

P e g g y M a n o l i

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She has been an Assistant Professor of Sociolinguistic Approach to the Multilingual Education at the Department of Educational Sciences and Early Childhood Education of the University of Patras since 2019. She has been a tutor and a coordinator of the MA programme "Language Education for Refugees & Migrants" at the Hellenic Open University. She has participated in many research programmes and teacher development programmes related to socially vulnerable populations, such as refugees/migrants, ROMA, at the University of Thessaly and Hellenic Open University. Her research interests focus on: language teaching in multilingual education, educational material designing for language teaching in multilingual classrooms, and teacher training in terms of the use of inclusive practices in contemporary, highly differentiated educational settings. Finally, she has published her research in high-quality International and Hellenic journals (e.g., *International Journal of Multilingualism*, *International Journal of Bilingual Education and Bilingualism*, *Journal of Early Childhood Teacher Education*), proceedings of International and Hellenic conferences, and book chapters.

Selected Publications

1. Manoli, P., Mpentai, L., & Stellakis, N. (2025). Teachers' lived experiences and practices regarding literacy teaching to refugee preschoolers at Reception and Identification Centres. *Journal of Early Childhood Teacher Education*, 46(2), 428-448. <https://doi.org/10.1080/10901027.2024.2439891>
2. Morali, F., & Manoli, P. (2024). How do refugee children perceive their plurilingualism? Exploring children's representations of their linguistic repertoires through language portraits. *International Journal of Bilingual Education and Bilingualism*, 28(3), 391-409. <https://doi.org/10.1080/13670050.2024.2430257>
3. Michala, M., Manoli, P., Lavidas, K., Koustourakis, G. (2024). What if there is linguistic and cultural diversity in contemporary classrooms? Secondary school teachers' attitudes, practices, and challenges towards student multilingualism. *International Journal of Multilingualism*, 1-17. <https://doi.org/10.1080/14790718.2024.2354702>
4. Stavrakaki, A., & Manoli, P. (2023). Exploring Migrant Students' Attitudes towards Their Multilingual Identities through Language Portraits, *Societies*, 13(7),153. <https://doi.org/10.3390/soc13070153>
5. Manoli, P., Mouti A., & Kantzou, V. (2021). Children with a refugee and migrant background in the Greek formal education: A study of language support classes. *Multilingual Academic Journal of Education and Social Sciences*. 9(1), 1-15, <https://doi.org/10.46886/MAJESS/v9-i1/7294>