

Original Research Article

## The Current Situation of Coherent Language Development for 5-6-Year-Old Children Through Project-Based Teaching at Kindergartens in Nghe An Province

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**Abstract:** Project-based teaching is a modern educational approach that is particularly effective in developing coherent language for 5-6-year-old preschool children. Integrating literary works into learning not only enhances language development but also promotes creative thinking, communication, and social skills. This paper clarifies the current situation of coherent language development for 5-6-year-old children through project-based teaching at kindergartens in Nghe An province. The finding serves as a practical foundation for designing project-based lesson plans to improve the effectiveness of this approach in preschools.

**Keywords:** Project-based teaching, current situation, 5-6-year-old children, introduction to literary works, coherent language.

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## 1. INTRODUCTION

Language is a unique social phenomenon that is formed and developed through human communication. It is not only a tool for exchanging information but also plays a crucial role in cognitive development, thinking, and personality formation. According to Vygotsky (1978), “Language is not only a means of communication but also an important tool that helps children organize their thinking and develop cognition” [2]. Research has shown that by the age of 5–6, children have begun to use language in a flexible and structured manner. At this stage, they can select appropriate vocabulary, combine speech with gestures, facial expressions, and body language to convey messages. Additionally, they can adjust their tone of voice based on the context and communication partner, improving their interaction with others [4]. Developing coherent language at this age not only helps children gain confidence in communication but also lays a solid foundation for acquiring new knowledge when they enter primary school. Project-based teaching (PBT) is an instructional approach in which learners engage in complex learning tasks that integrate both theory and practice, leading to the creation of tangible products. These tasks require high levels of independence from

learners throughout the learning process. Group work is the primary mode of activity in PBT [3]. This paper focuses on analyzing the current situation of coherent language development for 5-6-year-old children through project-based teaching at kindergartens in Nghe An province. Hence, the study proposes project-based teaching models to improve teaching quality and help children develop coherent language effectively and sustainably.

## 2. RESEARCH CONTENT

### 2.1. Research Objectives

To survey the current situation of project-based teaching aimed at developing coherent language in 5–6-year-old preschoolers at kindergartens in Nghe An province.

### 2.2. Research Subjects

The survey was conducted with 60 preschool teachers teaching 5–6-year-old children in districts such as Anh Son, Quynh Luu, and Vinh City, at selected preschools including Vinh University’s Experimental Kindergarten, Hung Dung 1, Hung Dung 2, Truong Thi, Ben Thuy, Hung Binh, Anh Son Town, Thach Thi, Hoa Mai, Quynh Lam, and Quynh Hong. Most teachers

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surveyed are highly qualified and experienced in childcare and preschool education. They have received professional training in preschool education at the college level or higher, with 100% meeting the national teaching standards. They are dedicated to their profession and have achieved outstanding results in teaching (all have been recognized as excellent teachers at the school level or higher). These kindergartens have been highly rated for their childcare and educational quality. All classes follow the current national preschool education curriculum.

**2.3. Research Methods**

**Survey:** Conducted via Google Forms to assess teachers' understanding of project-based teaching through introducing literary works to develop coherent language in 5–6-year-old children. Questions were diverse, tailored to subjects, including closed and open-ended formats, offering multiple-choice options with clear, understandable content to ensure objectivity.

**Interview:** Direct or indirect (via phone, email) conversations with experienced teachers of 5-6-year-olds to gather relevant data.

**Observation:** Direct observation and note-taking of teachers' activities at kindergartens to evaluate teaching activities and methods used in project-based teaching for 5-6-year-olds.

**Product Analysis:** Reviewed teachers' lesson plans and children's outputs to assess the current situation.

**Mathematical Statistics**

**Processing data using the Likert Scale**

The survey included questions designed on 3-level and 4-level Likert scales. The 3-level scale assessed teachers' implementation, while the 4-level scale evaluated implementation effectiveness and children's skill levels in coherent language expression.

With a 3-level Likert scale, the distance between each level is:

$$K = \frac{n-1}{n} = \frac{3-1}{3} = 0,66$$

- Level 1 has an average value in the range: 1.00 to 1.66
- Level 2 has an average value in the range: 1.67 to 2.33
- Level 3 has an average value in the range: 2.34 to 3.00

With a 4-level Likert scale, the distance between each level is:

$$K = \frac{n-1}{n} = \frac{4-1}{4} = 0,75$$

- Level 1 has an average value in the range: 1.00 to 1.75
- Level 2 has an average value in the range: 1.76 to 2.50
- Level 3 has an average value in the range: 2.51 to 3.25
- Level 4 has an average value in the range: 3.26 to 4.00

**2.3. Results and analysis of the current situation of coherent language development through project-based teaching for 5-6-year-old children at kindergartens**

**2.3.1. Teachers' awareness of the concept of project-based teaching in preschool education**

To assess teachers' awareness of the concept of PBT in preschool education, we used a survey method with multiple-choice questions. The results showed that 100% of teachers believe PBT in early childhood education is a positive educational approach where children engage in learning activities through specific projects. During exploration, children plan, implement, and manage their own experiential activities, with teachers only providing guidance and support. This method allows children to create tangible and presentable products. The method helps children develop critical thinking, teamwork, and problem-solving skills. These findings indicate that teachers have a clear and accurate understanding of the PBT concept, providing a foundation for analyzing their awareness of objectives, methods, and organization at kindergartens.

**2.3.2. Teachers' awareness of the role of project-based teaching in developing coherent language for 5-6-year-old children**

To assess teachers' awareness of the role of PBT in language development through exposure to literary works, we designed a closed-ended questionnaire using a 3-point Likert scale, ranging from "Not Important" to "Very Important." The results are as follows:

According to the collected data, teachers highly valued the importance of PBT in language development. Among the responses, 78.3% of teachers rated it as "Very Important," with an average Likert score of 2.675 and a low standard deviation of 0.415. These results indicate a strong awareness among teachers regarding the significance of PBT in language for children. This awareness forms a crucial foundation for prioritizing and implementing language development activities for children.

**Table 1: The importance of project-based teaching for 5–6-year-old children**

No	Level of importance	Quantity	Percentage	Mean Score	Standard Deviation
1	Very important	47	78,3%	2,675	0,415
2	Important	13	21,7%		
3	Not important	0	0%		

**2.3.3. Teachers' awareness of project-based teaching for developing coherent language in 5–6-year-old preschool children**

**Table 2: Methods for developing coherent language in 5–6-year-old children through project-based teaching**

No	Teaching method	Quantity	Percentage
1	Learning activities	58	98,3%
2	Play activities	2	3,33%

It is evident that organizing appropriate teaching methods is crucial for implementing PBT through exposure to literary works for 5-6-year-old preschoolers. The survey results show that most teachers prefer teaching through learning activities (98.3%), while a small minority opt for play-based activities (3.33%). PBT through literary exposure for 5-6-year-olds should be conducted through diverse teaching methods, particularly play activities, as they

are the dominant and most favored activities for preschoolers. Through play, children have more opportunities to expand their vocabulary and sentence structures during peer or individual interactions, fostering monologue skills and standard pronunciation.

**2.3.4. Teachers' awareness of methods and techniques for developing coherent language in 5–6-year-old children through project-based teaching**

**Table 3: Methods and techniques for developing coherent language in 5–6-year-old children through project-based teaching**

No	Methods and techniques	Frequency of use						Mean Score	Standard Deviation
		Frequently		Occasionally		Never			
		Quantity	%	Quantity	%	Quantity	%		
1	Observation	44	73,33	16	26,6	0	0	2,6	0,446
2	Discussion	41	68,3	19	31,7	0	0	2,525	0,475
3	Use of Visual Aids	37	61,7	24	40	0	0	2,45	0,494
4	Storytelling	28	46,7	31	50	1	1,67	2,175	0,534
5	Game	26	43,3	33	55	1	1,67	2,125	0,53
6	Group Discussion	24	40	36	60	0	0	2,1	0,494
7	Creating Situations	18	30	39	65	4	6,67	1,875	0,563
8	Emotional Encouragement	27	45,5	33	55,5	0	0	2,175	0,501

Survey results show that most methods and techniques are applied in lessons. Frequently used methods, such as observation, conversation, and visual aids, account for over 60%, with about 30% opting for occasional use. The mean scores exceed 2.34, indicating high effectiveness, supported by low standard deviations (below 0.5). However, methods like storytelling, games, group discussions, and creating situations are more often used occasionally, with lower mean scores (1.66 to 2.33), showing limited application. Some teachers even report never using these methods. This suggests a lack of innovation, with teachers

favoring familiar methods. To enhance learning quality and engagement, teachers should diversify methods, regularly apply various approaches, and avoid over-reliance on one or two. Through interactive class activities, children can confidently express thoughts and perspectives. Teachers can engage, listen to children’s feelings, assess abilities, and adjust lesson plans to better support development.

**2.3.5. Teachers' perceptions of advantages and challenges in project-based teaching for developing coherent language in 5-6-year-old children**

**Table 4: Advantages in developing coherent language for 5-6-year-old children through project-based teaching.**

No	Method	Quantity	%
<b>Subjective Factors</b>			
1	Teachers have extensive knowledge and understanding of developing coherent language in children	5	8,3%
2	Teachers have flexibility, autonomy, and creativity in planning and creating an environment suitable for children's abilities and local conditions	40	66,7%
3	Teachers have strong skills in organizing project-based teaching activities	0	0
<b>Objective Factors</b>			
4	Support and assistance from colleagues	0	0
5	Children actively participate and show enthusiasm in activities	4	6,7%
6	A diverse and rich learning environment	10	16,7%
7	Parental involvement and cooperation	1	1,7%

The effectiveness of language development for 5-6-year-olds through project-based teaching depends on various factors, some facilitating and others posing challenges for teachers. The greatest advantage for teachers is the support and assistance from colleagues, with the highest percentage (66.7%). A diverse and rich learning environment is also considered “highly advantageous,” with an average of 16.7%. Other factors are deemed “advantageous.” These advantages make it easier for teachers to develop language skills for 5-6-year-olds through project-based teaching activities.

Notably, teachers emphasize that for children to develop language skills, the experiential environment at home is crucial, as it is where children are born and grow up with loved ones. However, some parents do not spend enough time with their children or actively participate in educational activities with the school.

Additionally, daily kindergarten activities often fail to emphasize the role of parents or establish ways to collaborate with them in organizing activities for children. Consequently, parents’ contributions to educational activities remain limited. To leverage advantages, overcome challenges, and enhance the effectiveness of language development for 5-6-year-olds through PBT, the following recommendations are proposed:

For administrators: Provide specific guidelines with directives; organize training and workshops for administrators and teachers on relevant topics; supply sufficient reference materials for deeper understanding and learning; invest in better activity environments, especially classrooms, to reduce class sizes; facilitate exchanges among administrators and teachers; and reduce administrative paperwork for teachers.

**Table 5: Challenges in the process of developing coherent language skills for 5-6-year-old children through PBT activities**

No	Level of difficulty	Quantity	Percentage	Mean Score	Standard Deviation
1	Very Challenging	15	25,4%	1,725	0,557
2	Somewhat Challenging	39	66,1%		
3	No Challenges	5	8,5%		

The survey results show that most teachers encounter some challenges when implementing PBT activities through exposure to literary works for 5-6-year-old preschoolers. Specifically, 66.1% report a few challenges, 25.4% face significant challenges, and only 8.5% report no challenges, with a Likert mean score of 1.725 and a standard deviation of 0.557, indicating considerable variation among teachers. These figures suggest that PBT still presents many challenges for teachers, possibly due to a lack of specific guidance materials, limited experience in applying the method, or insufficient support from schools and colleagues.

To improve the effectiveness of PBT activities, appropriate support measures are needed. Schools and educational authorities should organize training

programs to enhance teachers’ skills and teaching methods. Detailed instructional materials should be developed for easier practical application. Additionally, creating opportunities for teachers to exchange and learn from each other’s experiences is a key solution to mitigate these challenges.

Overall, while PBT offers numerous benefits, its effective implementation requires thorough preparation and active support from various stakeholders.

**2.3.6. Teachers’ perceptions of the effectiveness of project-based teaching through literary works for 5-6-year-old children**

**Table 6: Effectiveness of developing coherent language in 5-6-year-old children through project-based teaching**

No	Level of Effectiveness	Quantity	Percentage	Mean Score	Standard Deviation
1	Very effective	47	78,3%	2,675	0,415
2	Somewhat effective	13	21,7%		
2	Not effective	0	0%		

To assess teachers’ perceptions of the effectiveness of PBT through literary works for children, we used closed-ended questions on a 3-level Likert scale ranging from “not effective” to “very effective.” The results show a “very effective” rating of 78.3%, a high mean score of 2.675, and a low standard deviation. These results indicate that PBT is highly effective in developing language skills for children, providing a crucial basis for prioritizing and implementing this teaching method in preschool education.

**3. CONCLUSION**

The survey of 60 teachers in Nghe An Province highlights their awareness of PBT’s role for 5-6-year-olds and issues related to developing coherent language skills through experiential activities. The surveyed aspects include content, methods, advantages, and effectiveness of the language development process. The results identify clear strengths and limitations of the current situation, serving as a foundation for

designing suitable PBT plans to enhance coherent language development for 5-6-year-olds at kindergartens. These plans should focus on raising teachers' awareness of coherent language, experiential activities, and children's language development processes. Additionally, there is a need to strengthen training and support for teachers in designing diverse, creative PBT activities tailored to children's age and learning abilities. This will not only help children develop coherent language skills but also stimulate their creative thinking and problem-solving abilities in real-life situations.

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