

PANAGIOTA (GIOTA) GATSI

Adjunct Faculty Member – [GAL11] Teaching French as a Foreign Language in Childhood / Hellenic Open University

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Panagiota (Giota) Gatsi holds a PhD in Applied Linguistics from the Department of French Language and Literature, Aristotle University of Thessaloniki, where she is a Postdoctoral Researcher. She also holds two Master's degrees, in Francophone Literature and in Didactics of Plurilingualism and Language Policies. She is an Adjunct Faculty Member at the Hellenic Open University in the Programme "Teaching French as a Foreign Language" and Vice-President of the international EDiLiC network. She also teaches Modern Greek as a Foreign Language at the School of Modern Greek Language, Aristotle University of Thessaloniki. She has extensive experience teaching French as a foreign language to children, adolescents and adults and in language teacher education. Her work focuses on language didactics and plurilingualism, with particular emphasis on pluralistic approaches, translanguaging, language awareness, identity texts, inclusive language education, learners' social-emotional empowerment, and the design of plurilingual, inclusive educational materials.

Selected Publications

1. Gatsi, G., Androulakis, G., Simopoulos, G., & Stergiou, L. (2023). The case of schools of family languages for children with a refugee background in Greece. In *Heritage Language Education in Greece and Cyprus*, 78–102. Cambridge Scholars Publishing. ISBN 978-1-5275-3575-6.
2. Gogonas, N., & Gatsi, G. (2021). Language ideologies through the production of identity texts among unaccompanied refugee minors in Northern Greece. In *Challenges and Initiatives in Refugee Education: The Case of Greece*, 3–16. Cambridge Scholars Publishing. ISBN 978-1-5275-6451-0.
3. Gatsi, G., & Dulong, S. (2024). Activités plurilingues au secondaire : Ponts entre l'éducation formelle et non formelle en Grèce et en France. *Nordic Journal of Language Teaching and Learning*, 12(2). DOI: 10.46364/njltl.v12i2.1299.
4. Gatsi, G. (2017). Contribution du texte identitaire au renforcement de l'identité plurilingue et à l'accroissement de la motivation pour l'apprentissage d'une nouvelle langue à l'école. *Revue Méthodal*, 1.
5. Delhaye, O., & Gatsi, G. (2013). Bonnes pratiques pour renforcer l'estime de soi des élèves migrants dans une école primaire en Grèce. *Education et sociétés plurilingues*, 34, 55–67.
6. Gatsi, G. (2019). Nouvelles pratiques et nouveaux outils pour l'intégration de la compétence plurilingue dans la formation initiale des enseignants des langues. In *Pour une éducation langagière plurilingue, inclusive et éthique*, 77–86. ISBN 978-615-5776-32-8.
7. Gatsi, G., & Delhaye, O. (2015). Représentations de l'identité pluriculturelle et épanouissement scolaire : aux «pays magique des plurilingues». *Migrations et société*, 162, 121–138. DOI: 10.3917/migra.162.0121.