

Name: Janina Kahn-Horwitz

Date: September 20, 2023

## **CURRICULUM VITAE**

### **1. Personal Details**

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### **2. Higher Education**

#### **A. Undergraduate and Graduate Studies**

<b>Period of Study</b>	<b>Name of Institution and Department</b>	<b>Degree</b>	<b>Year of Approval of Degree</b>
1996-2000	University of Haifa, Department of Education	Ph.D	2001
1990-1995	University of Haifa, Department of Education	M.A.	1995
1988-1990	David Yellin College of Education, Remedial Education Teacher Certificate Program	Senior teaching certificate in remedial education	1990
1981-1985	University of the Witwatersrand, Sociology and Philosophy	B.A.	1986

### **3. Academic Ranks and Tenure in Institutes of Higher Education**

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Rank/Position</b>
2013-Present	Oranim Academic College of Education, English Language and Literature, M.Ed. Language Teaching	Senior Lecturer – 100%
2005-2013	Oranim Academic College of Education, English Language and Literature, Continued Studies, Med Language Teaching	Lecturer (with tenure)
2003-2005	Oranim Academic College of Education, English Language and Literature, Continued Studies	Instructor

### **4. Offices in Academic Administration**

#### **Oranim Academic College of Education**

2023	Incoming Vice Rector for International Engagement
2017-2023	Chair of Department of English Language and Literature
2017-present	Academic head of retraining program for English Foreign Language teacher certification.
2014-2023	Associate director of academic collaborations. International School.
2003-present	Academic head of professional development program: English Foreign Language and Learning Difficulties.

### **5. Scholarly Positions and Activities outside the Institution**

#### **Journals (Peer reviewing)**

* 2023	RELC
* 2023	Review Editor for Frontiers in Education: Language, Culture and Diversity
* 2023	Heliyon
*2018-2023	Dyslexia
*2014-2022	Reading and Writing: An Interdisciplinary Journal
*2017-2022	Journal of Psycholinguistic Research
*2021	Southern African Linguistics and Applied Language Studies
*2019-2021	Scientific Study of Reading

- \*2019-2023 Review Editor for Frontiers in Educational Psychology
- \*2019 British Journal of Educational Psychology
- \*2019 Written Language and Literacy
- \*2018 Reading in a Foreign Language
- \*2018 Linguistics and Education
- \*2015-2018 Annals of Dyslexia
- \*2015 System
- \*2014-2015 International Journal of Psychology
- 2012 International Journal of Bilingualism
- 2011-2012 Journal of Research in Reading
- 2007-2008 Learning and Individual Differences

### **Springer Book Proposal Reviewer**

- \*2017 A Linguistic Approach to the Study of Dyslexia

### **International Grant Reviewer**

- \*2014 Programme Council for Fundamental Scientific Education Research, The Netherlands: Proposal on English language learning from a longitudinal perspective

### **National Grant Reviewer**

- \*2014, 2018, 2020 - MOFET Institute.

### **Professional Membership**

- \*2021-Present Member of Learning Disabilities Worldwide.
- \*2021-Present Member of the American Association of Applied Linguistics.
- \*2020-Present Member ARWA: Association for Reading and Writing in Asia.
- \*2015- Present Voting member of EARLI: European Association for Research of Learning and Instruction – Special Interest Group on Writing.
- 2007- Present Voting member of The Society for the Scientific Study of Reading.
- 2005-Present Member of ETAI, English Teachers' Association of Israel.

### **Ph.D External Evaluator**

- \*2023 University of Haifa, Faculty of Education: Ravit Rotenberg

\*2017 University of Haifa, Faculty of Education: Abed Elhakim Salfiti

### **International Conferences (Peer reviewing)**

- \* August 2023 American Association for Applied Linguistics (AAAL) Conference –  
Reading, Writing and Literacy Strand
- \* January 2023 Society for the Scientific Study of Reading 30<sup>th</sup> Conference
- \* August 2022 American Association for Applied Linguistics (AAAL) Conference –  
Reading, Writing and Literacy Strand
- \* November 2021 Society for the Scientific Study of Reading 29<sup>th</sup> Conference
- \* August 2021 American Association for Applied Linguistics (AAAL) Conference –  
Reading, Writing and Literacy Strand
- \* February 2021 Society for the Scientific Study of Reading 28<sup>th</sup> Conference
- \* July 2019 MOFET Institute - 7<sup>th</sup> Teacher Education International Conference:  
Innovative Teacher Education.
- \* August 2018 EARLI - Writing SIG.

### **Adjunct Investigator**

2010-2016 Adjunct investigator: English Foreign Language Learning Difficulties -  
University of Haifa - The Edmond J. Safra Brain Research Center for  
the study of learning disabilities.

### **Invited Member of Steering Committees for Developing Diagnostic National Tests**

- \*2019-2021 Member of steering committee for developing a seventh-grade  
diagnostic test for English as foreign language learners (Invited by  
RAMA: National Authority for Educational Measurement and  
Assessment).
- 2010-2013 Member of steering committee for developing the ABLE Kit - A reading  
and spelling diagnostic test for English as a foreign language learners  
(Invited by RAMA: National Authority for Educational Measurement and  
Assessment).

### **Academic Initiatives and Advisory Roles, English Inspectorate, Ministry of Education, Israel**

- \*2018-2022 Evaluator of Fulbright English Teaching Assistant fellowships applications
- \*2020-2021 Chair of subcommittee for advancing English foreign language pre-foundation literacy acquisition
- \*2018-2023 Academic advisor and invited lecturer of Building Blocks Initiative by the English inspectorate, Ministry of Education to improve reading and writing outcomes for failing students in elementary and junior high school.
- \*2017 Co-founder of forum/advocacy group: EFL Literacy for All aimed at improving English literacy acquisition with an emphasis placed on evidence-based teacher training.

## **6. Participation in Scholarly Conferences**

### **a. Active Participation**

#### **International Abroad**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
*September 2022	30 <sup>th</sup> Annual Conference of Learning Disabilities Worldwide	Texas State University, San Marcos	English foreign language acquisition: Theoretically based teaching principles for effective instruction	lecture
*September 2020	4 <sup>th</sup> Annual Conference of the Association for Reading and Writing in Asia	Online (Zoom), sponsored by Institute of Psychology, Chinese Academy of Sciences and The Chinese University of Hong Kong	Optimizing English as a foreign language reading and spelling acquisition: Mapping orthographic conventions in frequent vocabulary	poster

*August 2019	European Literacy Association Conference	Copenhagen, Denmark	Combining English foreign language (EFL) spelling and vocabulary acquisition: Facilitating literacy acquisition	oral presentation
*May 2019	6 <sup>th</sup> International Language in Focus Conference: Language, Research, and Teaching in the 21 <sup>st</sup> Century	Dubrovnik, Croatia	English foreign language teachers' linguistic knowledge, beliefs, and reported practices regarding reading and spelling instruction	oral presentation (presented by E. Vaisman)
*August 2018	EARLI SIG Writing Conference	Antwerp, Belgium	Symposium title: Spelling across languages, language abilities and ages: Individual differences and interventions Presentation title: Adolescents learning to spell in English as a foreign language: Self-efficacy and reflections	symposium chair and oral presentation (see also b. Organization of sessions)
*July 2017	Society for the Scientific Study of Reading	Halifax, Canada	Symposium title: Factors impacting spelling in an additional language Presentation title: Explicit teaching of orthographic conventions to adolescents studying English as an additional language: Individual differences	symposium chair and oral presentation (see also b. Organization of sessions)
*July 2016	Society for the Scientific Study of Reading	University of Porto, Portugal	Polysyllabic decoding in English as a foreign language (EFL): Individual differences	oral presentation
*July 2014	Society for the Scientific Study of Reading	Santa Fe, U.S.A.	Assessing and creating a foundation of knowledge of the English orthography amongst	oral presentation

			pre-service English foreign language teachers	
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### National

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*July 2022	Israeli Literacy Association	Beit Berl College of Education	First language Arabic and English foreign language spelling development	poster (presented by R. Sammour-Shehadeh)
*July 2019	Israeli Literacy Association	Ahva College of Education	The new pre-foundation and basics level for EFL acquisition: Rationale and design for teaching vocabulary and orthography	poster
*February 2016	17 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Polysyllabic decoding in English as foreign language (EFL): Individual differences	oral presentation
*February 2015	16 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Providing English teachers with literacy tools: Acquiring orthographic knowledge from a longitudinal perspective	oral presentation
*July 2014	ETAI – English Teachers' Association National Conference	Jerusalem	Phonics and frequent vocabulary – Can one possibly teach them together?	oral presentation
*February 2014	15 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	From theory to practice: An EFL workshop emphasizing individual differences	oral presentation

*July 2013	Israel Literacy Association Conference	Ono Academic College	Do EFL teachers have the necessary orthographic knowledge to facilitate EFL literacy acquisition?	oral presentation
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**b. Organization of International Conferences or Sessions**

Date	Name of Conference	Place of Conference	Subject of Session	Role
*June 2023 (proposal accepted)	Passion and Professionalism in Teacher Education	Tel Aviv, Israel	Professionalism for facilitating additional language acquisition: International perspectives	Organization of full session (symposium)
*September 2021	Learning Disabilities Worldwide	Online (Zoom)	Teacher knowledge from an international perspective	Organization of symposium
*August 2018	EARLI SIG Writing Conference	Antwerp, Belgium	Spelling across languages, language abilities and ages: Individual differences and interventions	Organization of symposium
*July 2017	Society for the Scientific Study of Reading	Halifax, Canada	Factors impacting spelling in an additional language	Organization of symposium

**c. Organization of National Conferences or Sessions**

Date	Name of Conference	Place of Conference	Subject of Session	Role
* July 2023 (proposal accepted)	Annual Oranim Research, Creativity, and Teaching Conference	Oranim College, Kiryat Tivon	Fruits from the Department of English Language and Literature	Organization of symposium
*July 2022	Annual Research, Creativity, and Teaching Conference for Oranim's 70 <sup>th</sup> Anniversary	Oranim College, Kiryat Tivon	Oranim without borders: Oranim as reflected in multilingualism and multiculturalism	Organization of symposium



*December 2021	MOFET Forum of Heads of English Departments	Online (Zoom)	Internship crises: Seeking a soft landing for English teachers and Educators	Initiation and presentation of this session
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## 7. Invited Lectures

Date	Place of Lecture	Name of Forum	Presentation/Comments
*February 2023	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers – year 2	Mapping the Bands <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*February 2023	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers – year 1	How to build an orthographic lesson using the orthographic map with words from Bands 1 and 2 <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*January 2023	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers – year 1	Introduction and Overview of Literacy Instruction <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*July 2022	St. Catharine's College, Cambridge, UK	JPB-Retorika for Multiculturalism EXCEL Institute	<b>Invited Workshops:</b> 1) Well-being in the English Foreign Language Classroom

			2) Addressing Language and Cultural Diversity in our English Foreign Language Classrooms
*March-April 2022	School of Education, Tel Aviv University	Diagnostic Assessment Course	English foreign language diagnostic assessment and intervention <b>Invited series guest lecturer</b> by Dr. Maya Yahini, coordinator of course
*October 2021	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers	Introduction and Overview of Literacy Instruction <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*August 2021	Zoom	National Building Blocks Meeting Third Birthday Celebration	Adapting Texts to Reading Skills <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*April 2021	Zoom	M.Ed. English as an International Language, Talpiot Academic College of Education	English Foreign Language Learning Difficulties: Diagnostic Assessment and Teaching <b>Invited talk</b> by Prof. Joel Walters, chair M.Ed. program in English as an International Language
*February 2021	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers	Optimizing English as a Foreign Language Reading and Spelling Acquisition: Mapping Orthographic Conventions in Frequent Vocabulary and Implementation in a Lesson

			<b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*December 2020	Zoom (Organized by Research Authority, Oranim Academic College of Education)	Multilingual Childhoods SIG/REYLL international workshop: Current Issues in Early Foreign Language Teaching and Learning	Providing English Foreign Language teachers with content knowledge to facilitate decoding and spelling acquisition <b>Invited talk</b> by Prof. Mila Schwartz, Head of Research Authority, Oranim College of Education
* December 2020	Zoom	National Building Blocks Conference for EFL Counselors	Optimizing English as a Foreign Language Reading and Spelling Acquisition: Mapping Orthographic Conventions in Frequent Vocabulary <b>Invited talk</b> by Dr. Tziona Levi, chief national inspector of English
*October 2020	Biala Podlaska, Poland (Postponed due to COVID19)	International Literacy Conference: Literacy skills in monolingual and multilingual educational environments: Departments of Neophilology and Pedagogy, Pope John Paul II State School of Higher Education, in cooperation with Department of English and General Linguistics and Department of Applied Linguistics, Maria Curie-	Learning to read in English as a Foreign language in Israeli elementary schools <b>Invited plenary lecture</b> by Prof. Halina Chodkiewicz, Department of Neophilology, Pope John Paul II State School of Higher Education in Biala Podlaska

		Skłodowska University in Lublin.	
*August 2020	Zoom	National Building Blocks Opening Conference for Counselors and Teachers	Effective reading instruction at the elementary and JHS level: Introduction and overview <b>Keynote talk</b> by Dr. Tziona Levi, chief national inspector of English
*April 2020	Zoom	National Building Blocks Conference	Orthographic map: Moving beyond single graphemes <b>Invited talk</b> by Dr. Tziona Levi, chief national inspector of English
*April 2020	Pecs, Hungary (Postponed due to COVID19)	University of Pecs, Hungary, Department of English Applied Linguistics	<b>Invitation</b> as part of an Erasmus+ mobility grant, Dr. Magdolna Lehmann, chair of Department of English Applied Linguistics, University of Pecs
*February 2020	Zoom	National Building Blocks Meeting for Elementary and JHS EFL Teachers	Optimizing English as a Foreign Language Reading and Spelling Acquisition: Mapping Orthographic Conventions in Frequent Vocabulary and Implementation in a Lesson <b>Invited talk</b> by Dr. Tziona Levi, chief inspector of English and Nicole Broder, responsible for the Building Blocks program within the Ministry of Education
*August 2019	Ahuzat Ohalo	National Building Blocks Conference	Literacy Lesson <b>Invited talk</b> by Dr. Tziona Levi, chief national inspector of English
*July 2019	Neve Ilan	The Pedagogical Secretariat, Languages Department English Language	Challenges of early literacy acquisition in English as a Foreign Language

		Inspectorate Summer School, Implementing the English Curriculum 2020	<b>Invited talk</b> by Dr. Tziona Levi, chief national inspector of English
*May 2019	Ministry of Education, Tel Aviv	REED (Rural English Education Department) Counselor Meeting	Orthography instruction in order to foster upper elementary EFL literacy acquisition <b>Invited talk</b> by Judie Segal, rural inspector of English
*April 2019	Pisga, Tel Aviv	National Conference for Building Block Counselors	Literacy in Motion Reading Lessons: Integrating Practice, Principles and Theory <b>Invited keynote</b> by Dr. Tziona Levi, chief national inspector of English
*February 2019	Teachers' Center, Beer Sheva	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Southern Region	Creating an Effective Reading Lesson: Essential Ingredients <b>Invited keynote</b> by Bari Nirenberg, inspector of the Southern Region
*February 2019	ORT Afula	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Northern Region	Creating an Effective Reading Lesson: Essential Ingredients <b>Invited keynote</b> invited by Aviva Amos, inspector of the Northern Region
* February 2019	Yachad School, Modiin	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Modiin Region	Creating an Effective Reading Lesson: Essential Ingredients <b>Invited keynote</b> by Pat Talshir, inspector of the Jerusalem region
*February 2019	The MOFET Institute, Tel Aviv	English Teachers' Association in Israel (ETAI) Teacher Training and Development SIG	A Compulsory Course in Teaching Training: English Orthography

			<b>Invited talk</b> by Dr. Laura Major, 2019 chair of Forum of Heads of English Departments, MOFET
*February 2019	David Yellin College of Education, Jerusalem	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Jerusalem Region	Creating an Effective Reading Lesson: Essential Ingredients <b>Invited keynote</b> by Pat Talshir, inspector of the Jerusalem region
*February 2019	Yahalom School, Shoham	Regional Conference for Junior High and High School English Teachers in the Central Region	Effective Reading Instruction at the JHS/HS Level to account for Individual Differences <b>Invited keynote</b> by Dr. Tziona Levi, chief national inspector of English
*January 2019	ORT Binyamina	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Haifa Region	Creating an Effective Reading Lesson: Essential Ingredients <b>Invited keynote</b> by Amalia Assadi, inspector of the Haifa and Northern Region
*November-December 2018	School of Education, Tel Aviv University	Hebrew Assessment Course - Didactic Assessors	English foreign language diagnostic assessment and intervention <b>Invited series guest lecturer</b> by Dr. Maya Yahini, coordinator of course
*November 2018	ORT Karmiel	Regional Conference for Elementary and Junior High English Teachers in Building Blocks Schools – Northern Region	Creating an effective reading lesson: Essential ingredients <b>Invited keynote</b> by Omaima Kaldaway, Northern Inspector of the Arab sector and Dr. Tziona Levi, Chief Inspector of EFL, Ministry of Education
*August 2018	Afula	English Teachers Association in Israel, Northern Regional Conference	‘Organizing the mess in my mind’: EFL spelling and pronunciation

			<b>Invited keynote</b> by ETAI organizing committee
*June 2016	University of Lodz, Poland	DysTEFL2 – Dyslexia for Teachers of English as a Foreign Language	Didactic assessment as a first step to planning EFL intervention: The Israeli context <b>Invited lecture</b> by Prof. Joanna Nijakowska, University of Lodz
*May 2014	University of Haifa	Memorial Day in honor of the late Professor Dina Feitelson, Department of Learning Disabilities	The long and winding road to EFL literacy acquisition <b>Invited talk</b> by Prof. Tami Katzir, Department of Learning Disabilities

## **8. Scholarship, Awards and Prizes**

### **Awards**

\*2017 - Excellence in Teaching Award - Oranim Academic College of Education.

\*2015 - Excellence in Teaching Award – Oranim Academic College of Education.

## **9. Teaching**

### **a. Courses Taught in Recent Years**

<b>Year</b>	<b>Name of Course</b>	<b>Type of Course</b>	<b>Degree</b>	<b>Number of Students</b>
*2018-2023	From English diagnostic testing to individual learning plans	Mandatory Course	B.A. and Teaching Certificate	15-48 (depending on the year)
*2014-2023 (alternative years)	Issues in English orthography	Seminar	M.Ed.	approximately 15
*2009-2023	English orthography	Mandatory Introduction Course	B.A.	15-62 (depending on the year)

*2010-2022 (alternative years)	Clinical perspectives regarding English as a foreign language acquisition: Assessment and intervention	Seminar	M.Ed.	approximately 18
*2005-2022	Foreign language acquisition for students with learning difficulties	Mandatory Introduction Course	B.A.	15-46 (depending on the year)
*2018; 2020; 2022	Why Miriam cannot learn a foreign language and what to do about it	Elective Lecture	B.A.	18; 56; 29
*2019; 2022	Teacher as Researcher	Seminar	B.A., Teaching Certificate	14; 24
*2014-2016	Workshop for M.Ed. students preparing their final research project	Workshop	M.Ed.	approximately 18
*2012-2016 2022	Children with learning difficulties acquiring English: Assessment and intervention	Workshop	B.A. Teaching Certificate	12-18

**b. Supervision of Graduate Students**

**Ph.D Students:**

**Oranim College of Education**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion /in progress</b>	<b>Students' Achievements</b>
*Noaa Yoskowitz	English foreign language teachers' action research investigating the process of agentic engagement of students with learning difficulties	M.Ed.	In progress	
*Jana Harel	Examining the effects of orthographic exposure on vocabulary acquisition in EFL learners in junior high school	M.Ed.	2022	Grade – 93%



*Hanny Fuchs	The effectiveness of an explicit synthetic phonics approach for teaching reading to young EFL students	M.Ed.	2021	Grade – 91%
*Yair Harris	Form before meaning: Does reading target words aloud before memorizing their meaning facilitate short-term meaning recall?	M.Ed.	2021	Grade – 94%
*Emma (Esther) Vaisman	Teachers' knowledge of linguistic and orthographic foundations of English written language and its impact on their beliefs about and practices of word reading and spelling instruction in EFL classrooms	M.Ed.	2017	Grade – 94% Published article D15
*Iris Nachshon	The Impact of Instruction of Parts of Speech on Electronic Dictionary Use and on Reading Comprehension	M.Ed.	2014	Grade – 88%
*Sabreen Azmi	Explicit teaching of spelling in EFL fourth grade classes	M.Ed.	2013	Grade – 89%
*Maartje Shmit-Shilo	A multisensory encodable EFL primer program for pupils with dyslexia	M.Ed.	2013	Grade – 100%
Anne Friedman	Designing a learning center for the remediation of EFL students at the high school level	M.Ed.	2012	Grade – 97%
Debbie Poplinger	An intervention program for an EFL low-level, mixed ability group	M.Ed.	2011	Grade – 93%
Frieda Abu-Varda	Knowledge of English orthographic patterns and word reading amongst Arabic L1 – 7th grade junior high school students	M.Ed.	2011	Grade – 88%

Sara Kuash	English literacy acquisition amongst Circassian students: Challenges or benefits	M.Ed.	2011	Grade – 95% Published article D8
Batsheva Cohen	The impact of spelling instruction on reading speed and accuracy amongst EFL middle school students	M.Ed.	2011	Grade – 90%
Mona Saba	L1 predictors of English Foreign Language reading amongst Arab high-school students from low socio-economic backgrounds	M.Ed.	2009	Grade – 98% Published article D14

**University of Cologne, Germany**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion /in progress</b>	<b>Students' Achievements</b>
*Marlene Saban (joint supervision with Matthias Grünke)	Enhancing literacy in EFL young learners using digital gamification with a SEL approach	Ph.D. University of Cologne, Germany	In progress, data analysis of first manuscript completed. Preparation of second and third research designs in progress.	First manuscript in preparation.

**University of Haifa**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion /in progress</b>	<b>Students' Achievements</b>
*Rana Sammour-Shehadeh (joint)	Spelling development in English foreign language among native Arabic speaking children: The role	Ph.D. University of Haifa	In progress.	One article accepted (see F21 under

supervision with Anat Prior)	of executive functions and English proficiency explaining individual differences in first language interference			publications), presented a poster at the Israel Literacy Association Conference, July 2022. Second manuscript data analysis in progress.
* Stephanie Fuchs (joint supervision with Tami Katzir)	Relationships between Theory and Practice in EFL Literacy Instruction in Israel: Teachers' and Experts' Perceptions about Classroom Practices	Ph.D. University of Haifa	2017	Three manuscripts published (see F15, F18, and F20 under publications).
*Aliza Yakir (joint supervision with the late Zvia Breznitz)	Investigating the role of EFL language specific linguistic awareness on English polysyllabic word reading amongst Hebrew L1 speakers	M.A.	2015	Currently studying towards her PhD.
Stephanie Fuchs (joint supervision with the late Tzvia Breznitz)	The effect of reading acceleration training on the reading ability of English Foreign Language learners	M.A. thesis	2012	Entered and successfully completed the Ph.D. program,
Lilach Temelman-Yogev (joint supervision with David Share)	The relationship between phonological skills and the use of cognates for initial vocabulary acquisition of English as a foreign language	M.A. University of Haifa	2008	Successfully completed and began Ph.D. studies

## **PUBLICATIONS**

### **Ph.D. Dissertation**

**Kahn-Horwitz, J.** (2001). *Identifying the best reading related predictor variables for English foreign language reading achievement in elementary school age Hebrew speakers*. Haifa: University of Haifa. 126 pages. [In English]. Papers published: D3, D4

Supervisors: Prof. Shimron, J., & Prof. Sparks. R. L.

### **Edited Books and Special Journal Issues - Published**

1. Joshi, R. M., Washburn, E. K., & Kahn-Horwitz, J. (2016). *Annals of Dyslexia – Special issue on teacher knowledge from an international perspective*.

### **F. Articled in Refereed Journals**

#### **Published**

1. **Kahn-Horwitz, J.**, & Goldstein, Z. (2023). Age related differences in English as a foreign language reading and spelling diagnostic assessments informing teaching and learning. *Language Testing*. <https://journals.sagepub.com/doi/full/10.1177/02655322231162838>
2. Fuchs, S., Katzir, T., & **Kahn-Horwitz, J.** (2022). EFL literacy instruction as reflected in elementary school textbooks. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-022-10301-6> (The third author was the senior author for this research).
3. Sammour-Shehadeh, R., **Kahn-Horwitz, J.**, & Prior, A. (2022). Cross language influences in spelling English as a foreign language: Effects of distance in writing system, orthography and phonology. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-022-10386-z>
4. Fuchs, S., Katzir, T., & **Kahn-Horwitz, J.** (2021). EFL Classroom practices in relation to teachers' self-efficacy, experience and native language. *Australian Journal of Teacher Education*. 46(1), 89-105. doi.10.14221/ajte.202v46n1.6. (The third author was the senior author for this research).

5. Saban, M., & **Kahn-Horwitz, J.** (2021). "It's difficult since there is no rhyme or reason": Spelling relevance in an EFL context. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-021-10178-x>
6. Vaisman, E. E., & **Kahn-Horwitz, J.** (2020). English foreign language teachers' linguistic knowledge, beliefs and reported practices regarding reading and spelling instruction. *Dyslexia*, 26, 305-322. <https://do.org/10.1002/dys.1608>.
7. **Kahn-Horwitz, J.** (2020). 'I didn't even know one of the conventions before': Explicit EFL spelling instruction and individual differences. *Cognitive Development*, 55. <https://doi.org/10.1016/j.cogdev.2020.100880>.
8. Fuchs, S., **Kahn-Horwitz, J.**, & Katzir, T. (2019). Theory and reported practice in EFL literacy instruction: EFL teachers' perceptions about classroom practices. *Annals of Dyslexia*, 69 (1), 114 – 135. <https://doi: 10.1007/s11881-018-00172-4>.
9. **Kahn-Horwitz, J.**, & Saba, M. (2018). Weak English foreign language readers: The cross-linguistic impact of morphological awareness. *Reading and Writing: An Interdisciplinary Journal*, 31, 1843 – 1868. <https://doi.org/10.1007/s11145-017-9810-9>.
10. Schwartz, M., Ibrahim, R., & **Kahn-Horwitz, J.** (2016). Multi-literate experience as a treasure chest for young learners of English as foreign language. *Reading and Writing: An interdisciplinary Journal*, 29 (7), 1293 - 1315. doi: 10.1007/s11145-016-9633-0.
11. **Kahn-Horwitz, J.** (2016). Providing English language teachers with content knowledge to facilitate decoding and spelling acquisition: A longitudinal perspective. *Annals of Dyslexia*, 66 (1), 147 – 170. doi: 10.1007/s11881-015-0120-0.
12. Russak, S., & **Kahn-Horwitz, J.** (2015). English foreign language spelling: Comparisons between good and poor spellers. *Journal of Research in Reading*, 38, 307-330. doi: 10.1111/jrir.12009.
13. **Kahn-Horwitz, J.** (2015). 'Organizing the mess in my mind': EFL teachers' perceptions and knowledge of English orthography. *Reading and Writing: An Interdisciplinary Journal*, 28, 611-631. doi: 10.1007/s11145-015-9541-8.
14. **Kahn-Horwitz, J.**, Kuash, S., Ibrahim, R., & Schwartz, M. (2014). How do previously acquired languages affect acquisition of English as a foreign

- language: The case of Circassian. *Written Language and Literacy*, 17, 40-61.  
doi: 10.1075/wll.17.1.03kah
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## **G. Articles or Chapters in Scientific Books**

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2. **Kahn-Horwitz, J.**, Sparks, R. L., & Goldstein, Z. (2012). Relevance of the Linguistic Coding Difference Hypothesis to English as an Additional Language Literacy in Israel. In M. Leikin, M. Schwartz & Y. Tobin (Eds.), *Current Issues in Bilingualism* (pp. 21-42). Springer.

## **Other Publications**

### **A. Reviews**

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### **B. Research Reports**

1. Ressissi, N., & **Kahn-Horwitz, J.** (2007). *Evaluation of an English Literacy Intervention Project in 3 municipal areas in the Central Galilee*. Oranim Academic College of Education: Research Authority. 55 pages. [In Hebrew].
2. **Kahn-Horwitz, J.** (2006). *Formative evaluation of the M.Ed. languages program (English and Arabic) from students' perspectives*. Oranim Academic College of Education: Research Authority. 50 pages. [In Hebrew].

### **C. Other Works Connected to my Scholarly Field**

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3. \***Kahn-Horwitz, J.** (2017). *English Orthographic Assessment and Teaching Kit*. The Author.