

Faythe P. Beauchemin

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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

Professional Appointments

- 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
- Lead Classroom Teacher, Daniel Butler Public Elementary School, 2006 – 2014.
- Lead Classroom Teacher, Another Place to Grow Pre-Kindergarten Program, 2005 – 2006.

Books

- Beach, R. & Beauchemin, F. (2019). *Teaching language as action in the English language arts
classroom*. Routledge.

Articles

* Doctoral student co-author

- Beauchemin, F., Somerville-Braun, J. & Rowe, L. (2025). Navigating current reading policy and
curricular approaches with multilingual learners: A comparative case study. *Literacy Research:
Theory, Method and Practice*. <https://doi.org/10.1177/2381337725136477>
- Rowe, L., Beauchemin, F. & Somerville-Braun, J. (2025). Translanguaging and languaging as
complimentary lenses for analyzing classroom interactions. *Journal of Language, Identity and
Education*. <https://doi.org/10.1080/15348458.2025.2521655>

- Somerville-Braun, J., Rowe, L., & Beauchemin, F. (2025). "I want to stay, please": Exploring the academic and social functions of translanguaging in an elementary ESL classroom. *English Teaching: Practice and Critique*. <https://doi.org/10.1108/ETPC-01-2025-0001>
- Beauchemin, F., Carpenter de Cortina, R.* & Somerville-Braun, J. (2025). Other teachers' classrooms: Multilingual paraprofessional teachers' hypothetical language policy implementation narratives. *Anthropology and Education Quarterly*, 56(3), 1-12. <https://doi.org/10.1111/aeq.70029>
- Beauchemin, F., Hill, H. & Wilson, M. (2025). Silencing and legitimizing dominant ideologies in literacy. *Journal of Literacy Research*, 57(1), 6-28. <https://doi.org/10.1177/1086296X251320662>
- Beauchemin, F., Krone, B., Machado, E., Qin, K., Valauri, A. & Hartman, P. (2024). Toward a theory of transgressive classroom language. *Linguistics and Education*, 85, 101356, 1-11. <https://doi.org/10.1177/1086296X251320662>
- Beauchemin, F., Shen, Y.* & Zhang, G.* (2024). Exploring teacher candidates' discursive shifts to translanguaging pedagogies in literacy instruction. *Journal of Early Childhood Literacy* 24(3), 578-604. <https://doi.org/10.1177/14687984241277011>
- Beauchemin, F. (2024). Copresence in authoring conversations. *Journal of Early Childhood Literacy*, 24(2): 276-297. <https://doi.org/10.1177/14687984211070194>
- 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. <https://doi.org/10.1108/ETPC-08-2022-0113>
- 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. <https://doi.org/10.1177/23813377221114766>
- Qin, K. & Beauchemin, F. (2022). "Everybody has to be with everybody": Linguaging relational and intellectual work with multilingual immigrant learners in a science class community. *Linguistics and Education*. 69, 101019. <https://doi.org/10.1016/j.linged.2022.101019>
- Beauchemin, F. (2021). Literacy as social: Relational-keys in literacy events. *English Teaching: Practice and Critique*, 20(3), 328-340. <https://doi.org/10.1108/ETPC-01-2020-0001>
- Beach, R. & Beauchemin, F. (2020). Using writing to foster teacher/student trust. *English Journal*, Vol. 109(6), 30-36. <https://doi.org/10.58680/ej202030782>
- Bloome, D. & Beauchemin, F. (2016). Linguaging everyday life in classrooms, *Literacy Research: Theory Method and Practice*, 65, 152-165. <https://doi.org/10.1177/2381336916661533>

Book Chapters

- Beauchemin, F. (2025). 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. (2025). Teachers enacting, establishing, and resisting norms for languaging classroom relations. In P. Kelly, P. Rogers & P. Smagorinsky (Eds.) *Literacy in Practice and Policy: Essays in Honor of Sheridan Blau*. NCTE.

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. A. Cortez & J. Ramón Lizárraga (Eds.) *Encyclopedia of Social Justice in Education*, 1-10.

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.

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. Developing a technologically innovative, video-based and methodologically focused research lab at LSEHD, Boston College, Academic Technology Innovation Grant (\$30,669).

Principal Investigator. Exploring students' affective responses to multilingual literacy learning in early childhood classrooms, Boston College, Research Incentive Grant (\$15,000.00).

Principal Investigator. Exploring affect in literacy instruction for young multilingual readers and writers. Boston College, Research Expense Grant (\$2,000.00).

Principal Investigator. Multilingual literacy learning in a new immigrant destination town, University of Arkansas, We Care Grant (\$17,500).

Principal Investigator. Summer research fellowship, University of Arkansas (\$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 (\$4,949.00).

Principal Investigator. Examining translanguing reading comprehension instruction in K-2 English-medium classrooms. University of Arkansas, Research Grant (\$10,000.00).

Media Appearances and Digital Work

GBH Under the Radar with Calle Crossley Public Radio Broadcast & Podcast: “A record number of students lack basic reading skills. Can this approach help?” with Dr. Catherine Snow and Siobhan Dennis. <https://www.wgbh.org/news/local/2025-09-19/a-record-number-of-students-lack-basic-reading-skills-can-this-approach-help>

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)

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

“IN-BETWEEN-NESS” of language. Center for Video and Discourse Analysis Invited Blog Post.
<https://cveda.ehe.osu.edu/in-between-ness-of-languageing/>

Sessions and Panels Organized

Dignity-ing: Magnifying the social construction and consequences of dignity-affirming or dignity-denying micro-interactional moments. Symposium at the American Educational Research Association Annual Conference, Denver, CO (April, 2025). With Sarah J. Johnson, Inmaculada Garcia-Sanchez, Ananda Marin, Shirin Vossoughi and Manuel Espinoza.

11th Annual language and social processes mentoring session. 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. 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. Symposium at the American Educational Research Association Annual Conference, Philadelphia, PA (April, 2024). With Lindsey Rowe and Huili Hong.

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).

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

Selected Refereed Conference Presentations

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

Beauchemin, F. & Woodward, L. +*. Adopting translanguaging pedagogies with unequal pedagogical resources across students' languages, American Educational Research Association, Denver, CO (April, 2025).

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

Beauchemin, F. & Woodward, L. Exploring affirmative stancetaking towards multilingualism in a renewed era of English-dominant reading instruction, American Educational Research Association, Denver, CO (April, 2025).

Beauchemin, F., Somerville-Braun, J. & Rowe, L. 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, 2024).
- 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. Languageing 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. Languageing 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 languageing 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 languageing 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 Languageing 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 languageing perspective. Presented at the Literacy Research Association Annual Conference, Tampa, FL (December, 2017).
- Beauchemin, F. Writing instruction as beingness, languageing and relational-key. Presented at the Literacy Research Association Annual Conference, Tampa, FL (November, 2017).

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).

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).

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).

Higher Education Teaching Experience

+ Courses that I have developed.

Doctoral Courses

+ Boston College, EDUC 9737, Narrative Theory and Analysis in Educational Research, FA25

+ Boston College, EDUC 9737, Classroom Ethnography, FA24

+ University of Arkansas, CIED 694v: Discourse Analysis in Education Research, SP23

+ University of Arkansas, CIED 694v: Ethnography of Literacy and Language, FA22

Master's Courses

Boston College, EDUC 7543, Teaching Language Arts, SP24

Undergraduate Courses

+ Boston College, EDUC 210, Teaching Reading, FA23, SP24, FA24, SP25, FA25

+ University of Arkansas, CIED 4533: Reading Comprehension Through Children's and Adolescents' Literature, SP21, FA21, SP22, FA22, SP23

University of Arkansas, CIED 3453: Developmental Literacy, FA20

University of Arkansas, CIED 4363: Disciplinary Literacy, FA19 & SP20

+ The Ohio State University, EDUTL 5226: Literacy, New Media and Creative Pedagogies, FA18
The Ohio State University, EDUTL 5339: Instructional Decision Making and Assessment in Literacy, SP18
The Ohio State University, EDUTL 5102: Teaching and Learning of Literacy Grades PreK-3, FA17
The Ohio State University, EDUTL 5468: Reading Foundations, FA16, 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

Student Advising

Doctoral Advising

Li Yong (Boston College)
Rebecca Carpenter de Cortina (University of Arkansas)
Megan Chaffin (University of Arkansas)

Doctoral and Dissertation Committee Memberships

Caroline Braun (Boston College)
Ruoxi Guo (Boston College)
Kierstin Guinco (Boston College)
Holly Riesco (University of Arkansas)
Afton Schleiff (University of Arkansas)

Master's Advising

Boston College Master's Program in Elementary Education: 15 students

Undergraduate Advising

Boston College Undergraduate Program in Elementary Education: 15 students

Other Teaching Experience

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 Secretary/Treasurer, 2023-present
American Educational Research Association (AERA), Language and Social Processes Special
Interest Group Mentoring Committee 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, Search Committee for Counseling Tenure-Track Assistant Professor, Boston College, 2025-present
Committee Member, Non-Tenure Track Faculty Promotion Committee, Boston College, 2025-present
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

International Multilingual Research Journal
Research in the Teaching of English
Linguistics and Education
Journal of Language, Identity and Education
English Journal
English Teaching: Practice and Critique
Journal of Teacher Education
AERA Division G - Section 3: Languages, Literacies and Representations
LRA Area 13: Study Groups
National Council for Teachers of English Assembly for Research Annual Conference, 2017–2023

Professional Affiliations

American Educational Research Association (AERA)

Literacy Research Association (LRA)

International Literacy Association (ILA)

National Council for Teachers of English (NCTE)

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

National Council of Research on Language and Literacy (NCRL)