

Stanford



Ramon Martinez

Assistant Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

John Baker

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Bio

BIO

Dr. Martínez explores the intersections of language, race, and ideology in the public schooling experiences of students of color, with a particular focus on bi/multilingual Chicana/o and Latina/o children and youth. His research examines: (1) the everyday language and literacy practices of students of color, and the ways that these practices overlap with the forms of language and literacy privileged in academic settings; (2) the competing ideologies that inform language policy and classroom practice in urban schools, including the ways that students and teachers in these schools articulate, embody, and challenge such ideologies in their everyday interactions; and (3) the preparation of pre-service and in-service teachers to work with culturally and linguistically diverse learners. He has published articles in journals such as *Linguistics and Education*, *Research in the Teaching of English*, *Anthropology & Education Quarterly*, *Teachers College Record*, and *Review of Research in Education*.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

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

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

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: EDUC 131 (Spr)

2018-19

- Language Policies and Practices: EDUC 388A (Win)
- Language, Literacy, and Culture: CSRE 248X, EDUC 248 (Win)
- Raza Youth in Urban Schools: Mis-educating Chicana/o/x and Latina/o/x Communities: CHILATST 131, EDUC 131 (Aut)

2017-18

- Language Policies and Practices: EDUC 388A (Win)
- Race, Ethnicity, and Language: Racial, Ethnic, and Linguistic Formations: ANTHRO 320A, CSRE 389A, EDUC 389A, LINGUIST 253 (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Efrain Brito, Rosa Chavez, Kimiko Lange, Melissa Mesinas, Greses Perez, Emily Reigh, David Song, Sunny Trivedi

Doctoral Dissertation Advisor (AC)

Paolo Martin

Doctoral (Program)

Neida Ahmad, Leslie Luqueno, Paolo Martin, CoCo Massengale, Alexander Mejia, Victoria Melgarejo Vieyra, David Morales, Jessica Stovall, 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

- **<bold>'</bold>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