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EDUCATION

- Doctor of Philosophy in Education with specialization in English Education 2016
University of Virginia, *Charlottesville, VA*
Dissertation Title:
Iraqi Refugee English Learners in the United States: A Multiple Case Study
Advisor: Dr. Amanda Kibler
- Master of Arts in English Language and Literature 2011
Lebanese University, *Beirut, Lebanon*
Thesis Title: Tolkien's Imperial Epic: *The Lord of the Rings* as a Book of Power
Advisor: Dr. May Maalouf
- Bachelor of Arts in English Language and Literature, English Teaching Certification 2002
Lebanese University, *Beirut, Lebanon*

EMPLOYMENT

Current Appointment

Equity, Diversity, and Language Education
College of Education and Human Development
University of Nevada, Reno
Assistant Professor, appointed fall 2016

Professional Positions Held

- University of Virginia, *Charlottesville, Virginia* 2013-2016
Instructor / Teaching Assistant
- University of Virginia, *Charlottesville, Virginia* 2012-2013
Manager, *Curry Participant Pool*
- SABIS® School Network, *Abu Dhabi, United Arab Emirates* 2007-2012
Senior English Consultant (K-5) (2010-2012)
English Coordinator (K-5) (2007-2010)
- Christian Teaching Institute - *Beirut, Lebanon* 2006-2007
English as a Foreign Language (EFL) Teacher, Grade 10-11
- Abu Dhabi International Private School - *Abu Dhabi, United Arab Emirates* 2004-2006
Coordinator and Homeroom Teacher, Grade 3
- Brummana High School - *Beirut, Lebanon* 2000-2004
English as a Foreign Language (EFL) Teacher, Grade 4-6

Refereed Journal Articles

Karam, F. J., Oikonomidou, E., & Kibler, A. (in press). Artifactual literacies and TESOL: Narratives of a Syrian refugee-background family. *TESOL Quarterly*. Advance online publication. <https://doi.org/10.1002/tesq.3001>

- *TESOL Quarterly* is the flagship journal in the field of TESOL and a Q1 journal according to Scimago journal ranking.
- 5-Year Impact Factor: 3.392

Karam, F. J. (in press). Re-envisioning the ESOL classroom through a virtues-based curriculum: contributions to Critical Dialogic Education. *TESOL Journal*.

- Journal classified as Q1 in Language and Linguistics and Q2 in Education according to Scimago journal ranking.

Karam, F. J., Barone, D., & Kibler, A. (accepted). Resisting and negotiating literacy tasks: Agentic practices of two adolescent refugee-background multilingual students. *Research in the Teaching of English*.

- *RTE* is the official publication of the National Council of Teachers of English (NCTE) and a Q1 journal according to Scimago journal ranking.
- 5-Year Impact Factor = 1.935

Karam, F. J., Kibler, A., Johnson, H., & Molloy Elreda, L. (2020). Identity, positionality, and peer social networks: A case study of an adolescent refugee-background student. *Journal of Language, Identity & Education*, 19(3), 208-223.

<https://doi.org/10.1080/15348458.2019.1655427>

- 2019 Impact Factor: 1.436
- Journal is classified as Q1 in education according to Scimago journal ranking.

Karam, F. J., Warren, A., Kibler, A. K., & Shweiry, Z. (2020). Beirut linguistic landscape: an analysis of private store fronts. *International Journal of Multilingualism*, 17(2), 196-214.

<https://doi.org/10.1080/14790718.2018.1529178>

- 2020 Impact Factor: 1.981
- Journal is classified as Q1 in Language and Linguistics according to Scimago journal ranking.

Oikonomidou, E., & **Karam, F. J.** (2020). Funds of identity and language development: the case of a Syrian refugee-background child. *International Journal of Early Years Education*, 28(2), 122-135. <https://doi.org/10.1080/09669760.2020.1765086>

- Journal is classified as Q2 in education according to Scimago journal ranking.

Karam, F. J., Kersten-Parrish, S., Warren, A., & Kibler, A. (2019). Representations of Sudanese/South Sudanese children resettled as refugees in children's literature for the middle grades. *Journal of Children's Literature*, 45(2), 32–42.

- Acceptance rate: 5-10%
- Official publication of the Children's Literature Assembly of National Council of Teachers of English (NCTE) and is only published twice annually.

Oikonomidou, E., Salas, R., **Karam, F. J.**, Warren, A., Steinmann, T., (2019). Locating newcomer students in educational research in the US: A Review of the Literature from 2000-2017. *Pedagogy, Culture and Society*, 27(4), 575-594.

<https://doi.org/10.1080/14681366.2018.1542539>

- 2018 CiteScore 1.38
- Journal is classified as Q1 in Cultural Studies and Q2 in Education according to Scimago journal ranking.

Kibler, A., **Karam, F. J.**, Futch, V., Bergey, R., Wang, C., & Molloy Elreda, L. (2018). Who are long-term English learners? Deconstructing a manufactured learner label. *Applied Linguistics*, 39(5), 741–765. <https://doi.org/10.1093/applin/amw039>

- Journal ranked number one in Linguistics at time of publication with an impact factor of 3.593

Karam, F. J. (2018). Language and identity construction: The case of a refugee digital bricoleur. *Journal of Adolescent & Adult Literacy*, 61(5), 511-521.

<http://dx.doi.org/10.1002/jaal.719>

- Publication of the Literacy Research Association and journal classified as Q1 in 2018 according to Scimago journal ranking.
- 5-Yr Impact Factor in 2018: 1.523

Karam, F. J., Kibler, A., & Yoder, P. (2017). "Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language. *International Journal of Intercultural Relations*, 60, 169-182.

<https://doi.org/10.1016/j.ijintrel.2017.04.006>

- Official Publication of the International Academy for Intercultural Research and ranked as a Q1 journal in Sociology according to Scimago journal ranking
- 2017 5-Year Impact Factor: 2.016

Karam, F. J., Monaghan, C., & Yoder, P. J. (2016). 'The students do not know why they are here': Education decision-making for Syrian refugees. *Globalisation, Societies and Education*, 14(4), 448-463. <http://dx.doi.org/10.1080/14767724.2016.1222895>

- Journal classified as a Q1 journal in Sociology according to Scimago journal ranking

Peer Reviewed Book Chapters and Edited Volumes

Karam, F. J. (accepted). Writing the story of Sabadullah: Transnational literacies of two refugee-background parents. In D. Warriner (Ed.), *Refugee education across the lifespan: Mapping experiences of language learning and use*. Springer.

Kibler, A., Hardigree, C., & **Karam, F. J.** (in press). L2 argumentative writing. In A. Hirvela and D. Belcher (Eds.), *Argumentative writing in a second language: Perspectives on teaching, assessment, and research*. University of Michigan Press.

Karam, F. J., Warren, A., Kersten-Parrish, S., Lucas, J., & Talso, M. (2020). Practicums in online language teacher education: Instructors' perceptions of online teaching and using video as a key practice. Routledge. In H. S. Kang, D. S. Shin, & T. Cimasko (Eds.). *Online education for teachers of English as a global language* (pp. 39-59). Routledge. <https://doi.org/10.4324/9780429264900>

Kibler, A., & **Karam, F. J.** (2017). English as a second language. In Kylie Pepler (Ed.), *SAGE Encyclopedia of Out-of-School Learning* (pp. 255-257). Sage. <http://dx.doi.org/10.4135/9781483385198.n100>

Yoder, P. J., Johnson, A. P., & **Karam, F. J.** (2016). (Mis)perceptions of Arabs and Arab Americans: How can social studies teachers disrupt the stereotypes? In W. Journell (Ed.), *Teaching social studies in an era of divisiveness: The challenges of discussing social issues in a non-partisan way* (pp. 63-77). Rowman & Littlefield.

Book Review

Karam, F. J. (2015). Review of Displacement, language maintenance and identity: Sudanese refugees in Australia. *Linguistics and Education*, 29(85-86). doi:10.1016/j.linged.2015.01.003

Other Publications

Karam, F. J. (2013, July). Foreign languages and colonialism in Lebanon: A historical perspective. *Bilingual Basics*. Retrieved from <http://newsmanager.commpartners.com/tesolbeis/issues/2013-06-28/5.html>

Trent, S. C., **Karam, F. J.**, Kelly, C., Stephensen, K., Driver, M., Hughey-Commers, E., O'Brien, C., Yoder, P. (2013). Closing achievement gap requires new thinking, new approaches. *The Richmond Times Dispatch*, pp. E1, E5. Retrieved from https://richmond.com/opinion/columnists/closing-achievement-gap-requires-new-thinking/article_2db1a7fe-fd63-537e-a988-b5421b347428.html

GRANT ACTIVITY (FUNDED)

1. Linguistic Landscape of Resistance: Reclaiming Public Space in Beirut, Lebanon (\$3,000)
 - a. Funded by the Ozmen Institute for Global Studies
 - b. Role: PI
 - c. April, 2019
2. Technology Grant (\$650)
 - a. Funded by University of Nevada, Reno
 - b. February, 2019
 - c. Scholarly Outcomes: book chapter in progress, to be submitted by 02/01/19
3. Scholarly Activity Financial Support Funding (\$1,000)
 - a. Funded by University of Nevada, Reno
 - b. February, 2017
 - c. Scholarly Outcomes: research revised and resubmitted to the *Literacy Research Journal*; funds used to support the family with laptop, textbooks, and monetary compensation
4. Technology Grant (\$450)
 - a. Funded by University of Nevada, Reno
 - b. October, 2016
 - c. Scholarly Outcomes: research submitted to *Anthropology & Education Quarterly*
5. Curry IDEAs (Innovative, Developmental, Exploratory Awards): Curry School Research and Development Fund (\$1,000) – in support of dissertation thesis research.
 - a. Role: Principal Investigator (PI)
 - b. 2015-2016
 - c. Scholarly Outcomes:
 - i. peer-reviewed article published in *Journal of Adolescent & Adult Literacy (2018)*
 - ii. peer-reviewed article submitted to *Research in the Teaching of English (2019)*
 - iii. 2017 Distinguished Dissertation Award, *American Educational Research Association (AERA) Second Language Research Special Interest Group*
 - iv. 2017 Bruce Gansneder Outstanding Dissertation: Qualitative Methodology Award, *University of Virginia*
6. Multilingualism and Identity: The Linguistic Landscape of Beirut. (\$1,000). The aim of this project is to better understand the multilingual Beirut linguistic landscape and how language is used to reflect the changing identity of the city.
 - a. Funded by the **Center of Global Investigation and Inquiry (CGI²)**
 - b. Role: PI
 - c. 2014-2016
 - d. Scholarly Outcomes: peer-reviewed article published in *International Journal of Multilingualism (2018)*

International and National Peer-reviewed Presentations

1. **Karam, F. J.**, Kibler, A., & Oikonomidou, E. (2019). (Re)creating identities through writing: The case of a Syrian refugee-background family. Paper presented at the *Symposium on Second language Writing*, November 14, 2019.
2. Kibler, A., & **Karam, F. J.** (2019). A microethnographic analysis of disruptions in “classroom meetings”: Challenges and opportunities in building community in a multilingual classroom. Paper presented at the American Association for Applied Linguistics, Atlanta, GA, March 2019.
3. **Karam, F. J.**, & Kibler, A. (2019). Refugee-background English learners: Resistance and agentic engagement in literacy tasks. Paper presented at the Teachers of English to Speakers of Other Languages International Convention & English Language Expo, Atlanta, GA, March 2019.
4. Oikonomidou, E., **Karam, F. J.** (2019). Multi-site funds of identity (foi) of newcomer refugee children. Paper presented at the American Education Research Association Annual Meeting, April 2019.
5. **Karam, F. J.**, Parrish, S., Warren, A., & Kibler, A. (2018). Examining portrayals of immigrant youth in YA Novels. Paper presented at the Literacy Research Association Annual Conference, Indian Wells, CA, November 2018.
6. Molloy Elreda, L., Kibler, A., Johnson, H., & **Karam, F. J.**, Futch Ehrlich, V. A. (2018). Academic and language development in linguistically diverse classrooms: Bridging and bonding in the classroom peer network. Paper presented at the SRA Biennial Meeting, April 2018.
7. **Karam, F. J.**, & Kibler, A. (2017). Multilingual/multimodal writing as an act of identity: Zein’s case. Paper presented at the Teachers of English to Speakers of Other Languages International Convention & English Language Expo, Seattle, WA, March 2017.
8. Molloy Elreda, L., Kibler, A., Johnson, H., & **Karam, F. J.** (2017). Adolescent English learners’ classroom peer networks: Influences on participation. Paper presented at the SRCD Biennial Meeting, April 2017.
9. Molloy Elreda, L., Kibler, A., Johnson, H.E., & **Karam, F. J.** (2017). The classroom peer networks of adolescent EL-classified students: Influences on engagement and learning”, presented at the American Education Research Association Annual Meeting, San Antonio, TX, April 2017.
10. **Karam, F. J.**, Kibler, A., Yoder, P. J., & Monaghan, C. (2016). Syrian refugee NNESTs: Teacher identity and the fear of English”. **Winner of the TESOL Award for an Outstanding Paper on NNEST Issues**. Paper presented at the TESOL International Convention & English Language Expo, April 2016.
11. **Karam, F. J.**, & Kibler, A. (2016). “I am afraid to pronounce the words. I have this problem!”: Language ideologies and refugee education in Lebanon. Paper presented at the American Association of Applied Linguistics Conference, April, 2016.
12. Shweiry, Z., **Karam, F. J.**, & Kibler, A. (2016). Beirut linguistic landscape: Shabrou2a or Chanel? Paper presented at the American Association of Applied Linguistics Conference, April 2016.
13. Trent, S. C., **Karam, F. J.**, Driver, M. K., Rodgers, W. J., & Bennett, J. (2015). “So I just, I wanna change that”: A prospective teacher’s understanding of self and teaching

diverse learners. Paper presented at the Annual Conference for the National Association for Multicultural Education (NAME), October 2015.

14. **Karam, F. J.**, & Kibler, A. (2015). "In Lebanon, we each decide what we teach and why:" Education decision-making for Syrian school children. Paper presented at the annual meeting of the Comparative and International Education Society (CIES), Washington D. C., March 2015.
15. **Karam, F. J.**, Kibler, A., Futch, V., & Molloy, L. (2015). Identity, language learning, and adolescent peer social networks: A case study. Paper presented at the AERA Annual Meeting, April 2015.
16. **Karam, F. J.**, & Kibler, A. (2015). Multilingualism and identity in postcolonial contexts: A synthesis. Paper presented at annual conference of the American Association for Applied Linguistics, Toronto, Ontario, Canada, March 2015.
17. Kibler, A., Futch, V., Molloy Elreda, L., Bergey, R., **Karam, F. J.**, Yoder, P. (2015). English learners' classroom peer networks: Mixed-methods insights into English language development. Paper presented at the American Education Research Association Annual Meeting, Chicago, IL, April 2015.

TEACHING

University of Nevada, Reno

- EDRS 752 Qualitative Research in Education
- EDRL 741 Language Learning and Identity in Educational Contexts
- EDRL 471/671 Theory and Practice of Academic English Language Development
- EDRL 472/672 Methods & Curricula for Teaching Elementary English Learners
- EDRL 477/677 Policies, Critical Issues & Best Practices for ELs + Practicum
- EDRL 473/673 Methods of Instruction for Adolescent & Adult ELLs

University of Virginia

- EDIS 5300; Language Arts Methods; hybrid course
- EDIS 7310; Children's Literature; online course (Teaching Assistant)
- EDIS 2010; Teaching as a Profession (Teaching Assistant)

SERVICE

Organizational Memberships and Leadership Positions

- Teachers of English to Speakers of Other Languages (TESOL) International Association
 - Member of the [TESOL Research Professional Council](#) (2016-2019), which is charged with advancing English language teaching and learning by supporting research as outlined in TESOL International Association's Strategic Plan.
 - Member of the TESOL Awards Professional Council (2018-present)
 - Coordinator of the TESOL Award for Distinguished Research for 2018-2019; 2019-2020; 2020-2021
 - Proposal Reviewer for various interest sections (2014-present)
 - TESOL Research Mini Grant reviewer (2016-present)
 - Reviewer for *TESOL Quarterly* (2017-2018)
 - Editorial Review Board of *TESOL Journal* (2018-present)
- Nevada Department of Education
 - [English Mastery Council](#) (EMC): Member (2016-2018)
 - EMC TESL Subcommittee: Member (2016-2018)

Editorial Activities

- Editorial Board Member: *Journal of Language, Identity, & Education* (2019-present)
- Ad-hoc Peer Reviewer: *Intercultural Education*; *International Journal of Intercultural Relations*; *Journal of Language, Identity, & Education*; *Journal on Education in Emergencies*; *Studia Pedagogica*; *Teaching and Teacher Education*; *TESOL Journal*; *TESOL Quarterly*; *Working Papers in Educational Linguistics*

Invited Panel Presentations and Workshops

- **Karam, F. J.** (chair and organizer), de Costa, P. (co-chair and organizer), de Jong, E., Li, G., Kayi-Aydar, H., Schall-Leckrone, L., Varghese, M., & Kanno, Y. (2019). AERA at TESOL: Policy impacts on TESOL endorsements and certifications. Panel presentation at *TESOL International Convention & English Language Expo*, March 2019.
- Lopriore, L., Christison, M., Wong, L., **Karam, F. J.**, & Baker, L. (2019). “Research Mentoring Workshop for Novice Researchers”. Workshop conducted at TESOL International Convention & English Language Expo, March 2019.
- **Karam, F. J.** (chair and organizer), August, D., Heineke, A. J., Johnson, D. C., Segota, J. “Shaping Educational Policy: What Role Does Research Play?” panel presentation at TESOL International Convention & English Language Expo, March 2018.
- Lopriore, L., **Karam, F. J.**, Rogers, J., Baker, L., Boraie, D., & Bailey, K. M. “Research Mentoring Workshop for Novice Researchers”. Workshop conducted at at *TESOL International Convention & English Language Expo*, March 2018.
- Who are long-term English learners? Deconstructing a manufactured learner label (April, 2017); sponsored by Washoe County School District Department of ELL
- Organizing Refugee Camps: Outlets for Refugee Youths (November, 2016); sponsored by University of Nevada, Reno.
- Connecting Research, Practice, and Community at the Curry School: Methods Used to Advance our Understanding of Equity and Justice; sponsored by the Curry Research Conference at the University of Virginia, April, 2016.
- Investigating Deaf Culture on the Vineyard: Using Qualitative Methods in Social Science Research in Curry’s 2014-15 ‘Big Read’, sponsored by the Curry Research Conference at the University of Virginia, March 2015.

Faculty Service

- Recognition and Awards Committee (2020-Present)
- International Activities Committee (2019-2020)
- Cultural Diversity Committee member (2017-2019)
- Diversity Committee member, Fall 2016-2019
- ELAD Working Group member, Fall 2016-present
- Integrated Elementary Education Program (IETP) committee (2017-present)
- Member on faculty search committees for UNR’s College of Education (N=3)

Service to Organizations, Agencies, and Supporting Refugee-background Populations

- Non-governmental organization in Lebanon (2014): Consultant. Advised on how to improve the learning/teaching experiences of Syrian refugee students at non-formal education centers in Lebanon.
- Abu Dhabi Education Council's "Qiyada" (Leadership) initiative (2010): Trainer. Participated in providing professional development to school principals in the emirate of Abu Dhabi.
- TESOL International Association (June 2013): Intern.
- English tutoring and translation services to newcomer families (2016-present)

PROFESSIONAL AFFILIATIONS

- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- TESOL International Association

HONORS, AWARDS, & SCHOLARSHIPS

1. **The 2018 College of Education Outstanding Faculty Research Award; *University of Nevada, Reno***
2. **The 2017 Distinguished Dissertation Award, *American Educational Research Association (AERA) Second Language Research Special Interest Group***
 - This \$500 award honors dissertation research that best demonstrates the following criteria: solid theoretical base, sound methodology and data collection, originality, and promising contribution to the field of second language research.
3. **The 2017 Bruce Gansneder Outstanding Dissertation: Qualitative Methodology Award, *University of Virginia***
 - This is a competitive monetary award of \$1,000 that recognizes an outstanding dissertation adopting qualitative methodology.
4. **The 2016 TESOL Award for an Outstanding Paper on NNEST Issues, *TESOL International Association*** (a version of this paper is published in *International Journal of Intercultural Relations*)
 - This \$250 monetary award recognizes scholarship on Non-native English Speakers in the TESOL (NNEST) movement.
5. **Mary Catherine Ellwein Award, Spring 2016, *University of Virginia***
 - This \$3,550 award is given in recognition of the awardee's "love of learning, willingness to take intellectual risks, ability to explore alternative ways of seeing and knowing, concern for issues of social equity and justice, ease and facility in communication, and active involvement in contributing to the Curry community."
6. **Richard Meade Award, Spring 2015, *University of Virginia***
 - This \$3,550 competitive award was established in memory of Dr. Richard Meade and is awarded for a University of Virginia student pursuing or completing study in the field of English Education.
7. **Raven Society Scholarship, Spring 2015, *University of Virginia***
 - Winner of the Raven Society Scholarship in the amount of \$2,250 for the 2015-2016 school year.

8. **Raven Society Membership, Fall 2014, *University of Virginia***
 - The Raven Society is an honorary society at the University of Virginia.
9. **Curry Faculty Scholarship, Spring 2014, *University of Virginia***
 - The faculty scholarship was established by the faculty of the Curry School. This scholarship supports an outstanding graduate student based upon exceptional promise as evidenced by both professional and academic accomplishments. The amount awarded was \$500.
10. **University of Virginia Representative to the *Teachers of Promise Institute*, Spring 2014**