Jordanians Families Home Literacy Practices and Their Associated Functions in Malaysia

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Abstract

Jordanian postgraduate students and their families came to Malaysia to pursue their postgraduate studies. These families came with their own literacy practices based on their home country social and cultural aspects and they have to adjust and balance their home literacy practices to cope with the new cultural and social aspects in the host country while guarding their own cultural and social aspects. This study aims to explore Jordanian family home literacy practices types and the literacy functions associated with these practices. Twelve open-ended structured questions Interviews, 16 observations and field notes (12 during the interviews and four while sharing social events with the family) and photographs were used to collect the data from the family members over fourteen weeks. The interview questions were adopted from Alshaboul(2004) and adapted to fulfill the study objectives. The findings indicate that reading literacy practices are superior to the writing literacy practices as each main literacy practice has sub literacy practices that served sub literacy functions that eventually led to the main literacy function while the main literacy practice led directly to the main literacy function. The family most frequent and prevalent home literacy practices are social, religious, academic, educational, digital, daily living, geographical and numerical while the less frequent and prevalent home literacy functions are medical and financial. Moreover, the findings indicate that the home literacy practices are dynamic that occurred in multiple, integrated and simultaneous way that led to multiple, integrated and simultaneous literacy functions.

Keywords: comparative literacies, literacy, home literacy practices, literacy functions, multiliteracies

1. Introduction

Little is known in term of Arab families and the home literacy practices (Tibi & McLeod, 2014). Alshaboul (2004) states that the literature provides insight about the home literacy practices of families and ethnic groups of many other countries but the research literature provides no insight about the Arab families and their home literacy practices while they are living in new social and cultural context. Not only Arab scholars document this gap in literature but also many other scholars from western world recommend researchers to conduct research in the developing countries concerned with home literacy practices (Dixon & Wu, 2014; Callaway, 2012; Deporah, 2006; Williams, 2006). The perspective of the previous researchers is that home literacy practices are culturally defined and they differ from culture to another and even in the same culture. In addition, they believe that documenting the home literacy practices is better accomplished by researchers from the same culture rather than researchers from another culture. To bridge this gap, this study explores the Jordanian home literacy practices while staying in Malaysia to uncover how these families balance between coping with the new social and cultural aspects in the host country and at the same time guarding their own social and cultural aspects by discovering the families most frequent and prevalent home literacy practices and the literacy functions that are associated with these home literacy practices.

The concept of literacy is no longer referring to the ability of reading and writing as solo skills rather it incorporates social and cultural aspects. In the early twentieth century, formal literacy indicates the ability to read and write as skills which are promoted by psychological approach. The concept of formal literacy pays no attention to the cultural and social factors and considers the classroom as the best place to learn reading and writing skills. Gee (2015: 30) mention that the traditional definition of literacy is "the ability to read and write". Gee discusses the shortages in this definition as it concentrates on individuals and neglects the multiple roles that literacy plays in the communities and suggests that the definition of literacy must be viewed from social and cultural perspective. Literacy practices must not be viewed as solo concept but they shall be viewed as fully integrated with and interwoven into wider practices that engage beliefs, values, interaction and talk.

Gee (2015: 50) Says that "countries with high literacy rates are better developed, more modern, better behaved". One key sign for any country to be considered developed is its education system and to what extent this system varies to meet the demands not only of local students but also for international students (Mazzarol & Soutar 2002). Malaysia has seen a rapid development in all sectors especially the educational one as the international student population exceeded 90,000 students who hail from 168 countries. Malaysia is on its way towards retaining its position as one of the top 10 countries in the world with the most number of international students (MOHE 2012).

Some Jordanians come to Malaysia as permanent home or for work while the majority come for a transitional period to accomplish certain goals as education. Jordanians choose Malaysia to complete their postgraduate study coming as individuals or with their families. The English proficiency level among these students and their families can be quiet diverse with a small number having high proficiency levels and the majority with low proficiency levels (Cook 2001).Jordanians families in Malaysia try to acquire English language and to cope with the new social and cultural aspects in the host country while at the same time maintaining and guarding

their first language which is Arabic and their own social and cultural aspects in a balanced way. Jordanian social and cultural aspects are considered very important for these families as they express their identity keeping in mind these families eventually have to go back to Jordan after accomplishing their goals so maintaining the Arabic language and Jordanian social and cultural aspects is vital for the family members.

Exploring the Jordanian home literacy practices helps in stabilizing the study abroad experience of these families.As established, Jordanians come with their families to Malaysia for various purposes such as education, work or making Malaysia their permanent home, and they face many challenges in acquiring English language for educational and social purposes while maintaining command in the Arabic language. On the other hand, these families would face the challenges of maintaining their social and cultural identities in a balanced way while adjusting and coping with the new social and cultural aspects in the host country.

2. Review of Literature

According to Teale and Yokota (2000), the schools of literacy vary from those who focus on text (linguistic), mind (cognitive psychologists), group identity (socio-cultural) and classroom (educational). Literacy is viewed solely as the ability to read and write, this view concentrates on the language skills that best acquired in the classroom. from the researcher perspective, Literacy as the ability to read and write or also known as formal literacy has two main shortcomings: the first, classrooms are considered as the best place for the occurrence of such literacy neglecting that literacy can also be occurred anytime and anywhere such as at home, the street or the mall. The second shortcoming is the focus is paid only to the language skills such as learning vocabulary and structures neglecting the importance role of literacy in the human social and cultural domains.

Scholars start to view literacy from new perspective so Taylor (1983) is the first to use and coin the term of family literacy which is concerned with investigating the home literacy environment and the ways in which the parents canmediate and facilitate their children literacy learning. McGee & Morrow (2005) elaborate on the family literacy as the ways that people learn and use literacy in their home and community lives. Many researchers use the family literacy term in their studies and many others start to question about the nature of this concept (Jacobs, 2004). Family literacy is viewed as literacy practices that are related to home literacy learning so the parents are considered the first teachers to their children. Parents, siblings and relatives have the direct impact on children literacy teaching at home (Jacobs, 2004).

Gee (2015: 42-43) mentions that the traditional view to literacy as the ability to read and write is questioned by many researchers in 1980s and "the New Literacy Studies" term is emerged. This concept is first mentioned by Gee 1980s work and later by many other researchers (Barton *et al*. 2000; Cook-Gumperz 1986; Gee 1989a, 1992; Halliday & Hasan 1989; Heath 1983; Lankshear & Knobel 2007; Street 1984, 1993; Wertsch 1991; Larson & Marsh 2005; Pahl & Rowsell 2005, 2006; Rogoff 1990; Rogoff & Lave 1984 & Scribner &Cole 1981). Gee (2015:44) states that the argument for calling for the notion of "the New Literacy Studies" is based on the idea that being able to read demanded being able to understand the text. There are many types of texts (legal, newspaper, poetry and novel) which demanded different backgrounds knowledge. Even in one type of text, readers might understand it in different ways or the text

provided different level for understanding the meaning. Hence, readers should have multiple abilities to understand the texts of certain types in certain ways; therefore, ability is considered literacy by itself.

Schultz and Hull (2002) view literacy as an output resulting from emerging social interactions, institutional influences and individual identities and their relation with people's actions regarding print materials. The New London Group (1996) presents the term Multiliteracies or new literacies. Cope & Kalantzis (2009) elaborate more on the multiliteracies that English become a common language worldwide that means there are multi Englishes and there are multi types of texts that all lead to multiliteracies. Street (2012) proposes the "ideological model" to understand the literacy from social practices perspective and different literacies emerge from different ideologies. Ideological model is contrasting autonomous model that views literacy as an abstract solo concept standing by its own. Street mentions that thinking of literacy in isolation of its social practices leads to dead end

The socio-cultural approach to literacy researchers indicates that literacy by its self had no effects if it is segregated from its historically and culturally situated social practices (Barton and Hamilton 2012& Cook-Gumperz,2013). Heath (1983) suggests that what is more important than the ability to read and write is the social practices that are used by a social group and there is no meaning for literacy if it is extracted from its cultural contexts in which it is used, and it has different effects according to different cultural and social contexts. Street(2014) defines literacy as:

> Ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society . (P.42)

3. Theoretical Framework

The theoretical lens guide this study are Vygotsky (1978) socio-cultural theory and Leontieve   (1981) activity theory. Windschiti (2000:99) elaborates how socio-cultural theory oriented learning as individuals learning occurs socially and with interaction with others who enrich the environment of learning by different social tools and practices. Vygotsky (1978) believe that learners (children) are in interaction with others (parents) in a social context (home).By using tools (books, stories and newspapers) and being scaffold by more capable people (parents), this leads to a better interaction between the parents and their children in a social context (home) and the frequent and variation of tools that promote literacy learning are all means to mediate children literacy learning. In the present study, the mediators are two; the mediator agents exemplified by the parents and the artifacts agent exemplified by the literacy artifacts and materials. Parents are considered scaffolders to their children literacy learning while the sociocultural context is the Jordanian home literacy practices while being in Malaysia.

In activity theory, the focus is on the activity itself rather than the individuals. The activity is considered as an interaction process that demanded subjects and objects beside actions and operations. In this study, the subjects are the family members (fathers, mothers and

children). The objects are the literacy materials and artifacts that are engaged in the literacy activities. The actions or activities are how the family members employed these literacy materials in their literacy practices inside and outside home and what literacy functions they served. The actions might be individual or shared home literacy practices such as when the father reading an academic article or writing a review for it or when the mothers reading or writing with and to their children. The theoretical framework guided this study is illustrated in figure1
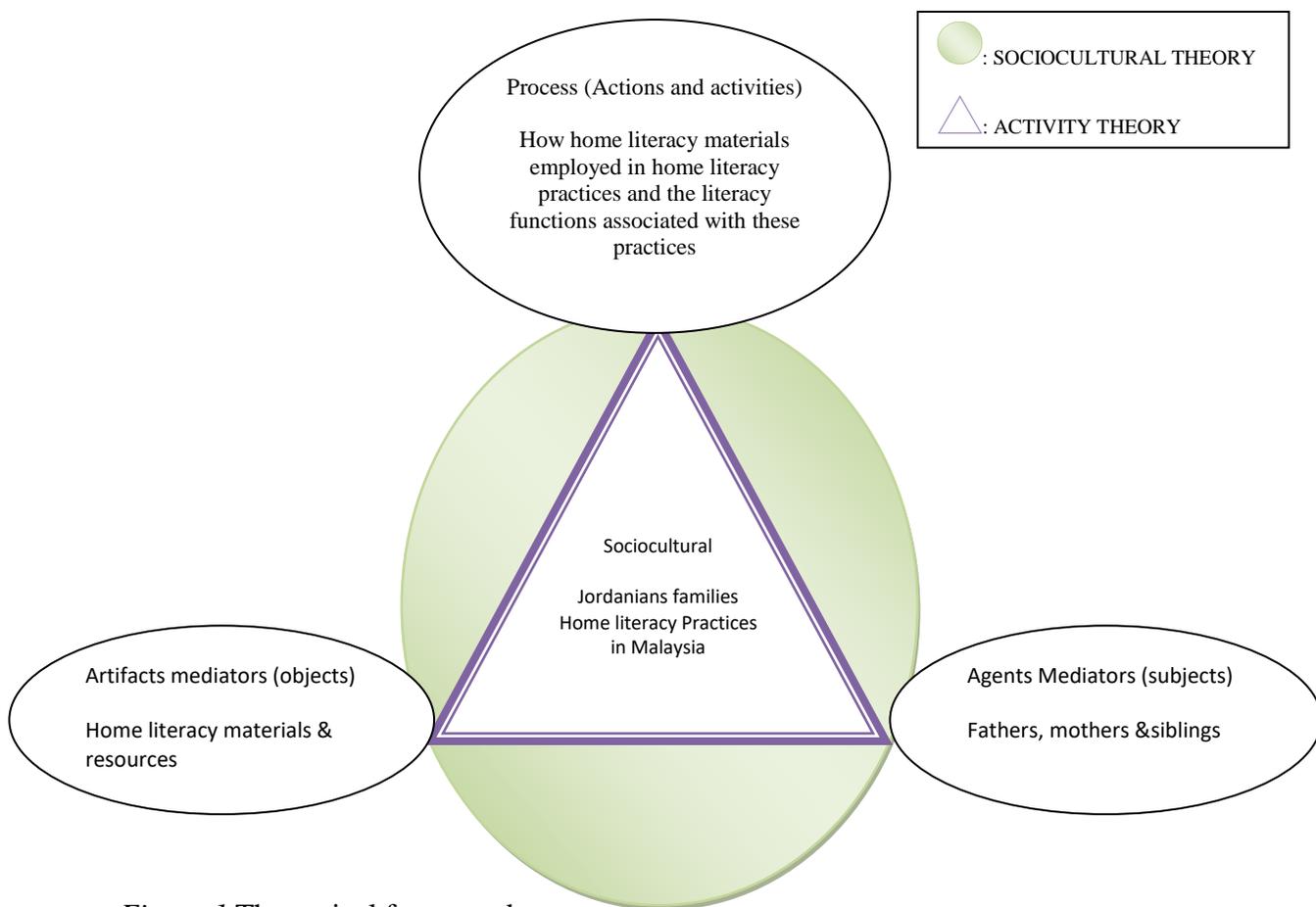

Figure 1 Theoretical framework

4. Research Context

The main purpose of this qualitative ethnography study is to explore the most frequent Jordanian home literacy practices and the literacy functions associated with these literacy practices. Socio-cultural context indicated the setting where learning occurs through the interaction of people. The social-cultural context in this study includes family members, home environment, literacy materials and resources and cultural differences. The socio-cultural context of the present study could be defined as Jordanians family home literacy practices that occurred in Malaysia. It meant by home literacy practices that occurred inside and outside home (except school) among and between the family members. The home literacy practices that are mediated by home (parents) through using literacy practices and activities and enriching home with literacy materials and resources that promote literacy learning at home in both languages Arabic and English as shown in figure 2.
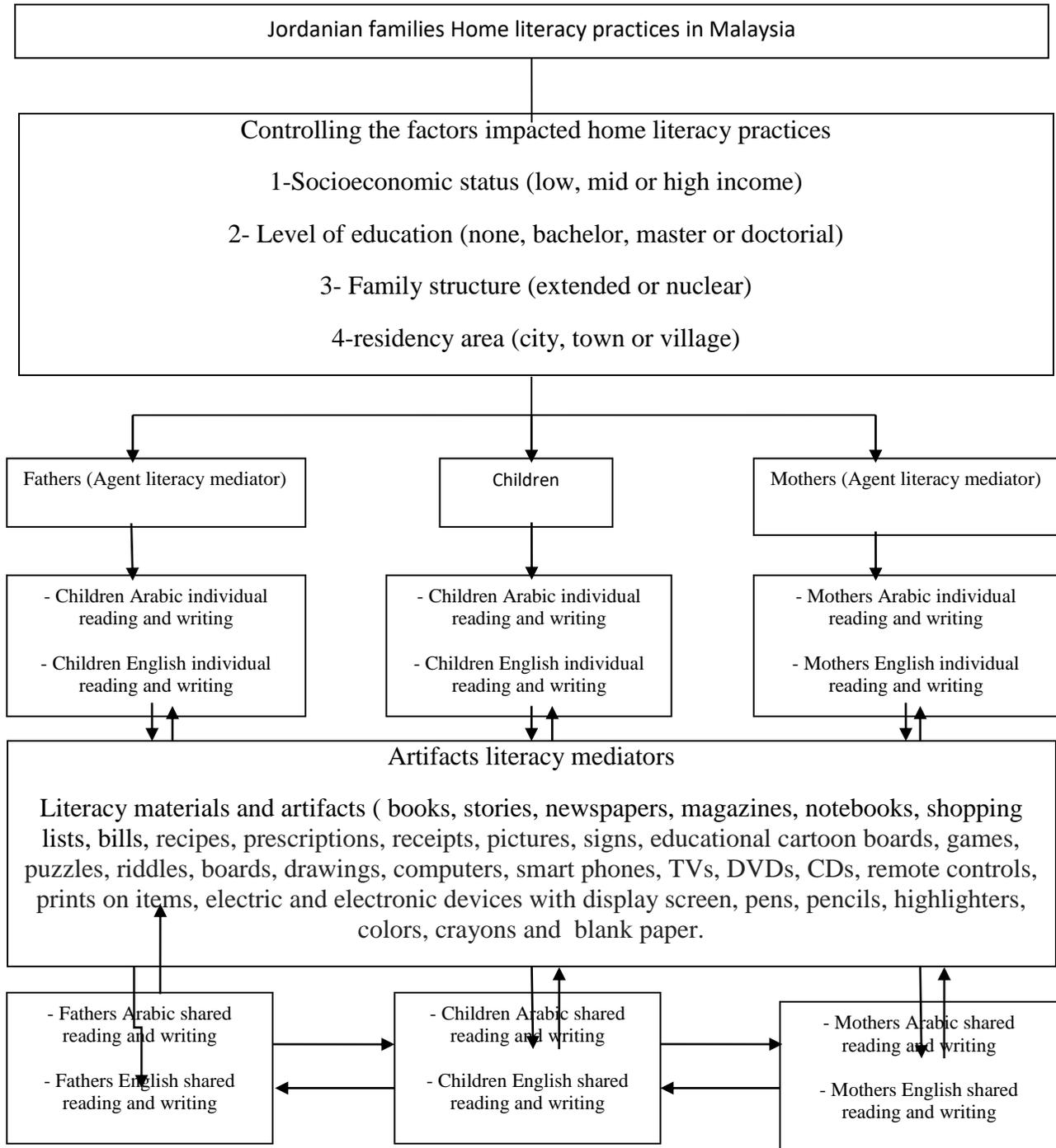
Jordanian families Home literacy practices in Malaysia

Controlling the factors impacted home literacy practices

1-Socioeconomic status (low, mid or high income)

2- Level of education (none, bachelor, master or doctorial)

3- Family structure (extended or nuclear)

4-residency area (city, town or village)

| Fathers (Agent literacy mediator) | Children | Mothers (Agent literacy mediator) |

- Children Arabic individual reading and writing

- Children English individual reading and writing

- Children Arabic individual reading and writing

- Children English individual reading and writing

- Mothers Arabic individual reading and writing

- Mothers English individual reading and writing

Artifacts literacy mediators

Literacy materials and artifacts (books, stories, newspapers, magazines, notebooks, shopping lists, bills, recipes, prescriptions, receipts, pictures, signs, educational cartoon boards, games, puzzles, riddles, boards, drawings, computers, smart phones, TVs, DVDs, CDs, remote controls, prints on items, electric and electronic devices with display screen, pens, pencils, highlighters, colors, crayons and blank paper.

- Fathers Arabic shared reading and writing

- Fathers English shared reading and writing

- Children Arabic shared reading and writing

- Children English shared reading and writing

- Mothers Arabic shared reading and writing

- Mothers English shared reading and writing

Figure2 Conceptual framework

5. Methodology

5.1 The participant family profile
    This study targeted four Jordanian families who have been in Malaysia for at least two years and planned to stay in Malaysia more than one year which is the period of conducting this study. The four families were divided into two groups. Group one included two families where the fathers were pursuing their postgraduate studies and the mothers were housewives while the second group included two families where the fathers were working and the mothers were pursuing their postgraduate studies. All the families had two to three children, one of whom is 10-12 years old. The main focus was on the fathers, mothers and children between the ages of 10-12 and their home literacy practices. Table 1illustrates the participants' division.

Table 1.*Participants profile*

Participants			
Group one Two families		Group two Two families	
Fathers	Postgraduate students	Fathers	Working
mothers	Housewives	mothers	Postgraduate students
Children	One is 10-12 years old	Children	One is 10-12 years old

    The families were from the middle-class as the fathers were employed in the government or private sector in Jordan. The families were self financed paying their tuition fees and living expenses from their own pockets. The families were living in flats in a housing complex with average monthly rental 800 Malaysian Ringgit and they owned cars with average cost 5000 MR. The children attended Arabian schools near their living places. Tables 3.2, 3.3, (3.4and3.5give more details about the participants as they assigned anonymous names.

    The full description of each family history is given in chapter four when reporting each family home literacy practices but initial information about each family is illustrated here to indicate how the families are homogeneous in term of the level of education, staying period in Malaysia, previous occupation and age.

Table 2.*Mustafa family*

Family members	Years in Malaysia	Age	Previous occupation	Current occupation	Education Level
Mustafa (father)	3	33	Lecturer	Postgraduate student	Master- B.A Jordan
Mayes (mother)	3	33	housewife	housewife	B.A- Jordan
Aseel (Daughter)	3	11	School student Grade 3	School student	Grade 5
Areej	3	7	Kindergarten	School	Grade1

				student	student
(Daughter)					

Table 3.*Saleh family*

Family members	Years in Malaysia	Age	Previous occupation	Current occupation	Education Level
Saleh (father)	3	34	Lecturer	Doctorial candidate in IT	Bachelor & Master in IT - Jordan
Huda (mother)	3	30	Housewife	housewife	Bachelor in Civil Engineering- Jordan
Ahmed (Son)	3	10	School Student Grade 2	School student	Grade 4
Lama (Daughter)	3	6	Kindergarten student	School student	Grade1

Table 4. *Majada family*

Family members	Years in Malaysia	Age	Previous occupation	Current occupation	Education Level
Jehad (father)	5	40	Employer in public sector	Food Restaurant owner	B.A in IT/ Jordan
Majada (mother)	5	35	housewife	Postgraduate student	B.A in BA- Jordan MBA/ Malaysia
Raneem (Daughter)	5	12	Grade 1 student	School/student	Grade 6 /student
Souha (Daughter)	5	9	Kindergarten student	School student	Grade 3 Student

Table 5. Dounia family

Family Members	Years in Malaysia	Age	Previous occupation	Current occupation	Education Level
Eimad (father)	5	40	Electrical engineer	Food restaurant owner	B.A/ Jordan
Dounia (mother)	5	35	School teacher	Postgraduate student	B.A- Jordan Master IT/ Malaysia
Ghada (Daughter)	5	11	School student Grade 1	School student	Grade 5
Mayia (Daughter)	5	8	Kindergarten student	school student	Grade2
Yousef	5	5	-	Kindergarten	-

| (son) | student |

5.2 Data collection methods

The familieswere contactedto assign appointment with them to describe the study procedures and informed that the study would last for fourteen weeks during this period interviews, observations, handwritten field notes and photographs would be conducted and the familymembers'names would be anonymous. The interviews dates would be assigned with them via phone calls or messages according to their free time except four visits would be assigned with them instantly upon callwith no previous arrangements.

In 2014, the four families approved to participate by signing the consent form. The first few visits were to gain general information about the family members such as their ages, their education level, and their previous and current jobs. In Addition, the first visits were also to gain insight about families home such as size, design, the availability, frequency and variation of literacy materials and artifacts, the family social and cultural daily activities and to determine the characteristics of the family home surrounding area such as distance to universities and schools, Arab food markets, Arab food restaurants, the housing complex facilities and the services centers facilities.

Twelve interviews and sixteen hand-written field notes based on the researcher observations were conducted during the visits to the families' home. Twelve observations were conducted during the interviews and fourduring participating the families' social and cultural daily activities specifically eating with them in an Arab restaurant and shopping from a mall. In addition to the interviews and observations, photographs were capturedof the family home literacy materials and practices.

During the interviews, the families'literacy materials and practiceswere observed. The field notes were written down in keywords andexpanded fully in paragraphs latterby the researcher in a way that could easily be understood when referring to them. All the interviews were audio recorded so after finishing each interview, the researcher went back home immediately and transcribed it. The transcribed manuscriptswere revised before sending a copy via email to the families to review it for accuracy purpose. See Appendix A for the interview questions.

Regarding the fields notes, they were expanded immediately by writing more explanations and elaborations on them. The field notes mainly concerned with the family members literacy practices and the literacy materials and artifacts available in home. After expanding each field note, it was sent via email to the familiesto review it for accuracy purpose. Regarding the photographs, they were captured by the researcher smart phone camera or sharedfrom theirsocial media applications such asFacebook, Whatsapp or viber. All the Photoswere treated by cutting or erasing parts of them that exposedthe families'identityand were sent to the familiesvia email to be checked and approved. Asthe familiesapproved interview manuscripts, expanded field note manuscripts and the photos, the analysisprocedureswere started. Below are samples of the interview, field notes and photos.

5.3 Data analysis procedures

Data were collected over fourteen weeks through open ended question interviews, observations and field notes and photographs. The family interview questions were adopted from AlShobol (2004) and developed by the researcher so each group of the questions fulfilled a sub objective, see Appendix A.During the fourteen weeks, 12 interviews were conducted, 16 field notes based on the researcher observations were written down and plenty of photographs were captured. All the interviews, field notes and photographs explored the families most and less frequent and prevalent home literacy practices and determined the literacy functions associated with these home literacy practices.

The interviews were audio recorded and transcribed immediately after each interview. The field notes were expanded in full paragraphs to describe the observed literacy practices or materials. Each manuscript of the interviews and field notes was revised then sent via email to the familiesto be revised for the purpose of accuracy and trustworthy. As they were approved, each manuscript was read three times. The first reading was to highlight any word, phrase or sentence related to literacy practices such as individual Arabic reading practices (IAR), shared Arabic reading practices (SAR),individual Arabic writing practices (IAW), shared Arabic writing practices (SAW), individual English reading practices (IER), shared English reading practices (SER), individual English writing practices (IEW) and shared English writing practices (SEW). The second reading was to identify the literacy materials and types of reading and writing (who, when, where and with whom) assigned to each literacy practices. The third reading was to identify the frequency of each literacy practices. These literacy practices, literacy materials, types of reading and writing and frequency were given codes as illustrated in table

(6).Table 6. *Coding and categorizing method*

First Round of Coding	
Literacy practices	**code**
individual reading practices in Arabic	IRA
shared reading practices in Arabic	SRA
individual reading practices in English	IRE
shared reading practices in English	SRE
individual writing practices in Arabic	IWA
shared writing practices in Arabic	SWA
individual writing practices in English	IWE
shared writing practices in English	SWE
Second Round of Coding	
Reading materials	RMs
Writing materials	WMs
Types of Reading	TR
Types of Writing	TW
Third Round of Coding	
Frequency of Reading	FR
Frequency of Writing	FW

The reading process occurred gradually to each approved manuscript. I read line by line and highlighted the portion either a word, group of words or sentences that served my codes. The coding process helped incategorizingsuch codes in tables to the family members in an organized way. After finishing coding each manuscript, the researcher assigned and extracted examples from the manuscript under these categorized codes. After finishing all the coding process for all the interviews and fields notes and categorized them in tables (father, mother and child), the researcher started writing a thick descriptive report about the family members home literacy practices in a structured method

In the description box, (R) was used to indicate if the literacy event was solely for reading, (W) for writing and (R &W) for both reading and writing. To facilitate the mission of categorizing, the researcher used (AI) for Arabic individual literacy practices, (AS) for Arabic shared literacy practices, (EI) for English individual literacy practices and (ES) for English shared literacy practices. In addition, the word "daily" used to indicate the most frequent home literacy practices while "often" used to indicate less frequent home literacy practices. Moreover, the family member names added to indicate who conducted the home literacy practices among them by (✓)as shown in table (7).

Table 7. *Identifying the individual and shared home literacy practices with their frequency to each family member.*

Description	AI	AS	EI	ES	Daily	Often	Saleh	Huda	Ahmed
Using smart phones and laptops in social media (R&W)	✓	✓	x	x	✓	x	✓	✓	x
Holy Quran and prophet stories (R)	✓	✓	x	x	✓	x	✓	✓	✓
In food restaurants (R&W)	✓	✓	x	x	x	✓	✓	✓	✓
Academic papers (R&W)	x	x	✓	✓	✓	x	✓	x	x
Utilities bills (R&W)	x	x	✓	x	x	✓	✓	x	x
GPS (R&W)	x	x	✓	✓	✓	x		x	x
In the mall (R)	x	x	✓	✓	x	✓	✓	✓	✓
School subjects (R&W)	✓	✓	✓			x	x	✓	✓
Cooking book and websites (R&W)	✓	✓	x	x	✓	x	x	✓	x

Medical websites (R)	✓	✓		x	x	✓	x	✓	x
Fashion websites (R)	✓	x	x	x	x	✓	x	✓	x
Educational boards and games (R)	✓	✓	✓	✓	✓	x	x	✓	✓
In the left (R)	x	x	✓	x	✓	x	✓	✓	✓

6. Findings

The previous process of classification and categorization generates the types ofhome literacy practices then identify the most and the less frequent ones. Frequent home literacy practices here mean that occurred on daily bases while prevalent home literacy practices mean that were conducted by the majority of the family members even they were not occurred daily.The family most and less frequent and prevalent home literacy practices are established and supported by various examples drawn from the family literacy report.

6.1 Research Question One
What are the types of home literacy practices used by Jordanians' postgraduate students in Malaysia?

The findings indicate that the Jordanian families performed various types of home literacy events that led to home literacy practices. These literacy events and their practices are divided into most frequent and less frequent. The discussion started by mentioning the most and less frequent literacy events then assigning the different types of home literacy practices to each literacy event. The most frequent literacy events were related to using smart phones and computers in social media, holy Quran and religious stories, academic study, utilities bills and receipts, school subjects, political issues, educational boards and games, in the lift, in the bank, in the street, drawings and using home electric and electronic devices. The least frequent literacy events were related to food restaurant, in the mall, cooking books and websites, medical websites, fashion and food websites, shopping lists and diaries. The home literacy practices of the Jordanian families were classified and listed. See Appendix B

6.2 Research Question Two
What are the literacy functions associated with the types of home literacy practices used by these students in Malaysia?
To start our discussion, the most frequent and prevalent home literacy practices are those carried by all the families daily to find only social, religious, academic, educational, numerical and Digital.Literacy practices fulfill this condition. The less frequent and prevalent home literacy practices are those carried daily but not by the majority of the families or that occurred often by all the families to find that daily living, medical, political, financial, work related, geographical and entertainment fulfill this condition. Table (8) summarizes the most and less frequent and prevalent Jordanian home literacy practices and their associated functions.

Table 8 Jordanian families most and less frequent home literacy practices and functions

Jordanian families most frequent home literacy practices

Home literacy practices	Function
Reading and writing in English academic papers, thesis and dissertation, Reading and writing to identify the problem, objectives, methodology and findings, reading and writing to answer assignments and exams. Reading and filling up applications form such as visa, progress report, semester registration, changing academic supervisor. Reading and writing via email and social media from the academic supervisor	Academic
Reading and writing in Arabic via Internet, emails and Social media (Facebook, whatsApp and Viber) from and to relative and friends news, congratulations, condolences , wishes, Posts, comments and social events (marriages, births, betroths, graduations, deaths, birthdays, sickness, accidents and travelling), messages and reminders, communicating and chatting with friends and relatives.	Social
Reading and writing in English and Arabic by using computers and smart phones and their applications such as: Social media applications (facebook, WhatsApp and Viber), emails, searching engines (fashion, medical and cooking websites) online banking applications, ATM machine, online shopping , electronic and electric housing items and their display screens, calculators and academic data bases, DVDs and DVDs player, remote controls, digital washing machines, microwaves, air-condition , LCD TV, remote controls, electric oven	Digital
Reading and writing mostly in Arabic and sometimes in English school subjects, texts, questions and answers, exams and quizzes, dictation, educational and white boards (numbers, alphabets and names of fruits, vegetables, animals, days of the week and months) and homework.	Educational
Reading the holy Quran, prophets tales, prophet Mohammed speech, Azan reading and writing Friday wishes, , wishes and congratulations in Muslims holy occasions (Islamic New Year, prophet Mohammed birthday, Friday prayer, fasting month, eidalfitri (eating day) and pilgrim days via books and social media applications.	Religious
Reading and writing numbers (the lift, speed limit sign, time, bills, pages, exercises, counting up and down, educational boards, and electric and electronic digital display screen). Reading and writing to solve equations, mathematical shapes (square, rectangle, triangle and circle), calculations and mathematical rules, calculating area, dimension and length, prices and cost, pin codes, username and	Mathematical and Numerical

password, numbers in bills and receipts.

Reading the cost of the utilities bills, receipts, invoices, salaries, expenses, selling cost, profit calculating the total cost, reading and checking the items prices, conducting payments via ATM and online banking account,	Financial
reading and writing the customers' orders, checking the food items with the food suppliers, calculating the expenses and selling, calculating the profit, revising bills and receipts, searching and reading food websites and factories prices promotions	Work related
Reading names of cities and streets form road directional boards, signs , speed limit , distance, turns, roundabout, the next gas station, distance to the destination, estimated time to reach, traffic jam, using GPS, police patrol, sending locations and address via social media application	Geographical
Reading food expiry dates, ingredients, medical websites, drug prescription and leaflet. Writing and searching for disease symptoms, curing and medication, drug doses and side effect, instructions, diabetes, blood pressure and family and child care issues	Medical
Reading and writing Shopping lists, cooking prescriptions, utilities bills (water, electricity, internet and housing rental), menu of food and drink, reading and writing food and drink orders, writing and reading from cooking websites, reading food items in the mall and their prices, reading from fashion websites about styles, clothes and prices.	Daily living
Reading and writing for word games, children stories, kids movies, drawings, puzzles	Entertainment
Reading and writing from and to political party, the president speeches, suggestions replying other parties critique and elections	Political

6.3 Research Question Three
6.4 What are the most frequent types of students' families members home literacy practices and
    their functions associated with their first language and second language?
To compare between the home literacy practices and their functions according to Arabic or English language, Table (9) classified and categorized these functions under three categories which are; Arabic and English. Moreover, the classification included the most and less frequent and prevalent home literacy practices under these categories.

Table 9 Comparing home literacy functions according to Arabic and English languages

Most frequent literacy functions		
Literacy function	Arabic	English
Academic	X	✓
Social	✓	X
Digital	✓	✓
Educational	✓	✓
Religious	✓	X
Mathematical and Numerical	✓	✓
Less frequent literacy functions		
Literacy function	Arabic only	English only
Medical	✓	✓
Financial	✓	✓
Daily living	✓	✓
Geographical	X	✓
Entertainment	✓	✓
Work related	✓	✓
Political	✓	X

As noticed from table (9), the most frequent literacy practices that were performed in Arabic language only were related to social and religious literacy functions while the most frequent literacy practices that were performed in English language only were related to academic literacy function and the most frequent literacy practices that were performed in both languages were related to Digital, educational and mathematical and numerical literacy functions. Moreover, the less frequent literacy practices that were performed in Arabic language were related to political literacy function while the less frequent literacy practices that were performed in English language were related to geographical literacy function and the less frequent literacy practices that were performed in both languages were related to medical, financial, daily living, work related and entertainment literacy functions as illustrated in Table (10).

Table 10 *Jordanian families Home literacy functions vs. languages*

	Most frequent	Less frequent
Arabic language	Social, Religious	political
English language	Academic	Geographical
Both languages	Educational , technological and mathematical and numerical	Medical, Daily living , financial, work related and entertainment

7. Discussion

During the classification and categorization of the home literacy practices and their functions, a real dilemma encountered the classification of the literacy practices to serve one

literacy function as the majority of specific literacy practices served various functions as in some cases one literacy practice served three functions. For example, in social literacy practices, the families were using smart phones, laptops associated with social media applications in communicating with their friends and relatives and during the communicating process they discussed topics related to medical and daily living issues. The social literacy practices then served many literacy functions such as digital, numerical and other functions. Therefore, there are crossed or integrated literacy functions resulted from one literacy practice. As the notion of multiliteracies or multiple literacies incorporate the perspective that in human life there are variousliteracies such as social, religious and educational but they don't negotiate deeper how such literacies may be integrated or crossed to serve one main function and other sub- literacy functions. It is important to mention that there are main home literacy practices that are integrated or crossed with other sub literacy practices to serve main and sub-literacy functions. Table (11) illustrated all the literacy practices that are intersected or crossed to serve diverse literacy   functions.

Table 11 home literacy practices crossed literacy functions

Home literacy function	integrated with	Examples
Academic	Digital	Academic search engines and data bases, exchanging emails and messages with academic supervisor, downloading academic materials, university websites and online services
Social	Digital Religious Medical	Using computers and smart phones for social media applications such as facebook, WhatsApp and viber in communicating with relatives and friends. Exchanging religious messages, posts and wishes in certain religious occasions via social media applications. Discussing family health care with relatives and friends
Educational	Digital Mathematical Numerical Religious	Using computers to learn (educational cartoons and games, DVDS and kids movies). Reading holy Quran, prophet speech and tales, reading and writing numbers and make calculations.
Religious	Digital	Exchanging religious texts posts and wishes in certain religious occasions via social media applications, printing religious stories from religious websites
Daily living	Digital Numerical Financial	Conducting utilities bills payments via ATM or online banking services, checking the prices of each item and calculating the total cost, using

	Medical	digital electronic and electric items with display screens, surfing fashion websites, cooking websites, medical websites and checking the shopping items expiry dates
Medical …Continued	Digital numerical	Searching medical websites for information, the drug doses and instructions, using diabetes and blood pressure digital sets with digital display screen
Mathematical and numerical	Digital Financial Daily living Medical	Using numbers as usernames and passwords to visa card, online banking services accounts, paying bills and rental to different account numbers, calculating the cost of the payments, checking the expenses and the credit, drug doses and items expiry dates
Financial	Digital Daily living Numerical Work related	Conducting online payments to the bills, rental and goods via online banking, using ATM cards and deposit machine, labeling money bags for daily expenses, checking the cost of the items in the mall or food restaurant, checking the expenses to credit on a daily and monthly base, using passwords, receiving TAC codes to confirm payment via SMS , calculating the expenses and selling to find profit
Geographical	Digital Numerical Daily living	Using GPS to allocate places and destinations, sending locations via whatsApp or viber messages, figuring speed limits, estimated time and distance, avoiding routes with traffic jam or tolls, street names and numbers, exit numbers

As noticed from table (11), any literacy function is crossed and integrated with many other literacy functions that defiantly resulted from specific category of literacy practice so when khaled communicated with his friends and relatives socially via social media applications; he performed many literacy functions than just the social literacy. Being able to use the smart phones and computers and social media application is Digital function and reading and writing numbers or making calculations during the session is mathematical and numerical function and when Saher exchanged information with her friends and relatives via facebook, whatsApp and Viber about family health issues is medical function.

As established, these literacy functions did not occurred in chronological order rather they occurred in multiple simultaneous and integrated way as they are resulted from multiple simultaneous and integrated home literacy practices. In addition, these multiple simultaneous and

integrated home literacy practices and their functions are divided into two categories: the first one is considered the main literacy practice that led directly to the main literacy function while the others are considered sub literacy practice/s that led to sub literacy function/s and eventually integrated and led to the main literacy practice which in turns led to the main literacy function as illustrated in figure (3). The process of home literacy practices and their functions is considered dynamic, multiple, integrated and simultaneous.
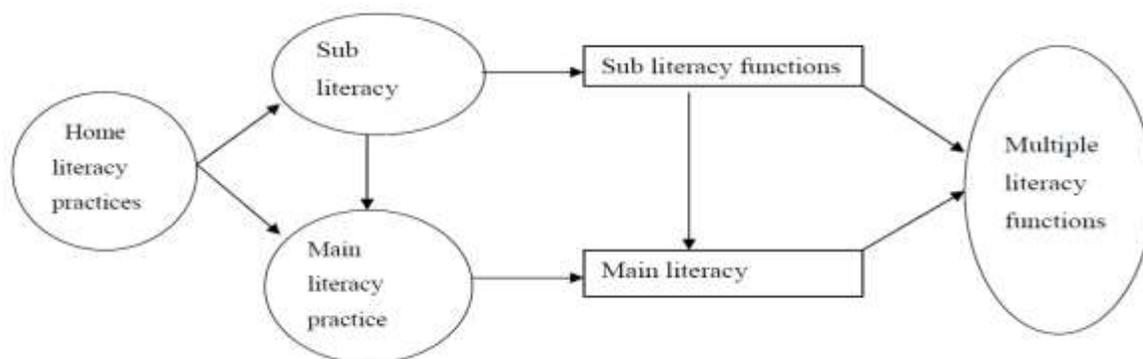
Figure 3.integrated, multiple and simultaneous home literacy practices and functions

To conclude, the integrity and multiplicity of home literacy practices was indicated by Gee (2015:30) who said "Literacy practices should not be viewed as solo concepts, but they should be viewed as fully integrated with and interwoven into wider practices that engage beliefs, values, interaction and talk". It is important to mention that home reading practices were superior than writing home literacy practices as the numbers of literacy events that generated reading literacy practices are significantly notable than the writing ones. For example, when Saleh family went to the food restaurant, they read the food and drinks menu, read the cost of each meal or drink, read the bill and just wrote the order. In the mall, they read the food items, the expiry dates, the ingredients, the prices, the shopping list and the shopping bill to check the items and their prices and calculated the total cost while they had just a shopping list written in home. Moreover, to be more specific, the findings indicated that home shared reading of the family members among themselves are less frequent than the shared reading of the families' members with others outside home such as in academic and social media shared reading but generally home shared reading is more frequent than the individual reading.

To conclude, the reading practices generally and shared reading practices specifically are more frequent and prevalent than the writing practices. This finding is consistent with Sackes (2015), Dixon and Wu (2014) and Van Steensel (2006) findings that revealed reading is the most frequent home literacy practices and specifically with Sackes (2015) who indicated that shared reading practices are the most frequent home literacy practices. Upon this finding, shared reading does not necessary mean people have to read face to face or be at the same place as with respect to the digital era, people can share reading from distance instantly via social media

applications which I prefer to call "distance shared reading".

8. Conclusion

The families used different types of home literacy practices to cope with the new cultural and social aspects in the host country. This finding is fully consistent with Street (2012) in discussing the notion of New literacy studies and with Cope and Kalantzis (2009) discussing the notion of Multiliteracies. The pioneer contribution of this study findings is that these varied home literacy practices are not equal which means some home literacy practices found to be more frequent and prevalent (dominate or main) while others found to be less frequent and prevalent(less dominate or sub). Any home literacy practice is composed of main literacy practice and many sub literacy practices that occurred in an integrated, simultaneous, multiple and dynamic way. Therefore, any home literacy practice served multiple literacy functions

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APPENDIX A
Research Questions Guideline

Family Portfolio Questions:- (Will be conducted in 4 visits)				
Questions	Objectives	Period	Source	Developed
1-How long have you been in Malaysia? 2-What is the primary reason of your coming to Malaysia? 3-For how long do you plan to stay in Malaysia? 4- Tell me something about your education and background. 5-Tell me something about your earlier experience of language and culture differences in Malaysia. 6- Tell me about your family social life in Malaysia. -Relation with other families -Exchanging visits with other families -Your children friends (Arab and others) -The language used to communicate with these families -The language used by your children to communicate with their friends	To gain insight about family literacy history to build a family portfolio.	Visits 1,2,3 and 4	Questions1-3 adopted from Alshaboul(2004)	Questions 4-6 to determine the families' educational backgrounds, their social life in Malaysia and their impression about language differences in Malaysian culture.

Research Question One: What are the most frequent types of home literacy practices used by Jordanians' postgraduate students in Malaysia?
Research Question Two: What are the literacy functions associated with the most frequent types of home literacy practices used by these students in Malaysia?
Research Question Three: What are the most frequent types of students' families members home literacy practices and their functions associated with their first language and second language?

Note: Research Question Two and Three will be answered based on research question one data

Questions	Objectives	Period	Source	Developed
1- What are the reading materials in your home? In what language? 2- How often do your family members read? What they are reading? In what language?	- To identify the frequency, availability and diversity of the reading materials in both languages. - To identify the individual reading practices of the family	Visit 5	Alshaboul(2004) just asked "What are you reading?"	Questions 1-2 were developed to fulfill the objectives related to: 1-frequency, availability and diversity of reading materials 2- families members

Questions	Objectives	Period	Source	Developed
	member in both languages			individual reading practices in both languages
Questions	**Objectives**	**Period**	**Source**	**Developed**
3- How often does your child read at home by his/her own? What is he/she reading? In what language? 4- Approximately, how many books (including picture books) do you estimate your child reads in a typical week? In what language? 5- What are the most frequent available reading materials in home for children? In what language?	To identify the children individual reading practices in both languages.	Visit 6	Question 4 adopted from Alshaboul(2004)	Questions 5 and 7 developed to fulfill the objective
Questions	**Objectives**	**Period**	**Source**	**Developed**
6- How often do your family members read with your child or to others? What they are reading? In what language? 7- How often do your family members read to your child or to others? What they are reading? In what language?	- To identify the families members shared reading practices with children in both languages	Visit 7	-	Questions 6 and 7 were developed to fulfill the objective
Questions	**Objectives**	**Period**	**Source**	**Developed**
8- How often do your children read with you or others? What they are reading? In what language? 9- How often do your children read to you or to others? What they are reading? In what language?	- To identify the children shared reading practices with families members in both languages	Visit 8	-	Questions 8 and 9 were developed to fulfill the objective
Questions	**Objectives**	**Period**	**Source**	**Developed**
10- What are the writing materials in your home? 11- How often do your family members write? What they are writing? In what language?	To identify the frequency, availability and diversity of the reading materials in both languages. - To identify the individual reading practices of the family member in both languages	Visit 9	Alshaboul(2004) just asked "What are you writing?"	Questions 10-11 were developed to fulfill the objectives related to: 1-frequency, availability and diversity of writing materials 2- families members individual writing practices in both languages.
Questions	**Objectives**	**Period**	**Source**	**Developed**

12- How often does your child read at home by his/her own? What is he/she reading? In what language? 13- Approximately how many writing tasks (including drawings) do you estimate your child write in a typical week? In what language? 14- What are the most frequent available reading materials in home for children? In what language?	To identify the children individual reading practices in both languages.	Visit 10	Question 13 adopted from Alshaboul(2004)	Questions 12 and 14 developed to fulfill the objective
15- How often do your family members read with your child or to others? What they are reading? In what language? 16- How often do your family members read to your child or to others? What they are reading? In what language? 17- How often do your children read with you or others? What they are reading? In what language? 18- How often do your children read to you or to others? What they are reading? In what language?	- To identify the families' members shared reading practices with children in both languages. - To identify the children shared writing with their families members in both languages.	Visit 11	-	Questions 15 till 18 were developed to fulfill the objective

Research question Three: Who plays the most significant and supportive role in children home literacy practices among the students' families members?

Questions	Objectives	Period	Source	Developed
19- How often do you teach or help your children reading at home? In what language 20-How often do you take your child to a library or a bookstore? 21- How often do you teach or help your child with his/her writing? In what language? 22-Who speaks Arabic more at home, you or your spouse? Who speaks English more at home, you or your spouse? 23-What role do you play within these literacy interactions with your child? 24-How do you classify your interaction with your children?	- To identify who of the family members mostly helped the children with their reading practices. - To identify who of the family members mostly helped the children with their writing practices. - To identify who of the families' member plays the significant role in children literacy learning.	Visits 12	Questions 20 and 22 were adopted from Alshaboul(2004)	Questions 19, 21, 23 and 24 were developed to fulfill the objectives

APPENDIX B

Jordanian families most frequent home literacy practices

Home literacy practices
Reading and writing in English academic papers, thesis and dissertation, Reading and writing to identify the problem, objectives, methodology and findings, reading and writing to answer assignments and exams. Reading and filling up applications form such as visa, progress report, semester registration, changing academic supervisor. Reading and writing via email and social media from the academic supervisor
Reading and writing in Arabic via Internet, emails and Social media (Facebook, whatsApp and Viber) from and to relative and friends news, congratulations, condolences , wishes, Posts, comments and social events (marriages, births, betroths, graduations, deaths, birthdays, sickness, accidents and travelling), messages and reminders, communicating and chatting with friends and relatives.
Reading and writing in English and Arabic by using computers and smart phones and their applications such as: Social media applications (facebook, WhatsApp and Viber), emails, searching engines (fashion, medical and cooking websites) online banking applications, ATM machine, online shopping , electronic and electric housing items and their display screens, calculators and academic data bases, DVDs and DVDs player, remote controls, digital washing machines, microwaves, air-condition , LCD TV, remote controls, electric oven
Reading and writing mostly in Arabic and sometimes in English school subjects, texts, questions and answers, exams and quizzes, dictation, educational and white boards (numbers, alphabets and names of fruits, vegetables, animals, days of the week and months) and homework.
Reading the holy Quran, prophets tales, prophet Mohammed speech, Azan reading and writing Friday wishes, , wishes and congratulations in Muslims holy occasions (Islamic New Year, prophet Mohammed birthday, Friday prayer, fasting month, eidalfitri (eating day) and pilgrim days via books and social media applications.
Reading and writing numbers (the lift, speed limit sign, time, bills, pages, exercises, counting up and down, educational boards, and electric and electronic digital display screen). Reading and writing to solve equations, mathematical shapes (square, rectangle, triangle and circle), calculations and mathematical rules, calculating area, dimension and length, prices and cost, pin codes, username and password, numbers in bills and receipts.
Reading the cost of the utilities bills, receipts, invoices, salaries, expenses, selling cost, profit calculating the total cost, reading and checking the items prices, conducting payments via ATM and online banking account,

reading and writing the customers' orders, checking the food items with the food suppliers, calculating the expenses and selling, calculating the profit, revising bills and receipts, searching and reading food websites and factories prices promotions

Reading names of cities and streets form road directional boards, signs , speed limit , distance, turns, roundabout, the next gas station, distance to the destination, estimated time to reach, traffic jam, using GPS, police patrol, sending locations and address via social media application

Reading food expiry dates, ingredients, medical websites, drug prescription and leaflet. Writing and searching for disease symptoms, curing and medication, drug doses and side effect, instructions, diabetes, blood pressure and family and child care issues

Reading and writing Shopping lists, cooking prescriptions, utilities bills (water, electricity, internet and housing rental), menu of food and drink, reading and writing food and drink orders, writing and reading from cooking websites, reading food items in the mall and their prices, reading from fashion websites about styles, clothes and prices.
Reading and writing for word games, children stories, kids movies, drawings, puzzles

Reading and writing from and to political party, the president speeches, suggestions replying other parties critique and elections