FAYTHE P. BEAUCHEMIN

Boston College, Lynch School of Education and Human Development

Department of Teaching, Curriculum and Society

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**Education**

Ph.D., The Ohio State University, College of Education and Human Ecology, Columbus, OH, 2019, Language, Education and Society Program

M.Ed., Boston College, Lynch School of Education and Human Development, Chestnut Hill, MA, 2006, Elementary Education

B.S., Lesley University, Women’s College, Cambridge, MA, 2004, Early Childhood Education, Minor in Family and Childhood Studies

**Academic Positions**

Assistant Professor, Department of Teaching, Curriculum and Society, Lynch School of Education and Human Development, Boston College, 2023-present

Assistant Professor, Department of Curriculum and Instruction, College of Education Human Professions, University of Arkansas, 2019-2023

**Books**

Beach, R. & Beauchemin, F. (2019). *Teaching Language as Action in the English Language Arts Classroom*. Routledge.

**Articles**

\* Doctoral student co-author

Beauchemin, F., Hill, H. & Wilson, M. (in press). Silencing and legitimizing dominant ideologies in literacy. *Journal of Literacy Research.*

Beauchemin, F. & Carpenter de Cortina, R.\* (in press). Broadening the construction of personhood in literacy instruction with multilingual paraprofessional teachers and students. *Research in the Teaching of English*.

Beauchemin, F., Krone, B., Machado, E., Qin, K., Valauri, A. & Hartman, P. (in press). Toward a theory of transgressive classroom language. *Linguistics and Education.*

Beauchemin, F., Shen, Y.\* & Zhang, G.\* (2024). Exploring teacher candidates’ discursive shifts to translanguaging pedagogies in literacy instruction. *Journal of Early Childhood Literacy.* (Special Issue: Translanguaging Pedagogies).

Beauchemin, F. (2024). Copresence in authoring conversations. *Journal of Early Childhood Literacy*. 24(2): 276-297.

Beauchemin, F. & Qin, K. (2023). Bilingual paraprofessional teachers and young children co-constructing affect and play in translingual read-alouds. *English Teaching: Practice and Critique*, 22 (2), 191-207 (Special issue: Playful literacies across cultures: Pluralities of pleasure, affect and living texts).

Qin, K. & Beauchemin, F. (2022). “I Can Do Slapsticks”: Humor as humanizing pedagogy for science instruction with multilingual adolescent immigrant learners. *Literacy Research: Theory, Method and Practice,* 21 (1), *304-322.*

Qin, K. & Beauchemin, F. (2022). “Everybody has to be with everybody”: Languaging relational and intellectual work with multilingual immigrant learners in a science class community. *Linguistics and Education*. 69, 101019.

Beauchemin, F. (2021). Literacy as social: Relational-keys in literacy events. *English Teaching: Practice and Critique*, 20(3), 328-340.

Beach, R. & Beauchemin, F. (2020). Using writing to foster teacher/student trust. *English Journal*, Vol. 109(6), 30-36.

Bloome, D. & Beauchemin, F. (2016). Languaging everyday life in classrooms, *Literacy Research: Theory Method and Practice*, 65, 152-165.

**Book Chapters**

Beauchemin, F. (accepted). Using linguistically diverse picturebooks with occasional languages beyond English with teacher candidates*.* In H. Hong & A.C. da Silva Iddings (Eds.) *Empowering Multilingual Learners: Innovative Approaches to Foster Equity and Inclusivity in Teacher Education.* Routledge.

Beach, R. & Beauchemin, F. (in press). Teachers enacting, establishing, and resisting norms for languaging classroom relations. In P. Kelly, P. Rogers & P. Smagorinsky. *Literacy in Practice and Policy: Essays in Honor of Sheridan Blau*..

Beauchemin, F. (2019). Reconceptualizing classroom life as relational-key. In R. Beach & D. Bloome (Eds.) *Languaging Relations for Transforming Literacy and the Language Arts Classroom*. New York: Routledge.

**Encyclopedia Entries**

Beach, R. & Beauchemin, F. (in press). Employing relational pedagogy and learning through languaging actions to foster social justice. Invited entry for Vol. 6 Language, Literature, Youth and Culture, *Encyclopedia of Social Justice in Education* edited by Arturo Cortez and José Ramón Lizárraga.

Bloome, D., Beauchemin, F., Brady, J., Buescher, E., Kim, M. & Schey, R. (2019). Anthropology of education, anthropology in education and anthropology for education, *International Encyclopedia of Anthropology*, 1-10.

Bloome, D. & Beauchemin, F. (2018). Classroom ethnography, *International Encyclopedia of Anthropology*, 1-10.

**Research Projects**

Beauchemin, F. (Primary Investigator). Exploring children’s and teacher’s narratives of climate justice literacies. Doctoral students: Brenda Luo and Caroline Li. Undergraduate students: Lex Chester and Josie Fields.

Beauchemin, F. (Primary Investigator). Maximizing students’ engagement with culturally and linguistically diverse children’s literature. Doctoral students: Brenda Luo and Caroline Li. Undergraduate students: Lex Chester and Josie Fields.

Beauchemin, F. (Primary Investigator). Examining preservice teachers’ language in literacy instruction. Doctoral students: Rebecca Carpenter de Cortina, Megan Chaffin, Geying Zhang and Yueyang Chen.

Beauchemin, F. (Primary Investigator). Classroom conversations and elementary learning. Doctoral students: Rebecca Carpenter de Cortina, Lexi Woodward, Geying Zhang and Yueyang Chen. Undergraduate students: Natalie Greiner and Maia Hahn-DuPont.

**Sessions and Panels Organized**

*Dignity-ing*: Magnifying the social construction and consequences of dignity-affirming or dignity-denying micro-interactional moments (submitted). With Sarah J. Johnson, Inmaculada Garcia-Sanchez, Ananda Marin, Shirin Vossoughi and Manuel Espinoza.

11th Annual language and social processes mentoring session (submitted). Symposium at the American Educational Research Association Annual Conference, Denver, CO (April, 2025). With Emily Machado, Jungmin Kwon and Tairan Qiu.

Current curricular trends and policies in reading instruction: Considerations for students of color and multilingual learners, Literacy Research Association Annual Meeting, Atlanta, GA (December, 2024). With Lindsey Rowe, Cathy Compton-Lilly, Socorro Herrera and Ester de Jong.

10th Annual language and social processes mentoring session (accepted). Symposium at the American Educational Research Association Annual Conference, Chicago, IL (April, 2024). With Cassie Brownell, Emily Machado, Jungmin Kwon and Tairan Qiu.

Teachers’ experiences with translanguaging theory and pedagogy across contexts (accepted), Symposium at the American Educational Research Association Annual Conference, Philadelphia, PA (April, 2024). With Lindsey Rowe and Huili Hong.

So you’re preparing for the academic job market!, Panel for doctoral students co-organized with Ankhi Thakurta and Celia Reddick at Boston College, Chestnut Hill, MA (October, 2023).

Cultivating culturally sustaining stances in literacy learning: Teachers working with multilingual students across educational settings, Symposium at the Literacy Research Association Annual Conference, Atlanta, GA (December, 2023).

10th Annual language and social processes mentoring session (submitted). Symposium at the American Educational Research Association Annual Conference, Chicago, IL (April, 2023).

Exploring teachers’ incorporation of bi/multilingual literacy practices in elementary classrooms, Symposium at the Literacy Research Association Annual Conference, Phoenix, AZ (December, 2022).

Transgressive language in literacy practices. Symposium at the Literacy Research Association Annual Conference, Atlanta, GA (December, 2021).

Reconceptualizing transgressive language in PreK-12 classrooms. Symposium at the American Educational Research Association Annual Conference, San Francisco, CA (April, 2021).

Co-constructing humanizing research collaborations while working alongside communities. Closing Panel at the National Council for Teachers of English Assembly for Research Vanderbilt University, TN (February, 2020).

Languaging authoring. Paper Session at the Literacy Research Association Conference, Palm Springs, CA (November, 2018).

**Conference Presentations**

\* Doctoral student co-presenter, +K-12 teacher co-presenter

Beauchemin, F. & Woodward, L. **+\*** (submitted). Exploring instructional strategies to affirm languages with fewer pedagogical resources into multilingual reading instruction, American Educational Research Association, Denver, CO (April, 2025).

Beauchemin, F. & Carpenter de Cortina, R. (submitted). Dignity-ing in literacy events: Multilingual paraprofessional teachers and students broadening the construction of personhood, American Educational Research Association, Denver, CO (April, 2025)

Beauchemin, F., Somerville-Braun, J. & Rowe, L. (accepted). Navigating current approaches to literacy instruction with multilingual learners: A comparative case study, Literacy Research Association, Atlanta, GA (December, 2024).

Beauchemin, F. Teacher candidates learning from multilingual children advocating for their linguistic, cultural, and textual rights in translanguaging read-alouds, Literacy Research Association, Atlanta, GA (December, 2024).

Beauchemin, F. Learning from the experiences of pre-service teachers’ translanguaging read-alouds, American Educational Research Association, Philadelphia, PA (April, 2024).

Beauchemin, F. & Qin, K. Affective and playful literacy learning with bilingual teachers and students in reading instruction, American Educational Research Association Annual Conference, Philadelphia, PA (April, 2024).

Somerville-Braun, J., Rowe, L. & Beauchemin, F. “I want to stay, please”: Exploring the academic and social functions of translanguaging in an elementary ESL classroom, American Educational Research Association Annual Conference (April, 2023).

Rowe, L., Somerville-Braun, J. & Beauchemin, F. Negotiating Current Approaches to Literacy Instruction with Multilingual Learners: A Comparative Case Study, National Council for Teachers of English Assembly for Research, Austin, TX (February, 2024).

Beauchemin, F. & Qin, K. Bilingual teachers and young children co-constructing affect and play in translanguaging read-alouds, Literacy Research Association Annual Conference, Atlanta, GA (November, 2024).

Beauchemin, F., Woodward, L.+ & Carpenter de Cortina, R.\* Constructing affirmative stances in translingual literacy instruction, Literacy Research Association Annual Conference (December, 2023).

Beauchemin, F. & Woodward, L. + Leveraging teachers’ instructional strategies in multilingual interactive read-alouds to deepen elementary bilingual students’ literacy learning, National Council for Teachers of English Annual Conference (November, 2023).

Beauchemin, F. & Carpenter de Cortina, R.\* Bilingual paraprofessional teachers constructing linguistic solidarity in a new immigrant destination town. American Educational Research Association Annual Conference (April, 2023).

Beauchemin, F., Carpenter de Cortina, R.\* & Chaffin, M.\*. Broadening the co-construction of personhood in early literacy instruction with bilingual teachers and students. Literacy Research Association Annual Conference (December, 2022)

Qin, K. & Beauchemin, F. The power of classroom examples: Performing identity through participant examples. American Educational Research Association Annual Conference, San Diego, CA (April, 2022).

Rowe, L., Beauchemin, F & Somerville-Braun, J. Translanguaging and languaging as complimentary lenses for analyzing classroom interactions. National Council for Teachers of English Assembly for Research Annual Conference, Online (February, 2022).

Qin, K. & Beauchemin, F. “I Can Do Slapsticks”: Humor as humanizing pedagogy for science instruction with multilingual adolescent immigrant learners. Literacy Research Association Annual Conference, Atlanta, GA (December, 2021).

Beauchemin, F., Hill, H., Wilson, M. Naturalized patterns of silence and disconnection: A critical discourse analysis of a Black female preservice teacher’s experience of teaching literacy. Literacy Research Association Annual Conference, Atlanta, GA (December, 2021).

Beauchemin, F. Languaging emotion in illustration study. The Ohio State Conference on the Impact of Languaging Research on Curriculum and Instruction. Columbus, OH (October, 2021).

Beach, R. & Beauchemin, F. Languaging trusting relations. The Ohio State Conference on the Impact of Languaging Research on Curriculum and Instruction. Columbus, OH (October, 2021).

Beauchemin, F. Copresence in authoring conversations, Literacy Research Association Annual Meeting, Online (December, 2020).

Beauchemin, F. Creating stances towards each other, reading and texts through transgressive language in literacy conversations. Accepted as a Paper Presentation at the American Educational Research Association Annual Conference, San Francisco, CA (April, 2020; Cancelled).

Beauchemin, F. Languaging participant observation, National Council for Teachers of English Assembly for Research Annual Meeting, Nashville, TN (February, 2020).

Hikida, M., Beauchemin, F., Brown, M., Lee, J. & Wilson, M. Learning to language: Preservice teachers’ examination of their own language, American Educational Research Association Annual Meeting, Toronto, ON (April, 2019).

Beauchemin, F. Language as social action in the literacy classroom, Literacy Research Association Annual Meeting, Tampa, FL (December, 2019).

Beauchemin, F. Languaging relationships: Enacting ways of being in literacy events. Paper Presentation at the Literacy Research Association Conference, Palm Springs, CA (November, 2018).

Beauchemin, F. Narratives and language ideologies in languaging daily classroom life. Presentation at the Literacy Research Association Conference, Palm Springs, CA (November, 2018).

Beauchemin, F. Narratives, language ideologies and the relational work of daily classroom life, Presented at the Discourse Analysis Conference for Education Research, Columbus, OH (May, 2018).

Hikida, M. & Beauchemin, F. Examining how preservice teachers reflected on languaging relationships with students: Towards emergence, presence and mutuality, Presented at the American Educational Research Association Annual Conference, New York, NY (April, 2018).

Beauchemin, F. A Languaging perspective on reading and literacy in an elementary classroom, Presented at the National Council for Teachers of English Assembly for Research Annual Conference, Baltimore, MD (March, 2018).

Beauchemin, F. Shared experience in literacy events: A languaging perspective. Presented at the Literacy Research Association Annual Conference, Tampa, FL (December, 2017).

Beauchemin, F. Writing instruction as beingness, languaging and relational-key. Presented at the Literacy Research Association Annual Conference, Tampa, FL (November, 2017).

Beauchemin, F. Languaging carnival: Enacting social life through interrelations in a mathematics event. Presented at the Discourse Analysis Conference for Educational Research, Bloomington, IL (May, 2017).

Beauchemin, F. Languaging everyday classroom life through relational-key. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX (April, 2017).

Beauchemin, F. Transcribing the activity of languaging through the heuristic of relational-key. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX (April, 2017).

Beauchemin, F. Relational dimensions of reading together: An exploration of shared joy in a classroom read aloud. Presented at the Literacy Research Association Annual Meeting, Nashville, TN (December, 2016).

Beauchemin, F. The social construction of key in classroom reading events: Exploring first grade read-alouds. Presented at the Discourse Analysis Conference for Educational Research, Columbus, OH (May, 2016).

Bloome, D. & Beauchemin, F. Toward a language for talking about everyday life in classrooms: Alienation, personhood and the study of classroom literacy events. Presented at the Literacy Research Association Annual Meeting, Carlsbad, CA (December, 2015).

Beauchemin, F. & Dudley-Marling, C. ‘Just think about if this was your life’: Evoking empathy through critical reading. Presented at the National Council of Teachers of English Annual Meeting, Chicago, IL (November, 2011).

**Invited Academic Presentations**

Beauchemin, F. Engaging students and teachers in affirmative stances to multilingualism in reading and writing instruction. Invited presentation at Boston University Wheelock College of Education and Human Development (September, 2024).

Beauchemin, F. & Qin, K. Bilingual teachers and young children co-constructing affect and play in translanguaging read-alouds. Invited presentation for Playful literacies across cultures: Pluralities of pleasure, affect and living texts session, Literacy Research Association Annual Conference (December, 2023).

Rowe, L., Beauchemin, F., Somerville-Braun, J. Translanguaging and languaging as complimentary lenses for analyzing classroom interactions. Literacy Research Association Discourse Analysis Study Group (December, 2021).

Beauchemin, F. Relational-keys of classroom conversations: Exploring jointly emergent emotions, relationships and stances in talk. Invited talk given at Klaipėdos Universitetas, Lithuania (May, 2020).

**Grants**

*Principal Investigator.* Investigating Young Children’s and Teachers’ Narratives of Climate Justice Literacies: A Partnership with Boston Public Schools. Boston College, The Schiller Institute for Integrated Science and Society ($42,643.14).

*Principal Investigator*. Exploring Affect in Literacy Instruction for Young Multilingual Readers and Writers. Boston College, Research Expense Grant ($1,974.00).

*Principal Investigator*. Multilingual Literacy Learning in a New Immigrant Destination Town, University of Arkansas Dean’s Office, We Care Grant ($17,500).

*Principal Investigator*. Summer Research Fellowship, University of Arkansas Dean’s Office ($5,025).

*Principal Investigator.* Examining Culturally Sustaining Teaching Practices for Young Bilingual Students Through Teacher Candidates’ Digital Video Annotation, University of Arkansas Dean’s Office, We Care Grant, Co-PI: Ed Bengtson ($4,949.00).

*Principal Investigator*. Examining Translingual Reading Comprehension Instruction in K-2 English-medium Classrooms*.* Research Grant, University of Arkansas ($10,000.00)

**Honors & Awards**

Harold C. Miles Graduate Fellowship, The Ohio State University, (2018).

College of Education and Human Ecology Travel Grant Award, The Ohio State University, (2017).

Department of Teaching and Learning Travel Grant Award, The Ohio State University, (2017).

Lorraine A. Lange Graduate Fellowship Award Recipient, College of Education and Human Ecology, The Ohio State University (2015).

Harry Moores Scholarship, College of Education and Human Ecology, The Ohio State University (2014).

Boston College Dean’s Award, Lynch School of Education (2006).

Lesley University Presidential Scholarship, Women’s College (2000 – 2004).

**Media Appearances and Digital Work**

AERA Writing and Literacies SIG Podcast: Translanguaging across literacies. (Panelist) <https://www.youtube.com/watch?v=fZNewaQ4qZo>

Interview with Karen Wohlwend on approaches to discourse analysis. Invited talk for the Center for Video and Discourse Analysis. <https://cdave.ehe.osu.edu/> (Interviewer)

Languaging everyday classroom life. Invited talk for the Literacy Research Association “Research 2 Practice” Series. <https://www.youtube.com/watch?v=xuWZr0jkGz0>

 “IN-BETWEEN-NESS” of language. Center for Video and Discourse Analysis Invited Blog Post.

 <https://cveda.ehe.osu.edu/in-between-ness-of-languaging/>

**Invited Professional Development Workshops**

+K-12 teacher co-presenter

Beauchemin, F., Puente, M.+ & Woodward, L.+ Engaging and affirming bilingual readers through multilingual reading instruction. Invited professional development for elementary teachers in Springdale Public Schools, Springdale, AR (August, 2022).

**Higher Education Teaching Experience**

**+** Courses that I have developed

**Doctoral Courses**

**+** Boston College, EDUC 9737, Classroom Ethnography, AU 24

**+** University of Arkansas, CIED 694v: Discourse Analysis in Education Research, SP 23

**+** University of Arkansas, CIED 694v: Ethnography of Literacy and Language, AU 22

**Master’s Courses**

Boston College, EDUC 7543, Teaching Language Arts, SP 24

**Undergraduate Courses**

**+** Boston College, EDUC 210, Teaching Reading, AU 23, SP24, AU 24

**+** University of Arkansas, CIED 4533: Reading Comprehension Through Children’s and Adolescents’ Literature, SP 21, AU 21, SP 22, AU 22, SP 23

University of Arkansas, CIED 3453: Developmental Literacy, AU 20

University of Arkansas, CIED 4363: Disciplinary Literacy, AU 19 & SP 20

**+** The Ohio State University, EDUTL 5226: Literacy, New Media and Creative Pedagogies, AU18

The Ohio State University, EDUTL 5339: Instructional Decision Making and Assessment in Literacy, SP 18

The Ohio State University, EDUTL 5102: Teaching and Learning of Literacy Grades PreK-3, AU 17

The Ohio State University, EDUTL 5468: Reading Foundations, AU 16, SP 17

The Ohio State University, EDUTL 5442: Teaching Reading Across the Curriculum, SP 16

**Supervision**

The Ohio State University, University Supervisor, Early Childhood Education Program,

 2014 – 2017

**Advising**

Caroline Braun, Comprehensive Exam Reader

Ruoxi Guo, Comprehensive Exam Reader

Kierstin Guinco, Dissertation Pre-proposal Reader

Rebecca de Cortina, Doctoral Committee Member

Holly Riesco, Doctoral Committee Member

Afton Schleiff, Doctoral Committee Member

**Public School Teaching Experience**

Classroom Teacher, Third and Fourth Grade, Daniel Butler Elementary School, Belmont Public Schools, Belmont, MA. 2006 – 2014.

**Other Teaching Experience**

Classroom Teacher, Pre-Kindergarten, Another Place to Grow, Arlington, MA. 2005 – 2006.

Art Teacher, Pre-Kindergarten - 5th grade, Fourth Presbyterian Church Summer Meals Program, South Boston, MA. Summers 2002 – 2006, Funded by Project Bread.

**Teaching Certifications**

Early Childhood: Students with and without disabilities, PreK-2, State of Massachusetts

Elementary Education, 1-6, State of Massachusetts

**National Service**

American Educational Research Association (AERA), Language and Social Processes Special Interest Group Treasurer, 2023-present

American Educational Research Association (AERA), Language and Social Processes Special Interest Group Mentoring Session Co-Chair, 2023-present

International Literacy Association (ILA), Grants Committee Member, 2023-present

American Educational Research Association, Critical Perspectives in Early Childhood Education (CPECE) Dissertation Award Committee Member, 2023-present

National Council for Teachers of English Assembly for Research (NCTEAR) Executive Board Member, 2019-present

National Council for Teachers of English Assembly for Research (NCTEAR) Mentoring Committee Member, 2023-present

National Council for Teachers of English Assembly for Research Media and Communications Chair, 2019-2023

Selection Committee for the NCTE LGBTQ+ Advocacy and Leadership Award, 2022-2023

Committee Member of the Graduate Student Welcoming Committee for the National Council for Teachers of English Assembly for Research Annual Meeting, 2016

**University Service**

Committee Member, Early Literacy Committee, Boston College, 2024-present

Committee Member, Diversity, Equity and Inclusion Committee, University of Arkansas, 2021-2023

Committee Member, Search Committee for Childhood Education Tenure-Track Assistant Professor of Culturally Sustaining Pedagogy, 2021-2022

Committee Member, Search Committee for Childhood Education Assistant/Associate Teaching Professor, 2021-present

Committee Member, Scholarship Committee at the University of Arkansas, 2019-2021

Committee Member of the Discourse Analysis Conference in Education Research Organizing Committee at The Ohio State University, 2015 – 2018

Co-coordinator of the Language, Education and Society Community Meeting and Talks at The Ohio State University, 2015 – 2017

**Editorial Boards**

Editorial Board Member, *Research in the Teaching of English*, 2022-present

Editorial Board Member, *Childhood Art: An International Journal of Research*, 2022-present

**Review**

Reviewer for *Linguistics and Education*

Reviewer for *International Multilingual Research Journal*

Reviewer for the *Journal of Language, Identity and Education*

Reviewer for *English Journal*

Reviewer for *English Teaching: Practice and Critique*

Reviewer for *Journal of Teacher Education*

Reviewer for AERA Division G - Section 3: Languages, Literacies and Representations

Reviewer for LRA Area 13: Study Groups

Reviewer for the National Council for Teachers of English Assembly for Research Annual Conference, 2017–present

**Professional Affiliations**

American Educational Research Association (AERA)

Division G: Social Contexts of Education

Division K: Teacher Education

Language and Social Processes SIG

Bilingual Education Research SIG

Critical Perspectives on Early Childhood SIG

Writing and Literacies SIG

Literacy Research Association (LRA)

International Literacy Association (ILA)

National Council for Teachers of English (NCTE)

Early Childhood Education Assembly (ECEA)

Children’s Literature Assembly (CLA)

National Council for Teachers of English Assembly for Research (NCTEAR)

National Council of Research on Language and Literacy (NCRLL)