

Influence of Parental Engagement in English Language Home Assignments through Storytelling on English Language Skills Development among Pre-Primary Learners in Vihiga Sub-County

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Abstract

This study examined how parental engagement in English language assignments through storytelling influenced English language skills development among pre-primary learners in Vihiga Sub-County, Kenya. The study employed a convergent parallel mixed-methods approach. The target population comprised 4,272 pre-primary parents, 145 pre-primary teachers, 74 headteachers, and 1 ECDE program officer; the planned sample included 366 parents, 106 teachers, 62 headteachers, and 1 program officer; and 319 parents, 101 teachers, 58 headteachers, and 1 program officer responded. We purposively selected teachers, headteachers, and the program officer, with proportionate distribution across wards. Additionally, we randomly selected parents and stratified schools by ward and selected them using simple random sampling. Parents and teachers completed questionnaires, while headteachers and the programme officer provided qualitative information through interviews. The study then assessed English-language skills through parent and teacher ratings of listening, vocabulary, comprehension, oral participation, and story retelling, and used composite scores for the ANOVA. Quantitative data were analysed using frequencies, percentages, means and one-way ANOVA, while qualitative data were analysed thematically and integrated with the quantitative findings during interpretation. The ANOVA indicated statistically significant differences in composite English-language skill scores across levels of storytelling engagement. The findings indicate an association between parental storytelling engagement and stronger English-language outcomes. The study recommends structured, developmentally appropriate storytelling activities within home assignments, supported by guidance and accessible resources for parents. The study provides policymakers with useful evidence on how parental engagement in English-language home assignments can inform the development and implementation of effective policies to support early language development.

Key terms: English language development, home assignments, parental engagement, pre-primary learners, storytelling.

INTRODUCTION

This study examined how parental engagement in English language assignments through storytelling influenced English language skill development among pre-primary learners in Vihiga Sub-County, Kenya. Lack of adequate home-based support prevents children from achieving basic language proficiency. It remains unclear how specific parental engagement tactics, especially regarding homework, influence young learners' English language learning. Although some studies have recognised the importance of parental engagement in improving academic results, few empirical studies directly link parental engagement activities such as role-playing, singing games, and storytelling to the development of English language skills among pre-primary learners in Kenya. Parental engagement is recognised as an important component of early learning because learning can be extended beyond the classroom through purposeful interaction between children and their families. In Kenya's Competency-Based Education Curriculum, the home is an important setting for reinforcing learning, and parents are expected to participate in activities that support children's development. The 2017 Basic Education Curriculum Framework emphasises developing foundational communication and literacy competencies during the early years (Kenya Institute of Curriculum Development [KICD], 2019). Language development at this stage involves interconnected skills in listening, speaking, reading and writing, which provide a foundation for subsequent learning (Al-Harbi, 2020).

Storytelling is one home-based activity through which children can encounter meaningful language, new vocabulary and opportunities for oral expression. However, evidence about storytelling must be interpreted in relation to how it was implemented and measured. Flewitt and Clarke (2020), for example, linked home literacy practices involving storytelling to oral language fluency, vocabulary development, and listening comprehension. Still, their setting and approach do not show how storytelling functions when introduced as a structured, school-directed assignment in a rural, multilingual Kenyan community. Benabbes and AbdulHaleem Abu Taleb (2024) similarly reported language-related benefits of oral storytelling, although their study addressed a foreign-language classroom context rather than parental engagement in

home assignments. These differences indicate that evidence of storytelling benefits cannot automatically be transferred to the context examined in the present study.

The research problem therefore concerns not simply whether storytelling is beneficial, but whether and to what extent parental engagement in English-language home assignments through storytelling is associated with English-language skills development among pre-primary learners in a rural Kenyan context. Existing literature provides useful evidence on home literacy, storytelling and parental engagement. Still, relatively little evidence brings these strands together using a mixed-methods approach focused on rural ECDE settings in Vihiga Sub-County. The multilingual environment, differences in parental educational backgrounds and variation in access to learning resources make Vihiga a context in which findings from international or better-resourced settings cannot be assumed to apply directly. This study addresses this contextual and methodological gap by examining parental engagement in English-language home assignments through storytelling and relating levels of engagement to reported English-language skills, while also considering the experiences of teachers and ECDE administrators.

The study is significant because it can provide parents with practical evidence on how storytelling can be used to support language learning at home; assist ECDE teachers in designing manageable and developmentally appropriate home assignments; guide school administrators in strengthening communication between schools and families; inform curriculum developers about feasible home-learning activities within the Competency-Based Education Curriculum; and provide policymakers with evidence for strengthening parent-support mechanisms in early childhood education. The purpose of this study was therefore to examine the influence of parental engagement in English language home assignments through storytelling on English language skills development among pre-primary learners in Vihiga sub-county.

The study will provide policymakers with useful evidence on how parental engagement in English-language home assignments can inform the

development and implementation of effective policies to support early language development. By improving understanding of parental engagement in English-language home assignments and its influence on learners' English-language skills development, the study will benefit academic researchers, students, and future scholars by providing a basis for further research. The study will also offer useful recommendations to pre-primary educational institutions on designing and implementing home assignments that are developmentally appropriate, meaningful, and responsive to parents' capacity to support children's learning at home.

LITERATURE REVIEW

Theoretical Framework

The study was informed primarily by Vygotsky's Sociocultural Theory, which explains learning as a socially mediated process in which more knowledgeable others support learners through interaction and scaffolding (Vygotsky, 1978). Applied to home-based storytelling, the parent can provide language input, model pronunciation, explain unfamiliar words, ask questions and encourage the child to retell or respond to a story. The theory therefore provides a useful explanation of why the quality and frequency of parent-child interaction may be associated with children's English language development. However, the theory does not by itself establish that storytelling causes improved language outcomes; the present cross-sectional study therefore treats the theory as an explanatory framework for interpreting observed associations rather than as evidence of causality.

Parental Engagement in English Language Home Assignments through Storytelling

From a global perspective, previous studies provide evidence that storytelling can support early language development, but findings vary by setting, participants, and measures. Flewitt and Clarke (2020) examined home literacy practices in the United Kingdom and reported associations between storytelling and oral language fluency, vocabulary development and listening comprehension. Luo et al. (2021) reported a positive relationship between parental storytelling and expressive vocabulary among preschool children in China, while Benabbes and AbdulHaleem Abu Taleb (2024) found language-

related gains associated with oral storytelling in a foreign-language learning context. These studies contribute evidence that sustained narrative interaction can create opportunities for children to practice language. Nevertheless, they provide limited evidence on storytelling embedded in rural, multilingual ECDE settings. Their different contexts and measures also mean that the magnitude and nature of the reported benefits cannot be assumed to be equivalent to those in Vihiga Sub-County.

From the African perspective, storytelling is additionally situated within oral cultural and multilingual practices. Studies cited in the study indicate that storytelling has been associated with vocabulary, comprehension, verbal reasoning and classroom participation in African early-learning contexts. This literature demonstrates the cultural relevance of oral narrative as a learning resource, rather than treating storytelling only as a classroom technique (Madondo & Dampier, 2021). Much of the African evidence focuses on general storytelling rather than a clearly structured English-language assignment prescribed by schools. This leaves unresolved how parents participate when storytelling is deliberately linked to school learning tasks and how such participation relates to measurable English-language outcomes.

From the Kenyan perspective, the literature highlights both parental engagement and the multilingual character of early learning. Choge and Edabu (2023) show the broader relevance of parental involvement in Kenyan public-school contexts, while Kretzer and Oluoch-Suleh (2022) highlight the role of African languages in curriculum reform. These studies help explain why home-school interaction and language choice matter in Kenya. Still, they do not directly establish the influence of storytelling assignments on English-language skills development among pre-primary learners in Vihiga Sub-County. The present study therefore extends the literature by focusing specifically on Vihiga and by combining quantitative evidence from parents and teachers with qualitative perspectives from headteachers and the ECDE programme officer.

The reviewed literatures revealed three related gaps. First, a contextual gap exists because much of the

available evidence comes from international, urban, or relatively well-resourced settings rather than rural Kenyan ECDE centres. Second, a practice gap exists because existing studies often examine storytelling as an informal home literacy activity or parental engagement more broadly, rather than as a school-directed English-language home assignment. Third, a methodological gap remains because relatively few studies integrate quantitative evidence on language-skill differences with qualitative accounts of how parents, teachers, and administrators experience home storytelling. These gaps are particularly important in Vihiga Sub-County, where multilingualism, socio-economic variation and differences in parental educational backgrounds may shape how home assignments are implemented. The present study addresses these gaps through a convergent parallel mixed-methods design and by examining the relationship between levels of storytelling engagement and composite English-language skill scores.

METHODOLOGY

The study employed a convergent parallel mixed-methods design in which quantitative and qualitative strands were conducted during the same study period, analysed separately, and then integrated during interpretation. Quantitative data were collected from pre-primary parents and teachers using structured questionnaires. The parent questionnaire captured the frequency of storytelling and perceptions of children's

listening, vocabulary, comprehension and story-retelling abilities, while the teacher questionnaire captured observations of vocabulary, comprehension and classroom participation. A composite English-language skill score was derived from the language-skill indicators in the questionnaires and used for the one-way ANOVA. Headteachers and the ECDE programme officer provided qualitative information through interviews focusing on experiences, implementation, and challenges associated with parental engagement in home learning. The two strands were integrated during interpretation. The study was conducted in Vihiga Sub-County, western Kenya, among public schools serving pre-primary learners. The study area comprises 74 public schools, most of which are rural, with a smaller number located in urban settings. The combination of rural and urban schools, multilingual home environments and socio-economic variation made the area appropriate for examining parental engagement in early English language learning.

The target population comprised 4,272 pre-primary parents, 74 headteachers, 145 pre-primary teachers and 1 ECDE programme officer in Vihiga Sub-County. The headteachers represented the schools where the pre-primary centres were domiciled, while the programme officer provided information relevant to ECDE programme implementation.

Table 1: Target Population of the Study in Vihiga Sub-County, Kenya

Ward	Categories of Respondents			
	Pre-primary parents	Headteachers	Pre-primary teachers	Program officer
	Target population	Target population	Target population	
Lugaga Wamuluma	1488	22	45	1
Central Maragoli	842	15	31	
Mungoma	964	17	32	
South Maragoli	978	20	37	
Total	4272	74	145	1

The 74 public schools in Vihiga Sub-County formed the sampling frame and were stratified by the four wards to ensure geographical

representation. Schools were selected using simple random sampling within the ward strata. Parents were selected randomly from the participating schools, while pre-primary teachers and headteachers were

selected purposively because of their direct roles in teaching and school-level supervision. The ECDE officer was selected through census sampling because she was the sole officer responsible for ECDE matters within the study area and, therefore, constituted the entire target population for that category of respondent. The sample comprised 366 parents, 106 pre-primary teachers, 62 headteachers and 1 ECDE programme officer, giving a total of 535 participants. A carefully established sample population minimises sampling error, enhances the reliability of statistical estimates, and ensures that the findings reflect true population characteristics (Taherdoost, 2016). Yamane's (1967) formula was used to determine the sample.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{4272}{1 + 4272(0.05)^2}$$

$$n = \frac{4272}{1 + 4272(0.0025)}$$

$$n = \frac{4272}{1 + 10.68}$$

$$n = \frac{4272}{11.68}$$

$$n = 365.75$$

Thus, n= 365.75 pre-primary parents

$$n = \frac{74}{1 + 74(0.05)^2}$$

$$n = \frac{74}{1 + 74(0.0025)}$$

$$n = \frac{74}{1 + 0.18}$$

$$n = \frac{74}{1.185}$$

$$n = 62.45$$

Thus, n= 62.45 head teachers

$$n = \frac{145}{1 + 145(0.05)^2}$$

$$n = \frac{145}{1 + 145(0.0025)}$$

$$n = \frac{145}{1 + 0.3625}$$

$$n = 106.422$$

Thus, n= 106.422 pre-primary teachers

Table 2: Sample Size Population of the Study in Vihiga Sub-County, Kenya

Ward	Categories of Respondents			
	Pre-primary parents	Headteachers	Pre-primary teachers	Program officer
	Sample population	Sample population	Sample population	1
Lugaga Wamuluma	98	11	22	
Central Maragoli	74	11	34	
Mungoma	98	23	24	
South Maragoli	95	18	26	
Total	366	62	106	1

Consequently, supervisors from the Kabarak University School of Education established content validity by reviewing the research instruments. The questionnaire and interview guide were examined for alignment with the study objective, the parental-engagement construct and the English-language skill indicators. We conducted a pilot study in ECDE settings to assess the clarity, relevance, sequencing, and consistency of the questionnaire and interview items. We used test-retest procedures over two weeks and Cronbach's alpha to assess internal consistency. We treated a coefficient of 0.70 or above as acceptable. We conducted a pilot study in six public pre-primary schools outside the study area with characteristics comparable to those of the schools included in the main study. The six schools represented approximately 10% of the 62 schools sampled for the main study. The pilot study involved six headteachers, six pre-primary teachers, and 36 parents, selected from the respective pilot schools. The pilot study aimed to assess the clarity, relevance, adequacy, and suitability of the research instruments and data collection procedures. Feedback obtained from the pilot study was used to refine the instruments before the main data collection. Participants involved in the pilot study did not participate in the main study.

Moreover, quantitative data were coded, entered, and analysed using SPSS Version 31. Frequencies, percentages and means were used to summarise participant responses. For the inferential analysis, parents were categorised into three storytelling-engagement groups: low (rarely or never), moderate (1–2 times per week), and high (3–7 times per week). We compared composite English-language skill scores across the three groups using one-way analysis of variance (ANOVA). The ANOVA tested whether mean English-language skill scores differed significantly across levels of storytelling engagement, and eta squared (η^2) indicated the magnitude of the observed group effect. Qualitative interview data were analysed thematically following Braun and Clarke (2021), through familiarisation, coding, theme development and review, and reporting. The quantitative and qualitative strands were subsequently compared and integrated to explain the findings.

FINDINGS AND DISCUSSION

Response Rate

The term "response rate" refers to the number of participants who completed and returned the research instruments to the total sample size. The more participants who return complete questionnaires, the more reliable the research results. Table 3 and Figure 1 below show the response rate by category.

Table 3: Response Rate

Category	Sample Size	Responses Received	Response Rate (%)
Pre-primary Parents	366	319	87.1
Pre-primary Teachers	106	101	95.4
Headteachers	62	58	93.9
ECDE Program Officer	1	1	100.0
Total	535	479	87.5

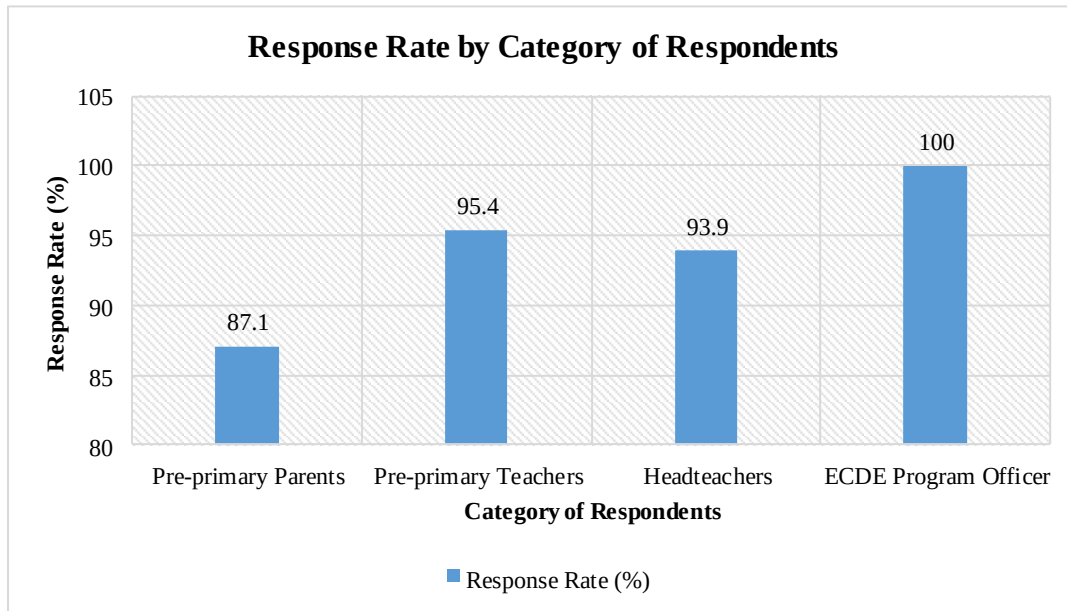


Figure 1: Response Rate by Category of Respondents

Table 3 shows that 479 of 535 questionnaires were completed, for an overall response rate of 87.5 per cent. Specifically, pre-primary parents (319 (87.1%), pre-primary teachers (101 (95.4%), pre-primary headteachers (58 (93.9%)), and the ECDE program officer (100%) took part in the study. Mugenda and Mugenda (2022) contend that a response rate of over 70 per cent is considered excellent in data analysis. In this respect, the study's 87.5 per cent response rate is sufficient to draw valid conclusions.

Demographic Information of Respondents

The demographic data provided a background against which the nature of the research participants can be understood. This section presents the demographics of parents, teachers, and headteachers in pre-primary institutions.

Demographic Characteristics of Pre-Primary Parents

Parents' demographic data included gender, age, education level, and occupation. These factors can influence their participation in their children's learning activities.

Table 4: Gender Distribution of Pre-Primary Parents

Gender	Frequency	Percentage (%)
Female	210	65.8
Male	109	34.2
Total	319	100.0

Table 4 indicates that most parent respondents were female (65.8%), with 34.2 per cent being male. This is typical; in most Kenyan families, women are the primary caregivers, especially in their children's education. Nyakundi et al. (2020) support this claim,

noting that in rural Kenya, women were primarily responsible for supporting their children's learning activities at home.

Table 5: Age Distribution of Pre-Primary Parents

Age Group	Frequency	Percentage (%)
18-25 years	38	12.0
26-35 years	172	54.0
36-45 years	86	27.0
46 years and above	22	7.0
Total	319	100.0

According to Table 5, most parents (54.0%) were aged 26 to 35 years, with 27.0 per cent aged 36 to 45 years. The parents aged 18-25 represented 12.0, and those aged 46+ represented 7.0. This implies that most

parents of pre-primary learners are in their most productive years, which may affect their enthusiasm for learning activities, depending on other commitments.

Table 6: Educational Level of Pre-Primary Parents

Education Level	Frequency	Percentage (%)
Primary	64	20.0
Secondary	160	50.1
Certificate/Diploma	70	22.0
University Degree	25	7.9
Total	319	100.0

Table 6 shows that half of the parents had secondary education, 22.0 per cent held a certificate or diploma, 20.0 per cent had primary education, and only 7.9 per cent had a university degree. This learning situation is characteristic of rural schools in Kenya, and it has consequences for the role parents can play in learning English. For example, more educated parents tend to assist their children with English-language tasks (Kaya et al., 2025).

Demographic Characteristics of Pre-Primary Teachers
Pre-primary teacher demographic variables were gender, age, professional qualification, and teaching experience. These dimensions are essential to teachers' perceptions of parental engagement and language development.

Table 7: Gender Distribution of Pre-Primary Teachers

Gender	Frequency	Percentage (%)
Female	94	93.1
Male	7	6.9
Total	101	100.0

Table 7 shows that a vast majority (93.1%) of pre-primary teachers were female, and only 6.9 per cent were male. Such gender disparity in early childhood education aligns with national and global trends in the

education sector, where women primarily teach, especially at the early years level (Ministry of Education, 2018).

Table 8: Teaching Experience of Pre-Primary Teachers

Years of Experience	Frequency	Percentage (%)
Less than 3 years	25	24.7
3-5 years	36	35.6
6-10 years	31	30.6
Over 10 years	9	8.9
Total	101	100.0

As indicated in Table 8, 35.6 per cent of the teachers had 3-5 years of teaching experience, 30.6 per cent had 6-10 years, less than 3 years (24.7%), and more than 10 years (8.9%). The staff were relatively experienced, and most possess sufficient experience to appreciate the importance of parental engagement in early childhood teaching.

Parental Engagement in English Language Home Assignments

The findings focus on the level and type of parental engagement in children's English language homework

assignments, and the discussion is based on three key activities: storytelling, singing games, and role play. The parents and teachers collected the data used in the study.

Influence of Parental Engagement through Storytelling on English Language Skills Development

The study aimed to examine the importance of parental participation in English-language home assignments through storytelling for English-language skill development in pre-primary learners.

Table 9: Frequency of Storytelling by Parents

Frequency	Number	Percentage (%)
Daily	70	22.0
3-4 times per week	108	34.0
1-2 times per week	96	30.0
Rarely (less than once a week)	35	11.0
Never	10	3.0
Total	319	100.0

Table 9 shows that 22.0 per cent of parents used storytelling every day, 34.0 per cent used it 3-4 times a week, 30.0 per cent used it 1- 2 times a week, and 11.0 per cent used it rarely with their children. Only 3.0 per

cent did not tell their children. It indicates that most parents (86.0%) told stories at least once a week, suggesting they were inclined to do so.

Table 10: Parents' Perceptions of Storytelling Impact on Language Skills

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Storytelling improves my child's listening skills	45.2	38.7	10.5	4.1	1.5
My child learns new English words through stories	42.8	41.2	9.0	5.3	1.7
Storytelling helps my child understand and use English better	40.1	39.5	13.2	5.4	1.8
My child can retell stories in English after listening	28.4	36.3	22.5	9.8	3.0

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 10 presents the results, showing how parents perceived storytelling's impact on their children's

English language development. For example, 83.9 per cent of parents agreed or strongly agreed that

storytelling improves listening, and 84.0 per cent said their children learn new English words from stories. In addition, 79.6 per cent said that storytelling increases their children's English knowledge. However, only 64.7

per cent agreed that learners could retell stories in English after listening, so storytelling helped develop listening skills, but speaking skills may need more emphasis.

Table 11: Teachers' Observations on Storytelling and Language Development

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Learners whose parents engage in storytelling show better vocabulary	48.4	40.3	8.1	3.2	0.0
Storytelling at home improves learners' comprehension skills	45.2	43.5	9.7	1.6	0.0
Children from homes with storytelling participate more in class discussions	41.9	45.2	11.3	1.6	0.0

Table 11 presents teachers' observations on the influence of parents' storytelling on learners' language development. According to the table, 88.7 per cent of the teachers agreed that learners with parents who use storytelling have better vocabulary. The table also suggests that 88.7 per cent of teachers responded that parents' storytelling enhances children's understanding. The table also shows that most teachers (87.1%) believed that children who come to school when parents use storytelling are more active in classroom discussions. This confirms parents' perceptions and aligns with Flewitt and Clarke (2020), which found that parents' storytelling enhances the child's language fluency and understanding.

Inferential Statistics: Analysis of Variance (ANOVA)

A one-way analysis of variance (ANOVA) was conducted to determine whether mean English-language skill scores differed significantly across three levels of parental storytelling engagement: low (rarely or never), moderate (1–2 times per week), and high (3–7 times per week). The dependent variable was the composite English-language skill score derived from the language-skill indicators reported by parents and teachers. The ANOVA results were used to determine whether the observed differences among the three group means were statistically significant.

Table 12: ANOVA Results for Storytelling and Language Skills Development

Source of Variation	Sum of Squares	df	MS	F-value	p-value
Between Groups	243.56	2	121.78	12.97	0.000
Within Groups	2,968.34	316	9.39	-	-
Total	3,211.90	318		-	-

Discussion

The findings indicate a clear association between parental storytelling engagement and reported English-language outcomes. 86 per cent of parents reported engaging their children in storytelling at least once a week. In comparison, 83.9 per cent reported improved listening skills, 84.0 per cent reported acquiring new English words, and 79.6 per cent reported improved English use. Teachers provided broadly consistent observations: 88.7 per cent agreed

that learners whose parents engaged them in storytelling showed better vocabulary, 88.7 per cent agreed that storytelling improved comprehension, and 87.1 per cent agreed that such learners participated more actively in classroom discussions. These descriptive results are complemented by the ANOVA, which showed statistically significant differences in composite English-language skill scores across low, moderate and high storytelling-engagement groups.

The findings therefore provide stronger evidence of an association than of a causal effect.

The findings can be interpreted through Vygotsky's Sociocultural Theory, particularly the concepts of social interaction, scaffolding and the Zone of Proximal Development (Vygotsky, 1978). During storytelling, a parent may model vocabulary, pronunciation and narrative structure and provide prompts that enable a child to perform language tasks that might be difficult independently. This theoretical interpretation helps explain why more frequent interaction could be associated with stronger language scores. The findings are broadly consistent with international literature linking storytelling and home literacy interaction with language development.

Flewitt and Clarke (2020) reported associations with oral language fluency, vocabulary and listening comprehension, while Luo et al. (2021) reported a positive relationship with expressive vocabulary. Likewise, Benabbes and AbdulHaleem Abu Taleb (2024) identified language-related benefits of oral storytelling. The present study extends this literature by examining storytelling as a home-learning activity in a rural Kenyan ECDE context rather than primarily as a classroom or general home-literacy practice. The findings also correspond with the African and Kenyan literature reviewed in the study, which emphasises the cultural relevance of oral storytelling and the importance of parental involvement in learning. At the same time, the Vihiga context suggests considering multilingualism and parental educational differences when interpreting the feasibility and form of home storytelling activities.

The inferential finding, $F(2, 316) = 12.97, p < .001$, indicates statistically significant differences in English-language skill scores across the storytelling-engagement groups. This result answers the research question by showing that parental storytelling engagement is significantly associated with differences in reported English-language skill scores. The finding is compatible with the learning-at-home dimension of Epstein's (2022) parental involvement framework because storytelling represents a form of parent-supported learning outside the classroom.

However, the evidence does not justify the stronger claim that frequency or quality of storytelling directly caused the differences. Future studies using longitudinal or experimental designs would be better positioned to test causal effects.

CONCLUSION AND RECOMMENDATIONS

Conclusion: The study concludes that parental engagement in English-language home assignments through storytelling is significantly associated with differences in English-language skill development among pre-primary learners in Vihiga Sub-County. The ANOVA demonstrated statistically significant differences in composite English-language skill scores across levels of storytelling engagement. These findings support the view that parent-child storytelling can provide meaningful opportunities for language interaction within the home. Nevertheless, the cross-sectional design means that the findings should be interpreted as associations rather than proof of causation. Vygotsky's Sociocultural Theory provides a useful explanation of how parental interaction and scaffolding may support language learning through the Zone of Proximal Development (Vygotsky, 1978).

Recommendations: Based on the findings, the study recommends that the Ministry of Education and the Kenya Institute of Curriculum Development strengthen guidance on developmentally appropriate home-learning activities within the Competency-Based Education Curriculum. ECDE teachers and school administrators should design short, structured storytelling assignments that parents can implement using locally available materials and familiar cultural narratives. Schools should provide parents with simple guidance on vocabulary modelling, questioning, pronunciation and story retelling so that storytelling activities are purposeful rather than merely recreational. Parents should be encouraged to use both familiar cultural narratives and appropriate English-language materials to create opportunities for listening and oral expression. Finally, future research should use longitudinal or experimental designs and include direct learner language assessments to determine whether structured parental storytelling changes English-language skills over time.

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