

Research Title	Experience Arrangement of English Learning for Preschool Thai Children for the Preparation toward AEC.
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This research was a mixed method one which concerns to set the experiential learning of English language for Children in Thailand towards AEC. the objectives of the study were to 1) study the condition and the problem of the project process in the experiential learning of English language for children divided into four sides: management, course development, organization of experiential learning of English language and arrangement of linguistic environment, 2) compare the condition and the problem of the project process in the experiential learning of English language for children differentiated as personal information: age, education, work experience and English knowledge and 3) set up the experiential learning of English language for children in Thailand towards AEC. The quantitative sampling was child care teachers in Child Development Center, under Department of Local Administration. 397 samples of this research were determined by Taro Yamane's sample size table at .05 of statistical errors and also multistage sampling. The groups of qualitative informants were the representative of child care teachers, the head of Child Development Center and the administrator of Department of Local Administration who was skillful and related to the education system according to the Ministry of Education curriculum in English; 30 people were counted in total. The quantitative research instrument was a survey concerning the organization of experiential learning of English language for children in Thailand towards AEC, and had the data suggested by respondents created to be the qualitative instrument, which was the question in the part of intensive interview. IBM SPSS Software was used to quantitatively analyze the received data to find out percentage, mean, standard deviation, one-way ANOVA and the multiple comparison of LSD in case of significant differences. On the other hand, the manner of analyzing the qualitative data was to examine and synthesize the information with grading and then making a frequency distribution.

1. The condition and the problem of the project process in the experiential learning of English language for children shows the child care teachers in Child Development Center were the female who were during 31-40 years old, graduated the bachelor's degree in Early Childhood Education, have more than 15 years of work experience in Child Development Center. The condition of management process finds most people were not notified to attend seminar and pay a visit about the organization of experiential learning of English language. The supported media and accessories for the organization were not enough. However, the practical seminar for self-development was held. The development course reveals the course sent by Department of Local Administration becomes effective. The experiential learning was held according to what was written in the manual of Department of Local Administration. The documents used in the experiential learning were tale, comic book, ABC book and all. The experiential learning exposes there was people use the technology to exchange the information with one another. The main purpose of setting up the experiential learning was to make children had fun and make them familiar with English. The arrangement of linguistic environment indicates the level of the arrangement of linguistic environment in order to support the organization of experiential learning was low. The problem of the project process in the education system according to the Ministry of Education curriculum in English for children shows most problems were found in the support of staff's development in English using that was not good enough as needed. The problem of connecting ICT devices implies there is the problem of connecting a computer and the last problem was people lack of the proficiency in setting up the experiential learning in English.

2. To compare the condition and the problem of the project process in the experiential learning of English language for children differentiated as personal information: age, education, work experience and English knowledge reveals the child care teachers who had different ages, work experience and English knowledge do not impact on the organization of experiential learning. However, their educations affect it instead in level 0.5.

3. The well-preparation of English language towards AEC indicates the teachers make the children more understand about fundamental English language with word memorization or events which make them be able to remember and memorize. The role of supporting the English activity set-up for children tells the event should match their routines. The dissemination of the information to the teachers and the educational staffs explains there should the training course or short-term course to use for communication: to be able to listen, speak, read and

write. The use of technology in potentiality development shows most teachers can use the internet properly to search for the vocabulary or find the example of English conversation. The arrangement of project process reveals most teachers in Child Development Center are ready to plan the course and hold the activity which gives the children the chance to join depending on their interests and willingness.