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Exploring Literacy Practices of Primary School Pupils: A Case Study in Greek Education

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Abstract. Contemporary research approaches literacy as the social skill to communicate effectively across diverse sociocultural contexts, examining it within specific social activities as literacy practices. This study aims to investigate the convergences and divergences between the in-school and out-of-school literacy practices of twenty 10-11-year-old pupils of one class. The research employs methodological triangulation, combining qualitative and quantitative tools: A pupil questionnaire and home-based observation to explore out-of-school practices, and a pupil questionnaire alongside a teacher interview to examine in-school practices. The data are then interpreted through Halliday & Hasan's (1989) tripartite model, which differentiates between mode (means of communication), field (content of communication) and tenor (relationship among participants), in order to reveal areas of convergence and divergence between the two contexts. The results show that most convergences between in-school and out-of-school literacy practices occur at the level of mode, as pupils frequently use modern digital media in both contexts. In contrast, at the level of field and tenor, the school and the teacher overlook the children's interests related to mass culture and restrict their agency in shaping school literacy. The neglect of pupils' interests shown by the study confirms the home-school mismatch hypothesis, leading to significant social and learning consequences. Therefore, the study aims to serve as both an example and an encouragement for educators to adopt an ethnographic stance and systematically investigate their students' literacy practices.

Keywords: literacy practices; home-school mismatch; popular culture; agency; primary education

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1. Introduction

The rapid technological and cultural changes that have occurred globally over the last half century have drawn increasing research attention to the concept of literacy. Within contemporary approaches, “literacy” is conceptualized as a social practice that is culturally, socially and ideologically shaped through individuals’ processes of socialisation (Abrams et al., 2017; Baynham, 1995). Despite this theoretical shift, international research demonstrates that educational systems continue, to a large extent, to adopt a traditional view of literacy. As a result, schools often overlook pupils’ diverse out-of-school sociocultural and linguistic experiences, thereby reinforcing the mismatch between home and school (Luke, 2004; Scott et al., 2026).

Within this context of mismatch, international research highlights the need to investigate pupils’ literacy practices (see, indicatively, Alston-Abel & Berninger, 2017; Curry et al., 2016; Forsling & Tjernberg, 2023; Kalantzis & Cope, 2012; Marsh et al., 2017; Scott et al., 2026). However, in the Greek (Fterniati et al., 2013; Koftsitsidis, 2019; Koutsogiannis, 2011a; Koutsogiannis & Adampa, 2022; Manoli, 2019; Maroniti, 2017; Stamou et al., 2014; Tsami et al., 2014) and Cypriot contexts (Tsoukka, 2023), relevant studies conducted over the last decade remain relatively limited. Although existing research demonstrates that literacy practices are shaped by sociocultural and technological conditions, many of the findings (particularly those concerning the Greek context) are either limited in scope or no longer reflect contemporary realities.

Rapid technological development and broader societal changes continuously reshape children’s literacy practices, rendering research findings context and time sensitive (Koutsogiannis, 2011a). Therefore, the investigation of pupils’ literacy practices remains an evolving field of inquiry that requires sustained attention within educational research. Moreover, research indicates that teachers are not adequately prepared to investigate their pupils’ literacy practices (Oikonomakou & Papakitsos, 2021), highlighting the need to support teachers in systematically exploring pupils’ literacy practices and recognizing out-of-school literacy practices as potential resources for classroom learning (Cox, 2011).

To address these gaps, the aim of the present study is to examine the out-of-school and in-school literacy practices of twenty 10-11-year-old pupils from a single class and to investigate points of convergence or divergence between them. More specifically, the study addresses the following research questions:

1. What are the pupils’ out-of-school literacy practices?
2. What are the pupils’ in-school literacy practices?
3. To what extent do pupils’ in-school and out-of-school literacy practices converge or diverge?

The contribution of the study can be considered at the educational, social and research levels. At the educational level, the study contributes by providing a case study example of how teachers may systematically investigate their pupils’ literacy practices through the use of complementary research methods and perspectives, while highlighting the potential value of recognizing pupils’ out-of-

school literacy practices as resources for teaching and learning and informing more learner-centered approaches to literacy education. At the social level, the study contributes to questioning assumptions that associate legitimate school literacy primarily with traditional literacy practices and texts, particularly those connected with high culture, while highlighting the value of pupils' engagement with diverse forms of popular and everyday literacy (Gee, 2008; Kalantzis & Cope, 2012). Finally, at the research level, the study contributes empirical evidence to research on pupils' literacy practices in the Greek and international contexts, while providing a basis for further research involving larger and more diverse samples and educational contexts, as well as for investigating how out-of-school literacy practices can be meaningfully incorporated into classroom settings.

2. Literature Review

2.1 New Literacy Studies

Contemporary debates on literacy are rooted in two major sociocultural and technological transformations that emerged in the late twentieth century (Abrams et al., 2017; Cope & Kalantzis, 2000a; The New London Group, 1996). On the one hand, large-scale migration movements reshaped demographic compositions and fostered increasingly dynamic encounters among cultures. This development highlighted the need to examine communication within its context of use, since meaning is shaped by cultural contexts and their associated conventions (Bianco, 2000; Cope & Kalantzis, 2000a; The New London Group, 2000).

On the other hand, technological developments have foregrounded the multimodal nature of communication, demonstrating that meaning is constructed through multiple semiotic modes (e.g. audiovisual) beyond written and spoken language (Kress, 2000; Kress, 2003). As a result, multiculturalism and multimodality came to constitute central dimensions in the study of linguistic interaction, paving the way for new theoretical perspectives on communication and literacy. This shift was particularly advanced through the theoretical perspective of "New Literacy Studies", which contributed significantly to the reconceptualization of literacy in response to contemporary social and communicative realities (Gee, 2008; see also Street, 2003).

According to traditional definitions, literacy primarily refers to knowledge and skills associated with reading and writing in the dominant language (Abrams et al., 2017; Gee, 2008; The New London Group, 1996). However, this narrow and decontextualized understanding of literacy has proven insufficient in addressing emerging social and educational demands, including the effective use of digital technologies, intercultural communicative competence, and the development of critical and creative thinking (Cox, 2011; The New London Group, 2000).

In response, the field of New Literacy Studies broadens the understanding of literacy, viewing it not merely as a fixed set of abstract skills and knowledge, but as a socially and culturally situated practice. "Literacy" is therefore conceptualized as encompassing the effective and critical understanding, interpretation and production of oral, written and multimodal texts across diverse communicative contexts, always in relation to the demands of particular

sociocultural settings (Abrams et al., 2017; Archakis & Tsakona, 2012; Kalantzis & Cope, 2012; Tsami et al., 2014). Consequently, literacy came to be viewed as a complex social practice with a strong sociocultural dimension (Baynham, 1995). From this perspective, literacy is understood not as a single, uniform phenomenon but as multiple literacies, or “multiliteracies” (Cope & Kalantzis, 2000c), closely linked to individuals’ experiences of socialization.¹²

Within this perspective, literacy(ies) cannot be studied as a neutral or decontextualized phenomenon but must instead be examined as a situated social practice (Gee, 2008). The concept of literacy practices reflects this inseparable relationship between literacy and its enactment in society, as they form “*a bridge between literacy as a linguistic phenomenon and the social context in which it is embedded*” (Baynham, 1995). As Baynham (1995) further argues, literacy practices involve “*not just what people do with literacy but also what they make of what they do, how they construct its value, the ideologies that surround it. The practice construct implies both doing and knowing*”. Accordingly, a central principle of New Literacy Studies is that language, literacy and socialization are deeply interconnected, since individuals participate in literacy practices through language during processes of socialization and, in doing so, develop particular literacy identities (Bulfin & Koutsogiannis, 2012; Kalantzis & Cope, 2012; Koutsogiannis, 2011a). Consequently, understanding the sociocultural characteristics of a given context becomes essential for examining the literacy practices embedded within it (Baynham, 1995).

2.2 Out-of-school Literacy Practices

This article examines the literacy practices of primary school pupils, with particular emphasis on their out-of-school and in-school literacy practices. This distinction is made conventionally based on the social environments in which these practices occur, referred to by Baynham (1995) as “domains” of literacy. More specifically, the researchers investigate children’s out-of-school literacy practices within the home environment, a primary context for socialization and expression of personal interests, whose characteristics, such as available technologies, language practices, and family culture, directly shape these practices.

More specifically, recent research indicates that children’s out-of-school literacy practices have increasingly shifted from print-based materials towards digital and multimodal media, a development closely linked to the growing availability of digital technologies within the home environment (Curry et al., 2016; Kress, 2003; Marín & Castañeda, 2023; Marsh et al., 2017). In light of this trend, Marín and Castañeda (2023) emphasize the need to foster digital literacy within school, proposing specific ways of integrating new technologies to support more equitable and democratic forms of contemporary education. Research conducted in the Greek context, including studies by Koutsogiannis (2011a), Stamou et al. (2014) and Tsami et al. (2014) similarly confirms the growing prominence of

¹ In this article, the term “literacy” is used in the singular to refer to the broader conceptual framework encompassing multiple forms of literacy, including school, visual, digital, critical literacy) (see Cope & Kalantzis, 2000c).

digital media in children's out-of-school literacy practices, underlining the importance of cultivating digital and multimodal literacy skills in educational settings. Among these practices, digital games (e.g. videogames) appear to occupy a particularly prominent position (see also Koftsitsidis, 2019), constituting a multimodal form of engagement associated with the development of problem-solving, storytelling, collaboration, rapid decision-making, critical thinking, goal-setting, and organizational skills (Gee, 2003; Koutsogiannis & Adampa, 2022; Prensky, 2001).

Regarding the content of pupils' out-of-school literacy practices, research indicates that children's out-of-school interests revolve around texts associated with popular or mass culture, including cartoons, television series, online games (see Fterniati et al., Koutsogiannis & Adampa, 2022; Marsh et al., 2005; Marsh et al., 2017, among others). This culture is expressed through a range of media and cultural products, including popular music, television, films, illustrated publications, magazines, comics and digital games (Cope & Kalantzis, 2000b; Kalantzis & Cope, 2012; The New London Group, 2000, p. 16; Tsami et al., 2014).

Along similar lines, Marsh and Millard (2000) view children's engagement with popular culture as an extension of adult culture, situated within a broader commercial supersystem characterized by strong intermedial connections among cultural products (e.g. films, toys, books, clothing, and stickers). Kinder (1991) conceptualizes these intermedial connections as "media intertextuality", referring to the transfer and reappearance of elements from one text or cultural product across multiple media, thereby generating links between different meanings and cultural contexts (see also Marsh & Millard, 2000).

This pattern is clear in the studies of Cox (2011), Marsh et al. (2005), Marsh et al. (2017) and Tsami et al. (2014) which highlight the prominent role of popular culture in children's preferences, as reflected in the strong presence of media-related references across their favoured cultural texts and activities. Nevertheless, popular culture is often stereotypically associated with entertainment and leisure, a perception that contributes to its exclusion from educational settings. Research by Maroniti (2017), for instance, reveals the negative attitudes of both parents and teachers toward the incorporation of popular culture texts in education, while also demonstrating the school's stronger alignment with texts of the so-called high culture (see Section 2.3 for further discussion).

Children's preference for popular culture texts in digital media can also be linked to the concept of "agency", namely

"They realized capacity of people to act upon their world and not only to know about or give personal or intersubjective significance to it. [...] to reiterate and remake the world in which they live, in circumstances where they may consider different courses of action possible and desirable, though not necessarily from the same point of view." (Iden, 1990, as cited in Holland et al., 1998)

Within the terms of the present study, agency can be conceptualised as the users' ability, particularly within digital environments, to select, shape and produce the texts with which they interact (Cope & Kalantzis, 2000a; Cope & Kalantzis, 2000b; Kalantzis & Cope, 2012). This capacity enables users of contemporary technologies to move beyond the role of passive recipients and become active creators and co-constructors of culturally and ideologically shaped content (Cope & Kalantzis, 2000a; Kalantzis & Cope, 2012). From this perspective, agency involves not only the selection and production of texts but also the active negotiation and construction of meanings within particular social and cultural contexts.

This understanding can be further connected to the concept of "figured worlds" developed by Holland et al. (1998), which refers to socially and culturally constructed worlds in which individuals participate, negotiate meanings, and develop identities through interaction with others and with available cultural resources. Within these figured worlds, contemporary children actively participate in and contribute to the construction of popular and mass culture by selecting, interpreting, modifying, and producing cultural texts and content, especially through digital media. In this sense, children are not merely consumers of mass culture but active participants in its ongoing construction and transformation.

Rapid technological development over recent decades has made the concept of agency and its connection with figured worlds increasingly visible (Marín & Castañeda, 2023): In the era of television, radio and newspapers, content was largely predetermined and disseminated from above, while audiences had relatively limited opportunities for choice and participation. The emergence of CDs and DVDs offered users greater flexibility in selecting content, whereas the internet marked a major turning point by providing access to global multimodal texts and multicultural stimuli. Today, with the rise of social media and artificial intelligence, users, including children, not only consume but also produce and publish texts. As a result, contemporary users are afforded a greater degree of autonomy in shaping their literacy practices than previous generations (see indicatively Kalantzis & Cope, 2012).

2.3 In-school Literacy Practices

In-school literacy practices, likewise conventionally distinguished, take place within the domain of "school" and refer to the practices through which school literacy is cultivated. The mission of schooling is generally understood as preparing pupils to participate effectively in both public and private spheres of social life (Cope & Kalantzis, 2000b). Traditionally, this objective has been associated with the development of reading and writing skills in the dominant language (Gee, 2008). However, from the perspective of New Literacy Studies, school literacy must be responsive to the characteristics and needs of particular social groups and aligned with the realities of specific sociocultural contexts (see Section 2.1; Archakis & Tsakona, 2012). In shaping school literacy, educational institutions and authorities, including curricula, textbooks and teachers, play a decisive role (Oikonomakou & Papakitsos, 2021).

In the Greek educational context, language curricula for primary education explicitly encourage the use of texts that “*fall within the interests of the children*” (DEPPS-APS, 2003) and emerge “*from the experience of the pupils*” (Curriculum, 2011). Furthermore, recent curriculum guidelines emphasize “*the possibility of shaping teaching materials through pupils’ own contributions, allowing them to bring texts aligned with their interests and foreground their personal literacy experiences*” (Institute of Educational Policy, 2022).²³

Curricula are implemented in educational practice largely through school textbooks. The current Greek school textbooks were developed between 2003 and 2006 and introduced into schools during the 2006-2007 school year. According to relevant discussion, the writing teams took into account the characteristics of the period and designed the textbooks by drawing extensively on authentic materials from children’s social realities (Fterniati, 2010). Although these textbooks have been recognised as an effort toward modernization and improvement, it is important to note that the textbooks have remained in use for nearly two decades. As a result, despite their innovative orientation at the time of their introduction, questions arise as to the extent to which they can adequately reflect contemporary technological developments and the evolving social realities of pupils.

Furthermore, as Maroniti’s (2017) research indicates, both teachers and parents often adopt a rather reserved stance toward the inclusion of elements of popular culture in schooling, reflecting the widespread perception that school texts possess greater educational and cultural value than children’s out-of-school reading materials (Kalantzis & Cope, 2012). In this sense, school literacy continues to be strongly associated with texts of high culture, namely texts traditionally regarded as sophisticated and culturally valuable, such as literary texts (Bourdieu, 1984; Daenekindt, 2018). Consequently, school textbooks may struggle to reflect children’s out-of-school literacy practices or align with their interests, even though current curricula explicitly encourage such connections. This challenge is further reinforced by the nationwide use of a single textbook for all pupils, a practice that appears to diverge from international educational trends (Koutsogiannis, 2011b).

The establishment of authentic learning environments requires teachers who are open to children’s preferences, out-of-school experiences, and literacy worlds, as well as sufficiently flexible to adapt and enrich teaching materials accordingly (Cox, 2011). Similarly, Forsling and Tjernberg (2023) emphasize that flexibility and a positive stance toward children’s diverse out-of-school environments are essential conditions for the development of inclusive and authentic learning. This,

² Although school literacy extends across the broader educational process and is shaped through the teaching of all school subjects, the present study focuses specifically on the subject of Modern Greek Language. This choice is grounded in the central role that language education has traditionally played in the development of pupils’ literacy, whether through traditional approaches or contemporary perspectives. As a result, language education has become closely associated with literacy development within educational discourse (DEPPS-APS, 2003; Curriculum, 2011; see also Oikonomakou & Papakitsos, 2021).

in turn, presupposes a genuine interest in children's out-of-school realities, requiring teachers to adopt an ethnographic perspective in investigating pupils' everyday out-of-school practices (Cox, 2011). As Kalantzis and Cope (2012) argue, teachers

"[...] are responsible for constructing an environment more in tune to the processes of learning rather than to their being authority figures who transmit non-negotiable learning contents. More than anything, they are responsible for the creation of a welcoming environment that affirms and nurtures the whole person."

However, teachers appear to receive limited preparation for the exploration and creative integration of children's out-of-school practices within classroom settings (Oikonomakou & Papakitsos, 2021). This limitation is also reflected in teachers' strong reliance on textbooks as their primary teaching resource, despite the flexibility provided by current curricula for enrichment of instruction with texts beyond the prescribed materials (Koutsogiannis, 2011b).

2.4 Home-school Mismatch Hypothesis

The reserved or negative stances of teachers toward children's out-of-school literacy practices, combined with uncertainty regarding the methodological approaches and the ethnographic skills required to explore and creatively integrate such practices into classroom teaching, may contribute to the exclusion of pupils' out-of-school literacy practices from the educational process. This tendency may be further reinforced by the relative rigidity of school textbooks and the challenges involved in adapting curricular content to pupils' lived realities (see Sections 2.2 and 2.3).

This gap between in-school and out-of-school literacy has been described in the literature as the home-school mismatch hypothesis (Luke, 2004; see also Bulfin & Koutsogiannis, 2012; Koutsogiannis, 2011a) and has been documented in numerous international and national studies (see among others Alston-Abel & Berninger, 2017; Bernstein, 1990; Bulfin & Koutsogiannis, 2012; Cope & Kalantzis, 2000c; Cox, 2011; Curry et al., 2016; Fterniati et al., 2013; Heath, 1983; Kalantzis & Cope, 2012; Koutsogiannis, 2011a; Koutsogiannis & Adampa, 2022; Manoli, 2019; Marsh, 2000; Marsh et al., 2005; Street, 2003; Tsami et al., 2014).

The mismatch between school and home becomes evident at both technological and cultural levels. More specifically, although efforts have been made to incorporate multimodal forms of communication into teaching, school literacy practices appear to remain limited in their digital integration, largely due to teachers' limited preparation for the pedagogical use of technology (Prensky, 2001). In the same vein, Bulfin and Koutsogiannis (2012) argue that the development of digital literacy in school is not meaningfully aligned with children's out-of-school digital practices, often resulting in changes that remain largely superficial.

However, even when children's in-school literacy practices appear to correspond with their out-of-school practices, they do not necessarily align with their literate identities. A characteristic example is provided by the study of Luttler and Parker (2001), which examines the case of a student who enjoys writing texts and poetry outside school and has constructed a strong identity as a writer (2001). Although such practices lie at the core of traditional school literacy, the student nevertheless experiences a disconnect between the way school seeks to cultivate her identity as a writer and the way she wishes to position herself as one (2001). Similar findings emerge in the study of Curry et al. (2016), according to which children engage in the same, primarily print-based, literacy practices with greater enjoyment at home than at school. This contrast may stem from the more formalized way literacy is promoted in educational settings, where predetermined materials and decontextualized exercises often take precedence over authentic communicative situations directly connected to pupils' interests (Cox, 2011; see also Gee, 2000).

The home-school mismatch is not merely a pedagogical issue, but a phenomenon with significant consequences both for learning and at a broader social level. First, learning that is not meaningfully connected to pupils' experiences is less likely to be perceived as authentic, which may reduce pupils' motivation to participate (Kalantzis & Cope, 2012, p. 160). Secondly, if the development of critical literacy constitutes an important learning objective, the limited incorporation of texts from pupils' out-of-school lives may represent a serious obstacle to its development (Archakis & Tsakona, 2012; Kalantzis & Cope, 2012). Critical literacy is essential for raising awareness of the goals, ideologies, and Discourses embedded in texts, particularly in popular culture texts that construct representations of reality from specific perspectives (The New London Group, 2000). Given that children interact with such texts in their most frequent out-of-school practices, it is important that classroom teaching supports the development of the ability to critically question them (Kalantzis & Cope, 2012).

Finally, at a broader social level, inequalities among pupils are perpetuated, as dominant literacy standards continue to be privileged. As a result, children who have not been socialized into the literacy practices promoted by the school at home are more likely to experience marginalization, including children from cultural, social, economic, and linguistic minority backgrounds (Bernstein, 1990; Chatzidaki et al., 2021; Heath, 1983). The issue of incompatibility between in-school and out-of-school realities is therefore not merely a matter of learning; rather, it is fundamentally social and directly linked to questions of equal opportunity. Thus, instead of functioning as a mechanism for transforming social power relations, the school, through this observed mismatch, appears to operate as a mechanism for reproducing them (Bernstein, 1990).

3. Methodology

3.1 Methodological Design and Approach

The study adopts a mixed-methods triangulation design (Robson, 2002), combining qualitative and quantitative approaches in order to benefit from the strengths of both methodological traditions. Methodological triangulation enables the comparison and cross-validation of findings generated through different methods, addressing the limitations of each method when used independently (Robson, 2002). In the present study, the combination of qualitative and quantitative approaches was considered particularly useful because literacy practices constitute socially situated phenomena that require investigation from multiple perspectives.

Regarding the methodological approach, the aim of the study and the research questions informed the selection of field research as the broader methodological orientation of the study, as it enables the investigation of the phenomenon under study within its natural environment (Babbie, 2016). More specifically, the researchers investigated children's literacy practices both at school and at home, while also considering the social relationships among participants and the cultural dynamics associated with these practices (Babbie, 2016).

Within this broader methodological framework, a case study design was considered the most appropriate research strategy, as it allows for an in-depth examination of how a phenomenon manifests itself within a bounded context, such as a particular school class, which constitutes the research setting of the present study (Babbie, 2016; Creswell & Creswell, 2023).

3.2 Sample and Research Tools

The target population of the study consists of pupils attending fifth grade in Greek primary education. However, given the case study design, the aim of the study is not statistical generalization to this broader population, but an in-depth exploration of literacy practices within a specific educational and social context. Thus, the research sample consisted of twenty fifth-grade pupils from a single classroom in a primary school located in the outskirts of Heraklion, Crete, and their classroom teacher. The participating pupils are residents of the surrounding semi-urban neighborhoods, characterized mainly by a middle socioeconomic profile, allowing the study to explore literacy practices within a specific local educational and social context.

The sample was selected through convenience sampling (Robson, 2002), an approach considered particularly appropriate for small-scale research. In the context of field research, convenience sampling was also considered advantageous, as prior familiarity with the specific school setting facilitated access, while knowledge of the sample's ethnographic profile supported adaptation to its context, and enabled smoother coordination with the rhythms and characteristics of both school and home visits (Robson, 2002). As Hammersley and Atkinson note, convenience sampling can be valuable *"not just in opening up access to social networks and situations but also in tutoring the researcher in how to dress and behave in order to 'fit' into a setting"* (2019).

In order to implement the triangulation design, the data collection process involved three research tools^{3,4}: an anonymous structured questionnaire consisting of closed-ended questions administered to pupils to explore their in-school and out-of-school literacy practices (see Appendix 1); a semi-structured interview with the classroom teacher to investigate the teacher's perspective on in-school literacy practices (see Appendix 2); and participant observation guided by a semi-structured protocol in the home environments of the pupils, aiming to explore their out-of-school literacy practices (see Appendix 3). From the total sample, the parents of four pupils provided consent for their children's participation in the home observation phase, rate that may relate to the requirement of researchers' presence in the participants' homes. The observation protocol was informed by Hymes' ethnography of communication (1974), since literacy practices were examined in relation to the broader communicative contexts in which they took place.

Accordingly, observation focused on the following parameters: setting, scene, participants, ends, key, instrumentalities, norms of interaction and communication, genre of discourse.⁴⁵ Thus, the study combined quantitative data derived from pupils' questionnaires with qualitative data generated through the teacher interview and the home observations in order to enhance the credibility of the findings, provide a more comprehensive understanding of the phenomenon, and enable its interpretation from multiple perspectives (Robson, 2002).

3.3 Research Procedure

One month prior to the main data collection, the questionnaires and the interview protocol were pilot-tested with a sample of ten fifth-grade pupils and one teacher from a primary school located in the same geographical area. The pilot study aimed to identify potential issues regarding the clarity, appropriateness, and comprehensibility of the research instruments and to ensure their suitability for the target participants.

The main research was conducted in March 2025, following approval from the Ethics and Research Committee of the University of Crete (Protocol Number: 41/24-2-2025). After obtaining written informed consent and clarifying the

³ The methodological tools are included in the Appendices in English translation. The original versions of the tools are written in Greek.

⁴ In summary, setting refers to the temporal and spatial setting in which communication takes place, whereas scene concerns the way participants define and interpret that setting. Participants are the individuals involved in interaction, assuming the roles of sender and receiver. Ends refer both to the broader communicative purpose of the interaction and to the individual intentions of participants. Key relates to the general "tone" or "spirit" of the interaction, shaping the style through which communication unfolds. Norms of interaction and communication define the socially and culturally accepted patterns of behavior governing the communicative event, while genre refers to the type of discourse produced, as reflected in its structural and lexico-grammatical characteristics. Finally, instrumentalities concern the mode through which communication occurs, spoken, written, or electronic, depending on the available technological means and participants' access to them (Hymes, 1974).

voluntary and anonymous nature of participation, the researchers visited the classroom and collected questionnaire data during one teaching hour. A few days later, a semi-structured interview was conducted with the classroom teacher, lasting approximately ninety minutes and recorded with the teacher's consent. Finally, four observations were conducted in the home environments of four pupils, each lasting approximately two to three hours and involving the presence of one of the researchers as a participant observer. The observations focused on documenting children's out-of-school literacy practices, their preferences, the use of technological media, and the ways in which the home environment functioned as a space rich in cultural and technological literacy resources.

For the organization and descriptive statistical analysis of the quantitative data, the researchers utilized the statistical analysis software "IBM SPSS Statistics 26" (Muijs, 2010) to calculate frequencies and mean values related to children's in-school and out-of-school literacy practices. For the analysis of the qualitative data, the interview was audio-recorded and subsequently transcribed, with the teacher's consent, while data derived from both the interview and the observations were coded and organized into thematic categories (Robson, 2002).

3.4 Data Organization and Interpretation

To organise and interpret the research findings, the study employed the analytical framework proposed by Halliday and Hasan (1989), approaching children's literacy practices in relation to the broader communicative contexts within which they occurred, through the dimensions of field, tenor, and mode (see Figure 1).

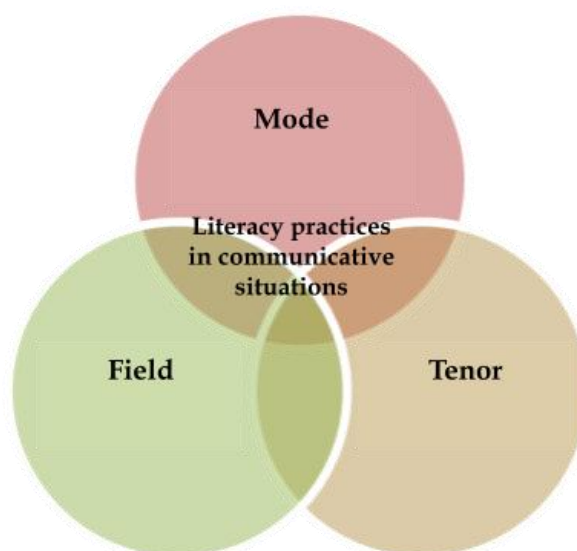


Figure 1: The tripartite model of Halliday and Hasan (1989)

According to Halliday and Hasan (1989), "field" refers to the content, subject matter, and social activity associated with literacy practice, including both its goals and broader communicative purposes. "Tenor" concerns the social relationships among participants and the extent to which these relationships are institutionalized, standardized, or hierarchical. It is closely related to the degree

of emotional distance and frequency of interaction between participants, factors that also shape the style of communication. Finally, “mode” concerns the means and forms through which communication takes place, meaning written, spoken and electronic discourse. In this sense, mode refers primarily to the communicative tools and channels through which literacy practices are realized.

4. Results

4.1 Out-of-school Literacy Practices

The findings regarding children’s out-of-school literacy practices indicate a strong presence of digital and multimodal media, such as video game devices, television or tablets, in their everyday activities. Quantitative data from the questionnaires showed that, in their free time, children engaged daily in watching television (80.0%, N=19), playing non-digital games (70.0%, N=20), watching videos (67.5%, N=20) and playing digital games (62.5%, N=20). By contrast, children appear to engage less frequently in print-based literacy practices, such as reading (37.5%, N=19) and writing (32.5%, N=19) (see Figure 2).

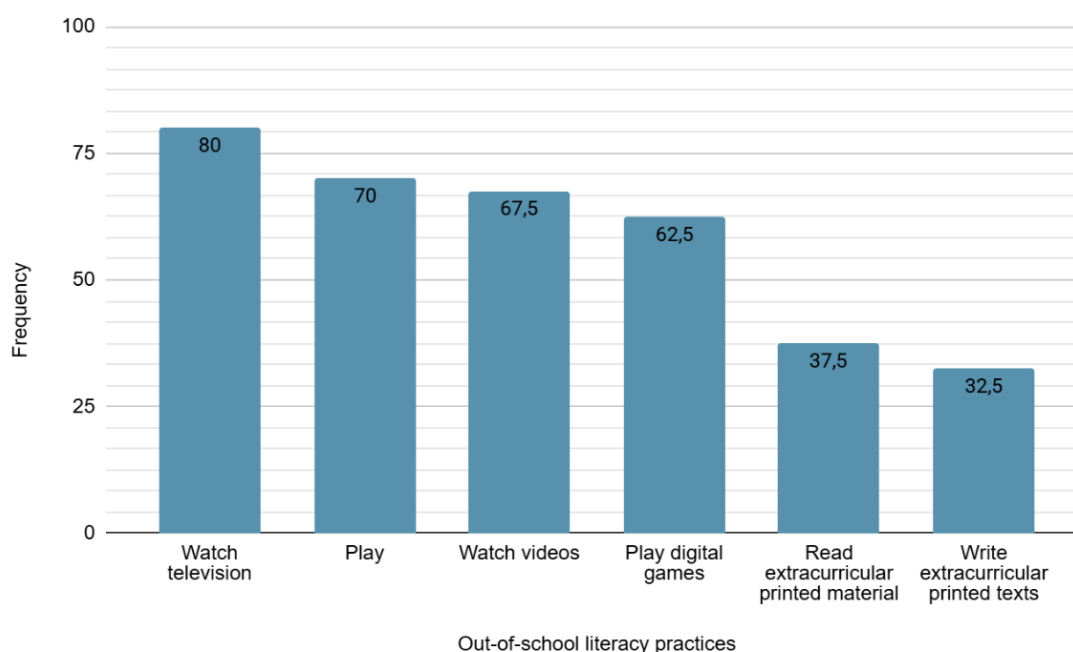


Figure 2: The most frequent out-of-school literacy practices

These findings were further supported by the observation data. All four children regularly used television to watch movies, series and videos, while also using it to connect gaming consoles and play video games. In addition, tablets constituted an important part of children’s everyday literacy practices, being used extensively for gaming, photo editing and experimentation with digital filters, as well as communication with friends. Regarding non-digital play, all four children spent considerable time engaging with board games, card games, Lego, toy weapons and football-related activities. Finally, concerning print-based practices, children reported owning a variety of extracurricular, primarily literary, books; however, they do not express a strong preference for reading them. Instead, they appeared

more interested in specific genres, such as fantasy fiction (e.g. Harry Potter) and football magazines.

Concerning the content of the pupils' out-of-school literacy practices, they appear to engage more frequently with texts featuring animated and comic-style elements, with dominant themes revolving around gaming, popular sports (particularly football) and fictional worlds (e.g. Marvel, Disney, Harry Potter). By contrast, they appear less likely to engage with documentaries, literary texts and informational texts (e.g. encyclopedias) during their free time.

4.2 In-school Literacy Practices

The results regarding children's in-school literacy practices indicate a tendency toward alignment with modern contemporary technological developments. Questionnaire responses revealed that the school classroom is equipped with a range of technological resources, including internet access (100%, N=20), an interactive whiteboard (90%, N=20), a projector (85%, N=20), a computer or laptop (80%, N=20), a television (80%, N=20), and tablets (70%, N=20).

In the interview, the teacher reported frequent use of technology in his classroom teaching to enhance student engagement. More specifically, he explained that he regularly uses the school's available digital resources to present videos and films, primarily documentaries and informational materials depending on the subject taught (*"I also use videos in class", "videos...in history class", "even in religious studies a video would be more interesting for them"*). In addition, he described the use of children's films and/or fantasy films as sources of inspiration for pupils' writing, emphasizing the importance of visual stimuli in generating ideas for writing (*"I definitely want us to watch a film first, to acquire ideas and images [...] so from such a nice film, like Narnia for example"*).

The teacher also referred several times to the use of digital games on tablets, such as quizzes or word clouds, through which he attempts to make lessons more engaging:

"I integrate them into the lesson, we do either exercises or [digital] games, we use them in general", "technology is closer to them, and they are immediately more excited, even a test we have done through a Kahoot game⁵ was more excited, they find it more enjoyable".

On the other hand, the teacher also placed considerable emphasis on printed materials, particularly school textbooks, which he reports using daily, as well as extracurricular printed books. In fact, he explained that, when selecting a text, either from the textbook or from external resources, his primary criterion is whether the text relates to his own interests and "resonates" with him emotionally (*"The first criterion is, depending on the topic of the unit, that it be something similar and something that touches me."*).

⁵ Online tool for creating digital quizzes.

According to him, the aim of texts is to “touch” the reader and, since he considers most textbook texts to be engaging for pupils, he makes extensive use of them: *“I think most of the texts [in school textbooks] are beautiful, they are texts that touch you and can touch children too, that is the aim of a text, to touch the student, to awaken something in him”*. More generally, he emphasized that he also places particular emphasis on children’s literature through literary reading and poetry activities, even though he is aware that these are not among pupils’ preferred practices. He believes that such activities contribute to children’s linguistic development and can compensate for their extended engagement with video games:

“That’s why I always try to have our own lending library in the classroom every year [...] because books are something that children don’t really like [...] to love books, to enrich their vocabulary, their ideas for their essays, when we write. If they don’t have images and only have images from games, from video games, this comes out a lot in their written language.”

Pupils’ questionnaire responses appear to reflect a similar pattern, as they reported that, at school, they most frequently engage in reading (65.0%, N=20), writing (57.5%, N=20) and watching videos (52.5%, N=18) (see Figure 3). Less frequently, they reported playing digital games (37.5%, N=18) and watching movies (32.5%, N=20), while non-digital games appeared to be used only rarely (20.0%, N=19).

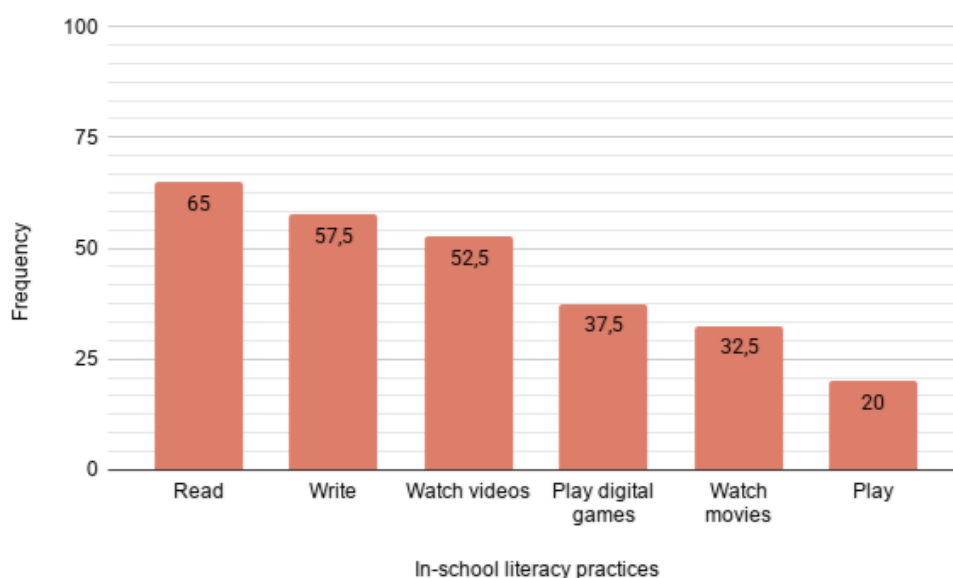


Figure 3: The in-school literacy practices

Regarding the content of audiovisual texts, children reported that the topics they watched most frequently are sports (70.0%, N=20), documentaries and general knowledge content (65.0%, N=20), whereas action (40.0%, N=20) and comedy content (30.0%, N=20) appeared less common (see Figure 4).

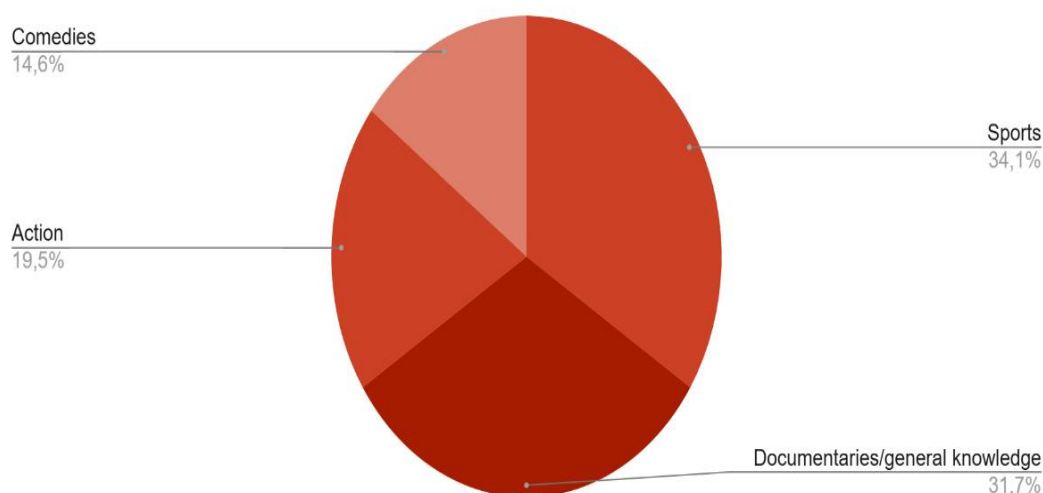


Figure 4: Content of the audiovisual in-school literacy practices

4.3 Convergencies and Divergencies between In-school and Out-of-school Literacy Practices

Overall, the findings reveal both points of convergence and divergence between children's out-of-school and in-school literacy practices. More specifically, the digital and multimodal media with which pupils engage at home are also available at school and utilized by the teacher, potentially enhancing pupils' motivation and contributing to a learning environment that is closer to children's authentic experiences. On the other hand, the emphasis on school textbooks - whether printed or digital- as well as on extracurricular literary books and texts remains considerably distant from children's lived experiences and appears to reflect more traditional teaching approaches.

This tendency is also reflected at the level of content, since the selected teaching materials include textual genres that are not closely aligned with pupils' interests. In particular, the dominance of school textbooks as the primary source of educational material, together with the emphasis on literature and documentaries, contrasts with pupils' preferences for topics and texts related to their preferences, such as video games, fictional and imaginary worlds, and other forms of popular culture.

5. Discussion

Therefore, drawing on Halliday and Hasan's (1989) analytical framework, children's out-of-school literacy practices can be interpreted across the dimension of mode, field and tenor. In terms of mode, that is, the means and media of communication, children mainly engage with digital and multimodal media and texts, including video games, television, tablets, illustrated texts (e.g. comics and paintings) and board games, as indicated by both questionnaire and observation data. These findings are consistent with previous research documenting children's intensive out-of-school engagement with digital and multimodal media, reinforcing the close relationship between available cultural and technological resources and literacy practices (see Section 2.2; Curry et al., 2016;

Marín & Castañeda, 2023; Marsh et al., 2017). As previous studies suggest, such practices provide children with opportunities to produce, receive and process multiple forms of communication and meaning making through modes that extend beyond the traditional boundaries of written and spoken language (see also Kress, 2003).

Furthermore, the affordances of digital media appear to strongly motivate children's engagement, a tendency often attributed to the high degree of agency such media afford (Kalantzis & Cope, 2012; see also Marín & Castañeda, 2023; see also Section 2.2). Both non-digital games, video games and digital platforms (e.g. YouTube) enable children to serve as active participants by selecting, shaping and interacting with texts according to their interests, positioning them as agents in the construction of their out-of-school literacy practices. Thus, at the level of tenor, children appear to exercise considerable agency in shaping their out-of-school literacy experiences, as they actively select and engage with the figured worlds (Holland et al., 1998; see also Section 2.2) in which they participate. These figured worlds, such as video games, in, turn, provide important contexts within which children develop and negotiate their interests, practices and literate identities.

Finally, these interests and identities can be examined through the lens of field, that is, the content and subject matter around which communication is organised. Children's out-of-school literacy practices predominantly revolve around themes drawn from popular culture, such as video games, fictional worlds, comic-style elements and popular sports. In this respect, the findings are consistent with previous research indicating that pupils' out-of-school literacy interests are strongly oriented toward popular culture (see Section 2.2, see among others Coc, 2011; Maroniti, 2017; Marsh et al., 2005; Marsh et al., 2017; Tsami et al., 2014). A particularly prominent characteristic of children's interests was the strong presence of media intertextuality (Kinder, 1991), as elements from their preferred literacy practices extended across multiple contexts and media, including clothing, toys, decorative objects, bed sheets, drawings, and even spoken language.

Turning now to the school context, it is important to consider the extent to which pupils' out-of-school literacy practices are reflected in and incorporated into their in-school literacy experiences. At the level of mode, the teacher appeared to regularly utilise the digital technologies available in the school, with the aim of making the lesson more engaging for pupils. Thus, the study's results suggest a tendency toward modernisation, as reflected in the increasing use of digital media and the teacher's efforts to integrate technology into class teaching, which differs from the predominantly print-based character of schooling reported in previous studies (see, among others, Bulfin & Koutsogiannis, 2012; Koutsogiannis, 2011a; Prensky, 2001). A possible explanation for this differentiation may lie in the teacher's willingness to engage with relevant training, as well as in the changing technological learning demands that have emerged over time.

However, the findings do not entirely contradict previous research, since school textbooks, in both their printed and digital forms, continue to occupy a dominant position, inevitably shaping a large part of the content of in-school literacy. Notably, as discussed in Section 2.3, these textbooks have remained in use for nearly two decades, meaning that a substantial proportion of the texts and cultural references they contain may no longer fully reflect the contemporary cultural and media experiences of pupils. This temporal and cultural distance is also reflected in the content of the literacy practices observed in the school context: the texts taught were mainly associated with high culture, such as literature and documentaries, while only limited elements of popular culture appeared in digital practices (e.g. videos and films).

Accordingly, at the level of field, school literacy in the context examined was primarily associated with texts of high culture and, to a lesser extent, with texts of popular culture. This may also be related to deep-rooted perceptions among teachers and parents regarding the perceived linguistic superiority of high culture texts over those associated with popular culture (Maroniti, 2017). Such perceptions shape corresponding attitudes that devalue or exclude pupils' interests, positioning them as external to the class context (see Section 2.3).

Indeed, in terms of tenor, the findings show a more teacher-oriented organisation of literacy practices, in which pupils' preferences appear to play a limited role, an aspect also highlighted in Cox's research (2001). As reflected in the teacher's statements, teaching materials seem to be determined primarily in a top-down manner, based either on his own interests or, more generally, on the recommendations of educational institutions. According to Holland et al. (1998), this finding can be related to the broader relations of power that play an important role in the construction of figured worlds. Specifically, the teacher and broader institutional factors, such as curricula and textbooks, are embedded within relations of power and hierarchy that influence the roles and degree of agency afforded to different participants.

Within this context, pupils appear to have comparatively limited opportunities to participate in shaping the figured worlds of the class through their own interests, choices and experiences. This contrasts with the greater agency observed in pupils' out-of-school literacy practices, where children actively select and engage with figured worlds that reflect their interests and identities, while also actively contributing to their construction. Such a divergence in the distribution of agency across the two contexts may also have implications for the teacher-pupils relationship, which has been shown to significantly influence pupils' learning and social development (Powell, 2011). In this respect, and in line with Forsling and Tjernberg (2023), the findings point to limited flexibility towards children's out-of-school contexts, which may, in turn, constrain their motivation and the authenticity of learning.

Taken together, the use of modern digital media in the class constitutes the primary point of convergence between pupils' out-of-school and in-school literacy practices. At the same time, the school context appears to continue to overlook pupils' interests and experiences, thereby reproducing the home-school mismatch

(Luke, 2004), an issue documented in numerous international and national studies (see Section 2.4). What the findings of the present study have shown is that, even where convergence occurs in terms of the means of communication, that is, at the level of mode, pupils' interests and agency may remain insufficiently reflected at the levels of field and tenor. This may contribute to a learning environment that fails to adequately incorporate children's out-of-school experiences and in which pupils assume a comparatively passive role (see Figure 5).

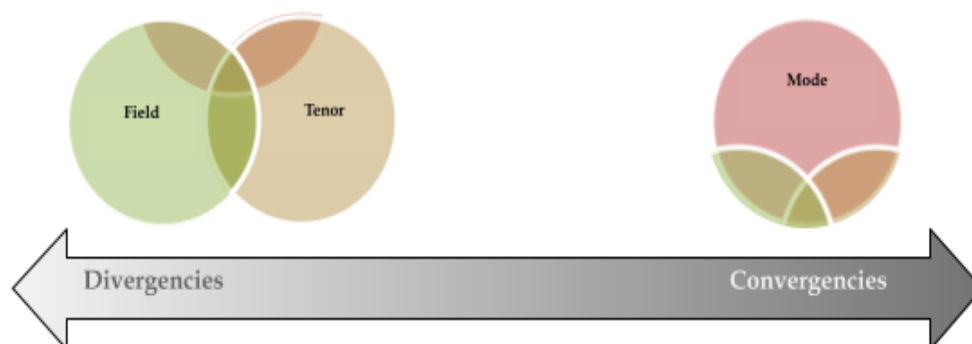


Figure 5: The levels of convergence and divergence between the pupils' in-school and out-of-school literacy practices

6. Conclusion

To summarise, the aim of the research was to investigate the out-of-school and in-school literacy practices of twenty pupils of a Greek 5th grade classroom (aged 10-11 years) and to examine the convergences and divergences between them. The findings revealed a mismatch between in-school and out-of-school literacy practices, an issue widely discussed in the literature as the home-school mismatch. More specifically, while children engage with digital, multimodal and popular-culture texts outside school, these practices are not equally recognised or incorporated into class settings. The results of the study therefore have shown that the home-school mismatch concerns not only texts and media, but also how their interests, cultural experiences and agency are placed within the educational context.

Although digital technologies emerged as an important point of convergence between in-school and out-of-school literacy practices, their superficial use and presence in classes is not enough to bridge the mismatch. What appears to be more important is how school recognises and pedagogically utilises the pupils' out-of-school literacy practices. Bridging the gap between home and school consequently requires approaches that promote children's agency in the co-construction of in-school literacy, based on their authentic experiences. In this regard, teachers can play a crucial role and need to be methodologically supported to act as ethnographic researchers who explore their pupils' out-of-school literacy practices. In this way, teachers may contribute to bridging the gap between school and home and promoting more equitable, creative and authentic learning opportunities for all pupils.

7. Limitations and Implications

Although the findings largely confirm previous research, it is important to acknowledge that they represent only the pupils and the teacher participating in the present study, and, therefore, cannot be generalized to a broader population. In addition, although the limited number of participants involved in the home observation phase does not allow for generalizations as well, the data generated through this method substantially enriched the understanding of pupils' out-of-school literacy practices and confirmed several findings emerging from the questionnaires (such as material indicators that reflected their interests drawn from popular culture).

Taking these limitations into account, future studies could benefit from the use of additional research tools and explore the literacy practices of larger samples, including schools from different geographical and sociocultural contexts. Within the same framework, future research could also include other class teachers, such as subject-specialist teachers, as well as members of pupils' families and close social environments. Furthermore, an interesting avenue for research would be to explore literacy practices through a comparative approach across different age groups or educational stages. Beyond these limitations, the findings of the study have important implications for educational research and practice, as they may serve as a starting point for further investigations into pupils' literacy practices in both the Greek and international contexts. This is particularly relevant for the Greek context, where, as discussed in the Introduction section, recent research on primary school pupils' literacy practices remains limited.

At the same time, the case study nature of the present research does not restrict its potential contribution to educational improvement: on the contrary, it may serve as an example for teachers, encouraging them to adopt a researcher-oriented stance and conduct small-scale case studies within their own class in order to explore and bridge their pupils' literacy practices. Regarding this implication, research shows that teachers are not adequately trained to investigate their pupils' literacy practices (Oikonomakou & Papakitsos, 2021) and that they often rely on textbooks or similar materials as their sole teaching resources (see Section 4.2, Koutsogiannis, 2011b, p. 556). This highlights the need to support teachers, so that they can base the educational process on texts delivered from children's out-of-school context (Cox, 2011, p. 129–131). Looking ahead, it is therefore important to develop appropriate methodological tools that can support teachers in this role. The online toolkit developed inside the Ingenium alliance, freely available for every teacher, serves exactly that purpose (Ingenium European University, 2026).

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Appendix 1: Students' Questionnaire

Dear student,

Thank you for choosing to participate in this research. This document is called a "questionnaire" and it includes questions that will help us in our research project.

We kindly ask you to answer the questions honestly, that is, truthfully. There are no right or wrong answers; ALL responses are correct.

Please remember not to write your full name or any other information that could reveal your identity. In this way, your anonymity is protected, and neither we nor anyone else will be able to identify your responses.

1. Please indicate your gender by marking an X:

a) Boy b) Girl c) Other d) Don't want to mention

2. Please tick (X) all the items you have in your home:

a) Smartphone	
b) Old model phone	
c) Landline Telephone	
d) Computer	
e) Laptop	
f) Tablet	
g) Internet connection	
h) Radiophone	
i) Newspapers/Magazines	
j) Television	
k) CD/DVD player	
l) Extracurricular printed material (books, vocabularies, encyclopedias)	
m) Other:.....	

3. Please circle how often you engage in the following activities:

a) I read extracurricular printed texts (books, encyclopedias...)	Never	Rarely	Sometimes	Often	Every day
b) I write extracurricular texts (diary, stories, letters...)	Never	Rarely	Sometimes	Often	Every day
c) I watch television	Never	Rarely	Sometimes	Often	Every day
d) I surf on internet	Never	Rarely	Sometimes	Often	Every day
e) I play non-digital games	Never	Rarely	Sometimes	Often	Every day
f) I play videogames/digital games	Never	Rarely	Sometimes	Often	Every day
g) I write digital texts (emails, messages...)	Never	Rarely	Sometimes	Often	Every day
h) I read digital texts	Never	Rarely	Sometimes	Often	Every day
i) I listen to/play music	Never	Rarely	Sometimes	Often	Every day
j) I talk on the phone	Never	Rarely	Sometimes	Often	Every day
k) I watch videos	Never	Rarely	Sometimes	Often	Every day
l) I create my own videos	Never	Rarely	Sometimes	Often	Every day
m) I post videos online	Never	Rarely	Sometimes	Often	Every day
n) I look at printed pictures, images and photos	Never	Rarely	Sometimes	Often	Every day
o) I create my own printed images, pictures or photos	Never	Rarely	Sometimes	Often	Every day
p) I look at digital pictures, images and photos	Never	Rarely	Sometimes	Often	Every day
q) I create my own digital pictures, photos, images (do photoshop, take pictures...)	Never	Rarely	Sometimes	Often	Every day

r) I post photos/images online	Never	Rarely	Sometimes	Often	Every day
s) Other:.....	Never	Rarely	Sometimes	Often	Every day

4. Please circle how often you do the following when you go online:

a) I play digital games/videogames	Never	Rarely	Sometimes	Often	Every day
b) I look for information	Never	Rarely	Sometimes	Often	Every day
c) I listen to music	Never	Rarely	Sometimes	Often	Every day
d) I watch videos (on Youtube...)	Never	Rarely	Sometimes	Often	Every day
e) I read/watch the news	Never	Rarely	Sometimes	Often	Every day
f) I communicate with my friends	Never	Rarely	Sometimes	Often	Every day
g) I watch movies/series	Never	Rarely	Sometimes	Often	Every day
h) I visit social media to see others' posts	Never	Rarely	Sometimes	Often	Every day
i) I visit social media to post	Never	Rarely	Sometimes	Often	Every day
j) Without a specific purpose	Never	Rarely	Sometimes	Often	Every day
k) Other:.....	Never	Rarely	Sometimes	Often	Every day

5. Please circle how often you watch the following on television:

a) Animation and cartoon	Never	Rarely	Sometimes	Often	Every day
b) News and informational	Never	Rarely	Sometimes	Often	Every day
c) Cooking	Never	Rarely	Sometimes	Often	Every day
d) Documentaries and general knowledge	Never	Rarely	Sometimes	Often	Every day
e) Reality shows	Never	Rarely	Sometimes	Often	Every day
f) Talent shows	Never	Rarely	Sometimes	Often	Every day
g) Movies	Never	Rarely	Sometimes	Often	Every day
h) Series	Never	Rarely	Sometimes	Often	Every day
i) Comedies	Never	Rarely	Sometimes	Often	Every day
j) Dramas	Never	Rarely	Sometimes	Often	Every day
k) Horror	Never	Rarely	Sometimes	Often	Every day
l) Action/ Adventurous	Never	Rarely	Sometimes	Often	Every day
m) Fantasy	Never	Rarely	Sometimes	Often	Every day
n) Romantic	Never	Rarely	Sometimes	Often	Every day
o) Games	Never	Rarely	Sometimes	Often	Every day
p) Sports	Never	Rarely	Sometimes	Often	Every day
q) Advertisements	Never	Rarely	Sometimes	Often	Every day
r) Other:.....	Never	Rarely	Sometimes	Often	Every day

6. Please circle how often you listen to the following types of music:

a) Children's music	Never	Rarely	Sometimes	Often	Every day
b) Entechno music	Never	Rarely	Sometimes	Often	Every day
c) Folk	Never	Rarely	Sometimes	Often	Every day
d) Rebetiko music	Never	Rarely	Sometimes	Often	Every day
e) Classical	Never	Rarely	Sometimes	Often	Every day
f) Jazz	Never	Rarely	Sometimes	Often	Every day
g) Traditional	Never	Rarely	Sometimes	Often	Every day
h) Pop	Never	Rarely	Sometimes	Often	Every day
i) Rock	Never	Rarely	Sometimes	Often	Every day
j) Metal	Never	Rarely	Sometimes	Often	Every day
k) Rap	Never	Rarely	Sometimes	Often	Every day
l) Trap	Never	Rarely	Sometimes	Often	Every day
m) Other:.....	Never	Rarely	Sometimes	Often	Every day

7. Please circle how often you read the following printed materials:

a) Literature	Never	Rarely	Sometimes	Often	Every day
b) General knowledge/ Encyclopedias	Never	Rarely	Sometimes	Often	Every day
c) Instructional (recipes, toy instructions...)	Never	Rarely	Sometimes	Often	Every day
d) Printed advertisements	Never	Rarely	Sometimes	Often	Every day
e) Comics/Graphic novels	Never	Rarely	Sometimes	Often	Every day
f) Newspapers	Never	Rarely	Sometimes	Often	Every day
g) Magazines	Never	Rarely	Sometimes	Often	Every day
h) Letters	Never	Rarely	Sometimes	Often	Every day
i) Other:.....	Never	Rarely	Sometimes	Often	Every day

8. Please circle how often you write the following:

a) Stories	Never	Rarely	Sometimes	Often	Every day
b) Diary	Never	Rarely	Sometimes	Often	Every day
c) Notes	Never	Rarely	Sometimes	Often	Every day
d) Art texts	Never	Rarely	Sometimes	Often	Every day
e) Letters	Never	Rarely	Sometimes	Often	Every day
f) Other:.....	Never	Rarely	Sometimes	Often	Every day

9. Please tick (X) all the items available in your school:

a) Computer or laptop	
b) Tablets	
c) Internet connection	
d) Radiophone	
e) Newspaper	
f) Magazines	
g) Television	
h) CD/DVD player	
i) Extracurricular books	
j) Interactive whiteboard	
k) Projector	
l) Other:.....	

10. Please circle how often you use the following in school lessons:

a) Computer or laptop	Never	Rarely	Sometimes	Often	Every day
b) Tablets	Never	Rarely	Sometimes	Often	Every day
c) Internet connection	Never	Rarely	Sometimes	Often	Every day
d) Radiophone	Never	Rarely	Sometimes	Often	Every day
e) Newspaper	Never	Rarely	Sometimes	Often	Every day
f) Magazines	Never	Rarely	Sometimes	Often	Every day
g) Television	Never	Rarely	Sometimes	Often	Every day
h) CD/DVD player	Never	Rarely	Sometimes	Often	Every day
i) Extracurricular books	Never	Rarely	Sometimes	Often	Every day

j) Interactive whiteboard	Never	Rarely	Sometimes	Often	Every day
k) Projector	Never	Rarely	Sometimes	Often	Every day
l) Other:.....	Never	Rarely	Sometimes	Often	Every day

11. Please circle how often you do the following activities during school lessons:

a) We surf on the internet	Never	Rarely	Sometimes	Often	Every day
b) We watch videos	Never	Rarely	Sometimes	Often	Every day
c) We create videos	Never	Rarely	Sometimes	Often	Every day
d) We play digital games	Never	Rarely	Sometimes	Often	Every day
e) We play no digital games	Never	Rarely	Sometimes	Often	Every day
f) We read extracurricular books/ texts	Never	Rarely	Sometimes	Often	Every day
g) We listen to music/ we read songs	Never	Rarely	Sometimes	Often	Every day
h) We watch movies	Never	Rarely	Sometimes	Often	Every day
i) We create songs	Never	Rarely	Sometimes	Often	Every day
j) We use modern technologies and tools (AI, eClass...)	Never	Rarely	Sometimes	Often	Every day
k) We read texts	Never	Rarely	Sometimes	Often	Every day
l) We write texts	Never	Rarely	Sometimes	Often	Every day
m) We describe images	Never	Rarely	Sometimes	Often	Every day
n) We create images	Never	Rarely	Sometimes	Often	Every day
o) We use social media	Never	Rarely	Sometimes	Often	Every day
p) Other:.....	Never	Rarely	Sometimes	Often	Every day

12. Please tick (X) which types of music you use in class:

a) Children's music	
b) Entechno music	
c) Folk	
d) Rebetiko music	
e) Classical	
f) Jazz	
g) Pop	
h) Rock	
i) Metal	
j) Rap	
k) Trap	
l) Traditional	
m) Other:.....	

13. Please tick (X) which of the following you watch/create in videos during lessons:

a) Animation and Cartoon	
b) News and informational	
c) Cooking	
d) Documentaries and general knowledge	
e) Reality shows	
f) Talent shows	
g) Movies	
h) Series	
i) Comedies	
j) Drama	
k) Horror	
l) Action/ Adventurus	

m) Fantasy	
n) Romantic	
o) Games	
p) Sports	
q) Advertisements	
r) Other:.....	

14. Please tick (X) what you do when using the internet during lessons:

a) We play games	
b) We look for information	
c) We listen to music	
d) We watch videos	
e) We read/watch news	
f) We communicate with others	
g) We use social media	
h) We use the digital school textbook	
i) We watch movies/series	
j) Other:.....	

Thank you for reaching the end! If you want, you can check whether you have missed any questions!

Appendix 2: Teacher's Interview

Topic:

In-school literacy practices of his students

Date:	Researcher's name:
Time:	
Location:	Teacher's name:

INTRODUCTION

[I present myself]

[I briefly describe the purpose and content of the study.

I briefly reiterate the terms outlined in the participant information sheet that has already been signed.:

(1. Aim 2. Research questions and tools 3. Data protection (mention the recording) 4. Dissemination 5. Voluntary participation)]

WARMING UP

Some simple questions about what he loves about his job.

T1: TEACHER'S PROFILE -Age Could I please ask your age?.....
-Education and career Could you tell me a few words about your educational background? Was the Department of Primary Education your first choice? Did you enjoy studying Education as an academic field? Do you enjoy working as a teacher? How many years have you been working in the teaching profession? Have you pursued any further studies? Could you tell me about any seminars, postgraduate studies, or other professional development programs you have attended? What foreign languages do you speak, and what other skills or qualifications do you have?

--

T2: SCHOOL FACILITIES AND INFRASTRUCTURE

-Availability of Resources

Do you enjoy working at your current school?

What is your opinion of the school's facilities and infrastructure?

Are there any technological resources or tools that you use frequently? If so, how do you use them?

Is there anything you would like to try or implement in this school but are unable to due to limitations in the available facilities, infrastructure, or resources?

Do you use the school textbooks? How often?

--

-Use of digital vs printed/traditional means

Do you think that the use of modern technological tools, as opposed to traditional printed materials, influences your students' participation and engagement in class? Why or why not?

T3: OUT-OF-SCHOOL PRACTICES IN CLASS

-Teaching material

Do you enrich the teaching material with further texts (printed, audiovisual etc) beyond those included in the school textbook? Why/why not?

[if yes] What criteria do you use when selecting these additional texts?

Have your students ever suggested or brought additional texts for use in the classroom? How often? What is your opinion about this practice?

How do you use them?

-Content of teaching material

Do you think the content of the teaching material or of the school textbooks matches the students' interests/ is inclusive?

-His role/stance on bridging the mismatch

What serves as your starting point when planning a lesson? (e.g., the curriculum, textbooks, or your students' needs and interests)

Do you believe that teaching should begin with students' experiences, interests, and everyday world?

How do you learn about your students' interests and the activities they engage in outside the classroom?

In your view, what is the relationship between students' interests, motivation, and learning?

-Videos

Do you use videos in your teaching? If so, how do you incorporate them into your lessons?

What type of content do these videos usually include? Could you provide some examples?

-Internet

Do you make use of the Internet in your teaching? If so, could you tell us a little about how you use it and perhaps provide some examples?

Social media have become an important part of our everyday lives. Do they have a place in your classroom teaching? Why or why not?

<i>-New technologies (AI...)</i> One of the most significant technological developments in recent years has been the emergence of Artificial Intelligence (AI). Do you use AI or other innovative technologies in your teaching practice? If so, how do you use them, and for what purposes?
<i>-Music</i> Do the classroom activities you design incorporate music or songs? If so, what types or genres do you use most frequently? Some contemporary music genres, such as pop and trap, are popular among students but are also considered controversial by some educators. Would you consider incorporating these genres into your teaching? Why or why not?
<i>-Games, toys and videogames</i> Do you ever incorporate games into your classroom teaching, such as charades, board games, ball games, or even video games? Why or why not?

--

[Is there anything else he would like to add?]

--

CLOSING

[I inform him that we have reached the end of the interview. I thank him for his participation and remind him that all information shared during the interview will be treated confidentially and handled in accordance with the agreed data protection and privacy procedures. Finally, I express my sincere appreciation for his time, availability, and willingness to contribute to this research.]

Appendix 3: Observation at Students' Home

Topic:

Students' out-of-school literacy practices

Date:	Researcher's name:
Time:	Students' name:
Location:	Pseudonym:

Situation Mapping Based on Hymes' SPEAKING Model

	What I see	How I interpret it
Setting		
Scene		
Participants		
Ends		

Key		
Instrumentalities		
Norms		
Genre		

EVENT 1: DETAILED DESCRIPTION
Type of activity, technology, content, degree of agency

Type of activity, technology, content, degree of agency

EVENT 4: DETAILED DESCRIPTION

Type of activity, technology, content, degree of agency

EVENT 5: DETAILED DESCRIPTION

Type of activity, technology, content, degree of agency