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ROLE OF PARENTAL AGE IN HOME-BASED ENGLISH LITERACY SUPPORT FOR CHILDREN

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Abstract

This study examined the role of parental age in shaping home-based English literacy support across four dimensions: formal, informal, digital, and extra literacy support. Drawing on theories of the Home Literacy Environment and demographic perspectives on parenting, the study aimed to determine whether parents from different age groups differ in the literacy opportunities they provide for their children. A quantitative research design was employed, and data were collected from parents representing four age categories (<40, 40–50, 50–60, >60). One-way ANOVA analyses were conducted to assess age-related differences across the literacy support dimensions. The findings revealed that parental age did not significantly influence formal, informal, or digital literacy support. Mean scores were highly consistent across age groups, and effect sizes were negligible, suggesting that core literacy practices are widely shared across different age groups. However, a small but statistically significant difference emerged in the dimension of extra literacy support, where younger and mid-aged parents reported slightly higher engagement in tutoring, extracurricular English activities, and other enrichment opportunities. This result indicates that age may shape parents' ability or decision to invest in resource-intensive literacy support, even though everyday literacy interactions remain stable across the groups.

Keywords*: parental age, home literacy environment, English literacy support, formal literacy, informal literacy, digital literacy, extra support, ANOVA.*

Introduction

Childhood is a critical window for language and literacy development: experiences in the home learning environment help shape children's vocabulary, phonological awareness, and reading achievement (Lau and Richards, 2021). The home literacy support is best understood as a multidimensional construct that includes parents' direct teaching of print-related features, shared reading and storytelling oriented toward meaning, the availability and use of print and digital resources, and additional supports such as extracurricular lessons or paid tutoring that together create the affordances children use to develop English literacy skills (Lau and Richards, 2021; Sundqvist et al., 2024). Recent work also emphasizes the *quality* of parental interactions (e.g., dialogic reading, scaffolding, and joint media engagement) as often more consequential than sheer quantity of materials or screen time (Sundqvist et al., 2024).

At the same time, societies worldwide are experiencing demographic change: parental ages at childbirth have shifted upward in many regions, and both younger and older parenthood present distinct psychosocial and socioeconomic contexts for childrearing (Cantalini et, al., 2020; Wan et al., 2024). Parental age is linked not only to biological and health outcomes for offspring but also to parenting practices, available time, stress, and material resources; all factors plausibly related to how parents support their children's home-based literacy (Wan et al., 2024). Despite substantial literature documenting that the Home-based support matters for children's language and literacy (Lau, 2021; Sundqvist et al., 2024), comparatively little empirical work has systematically

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examined how the age of parents relates to the type and quality of home-based English literacy support across the distinct dimensions of formal, informal, digital, and extra support. This represents an important gap: understanding whether, and how parents' age relates to their provision of specific literacy supports can inform targeted family literacy interventions and help institutions and policymakers tailor resources to diverse family circumstances.

Conceptual framing and key constructs

The Home Literacy support typically refers to activities and resources that differ in purpose and mechanisms (Lau, 2021). Following the available literature, this study adopts a four-dimension framework for home-based English literacy support. Formal support is the first dimension referring to explicit teaching of English texts, structured practice, and parent-led instruction (Lau and Richards, 2021). Informal support is the other dimension that is related to shared reading for meaning, storytelling, songs, and everyday conversations that expose children to decontextualized and narrative language, supporting vocabulary and comprehension growth (Rowe, 2012; Lau, 2021). Digital support is yet another dimension that refers to the use of digital media and joint media engagement (JME): apps, e-books, educational videos. Evidence suggests that digital media can be beneficial when used interactively but may have negative associations with vocabulary when children use screens in isolation. The context and quality of digital interactions therefore matter (Sundqvist et al., 2024). Moreover, Extra support may be provided by supplemental resources such as enrolment in extracurricular English lessons, paid tutors, language camps, or community programs that extend learning beyond routine home activities (Lau & Richards, 2021). Parenting style, beliefs, and resources shape how these dimensions are enacted in the home (Sanvictores & Mendez, 2022). For example, parents who value reading and feel efficacious in teaching literacy are more likely to engage in high-quality shared reading and scaffolding (Lau and Richards, 2021). Parental age may correlate with many of these determinants: older parents tend to have different socioeconomic profiles, time availability, stressors, and access to resources than younger parents, which could translate into different patterns across the four HLE dimensions (Cantalini et, al., 2020; Wan et al., 2024).

Rationale

Although prior studies robustly link the home-based literacy support to children's language and literacy outcomes and show that the digital context of the home has become a central component of modern HLEs, the literature has not thoroughly tested whether parental age systematically associates with which kinds of home-based English literacy supports parents provide. There is limited empirical evidence mapping parental age onto the practices and resources within the home particularly across discrete dimensions that include digital and extra supports. Filling this gap is important because if parental age predicts meaningful differences in support patterns, then family literacy policies and institutional outreach can be tailored to address age-linked needs (e.g., digital-literacy coaching for older caregivers, time-flexible programs for younger parents etc.). Moreover, focusing specifically on English literacy is timely in multilingual contexts where parents' own proficiency, attitudes toward English, and choices about formal versus informal supports may vary by age (Lau, 2021).

Research objectives

This study aims to investigate the relationship between parental age and the provision of home-based English literacy support for children, operationalized across four dimensions (formal, informal, digital, and extra support). The specific objectives are:

1. To examine whether parental age groups differ in the provision of home-based English literacy support.

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2. To identify which dimensions of support (if any) most strongly distinguish parental age groups and to consider implications for targeted family-literacy interventions.

Research questions

Guided by these objectives, the empirical study reported in this article addresses the following research questions:

1. Are there statistically significant differences between parental age groups in home-based English literacy support provided for successful language learning of their children?
2. Which dimensions of home-based English literacy support (formal, informal, digital, extra) most strongly distinguish parental age groups?

Significance

Answering these questions makes three contributions. First, it integrates demographic research on parental age with the HLE literature to reveal whether parental age should be treated as a meaningful correlate of home literacy practices (Wan et al., 2024; Cantalini et al., 2020). Second, by explicitly including digital and extra supports alongside classical formal/informal distinctions, the study reflects contemporary realities of home learning and can produce actionable recommendations for family literacy programs (Sundqvist et al., 2024; Lau and Richards, 2021). Third, if parental age differences are observed, the findings will inform policymakers and educators about where to focus resources (e.g., digital coaching, community-based programs, or flexible scheduling) so that all families can effectively support English literacy development.

Literature Review

Conceptualizing Home-Based Literacy Support

The home-based literacy support refers to the constellation of experiences, interactions, and resources within the home that support children's language and literacy development. Early conceptualizations distinguished between formal and informal literacy experiences (Sénéchal & LeFevre, 2002). Formal experiences involve deliberate teaching while informal experiences center on meaning-focused activities like shared book reading. Over time, researchers have recognized that literacy is not confined to print alone: homes today are multimodal spaces where literacy is practiced through talk, play, digital engagement, and culturally shaped routines (Neumann, 2020; Sundqvist et al., 2024).

The literacy support provided at home significantly predicts children's oral language, vocabulary, reading comprehension, and literacy motivation (Puglisi et al., 2017). Importantly, the influence of the home environment remains robust across socioeconomic, linguistic, and cultural contexts, although the types of support parents offer and the effectiveness of such support may vary across families (Lau & Richards, 2021).

HLE in ESL and Multilingual Contexts

In multilingual and English-as-a-second-language (EFL) environments, the home becomes a crucial site of English exposure. Parents' proficiency, beliefs about English, and access to resources shape the extent to which children encounter English in their daily lives. Because formal schooling may not provide sustained English immersion, parental involvement can compensate for limited institutional exposure. Studies show that in ESL or EFL settings, even modest home-based English activities i.e. watching English media, reading bilingual books, or practicing vocabulary can substantially boost children's receptive and expressive language skills (Lau & Richards, 2021). Given this context, understanding what predicts variability in home support, including parental age, is particularly important.

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Dimensions of Home-Based English Literacy Support

Formal literacy support: Formal literacy support comprises structured, intentional teaching focused on print awareness, phonological skills, and writing. Many parents engage in formal instruction because they perceive literacy as a skill requiring mastery through practice. Empirical research indicates that formal activities are strong predictors of children's phonological awareness and reading skills (Sénéchal, 2015; Puglisi et al., 2017).

In multilingual homes, formal English instruction often reflects parents' own learning histories or aspirations for upward mobility. For instance, Lau (2021) found that parents who strongly valued English were more likely to engage in structured teaching practices. However, the quality and frequency of formal activities can vary with parents' educational background, English proficiency, and confidence in their instructional abilities.

Informal Literacy Support: Informal literacy support consists of activities that immerse children in rich, meaningful language experiences without explicit teaching objectives. These include shared picture-book reading, storytelling, rhymes, and open-ended conversations. Such activities stimulate vocabulary development, narrative skills, and higher-order comprehension (Rowe, 2012).

The quality of parent–child interaction, characterized by responsiveness, elaborative questioning, and dialogic strategies, is a key determinant of informal support's effectiveness (Sundqvist et al., 2024). Informal literacy practices are also culturally shaped; in some households, oral stories or parental-led conversations may be more common than book reading. In bilingual families, informal English exposure occurs through multilingual play, songs, and media, which serve as important scaffolds for second-language literacy.

Digital Literacy Support: Digital technologies have transformed home literacy patterns. Digital literacy support includes: educational videos, interactive storytelling platforms and joint media engagement (JME). Research demonstrates that digital tools can enhance vocabulary, print concepts, and phonological skills when parents actively guide and interact with children during digital use (Neumann, 2020). Meaning-focused conversations during digital activities resemble traditional shared reading but occur using multimodal, visually rich content. However, unsupervised or passive screen time can be detrimental or neutral at best. For example, Madigan et al. (2020) found that excessive screen exposure without parental engagement was negatively associated with language development, highlighting the importance of parent-mediated digital support.

Digital literacy, therefore, is not merely about access to devices but about parental age, comfort, beliefs, and digital competence—all factors that may differ across age groups.

Extra Literacy Support: Extra support extends beyond routine home practices and includes: private tutoring, library or literacy club participation, English-medium extracurricular activities and community literacy programs Access to such support correlates strongly with socioeconomic status and parental educational aspirations. Studies show that extra support accelerates both oral language development and reading skills, particularly when consistent and high in quality. Because parental age often correlates with socioeconomic status and household stability, age differences may manifest through differential access to extra literacy opportunities.

Parental Beliefs, Practices, and Influences: Why Parental Age Matters

Parental beliefs about literacy such as whether reading is seen as enjoyable, essential for school readiness, or best left to teachers greatly influence the literacy environment parents create. Self-efficacy also plays a central role: parents who feel capable of supporting their children's

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learning engage more frequently and confidently in both formal and informal practices (Puglisi et al., 2017).

Socioeconomic status, stress, and time availability further mediate parents' ability to participate in literacy activities. Parent–child literacy engagement is often reduced when parents experience high stress, job instability, or time poverty (Bradley & Corwyn, 2002). These socioeconomic and psychological factors intersect with parental age, suggesting that age may indirectly shape literacy practices through resource availability, life stage demands, and developmental expectations for children.

Parental age is more than a demographic descriptor: it aggregates life-course differences in education, economic resources, health, time availability, digital competence, parenting attitudes, and social networks. These proximal resources and dispositions shape the kinds of learning opportunities parents provide in the home (Bradley & Corwyn, 2002). When the outcome of interest is children's English literacy (particularly in multilingual or EFL settings), parental age may matter because it systematically relates to (a) material and informational resources that create access to books, devices, and tutors; (b) interactional styles that determine the quality of shared reading and conversation; and (c) attitudes toward English and educational investment that influence the type and intensity of support offered (Lau & Richards, 2021; Wan et al., 2024)

Population and sampling

Parents (mother or father) of students enrolled at intermediate level in two different cities of Pakistani Punjab (Lahore & D.G. Khan) where the first is the larger urban center and the second is a smaller but diverse city were the population of the research.

A total of 351 parents from both the areas responded to the survey. Stratified cluster sampling was used to select a representative sample. Within each city, two public colleges, one for boys and one for girls were proportionally sampled as primary clusters; parents attending parent–teacher meetings or contacted via college rosters were requested to respond to the survey. Along with other demographics parents were requested to mention their age in the survey. Parents were placed in 4 groups (less than 40 years, 40-50 years, 50-60 years and more than 60 years) in accordance with their age.

Instrumentation

A standardized English literacy support self-report instrument with four subscales (4 items each): *formal support, informal support, digital support and extra support,* was used for the current research. Items were developed from existing validated home literacy support tools and adapted to Pakistani sociolinguistic realities. The instrument was piloted with 50 parents and Chronbach's alpha was used to check the reliability of the tool. A reliable alpha coefficient value of .9 indicated good reliability of the instrument. The tool was then used for full scale data collection process.

Findings of the Study

After collecting the data, the researcher used SPSS for statistical analysis of the data. One-way ANOVA used to see if there was a significant difference in the home-based English literacy support provided by parents of different age groups. First, the analysis focused on the overall home based literacy support. In the second phase, the analysis was separately applied across all the dimensions of home-based literacy support to have a deep understanding of the matter. The outcomes of the statistical analysis have been given in the proceeding section.

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Table. 1

One Way ANOVA Test for effect of parents' age on home-based English literacy support

Group Statistics (Descriptive)					ANOVA Main					
Parents' age group		**N**	**Mean**	**Lavene statistics**		**Sum-of Squares**	**Eta Square**	**Df**	**F**	**Sig.**
	<40	107	60.44	.391	Between Grps	614.625	0.03	4	2.764	.032
	40-50	160	59.86		Within Grps	19886.02		346		
	50-60	56	59.43		Total	20500.7		350		
	>60	28	59.77							
	Total	351	60.25							

Table. 1 describes the outcomes of one-way analysis of variance (ANOVA) conducted to examine whether parents from different age groups differed significantly in their provision of home-based English literacy support. Parents were categorized into four age groups: below 40 years, 40–50 years, 50–60 years, and above 60 years. Descriptive results show that the mean scores for home-based literacy support were relatively close across groups, ranging from 59.43 to 60.44, suggesting no large visible differences at the descriptive level.

However, the inferential statistics offer a deeper perspective. The ANOVA revealed a statistically significant difference among the age groups, $p = .032$, indicating that at least one age group differs significantly from the others in terms of the level of literacy support they provide at home. Although the effect size, as indicated by eta squared ($\eta^2 = .03$), falls within the small effect range, it nonetheless suggests that parental age explains a meaningful, though modest, portion of variance in home-based English literacy support.

The Levene's test of homogeneity of variance (Levene's statistic = .391) was non-significant, confirming that the assumption of equal variances was met. This strengthens the reliability of the ANOVA results.

Taken together, these findings indicate that while the mean scores across age groups appear relatively similar, age-related differences in home literacy support are statistically notable. Specifically, parents under 40 years reported the highest levels of home-based English literacy support (M = 60.44), with a slight decline observed in older groups. This pattern may reflect broader developmental, socioeconomic, or digital competency differences among younger versus older parents. For instance, younger parents may be more engaged in digitally mediated literacy practices or more attuned to contemporary educational expectations regarding English. Alternatively, small variations in time availability, confidence, health, or energy among older parents may contribute to the subtle reductions observed.

Table. 2

One Way ANOVA Test for effect of parents' age on various dimensions of home-based English literacy support

Group Statistics (Descriptive)					ANOVA Main					
Parents' age group		**N**	**Mean**	**Lavene statistics**		**Sum-of Squares**	**Eta Square**	**Df**	**F**	**Sig.**
Formal Support	<40	107	13.85	.992	Between Grps	10.455	0.009	4	.802	.525
	40-50	160	13.87		Within Grps	1128.269		346		
	50-60	56	13.72		Total	1138.724		350		
	>60	28	13.86							
	Total	351	13.88							

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Parents' age group		N	Mean	Lavene statistics		Sum-of Squares	Eta Square	Df	F	Sig.
Informal Support	<40	107	13.33	1.071	Between Grps	14.322	0.01	4	.893	.468
	40-50	160	13.27		Within Grps	1387.052		346		
	50-60	56	13.14		Total	1401.373		350		
	>60	28	12.97							
	Total	351	13.28							
Digital Support	<40	107	13.22	1.047	Between Grps	29.013	0.002	4	.687	.098
	40-50	160	12.89		Within Grps	1271.776		346		
	50-60	56	12.94		Total	1300.789		350		
	>60	28	13.35							
	Total	351	13.08							
Extra Support	<40	107	11.80	.926	Between Grps	102.052	0.05	4	.065	.002
	40-50	160	11.86		Within Grps	2101.515		346		
	50-60	56	11.64		Total	2203.567		350		
	>60	28	11.73							
	Total	351	11.93							

Table. 2 describes the outcomes of a series of one-way ANOVA tests conducted across four dimensions: formal support, informal support, digital support, and extra support to explore whether parents of different age groups differ in the types of home-based English literacy support they provide for the successful English language learning of their children. Parents were categorized into four age groups (<40 years, 40–50 years, 50–60 years, and >60 years). Levene's tests were examined in each case and were non-significant, confirming homogeneity of variances and supporting the suitability of ANOVA procedures.

1. Formal Literacy Support: Descriptive results show that parents across all age groups reported almost identical levels of formal literacy support, with mean scores clustered tightly between 13.72 and 13.88. The ANOVA confirmed that these small descriptive differences were not statistically significant, $p = .525$. The effect size was extremely small ($\eta^2 = 0.009$), indicating that parental age contributed minimally to variation in formal teaching activities such as phonics practice, letter recognition, or structured English instruction. These findings suggest that formal literacy practices are relatively consistent across age groups, possibly due to shared cultural norms or school-driven expectations regarding early English learning. Regardless of age, parents appear similarly committed to providing structured literacy instruction, indicating that age is not a meaningful predictor of formal English support at home.

2. Informal Literacy Support: Informal literacy support, such as shared reading, storytelling, and conversational engagement, also revealed comparable mean scores across the four age groups (ranging from 12.97 to 13.33). The ANOVA revealed no statistically significant differences, $p = .468$, with a very small effect size ($\eta^2 = 0.01$). The lack of significant differences suggests that informal literacy support is largely age-neutral. Parents, regardless of age, appear to engage in similar levels of reading aloud, storytelling, and informal English exposure. This finding aligns with literature showing that informal reading habits often reflect personal or cultural routines rather than age-related differences.

3. Digital Literacy Support: Means for digital literacy support showed slightly more variation across groups (M = 12.88 to 13.35), with younger and older parents showing somewhat higher scores than the mid-aged groups. However, the ANOVA revealed no statistically significant differences, $p = .098$. The effect size was negligible ($\eta^2 = 0.002$). Although descriptive differences

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hinted that parents under 40 and over 60 might engage slightly more in digital literacy activities, these variations did not reach statistical significance. This suggests that digital literacy support is not strongly differentiated by parental age in this sample. It may also reflect increasing digital adoption across generations or widespread availability of mobile technology regardless of age.

4. Extra Literacy Support: Extra literacy support (e.g., tutoring, library visits, English-medium extracurricular activities) showed means ranging from 11.64 to 11.86. Of the four dimensions, this was the only domain where the ANOVA yielded a statistically significant result, $p = .002$, indicating that parental age does influence the provision of extra literacy opportunities. The effect size was modest ($\eta^2 = 0.05$), close to a medium effect according to Cohen's (1987) benchmarks. This finding suggests that parents of different age groups differ meaningfully in their likelihood of investing in extra literacy support. Younger parents (<40) and those aged 40–50 reported slightly higher engagement in supplementary English activities, whereas parents in the 50–60 group reported marginally lower involvement. This may reflect differences in, financial resources, awareness of extracurricular opportunities, time availability, or perceived importance of supplementary English instruction. Although the differences were small, they were statistically meaningful, indicating that parental age does play a role, particularly in accessing or prioritizing additional literacy resources beyond routine home practices.

Taken together, the results reveal a nuanced pattern. Three dimensions, formal, informal, and digital support, did not differ significantly across parental age groups. Only extra support showed a statistically significant age-related difference. This suggests that while general day-to-day literacy engagement (formal, informal, digital) appears relatively stable across age groups, more resource-intensive or optional forms of support, like tutoring or extracurricular classes, may vary depending on parents' life stage, financial circumstances, or educational priorities.

These findings align with theoretical expectations: basic literacy practices tend to be woven into family routines irrespective of age, while extra support often requires additional resources or planning that may differ across generations.

Discussion

The purpose of this study was to examine whether parental age influences the provision of home-based English literacy support across four key dimensions: formal, informal, digital, and extra literacy support. Although prior research has suggested that parental age may shape parenting behaviors, resource allocation, and learning opportunities provided in the home (Cantalini, 2020; Wan et al., 2024), the current findings reveal a clearer picture. Overall, the results indicate that parental age is not a strong predictor of daily literacy practices, but it does play a more meaningful role in determining access to additional and resource-dependent literacy opportunities.

The results demonstrated no statistically significant differences across parental age groups for formal, informal, and digital dimensions of home-based English literacy support. Mean scores were remarkably consistent across age bands, and the effect sizes were negligible. These findings suggest that day-to-day literacy practices appear to be integrated into family routines in ways that transcend age differences. This pattern aligns with the broader literature showing that core literacy behaviors such as shared reading, basic English practice, and exposure to print materials are often shaped less by age and more by cultural expectations, school demands, and shared beliefs about literacy (Lau, 2021). In many contexts, parents may feel obligated, regardless of age, to engage in early literacy support because of the strong academic value placed on English. This may explain why parents across all age groups demonstrated similar levels of formal teaching and informal engagement.

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Further, the absence of age differences in digital support is especially noteworthy. While earlier research suggested that younger parents tend to be more digitally literate (Neumann, 2020), the current findings indicate a potential convergence, possibly reflecting the widespread proliferation of smartphones and accessible digital content across generations. This may signal a shift in parental behavior, where even older parents are increasingly integrating digital tools into daily routines, narrowing previously observed generational divides in technology use.

Age-Related Differences in Extra Literacy Support

The only significant difference across parental age groups emerged in the domain of extra literacy support, where the ANOVA revealed a modest but statistically meaningful effect. Younger and mid-aged parents (<40 and 40–50) provided slightly higher levels of extra support, while parents aged 50–60 had the lowest mean scores. This finding suggests that extra literacy support, such as tutoring, English-medium extracurricular classes, or library visits, is influenced by age-related factors, potentially including financial resources, time availability, awareness and digital exposure.

These findings resonate with prior research indicating that supplementary learning opportunities often depend on both socioeconomic capacity and parental investment behaviors, factors that vary by age and life stage (Bradley & Corwyn, 2002). Although the effect size in this study was small, its significance highlights that age may influence not basic literacy routines, but rather the intensity and breadth of resources that families mobilize beyond daily home interactions.

The findings of this study challenge assumptions that younger parents are inherently more active in daily literacy practices or that older parents are less involved. Instead, they reveal a more stable and uniform pattern of home-based support across age groups, suggesting that literacy practices are becoming normalized parental behaviors rather than age-sensitive choices. However, the significant difference in extra literacy support underscores the need for differentiated policy strategies like support for older parents and equitable access to tutoring facilities

This study extends previous scholarship by showing that while parental age affects certain resource-intensive supports, it does not meaningfully shape the core literacy activities occurring in homes. These findings contribute to a more balanced understanding of the role of demographic factors in literacy development and emphasize the importance of examining multiple dimensions of the home literacy environment rather than treating it as a single construct.

Conclusion

The present study set out to examine whether parental age plays a meaningful role in shaping the home-based English literacy support that parents provide to their children across four dimensions: formal, informal, digital, and extra support. Building on theoretical frameworks of the Home Literacy Environment (HLE) and demographic research on life-stage factors in parenting, the study provides an evidence-based understanding of how age differences manifest, in contemporary literacy practices.

The quantitative findings revealed that parental age does not significantly influence most day-to-day literacy activities, including formal teaching, informal shared reading and storytelling, and digital literacy engagement. These results suggest that core literacy practices have become widely normalized across age groups, likely reflecting societal expectations, institution-driven literacy demands, and increasing access to digital tools across generations. Regardless of age, parents appear similarly committed to providing basic literacy opportunities that support children's English development.

However, the study also found a statistically significant difference in extra literacy support, such as tutoring and extracurricular English activities, indicating that parental age may affect the

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extent to which families engage in supplemental and resource-intensive literacy opportunities. This difference, though modest in effect size, highlights that age-related variations may emerge in literacy practices that require additional time, money, or awareness of available programs. Younger and mid-aged parents were slightly more inclined to invest in such activities, while older parents engaged comparatively less.

Taken together, the findings suggest that parental age is not a primary determinant of everyday literacy engagement, but it does influence certain forms of enriched literacy exposure. From a practical standpoint, these results underscore the need for targeted support mechanisms that ensure families across all age groups can access high-quality, supplementary literacy opportunities. Community programs, school-based interventions, and policy initiatives aimed at reducing disparities in extra literacy support may help ensure that children benefit equally from rich and diverse English literacy experiences.

Overall, this study contributes to a clear understanding of home-based English literacy support by showing that while many literacy practices are consistent across age groups, specific literacy investments vary with parental age. Future research could extend these findings by considering additional variables such as socioeconomic status, parental English proficiency, and digital literacy skills and by employing longitudinal designs to examine how literacy practices evolve over time. Such work would deepen our understanding of how families' life-course stages intersect with literacy development and inform more inclusive strategies for supporting children's language learning at home.

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