



Eurydice Bauer

LRA Board of Directors Nominee

Biography

Dr. Eurydice Bouchereau Bauer is Professor of Language and Literacy and the John E. Swearingen Chair of Education in the Department of Teacher Education at the University of South Carolina. Her research is focused on the literacy development, instruction, and assessment of students from diverse linguistic, economic, and cultural backgrounds, with a specific focus on bilingual literacy. Her research has been published in peer review journals such as *Urban Education*, *Journal of Literacy Research*, *Bilingual Research Journal*, *Language Arts*, *Reading Research Quarterly*. She is the Director of the Center of Bilingualism Matters @USC, which focuses on serving the language needs of South Carolina and the greater region. She served two terms as one of the Lead Editors for *Journal of Literacy Research*. Dr. Bauer is the lead author of *Peer mediation during primary grade literacy instruction in bilingual classrooms* (2022) and "I have magic in my mouf!": Embodied languaging enactments of African American multilingual students in a Spanish-English immersion program" (2024).

Candidate Statement

I started attending LRA as a graduate student in 1993. Over the decades, I have missed few conferences. I have been asked why I am so faithful in my attendance, and there is only one answer, it is my intellectual home. I am thankful for the stimulating conversations I have had with colleagues from across the country. Those conversations played an important role in broadening my views on literacy and multiliteracy. I consider it a privilege to give back to an organization that has given me so much over the years. I am humbled and honored to be considered for the Board of Directors.

LRA has been my go-to organization because my identity is that of a literacy researcher. I have kept my connections to the organization as I explored my research at the University of Georgia, the University of Illinois, and now as the John E. Swearingen Chair in Education at the University of South Carolina. Many of the presentations I have attended called for me to ponder who defines bi/multilingualism, in what context, and what is the impact on students. Throughout my research journey, I have focused on understanding the nature of bilinguals' language and literacy development and its impact on learning across home and school settings. I examine the sociocultural contexts in which literacy takes place and the various roles of the participants. In conducting research I combine two qualitative techniques, ethnography of communication with ethnographic case study research, to develop a method for systematically documenting and

analyzing oral and written discourse, the literacy artifacts and contexts in which the discourses are displayed, and the settings in which the language and literacy events occur.

My rationale for the research I conduct is that identity is an important component to understanding bi/multilinguals. While identity is intimately linked to context, this connection is not always foregrounded in research. How well researchers understand these contexts and students' navigations within their learning spaces have tremendous implications for helping educators adjust what is done in the name of education of culturally and linguistically diverse students. The very characteristics that define students' identities, which allow them to be aware of local linguistic practices and to analyze their learning context (awareness and pride in multilingual skills, use of those skills to resist against perceived arbitrary language restrictions), are the same features that are often disallowed in the school. This mismatch between students' own identities, investment, and future and those established by instruction or by the school writ large is what I argue triggers nonparticipation and dropping out from academic activities. I fill the gap in the literature by focusing on the development and identification of characteristics of identities at the intersection of language, literacy and context.

I have disseminated my research in a variety of peer reviewed journals such as the Yearbook of the National Reading Conference, Reading Research and Instruction, Research in the Teaching of English, Journal of Literacy Research, International Journal of Bilingualism, Journal of Negro Education, The Reading Teacher, Theory into Practice, Journal of language Identity and Education, Urban Education, Language Arts, Reading Psychology, Teachers College Record, Linguistics and Education, Literacy Research: Theory, Method, and Practice, International Journal of Qualitative Studies in Education, and Bilingual Research Journal. Beyond publications, I was the Co-editor for the Second Language Column in The Reading Teacher, Co-editor of Literacy Research: Theory, Method, and Practice, Guest-editor of Theory into Practice, and Editor of Journal of Literacy Research. In addition, I served as a reviewer for several journals such as Urban Education, Journal of Early Childhood Literacy Research, Bilingual Research Journal, Linguistics and Education, and Reading Research Quarterly.

I have served LRA in a variety of roles. I have chaired Area XI: Literacy and Language Diversity and co-chaired the first Multilingual and Transcultural Literacies ICG. I was involved in the discussions with then president of LRA, Dr. Rober Jimenez, on the need for such ICG. I have also reviewed proposals for the annual conferences. I have mentored scholars through the STAR program and organized special panels at the conference such as the one on cultural and linguistic diversity. I also served LRA in the role of Parliamentarian. In my role as parliamentarian, I was tasked with updating and interpreting the Bylaws and revising the Policy and Procedures Handbook (PPH) bi-annually, attending Executive and Board meetings, and making sure the meetings stayed on the agenda and ended at a reasonable time. I also served as one of the editors for the Journal of Literacy Research for two three-year terms and Co-editor for LR:TMP. The Journal of Literacy Research published four issues per year. It was an honor to work with editors from across the U.S.

and Canada to discuss the many wonderful submissions to the two LRA Journals. My work was recognized when I was given the Albert J. Kingston Award for distinguished contributions of service to LRA.

I am a scholar of color who is proud to acknowledge there were many scholars who took the time to see me. Thank you. I stand on the shoulders of all who came before me, and I humbly work to pay it forward. I bring many perspectives to the table that can help continue the dialogue that has started. As a naturalized American and multilingual, I bring the immigrant story to the table at a time when our country seems to be at war with its immigrant origins. I bring my years of experience at LRA, and my desire to support the organization to grow and create a space for all who wish to join. As an organization we will need to: 1. Push back on the new attacks on education 2. Recommit ourselves to conducting research that captures the impact of these policies on all students (rural poor, urban, multilinguals, culturally diverse, etc.) 3. Put our collective minds together to find creative answers to new problems 4. Mentor junior scholars through their development and promotions 5. Explicitly create opportunities for U.S. and international literacy scholars to interact at LRA