉnh thoảng	4 Hiếm khi	5 Chưa bao giờ

8. Những hoạt động kinh nghiệm nào bạn thường tổ chức cho trẻ em trong các khóa học tiếng Anh? (Đặt một dấu khi thích hợp.)

<input type="checkbox"/>	Đóng kịch
<input type="checkbox"/>	Trình diễn thời trang
<input type="checkbox"/>	Rung chuông vàng
<input type="checkbox"/>	Thuyết trình tiếng Anh
<input type="checkbox"/>	Ai là triệu phú
<input type="checkbox"/>	Truy tìm kho báu
<input type="checkbox"/>	Những hoạt động khác:.....

9. Những hoạt động nào trẻ thích nhất? (Đặt một dấu khi thích hợp.)

<input type="checkbox"/>	Đóng kịch
<input type="checkbox"/>	Trình diễn thời trang
<input type="checkbox"/>	Rung chuông vàng
<input type="checkbox"/>	Thuyết trình tiếng Anh
<input type="checkbox"/>	Ai là triệu phú
<input type="checkbox"/>	Truy tìm kho báu
<input type="checkbox"/>	Những hoạt động khác:.....

10. Mức độ hứng thú của trẻ 6 tuổi khi tham gia các hoạt động trải nghiệm là gì? (Đặt một dấu khi thích hợp.)

1	2	3	4	5
Rất hào hứng	Hào hứng	Trung lập	Không hào hứng	Rất không hào hứng

11. Những khó khăn bạn đã gặp phải trong quá trình tổ chức các hoạt động trải nghiệm trong khóa học tiếng Anh của bạn là gì? (Đặt một dấu khi thích hợp.)

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Những điểm khác:

12. Những phát biểu nào bạn nghĩ là đúng khi tổ chức các hoạt động trải nghiệm sau:
Chương trình kịch, Chuông vàng, Cuộc thi thuyết trình tiếng Anh?

A. Đóng kịch	
	Xây dựng kế hoạch thực hiện cụ thể
	Đọc và kể cho con bạn những câu chuyện giúp trẻ kể chuyện
	Tổ chức nhập vai cho trẻ em và luyện tập nhập vai
	Chuẩn bị sân khấu và trang phục đạo cụ
B. Rung chuông vàng	
	Kiểm tra cơ sở vật chất của nhà trường
	Có kế hoạch giao tiếp với bố mẹ
	Tạo môi trường tại sân chơi của trường
C. Cuộc thi thuyết trình tiếng Anh	
	Hãy để con bạn ngồi đúng tư thế
	Giới thiệu lớp học về chủ đề học tập
	Mời học sinh nói tiếng Việt sau đó chuyển sang tiếng Anh.

Đó là kết thúc của câu hỏi. Cảm ơn bạn rất nhiều vì sự hợp tác của bạn.

APPENDIX 2a:
OBSERVATION SHEET

Observer name:.....

Date:

Class:.....

Observation time:

Activity name:

Details:

Teacher's activities	Children's activities	Children's level of interest	Evidences

Comments:

.....

.....

.....

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.....

.....

APPENDIX 2b:**ASSESSMENT SHEET OF STUDENTS' INTEREST**

Numerical order	Levels	Evaluation criteria
1	Very excited	Children listened attentively during her teacher organization activities. - Children comply with the request, play the game by the rules. - Children are creative and excited, actively participate in activities organized by her.
2	Excited	- Children listen to the teacher during her organizing activities. - Children know how to play the game properly. - Children are interested in participating in activities organized by her.
3	Neutral	- Children listen to teachers in the process of organizing activities. - Participate in games.
4	Unexcited	- Many children do not listen to the teacher during her organization. - Many children do not actively participate in the activities organized by the teacher.
5	Very unexcited	Children do not pay attention to listening to the teacher during the teacher organized activities. - Children are disorderly, messy, do their own things when teachers organize activities. - Children do not actively participate in

		activities that teachers offer.
--	--	---------------------------------

APPENDIX 2c:
ASSESSMENT RECORDS OF CHILDREN’S INTEREST
Thai Nguyen, April 25, 2019.

Activity name:

Observer name:.....

Observation time:

Number	Name	Level				
		Very excited	Excited	Neutral	Unexcited	Very unexcited
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

APPENDIX 3:
INTERVIEW SHEET
INTERVIEW

(For teachers)

The following interview questions allow the researcher to have better understanding of the teachers' perceptions of the benefits of experiential activities in general and their personal experience as well as their evaluation of the implementation of such activities in DPA preschool. Please feel free to mention any details that you may think relevant to the question.

PERSONAL INFORMATION

Name: _____ Age: _____ Gender: _____

Teacher of class: _____

Question 1: In what development areas do experiential activities in English teaching help preschoolers? Please refer to physical, cognitive, emotional, and social development and any other areas.

Answer:

.....
.....
.....
.....
.....
.....

Question 2: In your opinion, what factors affect the organization of outdoor activities for preschool children? To what extent?

Answer:

.....
.....
.....
.....
.....
.....

Question 3: Why do you organize the mentioned experiential activity (Drama Show/ Ring the Golden Bell/ Presentation Contest/ Fashion Show, etc.) for children in English courses?

Answer:

.....

.....

.....

.....

.....

.....

Question 4: How do you evaluate DPA's conditions for implementing experiential activities? Please provide any evidence for your comments.

Answer:

.....

.....

.....

.....

.....

.....

Question 5: Why do you think your students prefer those activities (Drama Show/ Ring the Golden Bell/ Presentation Contest/ Fashion Show, etc.)?

Answer:

.....

.....

.....

.....

.....

.....

APPENDIX 4:
BẢN PHỎNG VẤN

(Dành cho giáo viên người Việt)

Các câu hỏi phỏng vấn sau đây cho phép nhà nghiên cứu hiểu rõ hơn về giáo viên. Nhận thức về lợi ích của các hoạt động trải nghiệm nói chung và kinh nghiệm cá nhân của họ cũng như đánh giá của họ về việc thực hiện các hoạt động trải nghiệm ở trường mầm non DPA. Xin vui lòng đề cập đến bất kỳ chi tiết mà bạn có thể nghĩ có liên quan đến câu hỏi.

THÔNG TIN CÁ NHÂN

Tên: _____ Tuổi: _____ Gender: _____

Giáo viên của lớp: _____

Câu 1: Trong các lĩnh vực phát triển hoạt động kinh nghiệm nào trong giảng dạy tiếng Anh giúp trẻ mẫu giáo? Vui lòng tham khảo sự phát triển về thể chất, nhận thức, cảm xúc và xã hội và bất kỳ lĩnh vực nào khác.

Câu trả lời:

.....
.....
.....

Câu 2: Theo bạn, yếu tố nào ảnh hưởng đến việc tổ chức các hoạt động ngoài trời cho trẻ mầm non? Mức độ của nó là gì?

Câu trả lời:

.....
.....
.....

Câu hỏi 3: Tại sao bạn tổ chức hoạt động trải nghiệm được đề cập (Chương trình kịch / Chuông vàng / Cuộc thi thuyết trình / Trình diễn thời trang, v.v.) cho trẻ em trong các khóa học tiếng Anh?

Câu trả lời:

.....
.....

.....

Câu hỏi 4: Bạn đánh giá các điều kiện DPA như thế nào để triển khai các hoạt động trải nghiệm? Vui lòng cung cấp bất kỳ bằng chứng cho ý kiến của bạn.

Câu trả lời:

.....

.....

.....

Câu hỏi 5: Tại sao bạn nghĩ học sinh của mình thích những hoạt động đó (Chương trình truyền hình / Rung chuông vàng / Cuộc thi thuyết trình / Trình diễn thời trang, v.v.)?

Câu trả lời:

.....

.....

.....

APPENDIX 5:
CRITERIA FOR ASSESSING STUDENTS' PERFORMANCES
IN THE ACTIVITY

NAME OF THE ACTIVITY:

Student's name:

Class:

POINTS	PRODUCTION		RECEPTION	NON-LINGUISTIC COMPETENCES	ATTITUDE
	<i>Language</i> (Vocabulary + Structures)	<i>Pronunciation</i>			
Extraordinary (4)	Speaks using the appropriate vocabulary and structures without remarkable mistakes	Uses the pronunciation worked in class perfectly and tries to sound natural	Can understand everything	Use gestures and facial expression to support what she's saying	Shows great interest and makes a great effort to perform well and learn more.
Very good (3)	Speaks correctly or with few mistakes using appropriate language & structures	Uses the pronunciation worked in class perfectly and tries to sound natural	Can understand almost everything	Is confident and uses non-linguistic competences to help communication	Shows interest and makes an effort to have a good results. Wants to learn more.
Acceptable (2)	Speaks with several mistakes although it is comprehensible	Tries to use the correct pronunciation but makes several mistakes	Needs a little bit of help	Use non-linguistic competences to help communication more than linguistic competences	Shows interest and aims for a pretty nice result.
Need improvement (1)	Only uses single words and sometimes with mistakes	Pronounces the words as they are written	Needs lots of help	Relies on non-linguistic competences to communicate	Effort and interest are only enough for a

					passable result
Not acceptable (0)	Doesn't try to speak or speech is incomprehensible	Doesn't try to speak or speech is comprehensible	Doesn't understand anything	Isn't able to communicate even with non-linguistic strategies	Doesn't make any effort or shows interest in learning or improving
POINTS GIVEN/4/4/4/4/4
TOTAL/20				

APPENDIX 6:
LIST OF KINDERGARTEN STUDENTS 5-6 YEARS OLD
(museum facility)

Number	Name	Date of birth	Sex
1	S1	08/11/2013	Female
2	S2	22/11/2013	Male
3	S3	01/11/2013	Female
4	S4	11/01/2013	Male
5	S5	07/08/2013	Male
6	S6	30/03/2013	Male
7	S7	15/11/2013	Male
8	S8	04/12/2013	Female
9	S9	15/07/2013	Male
10	S10	27/09/2013	Female
11	S11	26/10/2013	Female
12	S12	01/11/2013	Female
13	S13	08/11/2013	Female
14	S14	29/10/2013	Female
15	S15	23/10/2013	Male
16	S16	26/10/2013	Female
17	S17	20/09/2013	Female
18	S18	27/03/2013	Female
19	S19	25/03/2013	Male
20	S20	22/02/2013	Male
21	S21	09/09/2013	Male
22	S22	17/01/2013	Male
23	S23	27/0/2013	Male
24	S24	01/02/2013	Female
25	S25	28/01/2013	Male
26	S26	22/11/2013	Female
27	S27	11/07/2013	Female
28	S28	09/12/3013	Female
29	S29	23/02/2013	Male
30	S30	06/02/2013	Female

APPENDICES 7:
LIST OF KINDERGARTEN STUDENTS 5-6 YEARS OLD
(Long Bam facility)

Number	Name	Date of birth	Sex
31	S31	27/11/2013	Female
32	S32	15/09/2013	Female
33	S33	04/01/2013	Female
34	S34	29/01/2013	Female
35	S35	29/09/2013	Female
36	S36	07/05/2013	Female
37	S37	22/10/2013	Male
38	S38	26/11/2013	Female

APPENDICES 8:
LIST OF KINDERGARTEN STUDENTS 5-6 YEARS OLD
(Bắc Sơn facility)

Number	Name	Date of birth	Sex
39	S39	28/02/2013	Male
40	S40	26/10/2013	Male
41	S41	17/05/2013	Male
42	S42	19/05/2013	Male
43	S43	26/09/2013	Female
44	S44	01/11/2013	Male
45	S45	06/08/2013	Male
46	S46	29/07/2013	Male
47	S47	12/11/2013	Male
48	S48	04/10/2013	Female
49	S49	25/12/2013	Female
50	S50	23/08/2013	Female
51	S51	15/08/2013	Female
52	S52	30/10/2013	Male
53	S53	30/09/2013	Male
54	S54	30/07/2013	Nam
55	S55	21/04/2013	Female
56	S56	23/10/2013	Male
57	S57	24/10/2013	Male
58	S58	03/01/2013	Female
59	S59	21/10/2013	Male
60	S60	18/11/2013	Female
61	S61	29/07/2013	Female
62	S62	24/08/2013	Female
63	S63	28/12/2013	Female
64	S64	08/12/2013	Male
65	S65	01/09/2013	Female
66	S66	15/06/2013	Female
67	S67	08/08/2013	Female
68	S68	20/01/2013	Male

APPENDICES 9:

Some pictures of the Drama show in the Halloween festival of DPA preschool



This is the image of the princess



These are pictures of pirates and ghosts



This is a picture of two ghosts



This is the time when you receive the prize

APPENDICES 10

These are pictures of 8 students in the Presentation contest





This is a picture of the candidates preparing to enter the competition

APPENDICES 11

The pictures of the Golden bell.



These are pictures of excellent candidates in the competition

APPENDICES 12

Table of Evaluation for 6-year-old students at DPA preschool

Number	Name	Pre	Post
1	S1	7	8
2	S2	8	11
3	S3	9	10
4	S4	9	11
5	S5	8	9
6	S6	8	11
7	S7	8	9
8	S8	10	13
9	S9	8	11
10	S10	10	12
11	S11	9	11
12	S12	10	11
13	S13	9	10
14	S14	10	12
15	S15	9	11
16	S16	9	12
17	S17	10	12
18	S18	8	12
19	S19	8	10
20	S20	7	10
21	S21	9	13
22	S22	8	11
23	S23	8	10
24	S24	9	12
25	S25	9	12

26	S26	9	12
27	S27	9	13
28	S28	9	13
29	S29	10	14
30	S30	9	11
31	S31	7	9
32	S32	8	10
33	S33	9	10
34	S34	10	11
35	S35	11	12
36	S36	11	12
37	S37	11	12
38	S38	12	13
39	S39	8	12
40	S40	9	11
41	S41	8	11
42	S42	9	11
43	S43	8	12
44	S44	8	11
45	S45	8	11
46	S46	10	12
47	S47	9	13
48	S48	9	11
49	S49	9	11
50	S50	8	13
51	S51	9	11
52	S52	10	12
53	S53	8	12

54	S54	9	13
55	S55	9	12
56	S56	9	11
57	S57	9	14
58	S58	8	10
59	S59	8	10
60	S60	8	12
61	S61	9	11
62	S62	8	11
63	S63	9	10
64	S64	9	14
65	S65	9	10
66	S66	9	10
67	S67	9	11
68	S68	9	11

Thai Nguyen, July 8th 2019

Supervisor

MA. Student

Dr. Nguyen Thi Hong Minh

Nguyen Thi Linh