Nurturing Preschoolers' English: A Case Study

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ABSTRACT

Language is a medium of communication and a powerful tool for social interaction and cognitive development which is crucial among young learners. This study explores the use of the English language among preschool learners in one private elementary school. A case study approach was employed, involving seven participants: three preschoolers, one teacher, and three parents, selected through purposive sampling. One-on-one interviews were conducted using a researcher- made interview guide. Yin's five components of an effective case study (1) research questions, (2) proposition or purpose of the study, (3) unit analysis, (4) logic that linked data to propositions, and (5) criteria for interpreting findings. were used to analyze the interview transcripts. The findings revealed two major themes: effective strategies in promoting language learning specifically the use of technology and multimedia, teacher-facilitated language practice, and interactive and collaborative learning environment, and the home-based support provided by parents and siblings, including the provision of learning resources and facilitating code switching. The study highlighted that blended classroom strategies, parental support, and peer interactions enhance the language learning of young learners. Therefore, the study conclude that effective teaching strategies integrated with technology and multimedia learning materials will aide the preschool teacher to promote the use of English language. Active parental involvement and support also promotes language development, confidence, and classroom engagement. It is recommended that teachers continue to integrate technology with face-to-face interactions to combine the advantages of digital tools with personal engagement. Parents and guardians are encouraged to actively support and guide their child's English language learning through various home-based initiatives.

Keywords: Education, guided learning, language development, strategies, technology-mediated learning

INTRODUCTION

In today's multicultural educational landscapes, English is the predominant language for communication, serving as a common medium through which preschoolers from diverse linguistic backgrounds can interact and engage with one another (Sword, 2024). Proficiency in English is not merely advantageous but often a prerequisite for success in academic settings, as many educational systems worldwide utilize English as the primary language of instruction. This prevalence of English fosters inclusivity and understanding among children, breaking down language barriers and creating a shared linguistic space where all can participate equally (Hossain, 2024). Thus, early exposure to English in the classroom lays a critical foundation for young learners, preparing them for future academic pursuits and facilitating their integration into a globalized society.

The development of English language acquisition typically begins during the formative preschool years, when children's linguistic abilities are rapidly developing (Mikheeva & Nichiporyuk, 2021). By introducing English in early education, educators stimulate language development and foster cognitive flexibility and cultural awareness, preparing children to navigate an increasingly interconnected and diverse world. Immersion to a myriad of linguistic experiences contribute to the English language development among preschoolers. Interactions within the home environment, peer interactions, and engagement with social media platforms significantly shape children's language skills (Erdemir & Brutt-Griffler, 2022). Within the home children

may be exposed to English through family members or caregivers who speak the language, further reinforcing their linguistic repertoire. Another is through peer interactions which provide additional language exchange and socialization opportunities as children engage in collaborative play and communication with their classmates. Peer interactions and social media platforms serve as dynamic environments for language acquisition, offering preschoolers diverse context for language use and exploration (Larsson et al., 2023). The pervasive influence of social media ensures continuous exposure to English, allowing preschoolers to practice language skills in digital contexts and access authentic language input from various sources (Blanco et al., 2022). Through these platforms, children practice language skills and develop digital literacy and communication skills essential for navigating today's technology-driven world. Within peer groups, children engage in collaborative activities, role-playing, and shared storytelling, providing opportunities for language learning and social interaction. These platforms complement preschoolers' English language development, providing them with rich and varied linguistic experiences that contribute to their overall language proficiency and social competence. Together, these diverse experiences contribute to a holistic language learning environment that supports young learners' linguistic growth and cultural understanding.

Preschoolers represent a critical stage in language development, where early experiences shape their linguistic abilities and set the stage for future academic success (McGuire, 2022). From the prelinguistic stage, where children communicate through gestures and vocalizations, to the later stages of language acquisition, where they begin producing words and sentences, preschoolers progress through developmental milestones. Understanding the stages of language development in preschoolers is essential for educators and caregivers to provide appropriate support and instruction (Raihan, 2023). Educators can create environments that foster optimal language development across cognitive, social, and emotional domains by recognizing and supporting these stages. Moreover, understanding the typical trajectory of language development enables educators to identify and address potential delays or difficulties early on, ensuring that all preschoolers receive the support they need to thrive linguistically.

While learning English offers numerous benefits, it is essential to consider individual perceptions and challenges. Some preschoolers may approach English language learning enthusiastically and curiously, while others may experience apprehension or shyness. By addressing individual needs and fostering a sense of belonging, educators can empower all preschoolers to confidently engage with English and other languages, setting them toward lifelong language proficiency and cultural competence. In addition, peer interaction plays a vital role in the learning process, particularly in language acquisition and skill development. Peer interaction fosters the development of critical thinking, communication, and social skills, which are essential for holistic growth.

While substantial research focused on language acquisition in formal instructional settings, such as teacher-guided lessons or curriculum-based activities, there is comparatively little understanding of how children interact with one another in naturalistic settings, like peer play or group discussions. Additionally, existing studies have often generalized findings without delving into the nuanced factors that influence language use, such as classroom dynamics, peer relationships, and contextual language exposure (Muhammad, 2008). This study builds to explore the where peer interaction can be optimized to enrich the learning experience among preschoolers. By addressing this gap, the study highlights the importance of peer-to-peer interaction in shaping English language skills, and how it sheds light on the patterns of language use, the contextual factors influencing their communication, and the strategies they employ to express themselves and understand others. Such insights are essential for understanding the process of vocabulary acquisition and the development of comprehension skills in naturalistic settings which differ significantly from teacher-led instruction. Furthermore, this study is significant in its potential to inform evidence-based teaching practices. Understanding how peer interactions contribute to language development can guide educators in designing classroom environments that encourage meaningful peer communication, ultimately fostering more effective language learning.

Statement of the Problem

This study explored English language use among preschoolers during peer interaction. Specifically, this study will sought to answer the following questions:

1. What strategies and activities are effective in promoting the English language use among learners in

classroom interactions?

2. How do parents support the development of English language skills at home?

Theoretical and Conceptual Frameworks

Children develop through interaction within and across interconnected systems (Bronfenbrenner, 2005). Bronfenbrenner (2005) explains that a child's development is shaped by interconnected systems: the microsystem (immediate environment), mesosystem (links between environments), exosystem (indirect influences), macrosystem (societal and cultural values), and chronosystem (changes over time). In particular, the microsystem—parents, teachers, peers, and siblings—plays a vital role in fostering early language development. Vygotsky (1978) similarly stressed the importance of social interactions in cognitive development, where the child's environment, including teacher and peer relationships, directly influences their language skills. This reinforces the idea that language learning is deeply embedded in the ecological systems that surround the child. The mesosystem focuses on the relationships between the home and school environments, highlighting the importance of collaboration between parents and teachers. The exosystem encompasses external factors, such as parental work environments, which can indirectly shape a child's language experiences at home. The macrosystem reflects cultural values, norms, and language practices that influence how English is perceived and prioritized in society. Finally, the chronosystem considers the evolution of these influences over time, including a child's increasing exposure to English through media and technology.

Research by Feng and Tan (2022) supports this, noting that the mesosystem--- that home-based involvement is positively associated with language ability (i.e. children whose parents do things like reading, talking, interacting with them in English at home do better). This is particularly important for English language learners, as these interactions can provide the necessary support for overcoming language barriers and foreseeing language development.

In the context of macrosystem, societal values and norms shape how language is viewed and learned. According to Custode et al., (2023), parent's beliefs (language ideologies) and language practices at home (e.g. reading, debating, repeating and extending what children say) affect narrative structures in kindergartners. This study emphasized that societal beliefs about what language use is considered valuable ("beliefs about language") shape what parents do, which in turn affects how children acquire language skills. In societies where English is a dominant language, children are often exposed to English in various forms, from media to formal education. This exposure helps develop the child's language skills, as it becomes a central part of their social and educational experiences. Bronfenbrenner's macrosystem highlights this societal influence, where societal norms and practices directly impact how children experience and prioritize language learning.

The exosystem also plays a role in shaping a child's language development, as parental work environments and external resources influence a child's ability to access language learning opportunities. For example, a parent's ability to engage with their child's learning can be affected by work-related stresses, which can, in turn, impact the language development process. In the same vein, media and technology, as part of the exosystem, have become increasingly significant in shaping children's language experiences, providing them with new tools for language acquisition outside of their direct social interactions. Finally, the chronosystem accounts for changes over time, such as the increasing influence of technology and media in language acquisition. As noted by Bronfenbrenner (1979), children's development is not static but evolves as new elements are introduced into their environment. For example, children's language acquisition has increasingly been influenced by digital tools, online education, and media platforms, which present them with varied linguistic inputs and help them develop more dynamic language skills.

Preschoolers' language abilities are associated with their social interactions in early childhood classrooms (Custode et al., 2024). English has been regarded as a global language which urges parents to guide their children to be inclined toward English (Chavez et al., 2023). Peers are key socializing agents who afford a wide array of learning opportunities to students across distinct life stages. As students age, their time spent with peers increases, and the forms of interactions and relationships become more complex and dynamic (Lin et al., 2024). With the growing recognition that preschool environments considerably support language development,

researchers have begun to examine the contribution of preschool peers to children's language learning (Chen et al., 2020). Additionally, promoting a positive teacher-student relationship, providing engaging activities, and creating a stimulating classroom atmosphere, teachers can significantly improve student motivation and the overall language learning experience (Covelli, 2024).

Effective Strategies and Activities in Promoting the English Language Use. The importance of effective strategies and activities in promoting English language use among young learners, addresses the challenges of engaging students in a non-native language. Digital technologies are a common part of everyday life for families with young children aged 0–8 (Mannell et al., 2024). Teachers' instruction on strategies for speaking significantly eases the cognitive load for learners in formulating utterances and enables them to participate meaningfully in discussions with their teachers and peers (Sabnani, 2024). Playful learning can be defined as learning that occurs through activities that share the characteristics of play, such as intrinsic motivation, enjoyment, and some degree of removal from reality (Strasser, 2024). It highlights the role of teachers and parents in creating a supportive environment that builds learners' confidence and encourages active participation.

Home-based Support System on English Language Learning. Parent–child interactions are a critical pathway to emotion socialization, with disruption to these processes associated with risk for childhood behavior problems (Sun et al., 2024). It highlights how parents, siblings, and other family members contribute to creating a rich learning environment through activities that promote English usage. Parents and families must support children's literacy development through reading books, labeling objects, telling stories, teaching numbers and letters, and reciting nursery rhymes (Huda & Haenilah, 2024). Consistent exposure to the language at home helps children internalize vocabulary, sentence structures, and grammar, enhancing their ability to apply classroom learning in everyday situations. Family support also builds the child's confidence in using English in a comfortable and safe environment.
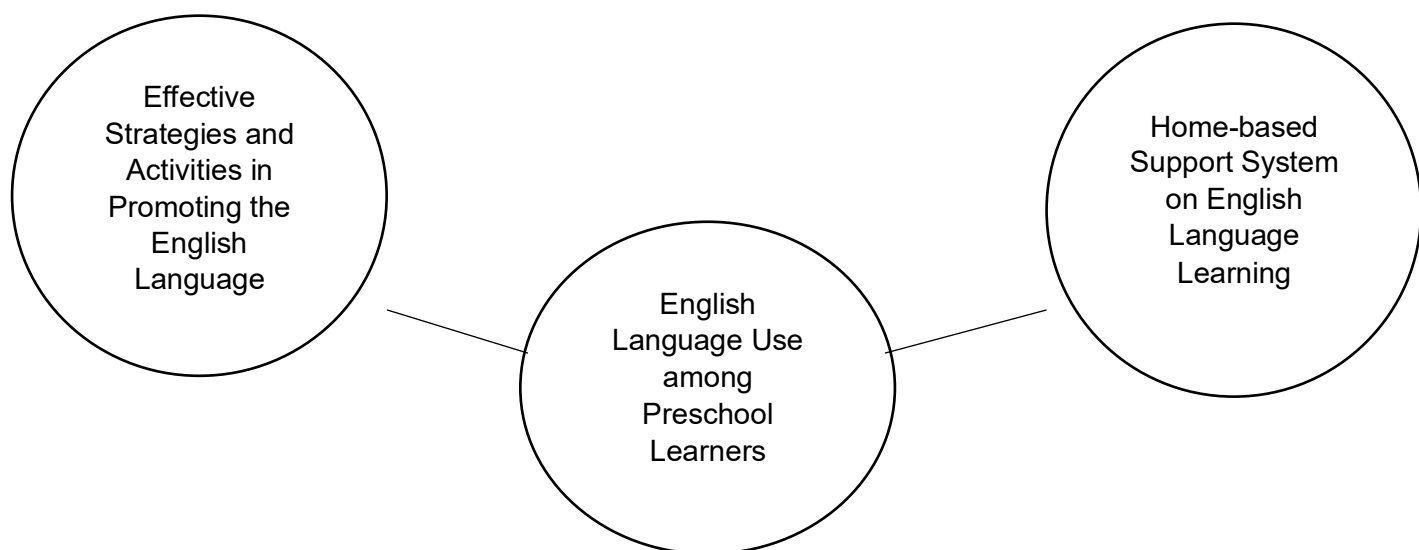

Figure 1. Schematic Diagram of the Study

METHODOLOGY

Research Design

This study utilized a case study design to systematically and objectively identify specific attributes of English language use among preschoolers during peer interactions thereby facilitating deductions about their impacts and significance. The case study method allowed for an in-depth exploration of the unique experiences, behaviors, and interactions of preschoolers in their classroom environment, aligning well with study's objectives.

Participants, Data Collection, and Instruments

The study was conducted in the Basic Education Department of a private higher institution in Ozamiz City, Misamis Occidental, Mindanao, Philippines. The classroom had a population of 14 preschoolers, aged 4 to 5

years old. The participants were three preschoolers, three parents, and one teacher. The inclusion criteria consisted the following: (1) preschoolers aged 4 to 5 years old who were actively enrolled in preschool and demonstrated English language interaction with peers; (2) parents with 4-to- 5- year-old children attending preschool; (3) the preschool teacher, and (4) participants who were willing to participate in the study.

Prior to the data collection, all necessary and ethical clearance was secured from the institution. Informed consent forms were provided to the interested participants, emphasizing their rights, confidentiality measures, and the purpose of the study. Semi-structured interviews were conducted utilizing a question guide that emphasized on the parents' perspectives on English language exposure for preschoolers, including their attitudes and experiences with its implementation; the various contexts in which preschoolers encountered English language, such as at home, in peer interactions, and through media consumption. The participants also discussed the observed impacts of English language exposure on preschoolers' language development, including perceived challenges or benefits.

Data Analysis

This study explored the English language use among preschoolers during peer interaction using Yin's (2009) Five components of an effective case study: 1) research questions, (2) proposition or purpose of the study, (3) unit analysis, (4) logic that linked data to propositions, and (5) criteria for interpreting findings. The most appropriate questions for this type of qualitative case study research were "how" and "why" forms of questions. Specifically, the researcher asked the participants what factors and how these contributed to the English language use of preschoolers during classroom interaction. The second component of the case study was clearly defining the study purpose. This case study showed the strategies, challenges, and the impact of English language use among preschoolers in peer interaction in the classroom. The third component of the case study was the unit of analysis. The unit of analysis was directly tied to the research questions developed by the researcher. This study's units of analysis contributed to the English language use among preschoolers during peer interaction. The fourth component of the case study research design was to connect data to propositions. This connection was made following the data collection phase as themes emerged. In this research study, themes were based on the participants' perception of the strategies, challenges, and effects of English language use among preschoolers in classroom settings. As data were analyzed, the researcher attempted to match patterns in the data to the case study's theoretical propositions. The fifth component of this case study design was the criteria for interpreting findings. The case study researcher commonly codified the data before developing themes (Yin, 2009). In this research study, the participants, who were the teacher and parents of the preschoolers, were coded accordingly for identification. Following the theme development stage, the researcher carefully extracted meaning from the findings to determine recommendations for practice and future research.

Ethical Considerations

Written consents were obtained prior to the interviews. Confidentiality and anonymity were strictly maintained, with all participant identities and personal information and used solely for research purposes. Furthermore, the researcher strictly adhered to the guidelines outlined in Republic Act No. 10173, commonly called the "Data Privacy Act of 2012."

RESULTS AND DISCUSSION

The participants of this study represented individuals with varied roles in the development of preschoolers' English language. Teacher Participant 1 was a 29-year-old female preschool teacher and a college graduate. Parent Participant 1 was a 39-year-old female housewife and a college graduate. Parent Participant 2 was a 42-year-old female business owner and a high school graduate. Parent Participant 3 was a 32-year-old female housewife and a high school graduate. These participants contributed diverse perspectives, experiences, and strategies in supporting language learning, reflecting their unique roles in the preschoolers' development.

Four themes emerged based on the responses of the participants regarding the use of English language among preschoolers: (1) Effective Strategies and Activities in Promoting the English Language, (2) Home-Based Support Systems for English Language Learning, (3) Challenges encountered and Coping Mechanisms in

Encouraging Preschoolers' English Use, and (4) The Impact of English Language Use during Classroom Interactions on Preschoolers' Academic and Social Development.

Effective Strategies and Activities in Promoting the English Language Use

Engaging learners in a language not their native tongue can be challenging, thus, strategies and appropriate are deemed important, especially for young learners. In the study of (Han et al., 2023), it was revealed that English as a foreign language brought apprehensions to most non- English speakers. They disclosed that lack of confidence, courage, and being afraid to make mistakes were some of the reasons why students fail to speak and use the language. Thus, it is the role of teachers and parents to provide appropriate activities and effective strategies to encourage and develop learners' ability to use and speak the English language. Effective strategies not only build learners' proficiency but also create a positive and inclusive learning environment that motivates them to actively participate. The study of (Budiman et al., 2023) advocated for strategies like being culturally responsive, teaching the language across curriculum, using real objects, role-playing or pantomiming, using pictures, and capitalizing physical responses. In this exploration, the researcher established the following sub-themes: technology and multimedia integration, teacher- facilitated language practice, and interactive and collaborative learning environment.

Technology Integration. These tools have continuously changed the way students learn, making classroom more exiting and interactive. It encourages creativity and active participation, for example, digital storytelling, language games, and group projects can help students learn while having fun. The investigation of (Prayudi et al., 2021) referred technology as the knowledge, tools, techniques, and resources that can enhance processes like that of the educational system. The research revealed that teachers utilize apps and platforms like YouTube, podcasts, and Skype to enrich traditional teaching methods. For students, technology and multimedia can develop their practical skills, such as creating presentations, identifying reliable online sources, practicing proper online etiquette, and composing emails.

Participants 1 and 4 highlighted their observations on how technology is integrated into the preschool classroom.

"As for the strategies, since I am a 21st-century teacher, I am also exposed to various learning materials online. As teachers, we undergo training's, seminars, and conduct research, where we use English as an effective strategy in teaching children. In short, my strategy is to show them videos, and after that, I explain it to them using the English language."– PT1

"I also appreciate how much videos and other audio-visual materials contribute to their development. These tools not only grab their attention but also give them a chance to hear and see how the language is used in real-life situations. It's amazing how something as simple as a video can enhance their speaking skills by immersing them in both sound and context." - PP4

According to Participant 1, integrating online learning materials, such as videos, into teaching engages preschoolers and enhances their understanding of the English language. As a teacher, she emphasized that pairing these materials with English explanations creates an immersive learning environment that helps children comprehend the practical use of the language. Similarly, Participant 4 highlighted that videos and other audio-visual tools capture the attention of young learners and provide authentic examples of English in real-life contexts, making the learning process both engaging. This finding underscores the effectiveness of combining visual and auditory stimuli in supporting early language development. The participants further emphasized that audio-visual resources provide a multi-sensory approach to language learning, as they allow preschoolers to see, hear, and understand English in meaningful contexts. This integration not only enhances comprehension but also fosters the development of speaking skills. Akkara et al. (2020) asserted that the use of technology, particularly Mobile-Assisted Language Learning, provides authentic resources for second language learners.

Teacher-facilitated Language Practice. The teacher as the facilitator of teaching the English language plays multiple roles in aiding students in learning and advancing their language skills (Ly, 2024). Their roles can be as controllers, assessors, and managers of learning. In this study, Participants 3 and 4 explain their observations on this topic.

"They become trained in English because their teacher teaches them, and they also interact with their classmates." – PP2

"One of the things I've noticed is how much he benefits from the creative teaching strategies his teacher employs. For instance, when they use real objects during lessons, it makes the learning feel so tangible and relatable. These hands-on experiences seem to make a lasting impression, helping him and his peers identify and use English words with more confidence." - PP4

"Aside from allowing my child to use gadgets, since they are commonly used now and are familiar with how to use them, what I do as a parent to help her is to encourage reading sight words, such as using educational tools with pictures, letters, and sentences from storybooks, posters, or flashcards. For me, it's important to introduce traditional learning materials to children, not just relying on gadgets as their sole learning tool. I also know that within her class, all students are provided with the necessary resources to learn, aside from watching educational videos on YouTube. They also have books, coloring pads, sight word pictures, and many other activities in class." - PP3

Participant 2 emphasized that when the teacher trained students to speak the language by speaking to them in the language and using it as a requirement in class activities, learners became accustomed to practicing the language. It was also reinforced with the everyday interactions with classmates, providing additional practice of speaking English. Participant 4 claimed that creative teaching strategies, like real objects during lessons, also made learning more engaging and memorable, boosting students' confidence in identifying and using English words. However, Participant 3 stressed the importance of balancing traditional tools like flashcards, storybooks, and posters with modern technology. The participant also recognized the classroom environment as a space that provided a variety of educational resources and activities, which enriched children's learning experiences and fostered better language acquisition. The teacher explained that when teaching a new vocabulary, actual objects were used where pupils were encouraged to touch, name, and describe them which made the lesson interactive, enjoyable, and practical, enabling them to associate words with real-world contexts. The responses highlighted that the role of the teacher in facilitating the practice of English language in the classroom. Lahja et al. (2022) found that teachers who carefully developed teaching and learning materials made lessons more interesting, ultimately enhancing learners' understanding of the content being taught.

Interactive and Collaborative Learning Environment. This subtheme emphasizes the role of peer influence and inclusive learning environment in fostering the usage of the English language. It also emphasizes the effect of requiring the use of English language in discussions and minimizing the use of vernaculars in the school campus. It also includes the resources and support given by the school to students and teachers that can enhance the use of the English language.

"Children should really use English in class, and it should be made a requirement so they can truly learn, whether or not they are already exposed to it. While they are still young and students, they need to practice using English. This is a huge help in enhancing their ability to use and understand English, especially in class, since it is required of them. Aside from being taught at home, it is important that English is the primary language used in school. They already know how to speak Bisaya because they are naturally exposed to it at home, so in school, they should focus on English. They become trained in English because their teacher teaches them, and they also interact with their classmates. Since they converse with one another, there is a chance that one child can learn English from a playmate or conversation partner who is English-speaking. This means the child will inevitably be influenced to use English while in class." - PP2

"Training and professional development also play a crucial role in equipping teachers with effective strategies to teach English." - PT1

Participant 2 pointed out the necessity of creating an interactive and collaborative classroom where English language is both a requirement and the primary medium of instruction. It was highlighted that practicing English in school, together with peer conversations significantly enhances the preschoolers' language skills. Talking with each other allows them to learn from one another, providing opportunities to practice and improve their fluency in using the language. Likewise, Participant 1 also added that teachers should be equipped with the needed

knowledge and skills on how to effectively teach the English language to young learners. These findings imply the importance of creating an English-speaking environment that complements with actual activities like classroom discussions, conversations, and peer interactions. In addition, the provision of available diverse materials and hands-on activities to develop engagement can also be adopted by schools. As postulated by Bronfenbrenner's Ecological Systems Theory, interactions in an inclusive and interactive classroom—where peers and teachers engage collaboratively can result to a sense of belonging and provide opportunities for practical language use. When activities are strengthened at home, it will create a consistent learning experience where students can actively engage with peers across diverse settings. These mechanisms can empower children to use language confidently, fostering both academic success and social growth. In the paper of (Ugalde et al., 2021) on their review to 17 students regarding the use of interactive learning environments to children with special needs, they found that interactive learning materials and positive environment affect instrumental learning, academic engagement, and cognitive skill development. The review concludes that inclusive, interaction-based interventions are effective in fostering both academic progress and cognitive growth for children with special needs.

Home-based Support System on English Language Learning

This theme highlights the support system provided by the parents and siblings in the preschoolers' acquisition of language. Parents, siblings, and other family members can create a rich learning environment by engaging children in English through various activities. Consistent exposure helps children internalize new vocabulary, sentence structures, and grammar rules, allowing them to apply what they learn in the classroom to real-life situations. The support from family members also boosts the child's confidence in using English, as they feel comfortable practicing the language in a safe, familiar environment. In this section, 4 subthemes were generated: guided engagement in educational media, parental and sibling support, availability of resources, and code switching.

Guided Engagement with Educational Media. It refers to the active and intentional involvement of family members in helping young children interact with educational content to maximize their learning experience. Participants 3 and 4 reveal that it is important to guide their young children in using gadgets.

"What I do at home to support her learning of English is by using gadgets, like letting her watch YouTube videos such as nursery rhymes, and also reading storybooks with her. I introduce these methods at home and guide her consistently, while limiting her use of gadgets so she's not too exposed to them." -PP3

"But honestly, I think what has influenced him the most at home is letting him watch videos on YouTube. Shows like Peppa Pig, Vlad and Niki, and Cocomelon have been such a huge help because they make learning the language enjoyable and interactive through songs, sounds, and stories."- PP4

Participants 3 and 4 noted the importance of providing home support to their children by providing educational tools, however, guided exposure on time and what to watch online was also advocated. Participant 3 mentioned consistently guiding in watching educational videos with limiting gadget use reflects an intentional and goal-oriented usage of educational media. It also ensured balance learning for the child. Parents' guidance make sure that active engagement is enforced to learn the English language. Similarly, Participant 4 also acknowledged the role of YouTube videos in supporting language learning. Indirect guidance can also be observed. However, less control over the amount of time that the child spends on gadgets can limit the potential for guided instruction. From these narratives, it can be deduced that guiding young learners on the use of gadgets can support English language learning. Parents' guidance ensures that children are exposed to appropriate content. Balancing screen time with educational activities can mitigate the potential negative effects of excessive gadget use. According to the study of (Dela et al., 2023), parents have the role of mitigating the negative effects of using gadgets in an uneducational purpose by limiting the duration of exposure. They recommended that a maximum of 15 to 30 minutes of screen time is sufficient and should be dedicated to accessing positive information and learning materials.

Parental and Sibling Support. Another sub-theme is on the parental and sibling support afforded to younger children to support their English learning and usage. Parents and guardian agreed that time spent with their

children should be maximized to support them on their studies, especially on English language learning.

"Sometimes, I talk to him in English, and his older sister also teaches him English. These methods that his sister and I use really help in increasing his knowledge of English. So when he enters the classroom and school, he knows how to interact with his classmates and can answer when the teacher asks him questions. This ensures that he won't be left behind in class." - PP3

"Honestly, I try to use English as much as possible when communicating with my son at home. I want him to get used to hearing and using the language in our everyday conversations."- PP4

Participant 3 and Participant 4 focused on family interaction and everyday conversation using the English language to help the child be familiar with hearing and using the language naturally. Both participants emphasized the importance of family involvement and consistency. Mother and older sibling as mentioned by Participant 3 also advocated consistency to ensure that their student can speak the language at home. It can also be deduced that child's exposure to the language at home creates a strong foundation for school participation. This shared focus on supportive language interaction at home shows the positive results of family involvement in the education of their children. This finding is supported by (Wang et al., 2024) who argued that parental support significantly influences language learning alongside academic expectations, school discussions, and participating with school activities. Home-based involvement, like shared reading and learning support, has the strongest effects, particularly for students from families with higher parental education levels. The researchers claimed that parental involvement is a key factor in promoting language development. Likewise, the results support the claim of Bronfenbrenner's Ecological Systems Theory that parents who engage with their children in interactive learning activities, such as reading together, storytelling, or conversations in English can provide a foundation for confidence and language use. This support will create a nurturing environment where children feel safe to practice and experiment with the language. Similarly, siblings can offer peer-like interactions that mimic collaborative learning environments.

Availability of Resources. Another way of supporting their child's engagement to the English language is the availability of resources at home.

"What I do at home to support her learning of English is by using gadgets, like letting her watch YouTube videos such as nursery rhymes, and also reading storybooks with her. I encourage her to identify flashcards, sight words, and even educational posters that I hang on the walls. I introduce these methods at home and guide her consistently, while limiting her use of gadgets so she's not too exposed to them. - PP3

"To support his learning, I also use simple tools like flashcards with numbers, letters, animals, and charts. These are great for helping him practice and recognize things in English in a fun and visual way." - PP4

"Another big help is his exposure to YouTube and shows where he can learn. This is one of the reasons why he knows how to speak English." -PP2

These statements highlighted the role of resources available at home to help young learners acquire English language learning. Each participant recalled a variety of materials and tools they provided within the home environment that could be beneficial to their student. Participant 3 demonstrated the use of gadgets, videos, storybooks, flashcards, sight words, and educational posters to create a rich learning environment. The emphasis on the guidance while using these resources indicated an intentional effort to balance playing and learning. The parents stressed the importance of guiding their child while engaging in the use of gadgets. Similarly, Participant 4 also pointed out the value of using flashcards and charts for visual learning. This practical and engaging use of resources aligned with the needs of preschoolers in developing their competence with the use of the language. These resources helped reinforce vocabulary and recognition skills. Likewise, Participant 2 focused on the role of educational shows, pointing to their effectiveness in building conversational skills and exposure to the language. The reliance on technology also complemented the use of physical materials. Together, these materials were age-appropriate, interactive learning resources that made it effective in preparing young learners to be conversant in the language.

The availability of resources, such as technology and gadgets, was beneficial in learning a language. Alakrash

and Abdul Razak (2021), in their study on technology- based language learning, established that technology significantly enhanced English- speaking skills through reciprocal information exchange. As digital technology became more prevalent in educational settings, teachers were advised to adapt their methodologies and stay updated with technological advancements. Effective teaching relied on a combination of subject knowledge, teaching experience, and familiarity with technology, which could improve learning outcomes.

Code Switching. This strategy is another approach that the participants mention as a support to their students. According to Participant 4, the use of code switching helps their learner in becoming familiar with the English language.

"However, there are times when I code-switch, mixing English with our vernacular to ensure he understands both languages. I think this balance helps him become familiar with English while still staying connected to our native language." -PP4

This narrative emphasized the use of code-switching as a strategy for promoting bilingual language development. Switching between English and the vernacular considered the needs and capacities of the child, building on their cultural and linguistic heritage to support the development of their second language (L2), such as English. Altun (2021) demonstrated that using the child's first language could compensate for deficiencies in promoting second language proficiency. Code-switching also highlighted the flexibility of parents and teachers in facilitating communication, helping learners understand and express themselves effectively in both languages. D'Argenio (2023) expounded that code-switching enhanced communication and was often used in EFL classes to promote understanding and continuity of discussion. Accordingly, code- switching usually occurred among beginner speakers, such as preschoolers.

Home-based support systems played a vital role in fostering English language development among young learners. Parents and siblings acted as primary contributors to this process, creating an environment that encouraged both formal and informal language practice. The availability of diverse resources, including storybooks, flashcards, and educational media, allowed children to interact with the language in various engaging and meaningful ways. Guided engagement with technology, such as the use of educational videos and interactive applications, further enhanced this process by offering immersive and interactive learning experiences. However, it was crucial to balance the use of technology to ensure that its application remained purposeful and did not overshadow other forms of learning.

Although the findings demonstrated the importance of classroom strategies and home-based support, the role of home languages, for instance, Bisaya and Filipino, also emerged as a significant factor influencing children's English development. Parents consistently described code-switching practices and the tendency of children to revert to their first language when clarifying meaning or expressing emotions. These multilingual practices indicate that preschoolers draw on their first language as a cognitive and communicative scaffold while acquiring English. This aligns with research showing that young bilingual learners transfer vocabulary, discourse patterns, and comprehension strategies from their home languages to English. Recognizing this interaction provides a more complete understanding of how preschoolers internalize English across home and school environments.

CONCLUSION

Varied teaching strategies with the integration of multimedia and technology have aide the teacher to successfully promote the use of English language showing commitment to preschool education. Active parental involvement and support, complemented by the siblings, in the education of the child promotes language development, confidence, and classroom engagement. Since preschoolers in this study navigate multiple languages in their daily environments, future research and classroom practice should explicitly consider multilingual dynamics. Encouraging strategic code-switching and acknowledging the role of home languages can support comprehension, reduce anxiety, and promote more natural English development. The aforementioned actors are vital in the development of the preschoolers' linguistic skills.

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