

## Andrea Young (short CV)

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English (L1), French (C2), German (B1/B2)

Andrea Young gained her Ph.D. from Aston University (UK) in 1994 for research into motivation and attitudes towards foreign language learning. Since 1998 she has worked at the University of Strasbourg ([INSPÉ](#)) where she is a **Full Professor** of English, co-leader of the [Languages and Society](#) Unit of the research group LiPa (Laboratoire Linguistique, Langues, Parole, UR1339) and **Vice Dean responsible for international relations and language policy** at the Faculty of Education and Lifelong Learning. Her research and teaching interests include **teacher education for the support of second language acquisition, home/school educational partnerships, teacher language awareness and plurilingual and intercultural education**. Andrea collaborates regularly with colleagues working on similar issues at home and abroad (Belgium, Canada, Germany, Greece, Italy, Japan, Luxembourg, Netherlands, Norway, Portugal, South Africa, Spain, Sweden, UK).

## INTERNATIONAL FUNDED PROJECTS:



**2019-2022 Partner in LoCALL European project (Local Linguistic Landscapes for global language education in the school context).**

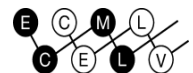
<https://locallproject.eu/>



**2013-2014, Project coordinator of the ECML (European Centre for Modern Languages) project Co-Edu Migrants (Collaborative Community Approach to Migrant Education).**



<https://www.ecml.at/ECML-Programme/Programme2012-2015/Community/tabid/1836/language/en-Gb/Default.aspx>



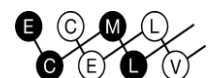
**2013-2014 Partner in LUCIDE (Languages in Urban Communities: Integration and Diversity for Europe), European Commission Lifelong Learning Programme**  
<http://www.urbanlanguages.eu/index.php>



**2004-2007, Partner in TESSLA (Teacher Education for the Support of Second Language Acquisition), European Commission Comenius.** Hancock, A., Hermeling, S., Landon, J. & Young, A. (eds.), *Building on Language Diversity with Young Children: Teacher Education for the Support of Second Language Acquisition*. Münster: LIT Verlag, 2006, 287p.



**2004-2007 Team member of the ECML (European Centre for Modern Languages) project ENSEMBLE (Whole school language policies and profiles),** Young, A. S. & Hélot, C., Parent Power: Parents as a Linguistic and Cultural Resource at School, in Camilleri Grima, A. (ed.), *Ensemble: Promoting Linguistic Diversity and Whole-School Development*, Strasbourg/Graz: Council of Europe / ECML, 2007, pp. 17–32.



## RECENT PUBLICATIONS:

### Edited Books

1. Mary, L., Krüger, A-B., Young, A.S. (eds.) [Migration, Multilingualism and Education: Critical Perspectives on Inclusion](#), Bristol, Multilingual Matters, 2021, 313p.

### Book chapters

1. Young, Andrea S. (2022) Being plurilingual in the language classroom, chapter 15, pp.355-375 in A. Stavans & U. Jessner-Schmid (Eds.), [The Cambridge Handbook of Childhood Multilingualism](#), Cambridge University Press.
2. Mary, L. and Young, A.S. (2021). 'To Make Headway You Have to Go Against the Flow': Resisting Dominant Discourses and Supporting Emergent Bilinguals in a Multilingual Pre-School in France, chapter 7, pp. 112-

- 130 in Latisha Mary, Ann-Birte Krüger & Andrea S. Young (Eds.), [Migration, Multilingualism and Education: Critical Perspectives on Inclusion](#), Bristol, Multilingual Matters.
3. Mary, L. & Young, A. (2020). Teachers' beliefs and attitudes towards home language maintenance and their effects, pp. 444-463 in Schalley, A.C. & Eisenclas, S.A. (eds.), [Handbook of Home Language Maintenance and Development](#). Social and Affective Factors. Handbooks of Applied Linguistics (HAL) 18, De Gruyter Mouton.
  4. Mary, L. & Young, A. (2020) "[The Role of Multi-Media in Expanding Pre-Service Teachers' Understanding of Culturally and Linguistically Diverse Classrooms and Furthering Their Professional Identities](#)", chapter 32, pp. 630-648 in Management Association, I. (Ed.). Accessibility and Diversity in Education: Breakthroughs in Research and Practice. IGI Global. <http://doi:10.4018/978-1-7998-1213-5>. Reprint of Mary, L. & Young, A. (2016) "The Role of Multi-Media in Expanding Pre-Service Teachers' Understanding of Culturally and Linguistically Diverse Classrooms and Furthering Their Professional Identities", pp. 296-314 in C. Wang & L. Winstead (eds.) [Handbook of Research on Foreign Language Education in the Digital Age](#), Hershey, PA, USA, IGI Global.
  5. Siemushyna, Maria & Young, Andrea S. (2019). In which language(s) do you parent? How language(s) used by migrant families influence the realization of parenting functions, pp. 149-171 in Sampson Lee Blair & Rosalina Pisco Costa (eds.), [Transitions into Parenthood: Examining the Complexities of Childrearing. Contemporary Perspectives in Family Research](#), Vol. 15, Bingley, Emerald Publishing Limited.
  6. Hélot, C., Yoshimura, M., & Young, A. (2019). [Educating English Language Teachers to Critical Language Awareness: A Collaborative Franco-Japanese Project](#), pp.197-217 in Mario E. López-Gopar (ed.), [International Perspectives on Critical Pedagogies in ELT](#). Palgrave Macmillan, Cham.
  7. Young Andrea S. (2018) Unpacking teachers' language ideologies in schools in Alsace, France, pp. 70-75 in Kimberly Safford & Liz Chamberlain (eds.), [Learning and Teaching Around the World](#), London & New York, Routledge/The Open University.
  8. Birot-Freyburger, S., Mary, L., & Young, A. (2018). Regards croisés sur des pratiques professionnelles dans une classe de petite section multilingue. In G. Komur-Thillo et S. Djordjevic (eds.) [L'École, ses enfants et ses langues](#). Paris: Orizon, 147-166.
  9. Mary, L. & Young, A. (2018). ["Black, blanc, beur": The challenges and opportunities for developing teacher language awareness in the French educational context](#). In C. Hélot, C. Frijns, K. Van Gorp, & S. Sierens (eds.) [Language awareness in multilingual classrooms in Europe: From theory to practice](#) (Contributions to the Sociology of Language 109). Berlin: De Gruyter Mouton.
  10. Young, Andrea S. (2018) Language awareness, language diversity and migrant languages in the primary school, pp.23-39 in Garrett, Peter & Cots, Josep M. (eds.), [The Routledge Handbook of Language Awareness](#), Oxford, Routledge.
  11. Mary, L. & Young A.S. (2017) From Silencing to Translanguaging: Turning the Tide to Support Emergent Bilinguals in Transition from Home to Pre-school, pp.108-128 in Paulsrud, BA; Rosen, J.; Straszer, B. & Wedin, A. (eds.), [New Perspectives on Translanguaging and Education](#), Bristol, Multilingual Matters, 234p.

#### Peer reviewed journal articles

1. FLOM, Haley and YOUNG, Andrea S. (2022) [Adrift between republican values and plurilingual policies: \(pre\)primary school teachers' reported practiced language policies in Strasbourg](#), *Multilingua Journal of Cross-Cultural and Interlanguage Communication*, <https://doi.org/10.1515/multi-2020-0019>.
2. YOUNG, Andrea S. & MARY, Latisha (2021) [Blurring the borders between research and practice: video as a tool to develop knowledge about language and empower \(student\) teachers in multilingual pre-school classrooms](#), *European Early Childhood Education Research Journal*, 29:3, 351-362, DOI: 10.1080/1350293X.2021.1928720.
3. Mary, Latisha & Young, Andrea (2018) [Parents in the playground, headscarves in the school and an inspector taken hostage: exercising agency and challenging dominant deficit discourses in a multilingual pre-school in France](#), *Language, Culture and Curriculum*, Volume 0, Issue 0, pp.1-15.
4. Mary, Latisha & Young, Andrea S. (2017) [Engaging with emergent bilinguals and their families in the pre-primary classroom to foster well-being, learning and inclusion](#), *Language and Intercultural Communication*, Volume 17, Issue 4, pp. 455-473.
5. Young Andrea S. (2017) ["Non, moi je lui dis pas en turc, ou en portugais, ou en, j'sais pas moi en arabe": Exploring teacher ideologies in multilingual/cultural preschool contexts in France](#). *Bellaterra*, Vol. 10 (2), Language Ideologies and Teaching in Multilingual Contexts, pp.11-24.