

Name: Janina Kahn-Horwitz

Date: June 13, 2024

## **CURRICULUM VITAE**

### **1. Personal Details**

Permanent Home Address: Manof 46, D.N. Misgav, 2018400

Home Telephone Number: 04-9998357

Office Telephone Number: 04-9838966

Cellular Phone: 0523-703360

Electronic Address: janina\_k@oranim.ac.il

### **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

#### **B. Post-Doctoral Studies**

None

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

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Rank/Position</b>
2024	Oranim Academic College of Education, English Language and Literature, M.Ed. Language Teaching	Associate Professor – 100%
2013-2024	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)
2002-2008; 2010-2013	University of Haifa, Department of Learning Disabilities	Teaching Fellow
2000-2012	Gordon Academic College of Education, Department of English	Instructor
2003-2005	Oranim Academic College of Education, English Language and Literature, Continued Studies	Instructor

Note: \* represents activities and publications since promotion to Senior Lecturer

### **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.
2017-2023	Academic head of retraining program for English Foreign Language teacher certification.
2014-2023	Associate director of academic collaborations. International School.
2003-2023	Academic head of professional development program: English Foreign Language and Learning Difficulties.

#### **Gordon Academic College of Education**

2000-2007	Academic head of teaching certificate program: English Foreign Language and Learning Disabilities.
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## **5. Scholarly Positions and Activities outside the Institution**

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

* 2024	Australian Journal of Teacher Education
*2018-2024	Dyslexia
* 2024	Improving Schools Review
2023	RELC
2023	Review Editor for Frontiers in Education: Language, Culture and Diversity
2023	Heliyon
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.
- \*2020-2022 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.

### **International Member of Ph.D Committee**

2015 Evaluation of the doctoral thesis of Hadas Brodie Schroeder, Northeastern University College of Professional Studies

### **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)**

- \* 2021-2024 American Association for Applied Linguistics (AAAL) Conference – Reading, Writing and Literacy Strand
- \* 2021-2023 Society for the Scientific Study of Reading 28<sup>th</sup> – 31<sup>st</sup> Conferences
- 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**

- 2023 Elected member of national board of English Teachers Association in Israel (ETAI)
- \*2018-2023 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: 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	symposium chair and oral presentation (see also b. Organization of sessions)

			foreign language: Self-efficacy and reflections	
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 pre-service English foreign language teachers	oral presentation
March 2012	LAUD Symposium	University Koblenz, Landau, Germany	Phonological and orthographic proximity: Circassian children acquiring English literacy	oral presentation
July 2011	Society for the Scientific Study of Reading	Florida, U.S.A.	Spelling development in English as a foreign language: Strong versus struggling EFL spellers	oral presentation (presented by S. Russak)
July 2010	Society for the Scientific Study of Reading	Berlin, Germany	Weak versus strong high school readers of English as an additional language: First language effects	oral presentation (presented by M. Saba)
July 2009	Society for the Scientific Study of Reading	Boston, U.S.A.	Reading development in English as an additional language	poster

July 2006	Society for the Scientific Study of Reading	Vancouver, Canada	Predictors of EFL reading from a longitudinal perspective	oral presentation
July 2005	Society for the Scientific Study of Reading	Toronto, Canada	Predictors of EFL spelling	oral presentation
March 2004	Dyslexia: The Dividends from Research to Practice	Warwick, England	Assessment tools for decoding in English	oral presentation
June 2002	Multilingual and Cross-Cultural Perspectives on Dyslexia	Washington DC, U.S.A.	Linguistic characteristics of the weak reader	oral presentation
July 2000	Society for the Scientific Study of Reading	Stockholm, Sweden	Predicting EFL reading acquisition success amongst elementary school Hebrew L1 speakers	oral presentation

### International in Israel

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*April 2024	Laura Richards in Israel: The Annual Conference of the European Study Group of 19th Century American Literature	Online (Zoom)	Orthographic Knowledge Facilitating the Reading of Tirra Lirra Rhymes	Oral presentation
July 2023	Global English in a Changing World: 2 <sup>nd</sup> Mediterranean Symposium and 9 <sup>th</sup> International ETAI Conference	Jerusalem, Israel	Are students learning what we are teaching? English orthography	Organization of workshop (with Susie Russak)
July 2023	Global English in a Changing World: 2 <sup>nd</sup> Mediterranean	Jerusalem, Israel	Smart and effective instruction in English	Organization of workshop

	Symposium and 9 <sup>th</sup> International ETAI Conference		vocabulary bands, reading and spelling	(with Fern Levitt)
July 2010	ETAI (English Teachers' Association) 6 <sup>th</sup> International Conference	Jerusalem	Acquiring English literacy: Does L1 literacy knowledge help or hinder?	oral presentation

### 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	From theory to practice: An EFL workshop emphasizing individual differences	oral presentation

		Education, Kiryat Tivon		
July 2013	Israel Literacy Association Conference	Ono Academic College	Do EFL teachers have the necessary orthographic knowledge to facilitate EFL literacy acquisition?	oral presentation
February 2012	13 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	L1-Hebrew, Arabic and Circassian children acquiring EFL literacy	oral presentation within symposium
January 2011	12 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	English teaching in Israeli schools: Challenges and importance	chair of symposium, oral presentation
July 2010	Israel Literacy Association Conference	University of Haifa	Acquiring reading and writing in English: L1 assistance or interference?	oral presentation
July 2010	Israel Literacy Association Conference	University of Haifa	Self-teaching in English as a foreign language	oral presentation
June 2010	11 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Pilot study – Developing EFL didactic assessment tools	oral presentation
September 2009	Israel Literacy Association Conference	Neve Ilan	Morphological awareness and reading in English as an additional language	oral presentation
September 2008	Israel Literacy Association Conference	Haifa	EFL reading development – findings from 5 <sup>th</sup> to 10 <sup>th</sup> graders	oral presentation
September 2008	Academic Committee for Research on Language Testing	Open University, Raanana	The use of a developmental stage model in the assessment of spelling in a foreign language	oral presentation

June 2008	9 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	A multi-year intervention program for improving EFL acquisition in the periphery. Evaluating the first year outcomes	oral presentation
June 2006	7 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Longitudinal predictors of English reading among junior high school Hebrew speakers	oral presentation
July 2005	ETAI (English Teachers' Association) National Conference	Haifa	Assessing children with learning difficulties in English: A pilot study	oral presentation
May 2005	6 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Longitudinal predictors of English spelling among L1-Hebrew speaking junior high school students	oral presentation
July 2004	Israel Literacy Association (SCRIPT) Conference	Zichron Yaacov	Longitudinal predictors of EFL spelling amongst middle school L1 Hebrew speakers	oral presentation
April 2003	Brain and Learning	Haifa	EFL clinical intervention: A case study	oral presentation

**b. Organization of International Conferences or Sessions**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Session</b>	<b>Role</b>
June 2023	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**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Session</b>	<b>Role</b>
July 2023	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
January 2013	14 <sup>th</sup> Annual Research Conference	Oranim Academic College of Education, Kiryat Tivon	Policies related to the teaching of first and additional languages	Organization of symposium
July 2012	Israel Literacy Association Conference	Ono Academic College	Acquiring English and Arabic as additional languages from a multilingual perspective in Israel	Organization of symposium (together with Prof. Mila Schwartz)

April 2002	Learning Disabilities: Implications for studying a foreign language	Gordon Academic College of Education	EFL and learning difficulties	Organization and presentation of a session
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## 7. Invited Lectures

Date	Place of Lecture	Name of Forum	Presentation/Comments
August 2023	Nof HaGalil	ETAI Back to School Conference	Catching that one last student <b>Invited plenary</b> by Leah Doryoseph, organizer of the Back- to-School Conference
August 2023	St. George's College, Jerusalem	JPB-Retorika for Multiculturalism EXCEL Institute	Well-being in the English Foreign Language Classroom <b>Invited Workshop</b> by Dr. Elias Farah, CEO of Retorika for Multiculturalism.
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- Sklodowska University in Lublin.	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
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 Inspectorate Summer School, Implementing the English Curriculum 2020	Challenges of early literacy acquisition in English as a Foreign Language <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
May 2012	Arab Teachers' College, Haifa	The Linguistics of Reading in EFL: The Role of L1 Conference	The impact of Hebrew, Arabic, Circassian and Russian on English as a Foreign Language reading and spelling acquisition <b>Invited talk</b> by Prof. Elinor Saiegh-Haddad from the Arab Teachers' College
March 2012	Nazareth	Ministry of Education Regional Conference for Elementary and Junior High School English Teachers	How knowledge of Hebrew, Arabic, Russian and/or Circassian helps or creates challenges in learning to read and spell English

			<b>Invited keynote</b> by the English Inspectorate, Ministry of Education
April 2009	Arab Teachers' College, Haifa	ETAI (English Teachers' Association in Israel) Conference	Learning difficulties and the acquisition of English: Obstacles and challenges  <b>Invited keynote</b> by Prof. Penny Ur on behalf of the ETAI Conference organizing committee

## **8. Research Grants**

### **a. Grants Awarded**

<b>Role in Research</b>	<b>Co-Researchers</b>	<b>Topic</b>	<b>Funded by</b>	<b>Amount</b>	<b>Year</b>
PI		EFL spelling intervention program for strong versus weak ninth graders.	Oranim Academic College of Education	10,000 NIS	2016 Paper: F17
PI		Assessing and creating a foundation of knowledge of the English orthography amongst pre- and in-service EFL teachers.	Oranim Academic College of Education	10,000 NIS	2011 Papers: F11, F13
PI	Prof. Mila Schwartz and Prof. David Share	English Literacy Acquisition amongst Bi-literate versus Mono-literate Children: Longitudinal Research	Mofet Institute	24,000 NIS	2009-2011 Papers: F9
Co-PI	Prof. Mila Schwartz	English spelling and decoding acquisition amongst students from different orthographic	Oranim Academic College of Education	10,000 NIS	2010 Paper: F5

		backgrounds (Arabic, Hebrew and Circassian scripts)			
PI	Dr. Susie Russak	Trajectories in English spelling development: Comparisons between weak and poor spellers	Oranim Academic College of Education	10,000 NIS	2010 Paper: F10
PI	Dr. Mila Schwartz	Intervention study for EFL reading	Oranim Academic College of Education and the Ministry of Education: Pedagogical Initiative	12,000 NIS	2010 Paper: F12
Co-PI	Prof. Mila Schwartz	English spelling and decoding acquisition amongst students from different orthographic backgrounds (Russian and Hebrew)	Oranim Academic College of Education	10,000 NIS	2009 Paper: F5
PI	Dr. Zahava Goldstein	Developing EFL assessment tools: A pilot study	Oranim Academic College of Education and the Ministry of Education: Pedagogical Initiative	12,000 NIS	2007 Professional output: JC1 Paper: F22

**b. Submission of Research Proposals – Pending**

I have used my personal research funding to fund small research that I have conducted since 2014.

**c. Submission of Research Proposals – Not Funded:**

None

## **9. 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.

## **10. Teaching**

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

<b>Year</b>	<b>Name of Course</b>	<b>Type of Course Lecture/Seminar/ Workshop/ High Learn Course/ Introduction Course (Mandatory)</b>	<b>Degree</b>	<b>Number of Students</b>
*2018-2024	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
*2009-2024	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, 2024	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**

**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>
*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	M.Ed.	2017	Grade – 94% Published article D15

	spelling instruction in EFL classrooms			
*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
Ortal Eylon Ben-David	Intervention model for acquiring L2 Arabic reading and writing amongst L1 Hebrew at-risk learners	M.Ed.	2007	Grade – 95%

Julie Skiddell	Implementation of an English Foreign Language multi-sensory structured language program amongst a small group of Hebrew L1 at-risk learners	M.Ed.	2007	Grade – 91%
Amal Masad-Yemini	Effectiveness of an English Foreign Language multi-sensory structured reading approach amongst a diagnosed learning disabled group of 5th grade Arab first language students	M.Ed.	2007	Grade – 81%

**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 Spelling Competence for English Foreign Language Young Learners Through Digital Escape Rooms	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>
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*Rana Sammour-Shehadeh (joint supervision with Anat Prior)	Spelling development in English foreign language among native Arabic speaking children: The role of executive functions and English proficiency explaining individual differences in first language interference	Ph.D. University of Haifa	Submitted for evaluation on April 14, 2024	One article accepted (see F21 under publications), presented a poster at the Israel Literacy Association Conference, July 2022. Second manuscript submitted for peer review. Third manuscript in preparation.
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	Completed her Ph.D.
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	Completed her Ph.D.

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	Is currently studying towards her Ph.D.
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## **11. Miscellaneous**

None

## **12. Professional Experience**

<b>Date</b>	<b>Institution</b>	<b>Discipline / Department</b>	<b>Role</b>
1985	Habonim Dror Youth Movement, South Africa	Informal Education	National chair of the largest youth movement in South Africa (at the time) with a membership of around 1400.

## **PUBLICATIONS**

IF year = impact factor of the journal and ranking were taken from published year.

All citations are excluding self-citations

# co-author = student

## co-authors contributed equally

### **A. 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.

## **B. Scientific Books (Refereed)**

None

## **C. Authored Books**

None

## **D. 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*. **IF – 2.275, 15 citations**. (The first author was the senior editor. The second and third editors contributed equally to this special issue).

## **E. Other Scientific Publications**

None

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

### **Published**

1. \*Grünke, M., **Kahn-Horwitz, J.**, #Saban, M., & Barwasser, A. (2024). Improving text comprehension of fifth-grade students with learning disabilities: A single-case study examining the TWA strategy. *International Journal for Research in Learning Disabilities*, 7(1), 40. [https://www.researchgate.net/publication/380375959\\_Improving\\_Text\\_Comprehension\\_of\\_Fifth-Grade\\_Students\\_With\\_Learning\\_Disabilities\\_A\\_Single-Case\\_Study\\_Examining\\_the\\_TWA\\_Strategy#fullTextFileContent](https://www.researchgate.net/publication/380375959_Improving_Text_Comprehension_of_Fifth-Grade_Students_With_Learning_Disabilities_A_Single-Case_Study_Examining_the_TWA_Strategy#fullTextFileContent)
2. **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>
  - a. IF – 2.400.
3. #Fuchs, S., Katzir, T., & **Kahn-Horwitz, J.** (2023). 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). **IF – 2.795**.

4. #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> **IF – 2021 – 2.795.**
5. #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.2021v46n1.6. (The third author was the senior author for this research). **IF – 1.42, 4 citations.**
6. #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> **IF – 2021 – 2.795, 3 citations.**
7. #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://doi.org/10.1002/dys.1608>. **IF - 2.066, 26 citations.**
8. **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>. **IF – 1.897, 11 citations.**
9. #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.org/10.1007/s11881-018-00172-4>. **IF – 2.275, 24 citations.**
10. **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>. **IF – 2.795, 15 citations.**
11. ##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. **IF – 2.795, 15 citations.**

- 12. 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. **IF – 2.275, 29 citations.**
- 13. ##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. **IF – 2.792, 42 citations.**
- 14. 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. **IF – 2.795, 33 citations.**
- 15. 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 **IF – 0.28, 23 citations.**
- 16. ##Schwartz, M., Kahn-Horwitz, J., & Share, D. L.** (2014). Orthographic learning and self-teaching in a bilingual and biliterate context. *Journal of Experimental Child Psychology*, 117, 45-58. doi: 10.1016/j.jecp.2013.08.008. **IF – 2.547, 42 citations.**
- 17. ##Ibrahim, R., Schwartz, M., Kahn-Horwitz, J., & Leikin, M.** (2013). Bi-cultural aspects of second language learning in the bilingual context. *Asian EFL Journal*, 15, 65-89. **IF – 0.27, 6 citations.**
- 18. Kahn-Horwitz, J., Sparks, R. L., & Goldstein, Z.** (2012). English as a Foreign Language spelling development: A longitudinal study. *Applied Psycholinguistics*, 33 (2), 343-363, doi:10.1017/S0142716411000397. **IF - 1.828, 41 citations.**
- 19. ##Kahn-Horwitz, J., Schwartz, M., & Share, D. L.** (2011). Acquiring the complex English orthography: A tri-literacy advantage?. *Journal of Research in Reading*, 34, 136-156. **IF – 2.792, 53 citations.**
- 20. Kahn-Horwitz, J., Shimron, J., & Sparks, R. L.** (2006). Weak and strong novice readers of English as a foreign language: Effects of first language and socioeconomic status. *Annals of Dyslexia*, 56 (1), 161-186. **IF – 2.275, 119 citations.**

- 21. Kahn-Horwitz, J., Shimron, J., & Sparks, R. L. (2005).** Predicting foreign language reading achievement in elementary school students. *Reading and Writing: An Interdisciplinary Journal*, 18 (6), 527-558. **IF – 2.795, 124 citations.**
- 22. ##Kita, B., & Kahn-Horwitz, J. (2003).** English as a foreign language instruction to learning disabled students who have been integrated into regular classes. *Issues in Special Education and Rehabilitation*, 18 (2), 25-36. [In Hebrew].
- 23. ##Kahn-Horwitz, J., Roffman, N., & Teitelbaum, T. G. (1998).** Facing the Challenges of learning English as a foreign language in Israel: In Response to Ganschow, Sparks and Schneider. *Dyslexia*, 4, 169-174. **IF – 2.066, 10 citations.**

## **G. Articles or Chapters in Scientific Books (which are not Conference Proceedings)**

### **Published**

- 1.##**Kahn-Horwitz, J., Mittelberg, D., Bell-Kligler, R., & Gelfman Schultz, R. (2017).** Mentoring-learning in a cross-language and cross-cultural framework: Australian pre-service teachers and Israeli mentor-teachers. In A. Fitzgerald, G. Parr, & J. Williams (Eds.), *Narrative of Learning through International Professional Experience* (pp. 77-94). Springer. **1 citation.**
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. **12 citations.**

## **H. Articles in Conference Proceedings**

None

## **I. Entries in Encyclopaedias**

None

## **J. Other Publications**

## **A. Reviews**

1. **Kahn-Horwitz, J.** (2011). A review of Chemda Benisty's book: A lexical syllabus for teaching English in junior high school: Improving vocabulary acquisition. *Dvarim, 4*, 164-166.

## **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**

1. **Kahn-Horwitz, J.,** & Levitt, F. (2022). *Orthographic Mapping of Band 1, Band 2, and Band 3 Cores 1 and 2 Vocabulary*. The Author.
2. **Kahn-Horwitz, J.** (2019). *Teaching and Acquiring the Building Blocks of EFL Reading and Writing: A Third Grade Mixed Ability Class*. Oranim Academic College of Education.  
<https://drive.google.com/file/d/1FLCUOY2BKDLNG1yOPHNpxJRDzDI4aIRH/view?usp=sharing>
3. **Kahn-Horwitz, J.** (2017). *English Orthographic Assessment and Teaching Kit*. The Author.

## **K. Summary of my Activities and Future Plans**

During the year of receiving associate professor, I began my position as vice-rector of Oranim International. This was after I had served formerly as associate director of academic collaborations at Oranim International. I was active in internationalizing Oranim College, including bringing ERASMUS+ mobility, capacity building initiatives, and Fulbright impact to the college. This process included attempts to make English accessible to faculty members and students and highlighted the critical role of effective teachers and good teaching in higher education in addition to the school system. The English language, and particularly its orthography is vastly different to the

Semitic Hebrew and Arabic languages and their orthographies. Together with colleagues and students who have different L1 backgrounds (Circassian, Arabic and Hebrew), I wanted to understand how these differences may challenge Hebrew and Arabic first language (L1) speakers when acquiring English reading and writing. More specifically, I examined the orthographic and phonemic distance between L1-Hebrew, L1-Russian, L1-Arabic, L1-Circassian and English as a foreign language (EFL) to appreciate the impact of this distance on English literacy acquisition for L1-speaking Circassian, and L1-Arabic speaking children (articles F10, F14, F18). In the case of the first two publications, Mila Schwartz (now associate professor) and I collaborated based on her background with the Russian language and writing system (see also F15 and F16). Our mutual colleague from the University of Haifa, Professor Raphiq Ibrahim contributed from an L1-Arabic perspective, my student Sara Kuash contributed her L1-Circassian perspective and collected data. Currently, I have just completed co-supervising a doctoral student, Rana Sammour-Shehadeh together with my colleague Anat Prior (associate professor) from University of Haifa on the impact of L1-Arabic on English spelling (see F3). I have integrated these perspectives with my English foreign language expertise, specifically with regards to phonology and orthography. The results of articles F10 and F14 enabled us to better understand the difference between a tri-literacy advantage *per se* as opposed to specific L1 orthographic and phonological backgrounds assisting or obstructing the acquisition of EFL literacy.

In the case of article F12, Susie Russak (senior lecturer at Beit Berl College) and I embarked upon a joint project, examining L1-Hebrew predictors of English foreign language spelling, and examining English spelling at three different stages, among strong versus struggling EFL students. We equally contributed to this work where we examined spelling errors from a fine-grained perspective allowing us to understand challenging spelling conventions for L1-Hebrew speakers in elementary, junior high and high school. These studies pointed to the possible advantages multi-literate children bring to the EFL acquisition process. An additional collaboration focused on Arabic and Hebrew literacy accuracy and fluency measures for bilingual and biliterate children. This study also examined a socio-linguistic perspective with parent reports (article F16). For this study, I joined my two previously mentioned colleagues together with Mark Leikin (professor from the University of Haifa). I have always been collaboratively involved with practicing teachers and the English Inspectorate and my

"take home" message from this body of research has constantly been to treat previously acquired languages and literacies as a treasure chest to be exploited in EFL literacy teaching and learning. In this framework, I joined a European Union funded three-year cooperation partnership in higher education (GatherED) with four European Universities with the aim of creating a course for teacher education to develop teacher competence in coping with diversity, digital responsibility, and global citizenship using a combination of sociolinguistic and psycholinguistic approaches.

Furthermore, with colleagues Professor Mila Schwartz (bringing her Russian background) and Professor David Share, our mutual colleague from the University of Haifa who is known for his self-teaching theory, I investigated how linguistic and orthographic characteristics of initially acquired languages (Hebrew and Russian) as well as the distance between first and additional languages (Hebrew versus Russian and English) impact EFL literacy acquisition (article F18) and to what extent self-teaching is apparent in English foreign language settings, making this study one of the first studies to examine self-teaching in a foreign language context (article F15). We equally contributed to this study. My colleagues do not focus upon English foreign language studies and these collaborative studies facilitated us bringing the complex English orthography into focus, enabling us to better understand how teachers might facilitate English reading and spelling acquisition in schools (article F15). This is an area that I have continued exploring as I examined the impact of an explicit orthographic teaching program to strong and struggling EFL junior high school students (article F7) and I intend continuing to explore in the future among different ages and student abilities. I am currently co-supervising a doctoral student, Marlene Saban with Professor Matthias Grünke from Cologne University, Germany. The research involves examining explicit orthographic teaching of young learners using digital escape rooms as a platform that emphasizes literacy acquisition and social emotional learning.

In my capacity at Oranim International, I headed the Oranim team in TEACHEX, an ERASMUS+ funded capacity building three-year program to improve teaching and learning in higher education institutions in Israel together with universities from five European countries. This provided me with opportunities to consider the values that I attribute to effective teaching and learning. Alongside the importance of content knowledge, effective teachers develop mentoring capabilities, develop empathy in teaching-learning situations, nurture a love of languages, an interest in literature as well

as a passion for education. This includes a sensitivity towards students at school as well as students in tertiary education who come from diverse backgrounds and cultures. Alongside the outputs of the TEACHEX project, as well as with international students from a cross-cultural and linguistic perspective (chapter G1) with my colleagues at Oranim International - Professor David Mittelberg, Dr. Roberta Bell-Kligler and Rachael Gelfman Schultz. We equally contributed to this chapter. All four of us were closely involved in initiating and thereafter evaluating an international practicum, integrating international students in Israeli schools.

It was the experience and knowledge that I brought to my six years as chair of the Department of English Language and Literature. I am currently completing my term as department chair where I have been dedicated to developing preservice teacher content knowledge. This includes considering individual differences in the language classroom (research report JB1). Dr. Nir Ressissi, a former colleague at Oranim College and I jointly evaluated an EFL intervention program in three regional areas in northern Israel. I was involved in an earlier stage of this project, as advisor, contributing EFL content knowledge that was implemented in the program.

The importance of English content knowledge as a prerequisite for sound EFL literacy teaching motivated me to investigate EFL pre- and in-service teacher knowledge of English orthography and other language components (articles F11, F13). I, together with students - Esther Emma Vaisman (article F6), Marlene Saban (F5), Stephanie Fuchs (article F4 and F8) and colleague - Professor Tami Katzir from the University of Haifa who was joint supervisor with me of Stephanie Fuch's PhD, examined attitudes, beliefs, and self-reported practice of English teachers in Israel. Insights from this body of research enable a better understanding regarding teacher preparation for EFL literacy teaching. This preparation is critical for the teaching and learning of elementary school children, struggling upper elementary school children and children with language learning difficulties. As part of understanding the importance of teacher knowledge, attitudes, perceptions, and self-reported practice from an international perspective, I co-edited a special edition of *Annals of Dyslexia* with colleagues from abroad (Special Journal Issue D1) that has contributed to an international discussion on teacher language knowledge and literacy acquisition. This special issue was an outcome of a SSSR symposium in Sante Fe, USA in 2014, organized by Professor Malt Joshi where the three of us presented.

Alongside my college involvement, my career has been dedicated to making English literacy accessible to all populations in Israel. I engaged in a dialogue with colleagues from abroad (article F22) together with local colleagues, the late Dr. Naomi Roffman and Tova Teitelbaum, both experienced English teachers, about the challenges of acquiring EFL in Israel. This was examined in the context of English teaching in heterogenous classes as presented with my colleague, Dr. Bracha Kita who was chair of the special education department at Gordon College of Education (article F21) when I was head of a joint special education and English foreign language teaching certificate program. Bracha Kita contributed to this paper from her special education perspective, allowing us to consider issues involved in the acquisition of EFL for diverse learners with learning disabilities and learning difficulties.

My earlier research investigated L1 and additional language predictors of EFL and literacy. I examined universal language predictors in first and foreign language including semantic, morphological, orthographic, and phonological components for beginner L1-Hebrew speaking students (article F20) with the late Professor Joseph Shimron and Professor Richard Sparks, both were my PhD supervisors, and high school L1-Arabic speaking students (article F9) with my student, Mona Saba. Five years after examining beginner L1-Hebrew speaking EFL learners, I returned and examined 77 of the original 145 students from a longitudinal perspective. I examined L1 as well as EFL predictors of ninth grade EFL reading (chapter G2). This chapter was co-authored by Professor Richard Sparks whose expertise is foreign language acquisition where English is first language. Dr. Zahava Goldstein joined our collaboration and contributed her statistical expertise. Finally, eight years later I (together with the same two colleagues) examined the spelling of a cohort of the same L1-Hebrew speaking group enabling me to examine L1 and EFL predictors of English spelling at three points in the nine years of EFL study at schools (article F17). I collected the data and wrote the articles for F19 and F20. In addition, I was the leading author (initiated the longitudinal studies, collected the data, and wrote up the manuscripts) for article F17 and chapter G2. I wrote article F9, and so I appear as first author and my student Mona Saba is second author for this article. Spelling is a critical aspect of language learning and spelling knowledge boosts the quality of the learners' vocabulary knowledge. This is an area that a student of mine investigated (Harel, in preparation) whereby junior high school students have shown evidence of more successful EFL vocabulary learning

while being exposed to spelling as opposed to no spelling exposure. I plan to continue examining this area among EFL learners at different developmental stages with different language abilities.

I have developed EFL literacy related diagnostic assessment tools that are widely used in English teaching. I conducted a pilot study funded by an Educational Initiative on behalf of Oranim College and the Ministry of Education using the battery of EFL assessment tools that I built over the years of my clinical practice. Results provided insights into what one might expect from L1-Hebrew speaking EFL learners regarding English grapheme-phoneme, word recognition, spelling, vocabulary, reading comprehension, reading speed, syntactic and morphological knowledge (article F1). One hundred and eighty students in grades 5, 6, 7, 8, 9 and 10 participated in this study. This pilot data provided a framework for EFL diagnostic assessment to build individualized intervention programs. A further outcome of this research was my preparation of reading and spelling assessment and teaching materials for English teachers (Assessment and Teaching Kit, JC3). I was invited to share this research with Polish, Slovenian, Hungarian, Czech, German, Austrian and British colleagues at the University of Lodz, Poland in the framework of the European Union funded DysTEFL2 project aiming to provide EFL teachers with knowledge and strategies to work with dyslexic students.

Based on my research and assessment experience, I was invited by the English Inspectorate of the Ministry of Education and RAMA: National Authority for Educational Measurement and Assessment to be a member of the steering committee charged with developing two national diagnostic tests examining EFL literacy. Until 2013, I was actively involved in creating the ABLE Kit, a reading and spelling diagnostic test for students after one year of English literacy acquisition. I was also active in the second committee developing a seventh grade EFL diagnostic test.

To bolster the challenge of providing adequate teaching to facilitate acquisition of reading and writing in English as a foreign language to all children in Israel, regardless of first language knowledge and aptitude (article F19), I, together with colleagues founded the EFL Literacy for All forum aimed at improving English literacy acquisition with an emphasis on evidence-based teacher education. Within this forum we have orthographically mapped frequent vocabulary words that EFL learners are expected to acquire (Kahn-Horwitz & Levitt, Other Works Connected to my Scholarly Field). This

provides information for EFL teachers and textbook writers that merges vocabulary and orthographic conventions, leading to the possibility of simultaneously addressing vocabulary, reading, spelling and pronunciation teaching and learning. We have recently published research evaluating EFL literacy instruction as reflected in elementary school textbooks (article F2), a further resource for policy makers, textbook writers, and EFL teachers.

Following collaboration between members of the English Inspectorate, the English curriculum committee, and members of the EFL Literacy for All forum, I was invited by the National English Inspector to be academic advisor of the Building Blocks initiative. Building Blocks is a multi-year initiative that aims to improve reading and writing outcomes for failing students in elementary and junior high schools. I have been an invited lecturer, presenting to English counselors and teachers throughout Israel (filmed material JC2). In 2020, I was invited by the Ministry of Education to be chair of a subcommittee for advancing English Foreign Language pre-foundation literacy. The subcommittee that I chaired was involved in rewriting the pre-foundation English Curriculum 2020 that is aligned with the Common European Framework of Reference for Languages. This should facilitate our comparing English assessment and outcomes from an international perspective using the *can-do* statements for young EFL learners. Language acquisition is not uniform among learners. My special education teaching certificate studies provided an individual differences context for language learning. I have examined different aspects of EFL literacy acquisition and individual differences between language learners - initially I examined Hebrew L1 and EFL differences between strong and struggling beginner learners (article F19). Later I collected data from strong and struggling L1-Hebrew EFL spellers in fifth, eighth and tenth grades (article F12). I have supervised graduate research on individual differences and the challenges of decoding multisyllabic words for EFL elementary school children (Yakir & Kahn-Horwitz, in preparation), as well as the impact of explicit teaching of English orthography and phonology on beginning elementary school EFL students (Fuks, in progress). Recently, I examined EFL spelling classroom teaching with strong versus struggling junior high school students. This is an under researched area in both first and foreign languages and my study provided insights using mixed methods research (article F7). Intervention related research has important practical implications for EFL

teaching and learning. I look forward to developing this line of investigation among diverse populations and age groups in the future.

To sum up, my career to date has combined understanding theory with practice with regards to English foreign language teaching and learning, with a specific emphasis on learning difficulties. Prior to embarking upon my academic career, I conducted diagnostic assessments, designed remedial EFL program and subsequently taught EFL to individuals with learning difficulties for over 10 years. Although my main professional activity has been conducted in the spirit of the demands and challenges specific to practice, I have always engaged with the theory that explains the practice.