

Institutional Affiliation

Associate Professor, Department of Curriculum and Instruction
College of Education, Florida Atlantic University

Scholarly Profiles

FAU: <https://www.fau.edu/education/faculty/ramirezj/>
ORCID: <https://orcid.org/0000-0002-6335-2041>
Scholar: <https://scholar.google.com/citations?user=X2r2vlwAAAAJ&hl=en>

Education

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| Doctor in Education (Ed.D). | Language, Literacy and Culture.
University of Massachusetts. Amherst, MA- May 2008
Doctoral Thesis
Co-Constructing A Nurturing And Culturally Relevant Academic Environment
For Struggling Readers: (Dis)Locating Crisis And Risk Through Strategic
Alignment
Dissertation Chair: Dr. Jerri Willett |
| M.A | Teaching English as a Second Language.
West Chester University. West Chester, PA May 2001. |
| Foreign Language Didactics
Specialist | Universidad de Antioquia, Medellin (Colombia) Aug. 1998.
Monograph: Enhancing Listening Comprehension Through Videos of Songs in
English: a Task-Based Proposal. Advisor Prof. Christina Frodden. |
| B.Ed. | English-Spanish
Universidad de Antioquia, Medellin (Colombia) 1994. |

Employment History

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| August 14-present | Tenured Associate Professor
Department of Curriculum, Culture, and Educational Inquiry.
Florida Atlantic University, FL.
• Teach courses in TESOL (Teaching English as a Second Language), Bilingual
Education, and the Ph.D program in Curriculum and Instruction . Other academic
service and research duties as assigned. |
| August 08-July 14 | Tenured Assistant Professor
Educational Studies Department. Rhode Island College, RI.
Granted tenure in 2013
• Teach graduate courses on the TESOL Master's program (Teaching English as a
Second Language).
• Teach and supervise Foreign Language practicum and student teaching.
• Coordinate Secondary Education Language Programs (Graduate and
Undergraduate).
• Coordinate Bilingual/Bicultural Endorsement for teacher candidates.
• Coordinate the ESL Intensive Program. |

- August 07-May 2008 **English as a Second Language Teacher**
John Duggan Middle School. Springfield, MA.
• Design and teach sheltered English courses for intermediate to advance students
• Teach English as a Second Language courses for beginning English Language Learners.
- September 01-May 06 **English Language Teacher**
Holyoke Community College.
• Design curricula and teach beginning and advanced English as a Second Language Courses.
- July 94-August 99 **Teacher Educator**
School of Languages, Universidad de Antioquia (Colombia).
• Design and teach courses in teacher education for pre-service teachers.
• Design and teach courses in Reading for nursing and Engineering students.

Scholarship/Research

Refereed Journal Articles

- Ramírez, A. (2023). A Bilingual Path Towards Undoing Linguistic Imperialism in English Language Teaching. *Journal of Literacy Innovation*, 8(3), 73-89.
<https://journalofliteracyinnovation.weebly.com/uploads/1/5/9/4/15949950/jlifall2023issue.pdf>
- Ramírez, A. (2023). Genre-Based Pedagogy and Literacy Instruction. EBSCO Pathways to Research in Education. <https://www.ebsco.com/products/research-databases/pathways-research>
- Ramírez, A. (2022). What is Translanguaging and Why it Should be Valued? EBSCO Pathways to Research in Education. <https://www.ebsco.com/products/research-databases/pathways-research>
- Ramírez, A., Moyano, E. I., & Martin, J. R. (2021). A language-based theory of learning in the disciplines and for acting in social life. *Íkala, Revista de Lenguaje y Cultura*, 26(1), 11-16.
<https://doi.org/10.17533/udea.ikala.v26n01a12>
- Santorum, K., Ramírez, A., & Rottava, L. (2021). Apresentação: Programa Ler para Aprender (LPA) e seu potencial pedagógico. *Signo*, 46(86). Retrieved from <https://online.unisc.br/seer/index.php/signo/issue/view/683>
- Torres, A., Juhnke, G., Canfield, B., Gomez-Escudero, A., & Ramírez, A. (2021). Empowering Families to Address Suicide in Rural Colombia. *The Family Journal*. <https://doi.org/10.1177/1066480720986493>
- Ramírez, A. (2020). The case for Culturally and Linguistically Relevant Pedagogy: Bilingual Reading to learn for Spanish-Speaking immigrant mothers. *System*, 95, 26 p.
<https://doi.org/10.1016/j.system.2020.102379>
- Sembiante, S. F., Salinas, C. Jr., Ramírez, A., Vásquez-Colina, M., & Silva, Y. (2020). Different when I Opened My Mouth: Experiences, Reflections, and Perspectives of Faculty Members with Foreign English Accents in Higher Education, *Meridians: feminism, race, transnationalism*, 19 (2), 1-30.

Ramírez, A., Sembiente, Sabrina., & de Oliveira, Luciana (2018). Translated science textbooks in dual language programs: A comparative English-Spanish functional linguistic analysis, *Bilingual Research Journal*, 298-311. DOI: [10.1080/15235882.2018.1494061](https://doi.org/10.1080/15235882.2018.1494061)

Hyslop-Margison, Emery, Ramírez, A. (2016). Neoliberal Ideology and Democratic Learning. A Response to "Challenging Freedom: Neoliberalism and the Erosion of Democratic Education". *Democracy and Education*, 24 (1), Article 7. Available at: <http://democracyeducationjournal.org/home/vol24/iss1/7>

Ramírez, A., & Hyslop-Margison, Emery (2015). Neoliberalism, Universities and the Discourse of Crisis. *L2 Journal*, 7(3) 167-183. <https://escholarship.org/uc/item/2gx093rz>

Yang, Qian., Ramírez, A., Harman, Ruth. (2007). EFL Chinese Students and High Stakes Expository Writing: A Theme Analysis. *Colombian Applied Linguistics Journal*. (9) 99-125.

Schulze, Joshua., Ramírez, A. (2007). Intertextuality as Resource for Building ELLs Generic Competence: A Systemic Functional Linguistic View. *Colombian Applied Linguistics Journal*. (9) 69-98.

Refereed Book Chapters

Ramírez, A., & González, Y. (2025). Translanguaging and its Application in TESOL Classrooms. Pearson. In E. Ariza (Ed.), *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student* (3rd ed.). Pearson.

Ramírez, A. & González, Y. (2025). Preparing for Reading: Accelerating Multilingual Students' Path to Academic Literacy in English. In L. De Oliveira (Ed.), *Applying a Functional Approach to Language Development in Teaching the Content Areas to Multilingual Learners in K-12 Classrooms*. Information Age Publishing.

González, Y., & Ramírez, A. (2025). Decolonizing Language Instruction Through Genre-Based Pedagogical Translanguaging in an EAL Colombian Classroom. In F. Ehlers-Zavala, M. Back, & Y. Ortega (Eds.), *Innovation in Decolonizing Language Learning and Teaching*. MacMillan.

Ramírez, A. & Gutiérrez, G. (2023). Bilingual Reading to Learn for Emergent to Advanced Bilingual Latina Immigrant Mothers in the United States. In C. Acevedo, D. Rose & Whittaker, R. (Eds.), *Reading to Learn, Reading the World: How Genre-based Literacy Pedagogy is Democratizing Education*. Equinox.

Ramírez, A. (2022). Reading to learn, learning to teach: Emergent bilingual parents read in English to their young emergent bilingual children at home. D. Caldwell, J. Martin, & J. Knox (Eds.), *Developing Theory: A Handbook in Applicable Linguistics and Semiotics*. London: Bloomsbury. 24 pages.

Sembiente, S., Ramírez, A., & de Oliveira, L. (2019). Using multimodal practices to support students' access to academic language and content in Spanish and English. In L. de Oliveira, & B. Smith (Eds.), *Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students*. Pp. 39-56. Miami: Information Age Publishing.

Ramírez, A. (2018). Paraphrastic Academic Writing as Entry Point for First Generation Advanced Bilingual College Students. In Harman, R (Ed). *Bilingual Learners and Social Equity: Critical Approaches to Systemic Functional Linguistics*. Pp.179-198. New York: Springer.

Ramírez, A., Salinas, Cristóbal (2018). The Grammar of Neoliberalism: What Textbooks Reveal about the Education of Spanish Speakers in Mexico, Colombia and the United States. In Roofe, C. and Bezzina,

C. (Ed). *Intercultural Studies of Curriculum: Theory, Policy and Practice*. Pp. 191-209. Palgrave MacMillan.

de Oliveira, Luciana, Sembiante, Sabrina, Ramírez, A. (2018). Bilingual Academic Development in Mathematics for Emergent to Advanced Bilingual Students. In Crespo, S. & Celedon-Pattichis, S. *Access and Equity: Promoting High Quality Mathematics in Grades 3-5*. National Council of Teachers of Mathematics (NCTM). Pp. 81-98.

Ramírez, J. A. (2014). Genre-based Principles in a Content-Based English as a Second Language Pull-out Classroom. In De Oliveira, L., and Iddings, J. *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts*. Pp. 55-74. Sheffield: Equinox UK.

Bogad, Leslie.; Ramírez, A.; Holder, Ibilolia.; Montes de Oca, Juanita.; Susi, Chris. (2013) A.L.L.I.E.D. Across Our Differences: Blogging and the (Un)Reconciled Politics of Intersectionality. In Banks, Iuzzini, & Pliner (Eds). *Teaching, Learning, and Intersecting Identities in Higher Education*. New York: Peter Lang Publishing. Pp. 92-111.

Ramirez, A.; Gomez, R.; Jimenez, J.P. (2008). Política y Gramática de la Decepción Textual: Ecos Estadounidenses en Reformas Educativas en América Latina. *En Escrituras: Polimorfías e Identidades*. Buenos Aires: Libros del Rojas, Universidad de Buenos Aires.

Ramírez, J. A. (2006). Caminante Si Hay Caminos: Towards a Postcritical ESL Approach for Community Colleges. In M. Spaventa (Ed.), *Pedagogy, Programs, Curricula, and Assessment (Vol. 1, pp. 23-43)*. Alexandria: TESOL.

Works in Press

Ramirez, A., & Maton, K. (in review). Towards a principled and pedagogic translanguaging: Teaching additional languages through autonomy pathways. *Foreign Language Annals*.

Ramírez, A. (2025). Translenguaje pedagógico por géneros textuales: Una trayectoria educativa completa, continua y de calidad para la enseñanza de idiomas [Genre-based pedagogical translanguaging: A complete, continuous, high-quality educational trajectory for language teaching]. *Educación y Ciudad*.

Works Currently Under Review

Ramírez, A (in review). *Genre Translanguaging: Discourse and Design*. Routledge (UK). 100,000 words (around 300 pages).

International Edited Special Journal Issues

Brazil

Santorum, K., Ramírez, A., & Rottava, L. (Eds.). (2021). Programa Ler para Aprender (PLA) e suas potencialidades [Special issue]. *Signo*, 46 (86), 1-198.
<https://online.unisc.br/seer/index.php/signo/issue/view/683>

Colombia

Ramírez, A., Moyano, E. I., & Martin, J. R. (2021). Applicable Linguistics in Language Education: Systemic Functional Linguistics in Practice [Special Issue]. *Íkala, Revista de Lenguaje y Cultura*, 26(1), 1-242.

<https://doi.org/10.17533/udea.ikala.v26n01a12>

Video interview describing the special issue with Dr. Doris Correa:

<https://www.youtube.com/watch?v=KwP1peMdmSg>

Refereed Presentations and Proceedings

International

Ramírez, A., Maton, K., & González, Y. A. (November 21–23, 2025). Towards a Principled and Pedagogic Translanguaging for Language Instruction [Conference Session]. ACTFL 2025: Where Languages and Cultures Connect, Ernest Morial Convention Center, New Orleans, LA, United States.

Ramírez, A., & González, Y. (October 23–25, 2025). An Autonomy Framework for Principled Pedagogic Translanguaging [Conference Session]. Primer Encuentro Latinoamericano de Legitimation Code Theory, Pereira, Colombia.

González, C., Ramírez, A., & González, Y. (October 23–25, 2025). Potencialidades de la Teoría de Códigos de Legitimación (TCL) en la práctica educativa [Panel Discussion]. Primer Encuentro Latinoamericano de Legitimation Code Theory, Pereira, Colombia.

González, Y., Londoño, C., & Ramírez, A. (October 2–4, 2025). Making EFL Teaching Practices Visible: A Path Toward Equitable Classrooms [Conference Session]. ASOCOPI 2025 Annual International Conference, Universidad del Magdalena, Santa Marta, Colombia.

Ramírez, A. & González, Y. (July 7-11 2025). Demonolingualizing Language Teaching Through Genre-Based Translanguaging. [Conference]. 50th International Systemic Functional Congress and Institute (ISFC 50): A Trinocular Retrospective, University of Glasgow.

Ramírez, A., Maton, K. & González, Y. (July 7-11 2025). What Makes a Translingual Pedagogic Discourse Coherent? A Look Through LCT Autonomy Tours [Conference]. 50th International Systemic Functional Congress and Institute (ISFC 50): A Trinocular Retrospective, University of Glasgow.

Ramírez, A.; González, Y. & Gutiérrez, Y. (03-05 de octubre de 2024). Breaking Boundaries: Integrating Spanish in Colombian EFL Education for Equitable Foreign Language Learning [sesión de conferencia]. 59th National and 5th International ASOCOPI & 4th LAALTA Conference, Universidad del Atlántico, Barranquilla, Colombia.

Ramírez, A. & González, Y. (2023). (Un)learning from the Genre-debates: Insights from the Global South. Australian Systemic Functional Linguistics Association Conference. Wollongong, Australia, November 22-24, 2023.

Kartika-Ningsih, H. & Ramírez, A. (2023). Towards a principled bilingual genre pedagogic practice: A comparative study of two multilingual contexts. American Association of Applied Linguistics (AAAL). Portland, Oregon, March 18-21, 2023.

Maune, M. & Ramírez, A. (2023). Corpus analysis of semantic gravity waves in three-minute theses. American Association of Applied Linguistics (AAAL). Portland, Oregon, March 18-21, 2023.

Ramírez, A. (2022). A translanguaging approach to teach academic language. Part of Colloquium, *Making Academic Language Culturally Sustaining: Debunking Myths and Misconceptions*. TESOL International Convention. Pittsburgh, PA. March 24.

Ramírez, A. & Maune, M. (2022). Semantic Gravity in Three-Minute Theses: Accuracy-and-Reliability-Focused Methods for LCT Analysis. *Legitimation Code Theory 3.5 Virtual Conference*. Sydney, January 19.

Ramírez, A. (2021). Undoing Linguistic Imperialism: A Functional Linguistics to Act on a Legacy of Systemic Inequity. Part of Colloquium, *This ain't working! SFL, genre theory, and the art of getting' real toward anti-racist pedagogies*. American Association of Applied Linguistics (AAAL) Virtual Conference.

Ramírez, A. (2019). Paraphrastic Academic Writing as Entry Point for First Generation Advanced Bilingual College Students. TESOL International Conference. Atlanta, USA. March 12-15.

Ramirez, A. (2018). What do Textbooks Reveal about the Grammar of Neoliberal Education Policy? 45th International Systemic Functional Linguistics Conference. Boston College. Boston, USA. July 19-27, 2018. *Resulted in Publication*.

Ramirez, A., Kartika Ningsih, H. (2018). When and where L1 and L2 are used: describing language shift in multilingual classrooms. 45th International Systemic Functional Linguistics Conference. Boston College. Boston, USA. July 19-27, 2018.

Ramírez, A. (2018). LCT in US Classrooms? Teachers as researchers through semantic codes and action research. 45th International Systemic Functional Linguistics Conference. Boston College. Boston, USA. July 19-27, 2018.

Ramírez, A. (2018). Reading to Learn for Emergent Bilingual Parents in the USA. 45th International Systemic Functional Linguistics Conference. Boston College. Boston, USA. July 19-27, 2018. *Resulted in Publication*.

Sembiante, S. F., Cavallaro, C.*, Ramirez, A., & de Oliveira, L. (2018). Using Multimodal Practices to Support Students' Access to the Academic Language and Content of Social Studies Texts in Spanish and English. Invited paper accepted as part of featured symposium, "Bi/Multilingual Pedagogy." Boston College. Boston, USA. July 19-27, 2018. *Resulted in Publication*.

Ramirez, A. Perez-Pereira, S. (2017). Reading to Learn for Emergent Bilinguals in the United States: Learning Language, Learning Through Language and Learning About Language. 44th International Systemic Functional Linguistics Conference. University of Wollongong. Wollongong, Australia. July 10-14, 2017.

Ramirez, A. Stell, J. (2017). A Topological Analysis of Genre and Discourse Semantics in a U.S. Electronic Newsletter. 44th International Systemic Functional Linguistics Conference. University of Wollongong. Wollongong, Australia. July 10-14, 2017.

This presentation was done with one of my graduate students whose dissertation I co-chair.

Ramirez, A. Kartika Ningsih, H. (2017). Applying SFL for multilingual classroom interactions. 44th International Systemic Functional Linguistics Conference. University of Wollongong. Wollongong, Australia. July 10-14, 2017.

Sembiante, S.; Salinas, C.; Ramírez, A. (2017). Privilege and prejudice: Discrepancies in experiences for faculty members with foreign English accents. 2017 AERA Conference. April 27-May 1st. San Antonio, TX. *Resulted in Publication (in review)*.

Ramírez, A.; Sembiante, S.; de Oliveira, L. (2016). Multilingual Meaning Potential: Spanish/English Academic Texts in Dual Language Programs in the U.S. 43rd International Systemic Functional Linguistics Conference. Universitas Pendidikan Indonesia. Bandung, Indonesia. July 19-23, 2016.

Ramírez, A. et al (2016). Critical Take(s) on Systemic Functional Linguistics: Academic Literacy Development, Multilingualism and Social Equity. American Association of Applied Linguistics (AAAL). Orlando, April 8-12, 2016. *Resulted in Publication.*

Ramírez, A (2015). Multilingual Meaning Potential: Spanish/English Academic Texts in Dual Language Programs in the U.S. International conference on Functional Language Typology. Shanghai Jiao Tong University, Shanghai. Dec, 12-16.

Ramírez, A; Avalos, M; Sembiente, S (2015). International Linguistics Association (ILA) Conference. Teacher's College, Columbia University New York, April 24-26, 2015

Ramírez, A; Avalos, M; Sembiente, S. (2015). Bilingual Systemic Functional Linguistics. American Association of Applied Linguistics Conference, Toronto, Canada. March 20-23 2015.

Ramírez, A. (2015). *Exploring How Academic Texts Work*. Pre-Convention Institute. TESOL International Conference. March 24, 2015. Toronto, Canada.

Ramírez, A (2014). Building an Architecture of Inclusion: College Access for English Learners TESOL International Conference. March 26-29, 2014. Portland, Oregon.

Ramírez, A.; Moore, Jason (2014). Pre-Convention Institute. TESOL International Conference. March 26, 2014. Portland, Oregon. Exploring How Academic Texts Work.

Ramírez, A; Freeman, D; Freeman Y.; Soto, M.; Rosenthal, R.; Arias, B. (2013). Promoting the Academic and Linguistic Success of Long-Term ELs. TESOL International Convention. March 19, 2013. Dallas, TX.

Ramírez, A.; Matos, N.; McGuiness, P. (2012). From Compliance to Learning Reciprocity in Family and Community Involvement. 46th TESOL International Conference K-12 Dream Day. 28-31 March. Philadelphia, PA.

Ramírez, A; McGuiness P. (2011). Partners in Literacy. MATSOL (Massachusetts Teachers of Speakers of Other Languages). May 5-7, 2011.

Ramírez, A.; Macken-Horarik, M; Adoniou, M; De Oliveira, L. (2011). Teaching that Works: Uncovering the Grammar of Content Area Literacies. 45th TESOL International Conference. New Orleans, LA. 17-19 March, 2011.

This presentation resulted in a publication. Ramírez, A (2014).

Ramírez, A (2010). Responsive Teaching as Genre: The Power of Incongruent Linguistic Packaging. ALSFAL (Latin American Systemic Functional Linguistics Association). Oct 5-9, 2010. Fortaleza, Brazil.

Ramirez, J.A. (2007). Developing Writing and Grammar Through Funny Videos TESOL Annual Convention. Seattle, WA

Ramírez, A.; Kelley, E; Noji, F.; Machado, C. (2006) Raising Professional Standards in Community College ESL. Panel Organizer. TESOL Annual Convention. Tampa, FL.

Ramírez, A. (2005). Critical Discourse Analysis: Teaching Learning, Learning Teaching TESOL Annual Convention. San Antonio, TX

Ramírez, A.; Agudelo, J. (2005). Critical Pedagogy and Multimodality in ESL Courses. TESOL Annual Convention. San Antonio, TX

Ramírez, A. (2005). Education, Subjectivity, and Class: overdetermination, surplus, and the study of education. American Educational Research Association (AERA) Annual Conference. Montreal, Canada.

Ramírez, A. (2004). Laurel and Hardy and contrasting Paragraphs: Using Video to Improve L2 writing. TESOL Annual Convention. Long Beach, CA.

Ramírez, A. (2004). Exploring Connections between ESL and Critical Pedagogy. TESOL Annual Convention. Long Beach, CA.

Ramírez, A. (1998). "Using Videos of Songs in English to Improve Listening Comprehension: a Practical Lesson." ELT National Conference Centro Colombo Americano. Medellin, Colombia.

Ramírez, A. (1997). "Enhancing Listening Comprehension Through Videos of Songs in English: a Task Based Proposal." ASOCOPI National Conference. Santiago de Cali, Colombia.

Ramírez, A. (1997). "Using English Songs with Students and Helping them Read more Efficiently." ASOCOPI National Conference. San Juan de Pasto, Colombia.

Ramírez, A. (1994). "When Creativity Becomes more than a Simple tool in EFL Classrooms". First National Seminar on Reading Comprehension. Medellin, Colombia.

National Refereed Presentations

Ramírez, A.; González, Y. (13-16 November de 2024). A Genre-Based Translanguaging Approach for Exemplary Dual Language Instruction [Concurrent session]. La Cosecha, Dual Language Conference. Santa Fe, New Mexico, USA.

Ramírez, A., & González, Y. (May 30 to junio 01 2024). Decolonizing Language Instruction: Bilingual Reading to Learn in EFL/ESL Classrooms [Concurrent session]. 12th International Language Teacher Education Conference: Theorizing Practice, Practicing Theory, University of Minnesota, USA.

Kim-Han, J., Ramírez, A. & Cortés, N. (2020). AHSIE Data Institute. 12th Annual AHSIE Best Practices Conference Virtual Conference, March 8-11.

Ramírez, A. & Schoorman, D (2020). From College-Ready Students to Student-Ready Colleges for Latino/a/x students. 12th Annual AHSIE Best Practices Conference Virtual Conference, March 8-11.

Schoorman, D & Ramírez, A. (2019). Interrupting Re-colonization: dialectical struggles in becoming a Hispanic serving institution. National Association of Multicultural Education (NAME). Tucson, AZ, USA. Nov. 6-10

Ramirez, A. (2018). Emergent Bilingual Parents Learn How to Teach English Early Literacy to their Emergent Bilingual Children. 47th Annual Association for Bilingual Education (NABE). Albuquerque, NM. March 1-3, 2018. *Resulted in Publication.*

Ramírez, A., Sembiente, S., Avalos, M. (2015). Developing Genre-Based Thematic Units Through Bilingual Functional Linguistics. La Cosecha: 20th Annual Dual Language Conference. Albuquerque, NM. November 4-7.

Ramírez, A., Larrea-García, J. (2015). A Descriptive Framework for Integrating Fluency, Comprehension, and Cognate Awareness for Emergent to Advanced Bilinguals. La Cosecha: 20th Annual Dual Language Conference. Albuquerque, NM. November 4-7.

Zainuddin, H; Ramírez, A (2015). Differences between Teacher and Principal Perspectives in ESOL Education NTSSC, Las Vegas March 30th, 2015.

Ramírez, A. (2014). *Beyond the Truism that is Parental Involvement*. Mid-Atlantic Equity Center Annual Conference. Baltimore, MD. May 6, 2014 Maritime Institute.

Ramírez, A. (2013). *Unpacking the Elusive Grammar of Cultural Capital Through Systemic Functional Linguistics*. 45th NEERO Conference (New England Educational Research Organization). Portsmouth, NH. April 17-19 2013.

Ramírez, A. (2011). *Critical Discourse Analysis: Words Imagining Otherwise*. 42nd NEERO Conference (New England Educational Research Organization). 7-9 April, 2010. Portsmouth, NH. USA

Ramirez, J.A (2009). Imagining Otherwise Through Strategic Alignment: The Grammar of a Multicultural Pedagogic Repertoire.” NEERO (New England Educational Research Organization). Portsmouth, New Hampshire.

Ramirez, J.A; Mitchell, K (2009). Effective Advocacy Strategies for English Language Learners. Panel with Stephen Krashen, Maria Estela Brisk, Susan Ohanian, Julie Nora and Susan McGilvray-Rivet. MATSOL Leominster, MA.

Ramirez, J.A.; Paugh, P.; Robinson, E.; Habana-Hafner, A. (2007). Strategic Alignment, Scripted Curricula, and Content Based Instruction for ELLs. AAAL Costa Mesa, CA.

Ramirez, J.A.; Harman, R. (2007). Making Systemic Functional Linguistics Accessible for Urban In-Service Teachers and their Students in the context of High Stakes School Reform AAAL Costa Mesa, CA.

Ramirez, J.A.; Orelus, P.; Habana-Hafner, A. (2007). Curriculum Design and High Stakes Testing. 27th Ethnography Forum. UPenn. Philadelphia, PA.

Ramirez, J.A.; Paugh, P.; Robinson, E. (2007). Critical Discourse Analysis of Education: The No Child Left Behind Act. New England Education Research Organization (NEERO). Portsmouth, NH

Ramirez, J.A. (2006). Pedagogic Choices in Schooling and their influence in Shaping Academic Consciousness of Pre-teen Urban Minority ‘At risk’ Students: A Class Discourse Analysis. Dissertation in Progress 27th Ethnography Forum. UPenn. Philadelphia, PA.

Ramirez, J.A.; Habana-Hafner, A; Wright, M. (2006). Teacher-Research as Strategic Alignment: Serving English Language Learners in the Era of Accountability. Teachers as Researchers Conference. University of New Hampshire, NH.

Ramirez, J.A. (2005). Intersecting Critical Pedagogies in Adult ESL Classrooms: Action Research in Action. 26th Ethnography Forum. UPenn. Philadelphia, PA

Ramirez, J.A.; Harman, R.; Lozano, M.E.; Habana-Hafner, A. (2005). Boundary Spanners in Critical and Collaborative University Partnerships? 26th Ethnography Forum. UPenn. Philadelphia, PA.

Ramirez, J.A. (2005). Critical Insights from the Boundaries of Collaborative Partnerships New England Educational Research Organization (NEERO) Annual Conference. Northampton, MA.

Ramirez, J.A. (2003). “If I want to fool you, I’ll fool you anyways”: Late capitalism reproduction and resistance in an ESL class. EQRE Conference. Pittsburgh, PA.

Ramirez, J.A. (2000). “Riding the train to Reading Skills” Pennsylvania Tesol Convention. Philadelphia, PA.

Ramírez, J.A.; Nozu, M. (2000). "Alternatives in Oral Assessment" Pennsylvania Tesol Convention. UPenn. Philadelphia, PA.

Ramírez, J.A. (1999). "Music Videos: How to use them to Improve Listening Comprehension. Pennsylvania Tesol Convention. Philadelphia, PA.

Local/Regional

Ramírez, A. (2021). Exploring the Best Kept Secret in Learning a New Language. Florida Atlantic University, Division of Research. *Research in Action Series*. February, 11.
<https://www.fau.edu/research-admin/community/research-in-action/index.php>

Ramírez, A. & Tessel, C. (2019). English or Spanish at Home? What does research say? Inglés o Español en casa? Qué dicen los expertos? Hispanic/Latino Parent Academy, Dec. 7th 2019, Forest Hill High School.

Sembiante, S.; Ramírez, A. (2017). Using Multimodal Practices to Support Student's Access to Academic Language and Content in Spanish and English. 39th Annual Sunshine State TESOL convention. May 11-13. West Palm Beach, FL. Concurrent Session.

Sembiante, S.; Ramírez, A. (2017). Using Multimodal Practices to Support Student's Access to Academic Language and Content in Spanish and English. 39th Annual Sunshine State TESOL convention. May 11-13. West Palm Beach, FL. Round table presentation.

de Oliveira, L.; Ramírez, A.; Sembiante, S.; (2016). Bilingual Academic Language Development for Emergent Bilinguals. 39th Annual Sunshine State TESOL convention. May 12-14. West Palm Beach, FL.

Ramírez, A. (2015). Bilingual Academic Language Development for Emergent Bilinguals: Applications and Further Considerations. 11th Annual Fall Symposium. Miami Dade TESOL & Bilingual Education Association. Nov. 14, 2015. Miami Dade College. Miami.

Non-Refereed Publications

Editor Reviewed

Ramírez, A (2019, September 11). A common-sense alternative for our most vulnerable students. *Palm Beach Post*. Retrieved from <https://www.palmbeachpost.com/article/20190911/OPINION/190919537>

Ramirez, A (2016). Language Landscapes and Multilingual Assessment: An Interview With Dr. Elana Shohamy. Bilingual Basics: A Publication of the Bilingual Education Interest Section. TESOL International. <http://newsmanager.commpartners.com/tesolbeis/issues/2016-03-07/email.html>

Ramirez, A (2015). Sonia Nieto on the Past, Present, and Future of Bilingual Education: An Interview. Bilingual Basics: A Publication of the Bilingual Education Interest Section. TESOL International. <http://newsmanager.commpartners.com/tesolbeis/issues/2015-03-04/3.html>

Ramirez, A (2015). David Rogers On The Past, Present, And Future Of Bilingual Education: An Interview. Bilingual Basics: A Publication of the Bilingual Education Interest Section. TESOL International. <http://newsmanager.commpartners.com/tesolbeis/issues/2015-03-04/4.html>

Ramirez, A (2015). Ofelia García On The Past, Present, And Future Of Bilingual Education: An

Interview. Bilingual Basics: A Publication of the Bilingual Education Interest Section. TESOL International. <http://newsmanager.commpartners.com/tesolbeis/issues/2015-03-04/6.html>

Translation of scholarly/literary works

Moyano, E. (2025). Academic Writing Throughout the Undergraduate Years: An Institutional Program. In Navarro, F., Fahler, V., & Marine, J. (Eds). *Writing Studies in Latin America: Seminal Works*. WAC Clearinghouse.

Translated from:

Moyano, E. (2010). Escritura académica a lo largo de la carrera: Un programa institucional. *Revista signos*, 43, 465–488. <https://doi.org/10.4067/S0718-09342010000500004>.

Wolff, R. (2018). Entendiendo el Marxismo. Nueva York: Democracy and Work.

Translated from:

Wolff, R. (2018). Understanding Marxism. New York: Democracy and Work.

Maton, K. & Howard, S. (in press). Hacia el desarrollo de instrumentos cuantitativos para metodos de investigacion mixta, en K. Maton, S. Hood & S. Shay (eds) La construcción del conocimiento: Estudios educativos en la Teoria de Codigos de Legitimación. Londres: Routledge.

Translated from:

Maton, K. & Howard, S. K. (2016) LCT in mixed-methods research: Evolving an instrument for quantitative data, in K. Maton, S. Hood & S. Shay (eds) Knowledge-building: Educational studies in Legitimation Code Theory. London: Routledge.

Rose, D. (2018). Leer para aprender, libro 1 y 2. Sydney, Australia.

Translated from:

Rose, D. (2018). Reading to Learn, Book 1 and 2. Sydney, Australia.

Printed/Audiovisual Curriculum

Ramírez, J. A. (1997). Musical Videos: Practice English Through Music. Medellín: Ediciones Colombia.

Invited Presentations, Workshops and Proceedings

International

Ramírez, A. (2023). Leer Para Aprender: Una metodología para desmantelar el imperialismo lingüístico en la enseñanza del inglés. Escuela de Idiomas, Universidad de Antioquia, Colombia. March 7, 2023. https://www.youtube.com/watch?v=vyS5U_mID-w

Ramírez, A. & Maune, M. (2022). Semantic Gravity in Three-Minute Theses: Accuracy-and-Reliability-Focused Methods for LCT Analysis. Legitimation Code Theory 3.5 Virtual Conference. Sydney, January 19.

Ramírez, A. (2022). Toward a Fourth-Generation Genre-Based Pedagogy. 7th International Conference in Applicable Linguistics. Martin Center for Applicable Linguistics. Jiao Tong, University, Shanghai, China. Oct. 14, 2022

Ramírez, A. (2022). *Toward a Language Based Theory and Practice of Multilingual Learning*. University of Glasgow, July 13, 2022.

Ramírez, A. (2022). *Leer para Aprender: Una Metodología Integrativa para la enseñanza del Inglés como segunda lengua*. Jornadas virtuales de internacionalización. Universidad Nacional de Colombia, Bogotá, May, 26, 2022.

Ramírez, A. (2020). *Leer Para Aprender: Una Metodología Bilingüe para Maestros no Bilingües*. Formaciones Mova. Medellín, Colombia, November 9.

Santorum, K. & Ramírez, A. (2020). *Programa Ler para Aprender: um só pincel, inúmeros efeitos*. Seminarios Abertos, Letras. Federal University of Santa Maria, Brazil. September 15.

Ramírez, A. (2020). *Qué es Leer Para Aprender y su Aplicación en el Aula*. I Ciclo Internacional de Webinars em Linguística Sistemico-Funcional, Brazil. Presented to Grupo SAL, August, 20.
<https://www.youtube.com/live/LD94rIpX2L0?si=mjwQCdI5FdHPSi2l>

Ramírez, A. (2019). *Reading to Learn for Latino Parents in the USA*. Plenary presented at the 46th *International Systemic Functional Linguistics Congress*. Pontificia Universidad Católica de Chile. July 17-19 Santiago de Chile.

Ramírez, A. (2019). *Leer para Aprender (Reading to Learn)*. Three-day pre-convention workshop (in Spanish) presented at the 46th *International Systemic Functional Linguistics Congress*. Pontificia Universidad Católica de Chile. July 17-19 Santiago de Chile.

Ramírez, A. (2019). *Leer para Aprender (Reading to Learn)*. Three-day workshop (in Spanish) presented at Universidad del Norte. June 25-27 Barranquilla, Colombia.

Ramírez, A. (2019). *Leer para Aprender (Reading to Learn)*. Three-day workshop (in Spanish) presented at Universidad de Cartagena. July 2-4 Cartagena, Colombia.

Ramírez, A. (2019). *Leer para Aprender (Reading to Learn)*. Three-day workshop (in Spanish) presented at Universidad del Quindío. July 9-11 Armenia, Colombia.

Ramírez, A. (2011). *The Grammar of Magic: Responsive Teaching as Genre*. Keynote Address of the ASFLA (Australian Systemic Functional Linguistics Association). 20-23 September, 2011. Armidale, Australia.

Ramírez, A. (2011). *Effectively Working with the "Intercultural" in the ESOL Classroom*. 45th TESOL International Conference. Intercultural Interest Group invited presentation. March 16-19, 2011. New Orleans, LA USA.

National

Ramírez, A. (2012). *Language Minority Students go to College: Building and Sustaining an architecture of inclusion*. Mid-Atlantic Equity Center Annual Conference. Baltimore, MD. May 6, 2013

Ramírez, A. (2012). Keynote Address for the Seventh Annual Community Dialogue on Early Education and Care. May 24th, 2012. Wheelock College. Boston, MA.

Ramírez, A. (2011). *Critical Discourse Analysis: An Introduction*. 43rd NEERO Conference (New England Educational Research Organization). 27-29 April, 2011. New Bedford, MA. USA.

Local/Regional

Ramírez, A (2017). Reading to Learn, Learning to Teach. English Literacy workshop for Emergent Bilingual Mothers with young children. Highland Elementary School. Lake Worth, FL. June 21st and June 28th, 2017.

Ramírez, A (2017). Reading to Learn: A powerful Parental Engagement approach for Non-English Speakers. 5th Annual Hispanic/Latino Studies Summer Institute. Forest Hill High School, West Palm Beach, FL. June 5-7.

Ramírez, A (2014). Toward cultural and linguistic responsiveness. Keynote address delivered at the 10th Annual Language and Culture Conference. Palm Beach County Convention Center, Nov. 3-4 2014.

Ramírez, A (2014). Student's Native Languages as Bridges to English Academic Literacy. 10th Annual Language and Culture Conference. Palm Beach County Convention Center, Nov. 3-4 2014

Ramírez, A. (2014). Using Students' Spanish Background to Decode English Academic Text West Palm Beach School District. West Palm Beach. June 26, 2014.

Ramírez, A., et. al (2014). Bilingualism not for the Sake of Language, but for the Sake of People. 10th Annual Fall Symposium. Miami Dade TESOL & Bilingual Education Association. Oct. 18, 2014. Miami Dade College. Miami.

Ramirez, J. A; Moore, H; Rivera, E; Hantzopolous, A (2009). Promising Practices for English Language Learners. Promising Practices Conference. Rhode Island College.

Ramirez, J.A; Dunklee, Brady (2008). Supporting Immigrant Students and Families in an Anti-Immigrant Political Climate. RITELL (Rhode Island Teachers of English Language Learners). Providence, Rhode Island College.

Ramirez, J.A. (2008). "I would have never thought Stacie was an English Language Learner": Assumptions about the Education of Emergent Biliterate Students. Promising Practices Conference. Rhode Island College.

Ramirez, J.A. (2006). Leave No Mistake Left Behind: Determinism in Current Literacy Policy in the US. 6th International Rethinking Marxism Conference. University of Massachusetts. UMass-Amherst, MA

Ramirez, J.A. (2005). Ideological Parallels between Colombia and USA: the Case of 'El Plan Patriota' and Educational Reform 2005. CLACLS 1st Graduate Students' Conference Umass-Amherst, MA.

Grants

External

2022: National Program Development Program. U.S Department of Education (co-PI). Not Funded. Funding Opportunity CFDA # 84.365Z. Proposal Title: "Dual Language Professional Development at FAU" (\$2,213,503).

2017: National Program Development Program. U.S Department of Education (co-PI). Not Funded. Proposal Title: "Dual Language Professional Development at FAU" (\$2,187,244).

2016: National Program Development Program. U.S Department of Education (co-PI). Not Funded. Proposal Title: "Dual Language Professional Development at FAU" (\$2,254,773).

Internal

2025-20226: Center for Peace, Justice, and Human Rights. Awarded for Funding. Proposal Title: English for Peace: Genre Translanguaging in Rural Colombia. (\$8,500).

2018-2020: Office of Undergraduate Research and Inquiry. Accepted for funding. Proposal Title: “Studying the Linguistic Patterns of Emergent to Advanced Bilingual Speakers in South Florida.” (\$5,000).

2018: Office of Undergraduate Research and Inquiry. Accepted for funding. Proposal Title: Analyzing the Semantic Ranges of Three Minute Thesis Presentations (\$600).

2017: FAU Division of Research and Dean’s Office, College of Education. Attendance to the Annual Conference of the Alliance of Hispanic Serving Institutions Educators (AHSIE). Travel grant (\$2,000)

2015: FAU Center for e-learning. Funded. Development of online section of TSL 4080 (\$4,000)

Courses Taught at FAU**Doctoral courses**

Curriculum Theory (Spring 2016, Fall 2017, Fall 2018, Fall 2019)

Seminar in Curriculum: Discourse Analysis (Summer 2017). New Developed Course.

A Functional Semantic Approach to Linguistic Analysis. Independent Study

Critical Analysis of Classroom Observation. Independent Study.

Undergraduate courses

TSL 4080. Introduction to TESOL. Hybrid, Online, and Face to Face.

TSL 4081. TESOL Issues and Practices.

Supervision of Graduate Students

SEMESTER/YEAR	STUDENT NAME	PROGRAM/ROLE
2015-present	Jameson Stell	Dissertation Co-chair

Supervision of Undergraduate Students

SEMESTER/YEAR	STUDENT NAME	PROGRAM/ROLE
2018-present	Chelsea Zuvieta	Henderson FAU High-School Research Mentoring
Fall 2019	Maria Gabriela Gutiérrez	International student intern Universidad de La Salle. Bogotá, Colombia.
Fall 2019	Betsy Carolina Porras	International student intern Universidad de La Salle. Bogotá, Colombia.

Advising of Doctoral Students

SEMESTER/YEAR	STUDENT NAME	PROGRAM
2018-2024	Pilar Taylor	Ph.D. in Curriculum, Culture, and Educational Inquiry
2018-2022	Melissa Antonelli	Ph.D. in Curriculum, Culture, and Educational Inquiry
2019-2021	Alexandra Zetlaoui	Ph.D. in Curriculum, Culture, and Educational Inquiry

Advising of Master's Students

SEMESTER/YEAR	STUDENT NAME	PROGRAM
2015-2017	Jennifer Conner	M. Ed in Curriculum, Culture, and Educational Inquiry
2015-2017	Katelyn Minich	M. Ed in Curriculum, Culture, and Educational Inquiry
2017-2019	Juniet León	M. Ed in Curriculum, Culture, and Educational Inquiry
2017-2019	Amy Volpe	M. Ed in Curriculum, Culture, and Educational Inquiry

Service and Professional Development**Service to the Institution****Department Service**

Department Representative. Faculty Assembly. Spring 2018-Present

Department Representative. Educational Grants Initiative Team. Spring 2019-present.

Department UFF Representative. Spring 2019-present

Admission Committee. Ph.D Program in Curriculum and Instruction. Spring 2017-present.

Member. Undergraduate Research Committee. Fall 2015-Spring 2017

Department Representative to the Library. Spring 2015-2017.

College of Education Service

Member. COE International Committee. Fall 2014 to Fall 2016.

Member. COE Outstanding Dissertation Committee. Spring 2017-Fall 2018.

University Service

Co-chair. FAU Hispanic Serving Institutions Research Group. Spring 2017-present.
<http://www.fau.edu/research/research-interest-groups.php>

Research Advisor. Office of P12 Research Committee. Spring 2017-present.

Member. Mentoring Council. Fall 2018-present.

Member. Global Engagement Steering Committee. Fall 2018-present.

Reviewer. Faculty-led study abroad programs.

Reviewer. Fulbright campus committee.

Principal Leader. International Memorandum of Understanding between FAU and Universidad del Quindío, Armenia. Colombia.

Principal Leader. International Memorandum of Understanding between FAU and Universidad de la Salle, Bogotá. Colombia.

Service to the Discipline/Profession

Vice-president. North American Systemic Functional Linguistics Association. Spring 2017-present
(president beginning in Spring 2020).

Co-Editor. Language Potential: A Publication of the North American Systemic Functional Linguistics Association. Fall 2016-present.

Co-Editor. Bilingual Basics: A Newsletter of the Bilingual-Multilingual Bilingual Interest Section for TESOL International Association. Spring 2015-Spring 2017.

Officer. Bilingual Education Interest Section (BEIS). TESOL International Association. 2013-present.

Reviewer. National Screening Committee for U.S. Fulbright-Hays Program Teaching Assistants (United States Department of State). 2014-2017

Manuscript Reviewer. TESOL Quarterly Journal. Spring 2017-present

Manuscript Reviewer. Bilingual Research Journal. Fall 2018-present

Manuscript Reviewer. TESOL Journal. Fall 2012-Spring 2015-present.

Reviewer. International Journal of Multicultural Education. 2015-present.

Service to the Community/Public

Unpaid Consultant. Palm Beach School District, Multicultural Department. 2014-present.

Unpaid Consultant. Greenacres Elementary School. Fall 2016 and Spring 2017.

Volunteer ESL teacher and curriculum developer. Parent Power Alliance. Forest Hill Elementary School. Spring 2017-present.

Advisor. Palm Beach Area Refugee Task Force. Spring 2017 to present.

External Doctoral Dissertation Reviewer (University of New England, Armidale, Australia). Spring and Summer 2015.

Doctoral Dissertation Reviewer and Advisor (University of Rhode Island, Rhode Island College). Fall 2014-Spring 2016.

Freedom Shores Elementary School Advisory Committee. Fall 2014 and Spring 2015.

Professional Development

Attendee. American Association of Applied Linguistics (AAAL). Atlanta, GA. March 9-11, 2019

Invited guest. National conversation on Hispanic Serving Colleges of Education. University of Texas Rio Grande Valley, McAllen. Texas. September 27-29 2018.

Attendee. Alliance of Hispanic Serving Institution Educators. University of Nevada, Las Vegas. April 9-12, 2017

Attendee. Second Legitimation Code Theory Conference. Sydney, Australia. July 10-14, 2017.

Honors and Awards

- √ Affiliate Faculty, University of Sydney. Australia. Fall 2023. Awarded as part of the approved sabbatical semester by FAU.
- √ 2019 Recipient of Faculty Professional Development Funds from the Office of Undergraduate Research for mentoring a student who was awarded an undergraduate research grant.
- √ 2017 Recipient of the University's Excellence and Innovation in Undergraduate Teaching Award.
- √ 2017 Recipient of the School of Education Excellence and Innovation in Undergraduate Teaching Award.
- √ 2017 Honorary Faculty Coach for the women's soccer team as recognition for support given to athletes enrolled in classes.