

## Lori Langer de Ramírez, Ed.D.

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### EDUCATION

1998 Ed.D. Teachers College, Columbia University - Curriculum and Teaching

**Dissertation:** *Proyecto Papán—Building and Evaluating a Multimedia Spanish language curriculum unit based on stories from Argentina, Colombia and Mexico.*

A teacher-created folktale unit was presented to 8<sup>th</sup> grade students in a variety of media formats: picturebooks, audiotapes, videotapes, a HyperMedia program and a webpage. After reading and/or listening to the stories, students summarized and expressed opinions about the tales. Results suggest that students are able to understand advanced grammatical structures if they are highly contextualized. It was also revealed that students acquired cultural information through these authentic tales and their accompanying illustrations and/or video components.

1994 M.S. CUNY, Queens College - Applied Linguistics/TESOL

1990 B.A. SUNY, The College at New Paltz - Spanish / Secondary Education

### PROFESSIONAL ORGANIZATIONS

#### Membership

American Association of Teachers of French (AATF); American Association of Teachers of Spanish and Portuguese (AATSP); American Council on the Teaching of Foreign Languages (ACTFL); Association for Supervision and Curriculum Development (ASCD); Foreign Language Administrators and Curriculum Specialists (FLACS); National Network for Early Language Learning (NNELL); NY State Association of Foreign Language Teachers (NYSFLT); Teachers of English to Speakers of Other Languages (TESOL)

#### Leadership

2003-2004 President: National Network for Early Language Learning

1997-2003 Vice President, Second Vice President, Secretary: NNELL

1995-1997 Spanish Resources Editor for professional journal *Learning Languages*

1995-present FLES Committee: American Association of Teachers of Spanish and Portuguese

## TEACHING

### Teachers College, Columbia University

- 1998-2005 Adjunct Professor – *Teaching and Learning in the Multicultural Classroom*  
Department of Curriculum and Teaching
- 1997-1998 Teaching Assistant - *Orality, Literacy and Technology*  
Department of International and Transcultural Studies
- 1996-1998 Coordinator, Team Leader – *Lectures in Teacher Education*  
Department of Curriculum and Teaching

### Certification/Licensing

New York State Permanent Certification – K-12: SPANISH; FRENCH; English as a Second Language

New York State Certificate of Qualification – School District Administrator; School Administrator/Supervisor

### Middle, High School and Administrative

- 1998-present Chairperson, ESL and World Languages - Herricks Public Schools, New Hyde Park, NY
- 1991-1996 Spanish Teacher, Coordinator of Elementary and Middle School Foreign Language Program - Polytechnic Preparatory Country Day School, Brooklyn, NY

### Special Activities

- Student-run language classes during Foreign Language Month: multilingual students prepare and present mini-classes in over 20 world languages
- Moroccan Festival (recreation of a Marrakeshi *souk* in which students take on roles such as storytellers, craftspeople, vendors, snake charmers, border guards, musicians, henna artists, etc.)
- Paris Metro fantasy trip (virtual visit to the Musée d'Orsay via a simulated subway and crêpe-making)
- Mexican Independence Day (students take role play leaders in the Revolution; recreation of *El Grito*)
- Mexican Day of the Dead (student-created *ofrendas* that they share in a simulated *cementerio*)
- Colombian cooking (students read a picturebook, recreate the recipes and serve parents)
- World Language classes for Foreign Language Month (ESL and mainstreamed students teach their home languages to the school community; students submit a "job application" for the position)
- Fantasy trip to Senegal (simulated griot folktale presentation and West African *djembe* drumming)
- Political Parties Simulation (after studying Perón, students form political parties in Latin America by creating a name and identity, and developing platforms to express their beliefs and ideas)
- Immigration Simulation (students study the requirements for attaining a political asylum visa for entry into the U.S., then take on the role of an applicant and make a case before an INS hearing)
- Pen and keypal letter exchanges (with *Escuela Rafael Uribe*, Pereira, Colombia, and visits/letter exchanges with students at Newcomers High School, Long Island City)

## **PUBLICATIONS**

### **Books and Texts**

*Take Action: Lesson Plans for the Multicultural Classroom.* (2009). Upper Saddle River, NJ: Merrill, Prentice Hall Publishers.

*Voices of Diversity: Teacher, Student and Parent Stories from the Multicultural Classroom.* (2006). Upper Saddle River, NJ: Prentice Hall Publishers.

Topics related to multiculturalism in schools, such as gender, linguistic diversity, race and ethnicity, sexual orientation, learning styles, (dis)abilities and religion are explored through narratives, activities and projects.

*Mi Abuela Ya No Está – Un cuento mexicano del Día de los Muertos* (text and illustrations). (2000). Alcoi, España: Editoriales Alfagráfic.

Through an exploration of symbols, customs, activities and beliefs connected to the Day of the Dead, Marita comes to terms with the loss of her *abuela* (winner of finalist honors *Concurso de Literatura Juvenil, Embajada de España*)

*Cuéntame – Folklore y Fábulas.* (1998). New York: AMSCO School Publications.

A collection of stories from the Spanish-speaking world. Many stories are from indigenous sources, while others are fables with the intention of teaching a lesson. Each story is embedded in a geographical and cultural context.

*Paso a Paso.* (1996). New York: Scott Foresman Publishers. (contributing writer) – trade textbook.

### **Curriculum Guides**

MisCositas Folktale-Based Curriculum Units with Internet Connections.

*Les griots de la Francophonie.* Tales from the Francophone world – France, Vietnam, and Gabon.

*Tramposos famosos.* Trickster tales from Argentina, Colombia and Puerto Rico.

*Historias Horrosas de Argentina.* Two tales of terror from Argentina, plus an original story.

*Folklore de la Foresta.* Stories from the Colombian Amazon covering environmental themes.

*Mitos Mágicos de México.* Folktales of fantasy and magic from different regions of Mexico.

*Cambios, Cuentos y Colombia.* Tales of transformation and change from Colombian folklore.

*Conflictos y Convivencia.* Themes of conflict and cooperation, geography and cultural heritage of Spain.

Thematic Curriculum Units.

*CuentaColombia.* A thematic Spanish language curriculum unit about Colombia based on oral tradition tales and folklore, including history and web connections.

*Convivencia: Curriculum Unit for Second Year Spanish.* Centered around the period in Medieval Spain, during which time Christians, Jews, and Muslims lived together and shared their cultures.

*El Bosque Tropical: Curriculum Unit for First Year Spanish.* Students take a fantasy trip to the tropical rainforest to learn about its flora, fauna, and peoples through recipes, games and puzzles.

Thematic Curriculum Units (continued)

*Día de los Muertos: Curriculum Unit for Third Year Spanish.* Students learn about this popular Mexican celebration and its origins as a syncretism of Christian and Aztec beliefs.

**Materials Collections**

*Sancocho Didáctico.* A collection of activities, projects and student handouts for teaching Spanish

*Passwords Perfectos.* A series of illustrated mini-posters containing useful words, phrases and questions for Spanish (also *Passwords Parfaits* for French and *Passwords Perfetti* for Italian)

*Dichos Dinámicos.* An illustrated collection of proverbs and sayings from Colombia.

*A Picture Paints – ClipArt for Language Teachers.* Topics include animals, travel, sports, and grammar.

*Great Tips for Your French Class on 35-Cents-a-Day* and *Great Tips for Your Spanish Class on 35-Cents-a-Day.* (1996). Auburn Hills, MI: Teacher's Discovery.

**Articles in professional journals**

"In the Birthplace of the Buddha." Essay in *Beyond Boundaries: Reflections of Indian and U.S. Scholars.* NY: iUniverse, Inc., 2007

"I Want to Live in America!" An Immigration Simulation. *Northeast Conference Reports*, 2007.

La importancia de la elección de los estudiantes en el uso de un material multimedia basado en cuentos de tradición oral. *Revista de Literatura – Edición especial: "Literatura infantil e interculturalidad."* Centro de Comunicación y Pedagogía, Barcelona, 2006, No. 216.

*¡Viva Colombia/Colombia Viva!* – A fantasy trip for the five senses. *Learning Languages, Volume 11, Number 2*, Spring 2006.

A Sympathy Protest: Products, Practices, and Perspectives in the Spanish Classroom. *Hispania*, 89, 1, 2006. (with A. Stryker).

8<sup>th</sup> Grade *Griots*: Turning Middle School Students into Story Tellers. Article in "Best Practices in K-12 Foreign Language Education", *NECTFL Review*, 57, Fall/Winter 2005/2006.

What Parents Should Know About Foreign Language Learning Today. *Our Children: The National PTA Magazine, Volume 31, Number 2*, October/November 2005.

"El Grito" – Celebrating Mexican Independence Day in the Middle School Spanish Classroom. *The Foreign Language Educator, Volume 2, Issue 1*, August 2005.

The Proverbs Project: Validating School Cultures Through Quotes and Sayings in World Languages. *The Language Association Journal*, Spring 2005.

### **Articles in professional journals (continued)**

Telling Tales in School: The Language Teacher as Storyteller. *Telling Tales: Newsletter of the Australian Storytelling Guild*, December 2004/January 2005.

Foreign Language Curricula for Elementary Schools - An Annotated Collection, Center for Applied Linguistics/ERIC, November 2003 (<http://www.cal.org/resources/archive/rgos/flescurricula.html>).

"A Method to Our Madness" - A Review of Foreign Language Teaching Methodologies. *New York State Teachers of Foreign Languages Annual Meeting Series, No. 20*, October 2003.

What Language Educators Can Learn From Educational Theory, *New York State Teachers of Foreign Languages Annual Meeting Series – No. 20*, October 2003.

East is East? A Language Educator's Glimpse of Public Education in China, *TESOL Matters*, Volume 12, No. 3, June/July/August 2002.

Opening our Hearts and Minds to the Future - Student reflections on Northeast Conference, *NECTFL (Northeast Conference on the Teaching of Foreign Languages) Review*, 48, Fall 2001.

They're taking me to Marrakesh! - A 7th grade French class' fantasy trip to Morocco, *The French Review*, February 2001.

Lisa and the Language Lesson, *NYSAFLT Annual Meeting Series, No. 17*, October 2000.

*Review of "Allez, Viens!", NECTFL Review*, 46, Fall 1999.

The story of *Proyecto Papán* — folktales and their potential for foreign language education, *Foreign Language Annals*, 32, 3, 363-371, 1999.

Content-Based Language Teaching: Another Fad or "The Real Thing"? *The Language Association Bulletin*, XLIX, 2, Winter 1998.

Celebrating the Day of the Dead, *The NCLRC Language Resource*, 1, 9, October 1997.

Review of "Central American Children Speak: Our Lives and Our Dreams", *The Northeast Conference Newsletter*, 41, Spring 1997.

Stories from the Oral Tradition: Language in Content for the Spanish Classroom, *Hispania*, 79, 3, 1996.

### **Articles in trade publications**

*Language Magazine: The Journal of Communication and Education*

Harvesting Help: Inspiring Our Youth to Teach Languages (Vol. 7, No. 3, November 2007)

East Meets West: Bridging Cultures, Bridging Pedagogies (Vol. 6, No. 12, August 2007)

Taking Culture as Granted: Connecting to Culture with NEH Grants (Vol. 5, No. 5, November 2005)

Assessment on a Grander Theme: Portfolio Assessments for Language Learners (Volume 4, No. 3, November 2004)

**Articles in trade publications (continued)**

Making Foreign Languages All-Inclusive: The Special Needs Child in the Language Classroom [with T. DeSimone and D. Laruccia] (Volume 3, No. 10, June 2004)

Speak Up! The Importance of Target Language Use in the World Language Classroom [with S. Quintyne] (Volume 3, No. 8, April 2004)

Two Teachers and their Tests – Language Assessments and their Effects on Students’ Affective Filter (Volume 2, No. 16, December 2003)

Symbolic Gestures - Non-Verbal Communication in the Classroom (Volume 2, No. 9, May 2003)

Holy Orders - Teaching English to Buddhist Monks in Thailand (Volume 2, No. 7, March 2003)

Margins of the Mind - The Struggle for Language Dominance in West Africa (Volume 2, No. 6, February 2003)

Behind the Bilingual Mosaic (Volume 2, No. 5, January 2003)

Left or Right? Language on the Brain (Volume 1, No. 11, July 2002)

Teacher, Tell me a Story – Authentic Literature as a Vehicle for Sharing Language and Culture (Volume 1, No. 10, June 2002)

*ESL Magazine*

The Moral of the Story: Language, Culture and Content through Teaching Tales (Issue 45, May/June 2005)

ELLs as language teachers: ESL students share their home languages with the school community (Issue 44, March/April 2005)

From Pen Pals to Key Pals: Cross-Cultural Connections, Letter Writing & English Language Learning (Issue 41, September/October 2004)

Media Literacy and English Language Learners – Learning English Through Critical TV Viewing (Issue 39, May/June 2004)

Wat? English! - Teaching English to Buddhist Monks in New York City (Issue 37, January/February 2004)

Show Me a Story – Using Technology to Share Folktales in the ESL Classroom (Issue 35, September/October 2003)

**CONFERENCE PRESENTATIONS AND WORKSHOPS**

“From Sprouts to Blossoms: Growing a Chinese Program from the Ground Up” [with Elizabeth Yu Ellsworth], Northeast Conference on the Teaching of Foreign Languages, New York City (March 2008)

“Power Up Your Storytelling,” full-day pre-conference workshop, Annual FLENJ (Foreign Language Educators of New Jersey) Spring Conference, Somerset, NJ (March 2008)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

"Life and Weaving in Guatemala," half-day workshop with Mari Haas, ACTFL Annual Convention, San Antonio, TX (November 2007)

"The Language of Art: A New Paradigm for Teaching World Language and the Arts," [presentation with Herricks art and language teachers], Balanced Mind Conference, Tillis Center, NY (November 2007)

"Teaching a Diverse Population," Embracing Diversity Through Effective Teaching and Mentorship Symposium, NYU School of Medicine, New York (September, 2006)

"FLES for Success: Activities For Beginning Language Learners," and "Accountability, Assessment, Placement: Benefits of the SAT 2 Spanish Exam," Northeast Conference on the Teaching of Foreign Languages, New York (April 2006)

"How Can NEH Grants Empower Language Teachers?" and "Reading Strategies in the Elementary Foreign Language Classroom." American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, Baltimore, MD (November 2005)

"Jataka and Panchatantra Tales – Using traditional Stories from India and Nepal for Teaching Language, Culture and Content to English Language Learners." U.S. Educational Foundation in India (USEFI) Conference, Madison, WI (May 2005)

"Advocating P-8 Programs in the Year of Languages." Northeast Conference on the Teaching of Foreign Languages, New York (April 2005)

"Best Practices in FLES – an Integration of Language, Culture and Content." SCOPE Conference "A K-12 Celebration of Effective Strategies for LOTE and ESL Educators, Language and Culture" – Melville Marriott, Melville, NY (March 2005)

"Authentic Assessment and Portfolios for the Language Classroom." American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, Chicago, IL (November 2004)

"*Raconte-moi l'Afrique* – West African Folklore in the French Classroom." The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2004)

"Reading and the Internet: Virtual Storybooks." Foreign Language Educators of New Jersey (FLENJ) Spring Conference, East Brunswick, NJ (March 2004)

"SAT II Spanish Exam: Purpose, Content, Value." The Northeast Conference on the Teaching of Foreign Languages – Washington DC (April 2003)

"Virtual Picturebooks – Using Online Stories to Integrate Language, Culture and Content." SCOPE Conference – Islandia, NY (March 2003)

"*El Día de los Muertos*: a virtual exploration through literature and the Internet." The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2002)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

"Leadership Perspectives: The Classroom Teacher." (panel discussion) The Northeast Conference on the Teaching of Foreign Languages, New York (April 2002)

"Turning the Tables: Reconfiguring student/teacher roles through technology" Transforming Humanities Education Research Group, Massachusetts Institute of Technology, Cambridge, MA (March 2002)

"Sharing the Fun – Interdisciplinary Language Units for the Whole School." LILT/NYSAFLT Regional Conference, Babylon Jr/Sr High School, NY (November 2001)

"Folktales, Fables and Stories for the FLES Classroom." American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, Washington, DC (November 2001)

"¡Música Maestro! – An Interdisciplinary Approach to World Music and Second Languages." The Balanced Mind VI Conference, Huntington Hilton Conference Center, NY (November 2001)

"Miscositas.com – A Web Resource for Teachers of ESL, French and Spanish." The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2001)

"Using Authentic Literature in the Middle School Second Language Classroom." Nassau County Principals Association Conference, Hicksville Middle School, NY (March 2001)

"Long and Strong - Foreign Language Sequences - Why, What and How to do it" Session Chair.  
"Los cuentos de Juan Bobo: Puerto Rican folklore in the Spanish Classroom" half-day workshop.  
AATSP Annual Meeting, San Juan, Puerto Rico (August 2000)

"Starting and Maintaining a FLES Program." SCOPE Conference "Keeping the K through 12 Spirit - LOTE 2000" - Wyndham Wind Watch Hotel, Hauppauge, NY (March 2000)

"The Language and Culture of Stories: Using World Folk Tales World in Foreign Language Teaching." Keynote address – Workshops on Foreign Languages, West Chester University, PA (October 1999)

"Technology and Multimedia in the Spanish classroom." Metropolitan School Study Council (April 1999)

"*Cuentos de Colombia: Como incorporar cuentos, leyendas y mitos en la clase de español.*" AATSP Northeast Regional Meeting, Drew University, NJ (October 1998)

"Crafts in the Classroom." Bilingual/ESL Conference, William Patterson College, NJ (December 1997)

"Colombian Stories: How to incorporate authentic stories into the Spanish Classroom." American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, Nashville, TN (November 1997)

"Integrating Multi-Media Technology for Learning." NY State Association of Independent Schools Technology Team Conference, New York University, NY (May 1997)

"The Day of the Dead," Association of Teachers in Independent Schools Conference, NY (April 1996)

"The uses of children's literature in the Spanish classroom," Annual New York State Association of Foreign Language Teachers Conference (November 1995)

## AWARDS

Remunda Cadoux Award for Leadership in Foreign Language Supervision, NYSAFLT (October 2006)  
The ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture (November 2005)  
Finalist Honors, *Mi Abuela Ya No Está*, Spanish Embassy Contest for Children's Literature (April 1996)  
Finalist, Klingenstein Fellowships, Teachers College, Columbia University (April 1996)  
Elaine Newman Award in Applied Linguistics, CUNY Queens College (May 1995)

## SPECIAL PROJECTS

Participant: *Teaching Foreign Languages K-12: A Library of Classroom Practices*. Annenberg/CPB.

Featured on library video #30: "Politics of Art", students assume the role of artists and participate in a political debate: [http://www.learner.org/channel/libraries/tfl/spanish/langer\\_de\\_ramirez/index.html](http://www.learner.org/channel/libraries/tfl/spanish/langer_de_ramirez/index.html)

Featured on workshop Video #5: "Rooted in Culture", exploring products & practices as a means of developing understandings of cultural perspectives <http://www.learner.org/resources/series201.html#>

## RESEARCH GRANTS

*Fulbright Summer Seminar: India and Nepal*; Fulbright Commission on Education: CUNY Graduate Center (New York), United States Education Foundation in India and Nepal (Summer 2001)  
Produced an Internet-based curriculum unit: <http://www.miscositas.com/monkey.html>

*La Francophonie: a Study of the Literature and Geography of French-Speaking West Africa with a Focus on Senegal*: NEH grant for study of literature, culture and history of French-speaking West Africa, Old Dominion University, and Dakar, Senegal (Summer 1999)  
Developed a "virtual visit" to Senegal: <http://www.miscositas.com/Senegal.html>

Independent Studies in the Humanities Fellow: Spanish & Nahuatl—A Linguistic Exploration of Two Cultures, Council for Basic Education (Summer 1997)  
Explored the syncretism of Spanish language and culture with pre-Colombian Mexican cultures.

New York State Association of Foreign Language Teachers Grant for Graduate Study (April 1996)  
Explored the effects of northern Andean languages and indigenous South American cultural norms relating to deictic gestures on the Spanish language and culture of the region.

Dodge-NEH Foreign Language Fellow: Travel to Colombia to collect stories from the Chibcha tribe/oral tradition for use as literature in the classroom (Summer 1996)  
Collected oral tradition literature: <http://www.miscositas.com/stories.html>

Project Pluma, NEH grant for study of Mexican culture and teaching, Teachers College, Columbia University, and Tepotzlán, and Mexico City, Mexico (Summer 1995-1996)  
Developed a Day of the Dead curriculum unit as well as several web-based virtual picturebooks.

Grant for research and observation of foreign language programs in Buenos Aires and with *Academia Argüello* in Cordoba, Argentina, Poly Prep Country Day School (Summers 1994 and 1995)

## CONSULTING and STAFF DEVELOPMENT

International Schools consulting: Curriculum mapping and faculty workshops for language teachers:

- International School of Bangkok, Thailand – April 2007 - February 2008
- Escuela Campo Alegre, Caracas, Venezuela – August 2007- August 2008

Seminar presenter: “America Reads Spanish” – Barcelona and Madrid, Spain, to publishers – sponsored by the Embassy of Spain/Trade Commission (ICEX) – January 2006

Guest editor: *NECTFL Review*, 57, Fall/Winter 2005/2006 - Special issue focusing on “Best Practices in K-12 Foreign Language Education”

Panelist, Summer Seminars and Institutes for K-12 Teachers, National Endowment for the Humanities Spring 2001 and 2006.

Educational consultant and artist - *Project Transformations*, Institute for Urban and Minority Education, Teachers College, Columbia University

Guest lecturer: FLES (Foreign Language in the Elementary School) Licensing Course, Dowling College.

Educational Testing Service, Princeton, NJ, San Antonio, TX, and San Bernadino, CA:

- AP Spanish Online Test items writer (2007) [with the College Board]
- SAT Spanish Test Development Committee Member (2001-2006) [with the College Board]
- NAEP (National Assessment of Educational Progress) Spanish exam Committee Member

Curriculum consultant, materials writer and reviewer

- AMSCO School Publications: *Spanish is Fun, Leer y Charlar, Spanish Level 4*
- Santillana USA: *Gateways to the Sun, Puertas al Sol, ESL Series, Nuevo Bravo Bravo*
- Words and Numbers: *Realidades*, ESL/Special Education Social Studies and Science texts
- SRA-McGraw Hill: English as a Second Language project editor
- Merrill Education: Multicultural Education PRAXIS online modules/artifacts
- McDougal Littell: *Avancemos* best practices professional article and thematic curriculum lessons
- Berlitz: review of study cards for children, development of Spanish test preparation study cards

Staff Development Workshop Presenter: Elizabeth Public Schools, NJ; Jericho, Hauppauge, Oceanside and Syosset Public School Districts, Long Island, NY

*Selection of workshops offered:*

- Identity and Multiculturalism - Creating Diversity Awareness in Schools
- A Picture Paints – World Crafts in the Language Classroom
- Products, Practices and Perspectives - Culture in the Language Classroom
- Virtually There - Planning, Designing and Taking a Fantasy Trip in the Language Classroom
- *¡Música Maestro!* - Music in the Language Classroom
- Tell Me a Story - Folktales, Fables and Stories for FLES
- Teaching Reading in the LOTE and ESL Classroom
- Thematic Units – Development and Use for ESL and World Language Educators
- Webquests – Designing language-based Internet activities
- *CuentaColombia* – How to incorporate Colombian history and folklore into the Spanish curriculum