

Stanford



Ramon Martinez

Associate Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

John Baker

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Bio

BIO

Ramón Antonio Martínez is an associate professor in the Graduate School of Education and the Center for Comparative Studies in Race and Ethnicity at Stanford University. His research explores the intersections of language, race, and ideology in K-12 public schools, with a particular focus on literacy learning among multilingual children and youth, and the preparation of teachers to work in multilingual settings. In addition to his long-term, community-engaged, and ethnographically informed research, Dr. Martínez actively supports pre-service teachers through his ongoing work in the Stanford Teacher Education Program (STEP). His scholarship has been published in journals such as *Anthropology & Education Quarterly*, *International Multilingual Research Journal*, *Language Policy*, *Linguistics and Education*, *Modern Language Journal*, *Research in the Teaching of English*, and *Review of Research in Education*. Dr. Martínez earned his Ph.D. from the Division of Urban Schooling in the Graduate School of Education & Information Studies at the University of California, Los Angeles.

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Associate Professor, Stanford Graduate School of Education, (2022- present)
- Assistant Professor, Stanford Graduate School of Education, (2015-2022)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Elementary School Teacher, Los Angeles Unified School District (1996 - 2002)
- English Teacher, Prague, Czech Republic (2002 - 2003)
- English Teacher, Mexico City, Mexico (2003 - 2004)
- Adjunct Instructor, Teacher Education Program, University of California, Los Angeles (2004 - 2008)
- Adjunct Instructor, Linguistics Department and Teacher Education Department, California State University, Long Beach (2007 - 2008)
- Assistant Professor, Department of Curriculum and Instruction, University of Texas at Austin (2009 - 2015)

PROFESSIONAL EDUCATION

- PhD, University of California, Los Angeles , Education (2009)
- MEd, University of California, Los Angeles , Education (1997)

- BA, University of California, San Diego , Literature (1994)

Research & Scholarship

RESEARCH INTERESTS

- Achievement
- Diversity and Identity
- Educational Policy
- Immigrants and Immigration
- Literacy and Language
- Poverty and Inequality
- Sociology
- Teachers and Teaching

Teaching

COURSES

2023-24

- Language Policies and Practices: EDUC 388A (Aut)
- Qualitative Analysis in Education: EDUC 450A (Spr)
- Social Interaction Analysis: EDUC 408 (Win)

2022-23

- Language Policies and Practices: EDUC 388A (Win)
- Qualitative Analysis in Education: EDUC 450A (Spr)
- Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities: CHILATST 131, EDUC 131 (Aut)

2021-22

- Language Policies and Practices: EDUC 388A (Win)
- Qualitative Analysis in Education: EDUC 450A (Spr)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)

2020-21

- Language Policies and Practices: EDUC 388A (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)
- Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities: CHILATST 131, EDUC 131 (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Hsiaolin Hsieh, Miriam Leshin, Jim Malamut

Master's Program Advisor

Karen Hoshino, Ana Marini, Anchal Sayal

Doctoral Dissertation Co-Advisor (AC)

Leslie Luqueno, Victoria Melgarejo Vieyra, David Morales, Jane Weiss

Doctoral (Program)

Neida Ahmad, Ed'd Bhagwandeem, Rita Kamani-Renedo, Gabriela Lopez, Leslie Luqueno, CoCo Massengale, Victoria Melgarejo Vieyra, David Morales, Jackelyn Rivera-Orellana, Jane Weiss

Publications

PUBLICATIONS

- **Beyond the English Learner Label: Recognizing the Richness of Bi/Multilingual Students' Linguistic Repertoires** *READING TEACHER*
Martinez, R.
2018; 71 (5): 515–22
- **"Are you gonna show this to white people?": Chicana/o and Latina/o students' counter-narratives on race, place, and representation** *RACE ETHNICITY AND EDUCATION*
Martinez, R. A.
2017; 20 (1): 101-116
- **Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging** *International Multilingual Research Journal*
Martínez, R. A., Hikida, M., Durán, L.
2015; 9 (1): 26-42
- **A digital tool grows (and keeps growing) from the work of a community of writers** *Reading & Writing Quarterly*
Roser, N. L., Wetzel, M. M., Martínez, R. A., Price-Dennis, D.
2015; 31 (2): 185-200
- **¿Puras Groserías?: Rethinking the Role of Profanity and Graphic Humor in Latin@ Students' Bilingual Wordplay** *Anthropology & Education Quarterly*
Martínez, R. A., Morales, Z.
2014; 45 (4): 337-354
- **Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom** *The Modern Language Journal*
Palmer, D. K., Martínez, R. A., Mateus, S. G., Henderson, K.
2014; 98 (3): 757-772
- **"Do they even know that they do it?": Exploring awareness of Spanish-English code-switching in a sixth-grade English language arts classroom** *Bilingual Research Journal*
Martínez, R. A.
2014; 37 (2): 195-210
- **Language Brokering and Translanguaging: Lessons on Leveraging Students' Linguistic Competencies** *Language Arts*
Orellana, M. F., Martínez, D. C., Martínez, R. A.
2014; 91 (5): 311
- **Reading the world in Spanglish: Hybrid language practices and ideological contestation in a sixth-grade English language arts classroom** *Linguistics and Education*
Martínez, R. A.
2013; 24 (3): 276-288
- **Teacher agency in bilingual spaces: A fresh look at preparing teachers to educate Latina/o bilingual children** *Review of Research in Education*
Palmer, D., Martínez, R. A.
2013; 37 (1): 269-297
- **Zoned for Change: A Historical Case Study of the Belmont Zone of Choice.** *Teachers College Record*
Martínez, R. A., Quartz, K. H.
2012; 114 (10): n10
- **'Spanglish' as Literacy Tool: Toward an Understanding of the Potential Role of Spanish-English Code-Switching in the Development of Academic Literacy** *Research in the Teaching of English*

Martínez, R. A.
2010: 124-149