

CURRICULUM VITAE

Yousra Abourehab, Ph.D.

Department of Teaching, Learning, and Sociocultural Studies

The University of Arizona

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EDUCATION

Ph.D. in Teaching, Learning, & Sociocultural Studies, The University of Arizona, Tucson.
Dissertation Title: *Multilingual Orientations in Arabic Heritage/Community Teaching and Learning in the United States. August 2023.*
Co-Chairs: Professors Mary-Carol Combs & Jill Castek
Minor: Interdisciplinary PhD Program in Second Language Acquisition & Teaching (SLAT)

M.A. in Language, Reading, & Culture, College of Education, The University of Arizona, Tucson. May 2020.

B.A. in English Language, Linguistics & Literature, Ain Shams University, Cairo, Egypt, 2013.

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Teaching, Learning, and Sociocultural Studies, The University of Arizona. 2025-Present.

Assistant Professor of Practice, International Studies and Multilingual Education, Department of Teaching, Learning, and Sociocultural Studies, The University of Arizona. 2023-2025.

Faculty Affiliate, Second Language Acquisition and Teaching, Interdisciplinary PhD program. The University of Arizona. 2024-Present.

Director, Global Education Minor program, Department of Teaching, Learning, and Sociocultural Studies, The University of Arizona. 2023-Present.

PROFESSIONAL WORK EXPERIENCE

Co-ordinator, Worlds of Experience for Language Learning Project (*K-16 Professional Learning series in International Education and Multilingualism*). Funded by the US Department of Education Title VI center, Center for Educational Resources on Culture, Language, and Literacy). The University of Arizona. 2023-Present.

Graduate Teaching Associate, College of Education, Department of Teaching, Learning, and Sociocultural Studies, College of Education. The University of Arizona. 2020-2022.

Graduate Research Associate & a Jewell Lewis Scholar, [Critical Making Cultures and Practices \(NSF Grant\)](#), The University of Arizona. 2020-2021.

Arabic Language Tutor/Conversational Partner, School of Middle Eastern & North African Studies, The University of Arizona. 2020.

Research assistant and Arabic-English interpreter, University of Arizona. 2019.

Elementary Substitute Teacher (1st-2nd grade), Al Huda School (K-6), Tucson, Arizona. 2018-2020.

Arabic Language Instructor, The Muslim Community Center, Tucson, Arizona. 2016-2020.

PUBLICATIONS

PUBLISHED OR ACCEPTED IN PEER-REVIEWED JOURNALS (*author is a graduate student)

Abourehab, Y. (2025). Dynamics of Play: Arabic-English bilinguals language socialization and intercultural competence. *International Journal of Play* (Routledge Press), 1-22.
<https://doi.org/10.1080/21594937.2025.2535129>

Abourehab, Y. (2024). It's an Imagined Fuṣḥatopia: Teacher Language Ideologies and Multilingual Practices in Arabic Heritage Learning in the United States. *Applied Linguistics* (Oxford University Press), 1-21. <https://doi.org/10.1093/applin/amae036>.

Yaylali, A., **Abourehab, Y.**, Sandoval, J. J.*, & Combs, M. C. (2024). Becoming Linguistically and Culturally Responsive Educators: Teacher Candidates' Perspective Shifts in an Introductory Linguistics Course. *Action in Teacher Education* (Taylor & Francis), 1-17.
<https://doi.org/10.1080/01626620.2024.2392733> (Project funded by the Graduate and Professional Student Council Research Grant at the University of Arizona).

Abourehab, Y. & Azaz, M. (2023). Pedagogical Translanguaging in Community/Heritage Arabic Language Learning. *Journal of Multilingual and Multicultural Development* (Taylor and Francis), 44(5), 398-411. <https://doi.org/10.1080/01434632.2020.1826496>

Oguilve, V., Wen, W., Bowen, E., **Abourehab, Y.**, Bermudez, A., Gaxiola, E., & Castek, J. (2021). Community Making: An Expansive View of Curriculum. *Journal of Curriculum Studies Research*, 3(1), 69-100. <https://doi.org/10.46303/jcsr.2021.8> (Project funded by the Jewell Lewis fellowship and [NSF-Grant](#))

Azaz, M., & **Abourehab, Y.** (2021). Should Standard Arabic have “the lion’s share?”: Teacher ideologies in L2 Arabic through the lens of pedagogical translanguaging. *Intercultural Communication Education*, 4(1), 90–105. <https://doi.org/10.29140/ice.v4n1.442>.

JOURNAL ARTICLES IN REVIEW

Abourehab, Y. Institutional Language Policies and Family Ideologies in Arabic Heritage.
Passed initial screening & under review.

ARTICLES IN PREPARATION

Castek, J., **Abourehab, Y.**, & Zandi, N.*. Environmental Impact of Travel & Tourism: Designing Immersive Field Experiences for Global Impact. In F. Candy, R. Beach, J. Castek, S. Evans, A. Panos (Eds.), *Addressing the Climate Crisis for Transforming Schools and Communities*.

Abourehab, Y., Strachan, K. & Oviedo, D. How do Arizona English Language proficiency assessments fail ELLs? A Cognitive and Psychological perspective.

Abourehab, Y. Miscue analysis of Arabic-English bilinguals reading.

RESEARCH GRANTS

CERCLL Faculty Research Fellow Grant. Funded by the US Department of Education Title VI center, Center for Educational Resources on Culture, Language, and Literacy, The University of Arizona. *Multilingual Peace Education Across Disciplines*. [PI: %100, Amount: \$5000]. 2025-present.

Graduate and Professional Student Council (GPSC) Research Grant. Teacher education research grant (\$850), University of Arizona (participated in the grant writing process). 2021.

SCHOLARSHIPS AND AWARDS

International Education Program Development, AZ Online Investment Award. College of Education, The University of Arizona. Amount awarded: (\$45,000) 2023-Present.

- Developed curriculum across disciplines (social sciences, education, humanities)
- Developing and designing five online courses at the graduate level for AZ Online

Nominated for the *College of Education Outstanding Graduate Student Award and Graduate student Convocation Speaker*, The University of Arizona. 2023.

Ora Bretall Scholarship, The College of Education, The University of Arizona. Amount awarded: \$2000. 2022.

The J. Michael Parker Award, *Literacy Research Association* (LRA) for the project of “Community Literacies: Examining Dimensions of Making as Relationality.” Amount: \$500. Award winners: Veronica Oguilve, Wen Wen, **Yousra Abourehab**, Em Bowen, Amanda Bermudez, and Elizabeth Gaxiola. 2021.

The Everett L. and Marian G. Holden Scholarship, The College of Education, The University of Arizona. Amount: \$1500. 2020

INVITED PRESENTATIONS (*in-service world language teachers)

Abourehab, Y. (2025, June). Globalization and Language Education Policies in the Middle East and USA. Ryukoko University, Kyoto, Japan.

Oraby, E., & **Abourehab, Y.** (2025, March). *Innovating and sharpening translanguaging through the lens of Arabic* [Invited presentation] at a Colloquium on *Unsilencing Arabic language education scholarship: Why all applied linguists should care*. American Association for Applied Linguistics (AAAL) Conference. Denver, Colorado.

Abourehab, Y., Castek, J., Burrus, E.* (2024, September). *Virtual Field Experiences and Language Learning*. UC Berkeley Language Center, California, USA

Abourehab, Y. (2023, November). *Speaker at a Panel Discussion on Saviorism, Neocolonialism, and Decolonization*. Effective and Ethical International Work miniconference, University of Arizona Peace Corps, Tucson, Arizona. [Website](#).

Oguilve, V., **Abourehab, Y.**, Wen, W., Pineda, Z.*, & Castek, J. (2023, July). *Immersive Global Learning: Unleashing the Potential of Virtual Field Experiences*. Invited at the seminar on Reinventing Meaningful Trends in English Language Teaching based on Creativity and International Perspectives. Universidad Estatal a Distancia, Costa Rica.

Abourehab, Y. (2023, June). *Arab and Muslim Students in K-12 School System in the United States*. Invited at Department of Education, Augsburg University, Minnesota, USA.

Abourehab, Y., Castek, J. (2020, November). *Connected literacy: Read it, write it, talk it, share it*. Beyond the App. An international effort organized by the American University in Cairo and the State University of New York at Cortland. [Website](#).

PRESENTATIONS AT CONFERENCES (*in-service world language teachers)

Castek, J., **Abourehab, Y.**, Shah, A. (Accepted 2025). *Worlds of Experience for Language Learning: Supporting Language Educators to Design Immersive Virtual Field Experiences* [Roundtable]. Second Language Research Forum (SLRF) conference. September 25–28, Northern Arizona University, Arizona, USA.

Abourehab, Y. (2025). *Institutional language policies and family ideologies in Arabic heritage learning* [Individual paper presentation]. American Association for Applied Linguistics (AAAL) Conference. March 22-25, 2025, Denver, Colorado.

Castek, J., **Abourehab, Y.**, Duchicela, K. S., & Shah, A. (2025). *Celebrating Culture and the Arts through the Design of Virtual Field Experiences*. Globalizing the Community College Curricula. January 17-18, 2025, Tucson, Arizona, USA.

Shah, A., **Abourehab, Y.**, & Castek, J. (2024). *Virtual Field Experiences for Language Learners: Designing Immersive Content to Expand Learning Opportunities* [Virtual

workshop]. Pennsylvania Department of Education's English Language Development Conference (PDE ELD). November 19-21, Pennsylvania, USA.

Abourehab, Y. (2024). *Institutional language policy and family ideologies: A multidimensional perspective into Arabic heritage/community learning* [Virtual individual paper presentation]. Family Language Policy Conference. October 22nd-23rd, 2024, Galway Ireland.

Wen, W., **Abourehab, Y.**, Castek, J., & Oguilve, V. (2024). *Exploring Virtual Field Experiences: Merging Language Learning and Global Literacies* [Individual paper presentation]. International Association of Applied Linguistics (AILA). August 11-16, 2024, Malaysia, Asia.

Abourehab, Y., (2024). *It's an Imagined Fuṣhatopia: Teacher Language Ideologies and Multilingual Practices in Arabic Heritage Learning* [Individual paper presentation]. Language Teacher Education Conference (LTE). May 30-June 1. Minneapolis, USA.

Yaylali, A., & **Abourehab, Y.** & Combs, M. C. (2024). *Disrupting Preservice Teacher Perspectives: Transformative Paths Through Critical Reflection and Dialogue* [paper presentation]. American Educational Research Association (AERA). April 11-14, Philadelphia, PA, USA.

Castek, J., **Abourehab, Y.**, Wen, W., & Oguilve, V. (2024). *Global Literacy and Intercultural Learning with Virtual Field Experiences*. Intercultural Competence Conference (ICC). February 22-25, 2024, Tucson, Arizona.

Sanderson, C., Wen, W., **Abourehab, Y.**, Castek, J., & Oguilve, V. (2024). *Designing Virtual Field Experiences Across the Curriculum*. Northwest Council of Computer Education (NCCE). February 14, 2024, Seattle, Washington State, USA.

Abourehab, Y., & Yaylali, A. (2024). *Pre-service teachers' critical reflections in an ESL endorsement course* [Virtual paper presentation]. TESOL International Convention & English Language Expo. April 11-12, 2024, Florida, USA.

Abourehab, Y., Castek, J., & Mahmood, A. (2024). *Bring Cultures Alive in the Classroom: Exploring Virtual Field Experiences as Counternarratives*. Globalizing the Community College Curricula. January 19-20, Tucson, Arizona, USA.

Castek, J., **Abourehab, Y.**, & Leatherby, P.* (2023). *Sustainable Travel: Bring East Asian Cultures Alive Through Virtual Field Experiences*. Center for East Asian Studies Symposium. November 11, 2023, Tucson, Arizona, USA.

Yaylali, A., & **Abourehab, Y.** (2023). *Preparing linguistically responsive teachers via a transformative learning framework* [Virtual paper presentation]. NYS TESOL. September 30th, 2023.

- Castek, J., Oguilve, V., Wen, W., Ural, O., & **Abourehab, Y.** (2023). *Exploring global literacies through the design of Virtual Field Experiences* [paper presentation]. Literacy Research Association's 73rd Annual Conference. November 29 - December 2, 2023, Atlanta, GA.
- Abourehab, Y.**, Oguilve, V. Wen, W., & Ural, O. (2023). *Virtual Field Experiences for global learning* [Workshop]. The 35th Annual TLS Graduate Student Colloquy, University of Arizona. April 28, 2023, Tucson, AZ, USA.
- Mejía-Laguna, J., Oguilve, V. Wen, W., Ural, O., & **Abourehab, Y.** (2023). *Creating to learn through Virtual Field Experiences (VFEs)* [Virtual paper presentation]. Second Language Multimodal Literacies Symposium (L2ML). April 17-22, 2023.
- Castek, J., Manderino, M., **Abourehab, Y.**, Bermudez, A., Oguilve, V, Smith, K.J., & Wen, W. (2023). *Fostering solidarity with doctoral colleagues through reciprocal inquiry* [Paper presentation]. The National Council of Teachers of English Assembly for Research (NCTEAR). March 3-5, 2023, Davis, CA, USA.
- Castek, J., Manderino, M., **Abourehab, Y.**, Bermudez, A., Oguilve, V, Smith, K.J., & Wen, W. (2023). *Fostering Bi-directional Expertise in Graduate Education: A Reciprocal Inquiry of Digital Literacies for Disciplinary Learning* [Virtual Roundtable]. American Educational Research Association (AERA) May 4-5, 2023.
- Abourehab, Y.**, Yaylali, A., Combs, M. C., & Sandoval, J. (2023). *Pre-service teachers' transformative learning experiences: dialogue and reflection in an applied linguistics course* [Paper accepted but not presented]. American Association for Applied Linguistics conference (AAAL). March 18-21, 2023, Portland, Oregon, USA.
- Yaylali, A., **Abourehab, Y.**, Combs, M. C., & Sandoval, J. (2023). *Pre-service teachers' transformative learning experiences in an applied linguistics course* [Research presentation]. TESOL International Convention & English Language Expo. March 21-24, 2023, Portland, Oregon, USA.
- Abourehab, Y.** (2022). *"Barbie MosqueVille": Arabic-English Language Socialization in the U.S* [Virtual Paper presentation]. The 8th International Intercultural Competence Conference (ICC) organized by Center for Educational Resources on Culture, Language, and Literacy. January 27-30, 2022, Tucson, AZ, USA.
- Abourehab, Y.**, & Azaz, M. (2022). *Pedagogical translanguaging in community/heritage Arabic language learning*. Paper presented at a colloquium titled Translingual approaches in world language education: Perspectives from Arabic learning contexts. American Association for Applied Linguists (AAAL). March 19-22, 2022. Pittsburgh, PA, USA.
- Castek, J., Manderino, M., **Abourehab, Y.**, Bermudez, A., Oguilve, V., Smith, K. J., & Wen, W. (2021). *Widening the angle to critically examine digital literacies for disciplinary*

learning [paper presentation]. Literacy Research Association (LRA). December 1-4, 2021. Georgia, Atlanta, USA.

Oguilve, V., Wen, W., **Abourehab, Y.**, Bermudez, A., Bowen, E., & Gaxiola, E. (2021). *Community literacies: Examining dimensions of making as relationality* [paper presentation]. Literacy Research Association (LRA). December 1-4, 2021. Georgia, Atlanta, USA.

Abourehab, Y., Oguilve, V., Wen, W., Bermudez, A., Bowen, E., & Gaxiola, E. (2021). *Making in our community: An expansive view of literacy and social justice* [Workshop]. Teaching, Learning, and Sociocultural Studies Graduate Student Colloquy. March 2021, Tucson, AZ, USA.

Wen, W., **Abourehab, Y.**, & Bowen, E. (2021). *Organic Dialogue: Exploring the role of Language as a mediation tool in making* [Virtual paper presentation]. Second Language Acquisition and Teaching Roundtable (SLAT). February 6, 2021, Tucson, AZ, USA.

Abourehab, Y., & Azaz, M. (2020). *Functions of translanguaging in a community-based Arabic language learning setting: A survey of teachers' perspectives* [Paper presentation]. International Conference on the Development and Assessment of Intercultural Competence, Center for Educational Resources on Culture, Language, and Literacy, University of Arizona. January 23-26, 2020.

Azaz, M., & **Abourehab, Y.** (2019). *Pedagogical translanguaging in a multilingual community-based setting: Linguistic development and identity negotiation* [Paper presentation]. Second Language Research Forum Michigan State University, September 2019.

Abourehab, Y. (2018). *Function of translanguaging in a community-based Arabic language learning setting* [Paper presentation]. Teaching, Learning and Sociocultural Studies (TLS) Graduate Student Colloquy, University of Arizona.

COURSES TAUGHT

Undergraduate courses in the Elementary Education (bilingual & ESL) & Pathways to Teaching programs:

TLS 387 Introduction to Global Education (*Spring 24,25*)

TLS 402 Linguistics for Teachers (Fall 20, 21, 22)

TLS 406 Assessment and Instruction with English Language learners/Emergent Bilinguals (Spring 21, 22) (Summer 21, 22) (Fall 25)

Undergraduate language courses in the College of Social and Behavioral Sciences, School of Global Studies:

ARB101 (Fall 25)

ARB 102 (Fall 25)

Graduate Courses:

TLS 596 Topics in Teacher Education: Globalization and International Education (Slated for Fall 26)

TLS 595 Language Socialization Across Cultures (slated for Spring 26)

STUDENT MENTORING

2025-Present, Student Advising, The University of Arizona

- Awad Ramdan. Doctoral Student in TLS. College of Education. (Co-chair)
- Christiane Andrade. Doctoral Student in TLS. College of Education. (Minor Advisor-TLS)

2024-Present, Doctoral Committee Member, The University of Arizona.

- Maryam Jahangiri Babadi. Doctoral Student in TLS. College of Education
- Zunera Malik. Doctoral Student in the Interdisciplinary PhD Program in Second Language Acquisition & Teaching (SLAT)
- Rae LaBar Palmer. Doctoral Student in TLS. College of Education.

2024-present, Undergraduate Student Research, University of Arizona

- Sacha Devoretz (AZ Online campus)

ACADEMIC SERVICE

2025-2026, Scientific Committee Member, *Intercultural Competence Conference* (organized by Center for Educational Resources in Culture, Language and Literacy). The University of Arizona.

Journal Article/Monograph Reviewer for the following journals:

- *Teachers College Record* (Sage). 2025
- *Cogent Education* (Taylor and Francis). 2025
- Monograph Proposal Reviewer for (Routledge). 2024.
- *Journal of Sociolinguistics* (Wiley). 2023.
- *International Journal of Bilingualism* (Sage). 2023.
- *Journal of Language, Identity and Education* (Taylor and Francis). 2022.
- *Journal of Critical Multilingual Studies* (University of Arizona). 2022.
- *Foreign Language Annals* (Wiley). Invited to review a research article. 2022.
- *TESL Canada*. 2021.

2023-2024, *Organizing committee member and proposal reviewer* for the 34 & 35th Annual Teaching, Learning, and Sociocultural Studies Graduate Student Colloquy, University of Arizona, College of Education (in-person) 2023 & (Hybrid) 2024.

2022, *Session Moderator* at the 8th International Intercultural Competence Conference (ICC) organized by the Center for Educational Resources on Culture, Language, and Literacy at the *University of Arizona* (Virtual).

2021, *Speaker* in a student panel at the *Teaching, Learning, and Sociocultural Studies Graduate Seminar* (TLS 797), College of Education, The University of Arizona.

2021. Speaker in the student panel for incoming Ph.D. *Student Orientation*, College of Education, The University of Arizona.
- 2020, Session Moderator at the Second Language Digital Literacies Symposium (L2DL) organized by the Center for Educational Resources on Culture, Language, and Literacy (CERCLL) at the *University of Arizona* (Virtual).

SERVICE ON DEPARTMENTAL AND COLLEGE COMMITTEES

College of Education Council (TLS CT representative). Elected. 2025-Present.

COE International Education Advisory Committee (co-chair). 2024- Present. [COE]

Annual Review Committee for Career-Track (member). 2024- Present

TLS Leadership Working Group (member). 2024- Present.

Student Engagement & Career Development (SECD) Internship Council (member). 2024-Present.

COMMUNITY SERVICE AND OUTREACH

- Academic Consultant Rahmah Academy (K-4), Tucson, Arizona, 2025.
- Reviewer/judge of students' English assignments (e.g. short stories)*
- Volunteer at Tucson Unified School District, 2024-Present
- Multicultural Education Department and the UA Title VI Centers*
- Literacy enrichment events such as reading global and multilingual books
 - Engaging students in authentic multilingual activities
- Partnership between the UA Peace Corps and College of Education collaborations, 2024- present
- Organizing and co-hosting events to support global opportunities for graduate and undergraduate students at the COE
 - Participate in Peace Corps fairs
- Volunteer at Interfaith Events, 2018- Present
- These events usually include representatives from three faith groups (Muslims, Jews, and Christians).*
- Educate adolescents about other faith groups in Tucson
 - Create discussions for all teenagers from all faith groups
 - Encourage all students to talk about their beliefs and cultures
- Volunteer at Basis Charter Schools in Tucson, 2018-Present
- Bilingual activities for learners aged 6-8. For example, bilingual storytelling in Arabic and English
- Volunteer at St. Mark's Preschool and Kindergarten, 2018- 2020.
- Bilingual activities for Preschoolers aged 4-5. For example, Arabic name writing and bilingual storytelling in Arabic and English
- Volunteer at Sam Hughes Elementary Public School, 2016-2018

RELEVANT PROFESSIONAL SKILLS

Data analysis on NVivo, a software for data organization and coding
Online course development on D2L learning platforms
Multiple technological tools and platforms (Flip, VoiceThread)
Collaborative learning platforms (Wakelet, Padlet)
Virtual Field Experiences (Thinglink)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Teachers of English to Speakers of Other Languages (TESOL)
American Association for Applied Linguistics (AAAL)

LANGUAGES

English-Arabic (bilingual, biliterate)