

Curriculum Vitae

1. Personal Details

Name in Hebrew: פרופ' טאהא היתאם
Name in English: Taha Haitham, Prof.
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The * sign in the current CV defines new activities after the last academic rank (senior lecturer degree that was reached in 2014).

2. Higher Education

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1996-1999	Ben Gurion university- Department of Behavioral Sciences	B.A.	1999
1999-2003	University of Haifa: Learning Disabilities Department	M.A.	2003
2004-2006	The Mofet institute in Tel Aviv- Diploma in Pedagogical Instruction	Diploma in pedagogical instruction	2006
2005-2009	Bar Ilan University- Department of Education	Ph.D (Supervised by Prof. Elinor Saiegh-Haddad & Prof. Joel Walters)	2009

Post-Doctoral Studis

Period of Study	Name of Institution, Department and Host	Degree	Year of Completion
2009-2012	University of Haifa: Edmond J. Safra Brain Research Center for the Study of Learning Disabilities	Post-doctoral studies (Neurocognitive basis of Reading in Arabic Orthography- Supervised by Prof. Asaid Khateb)	2012
*July- August 2014 and July 2015	Guest researcher in Fiebach's lab (of Prof. Cristian Fiebach) the department of psychology, Goethe University- Frankfurt, Germany	Guest researcher (Neurocognitive basis of visual word recognition within bilingual context- co-research with Dr. Sebastian Korinth form Fiebach's lab)	2014- 2015

3. **Title of Doctoral Thesis:** The Contribution of Phonological vs. Morphological Intervention to the Development of Reading and Spelling Skills among Normal and Dyslexic Native Arabic Readers.

4. Academic Ranks, Positions and Tenure in Institutions of Higher Education

Academic Ranks

Rank	From - To	Institute
Tenure Lecturer	2002-2010	Sakhnin College for Teacher's Education
Associate Senior Lecturer	2010-2013	Sakhnin College for Teacher's Education
Senior Lecturer A	2013	Sakhnin College for Teacher's Education
Adjunct Lecturer (the Department of Education)	2008- 2010	Tel Hai Academic College- Upper Galil
Adjunct Lecturer (the Department of Learning Disabilities)	2009-2013	University of Haifa
Associate Professor	2019-present	The Council for Higher Education in Israel

5. Academic Positions

2008- present	Sakhnin College for teacher's education	Chair of Special Education Department
2013-present	University of Haifa: Safra Brain Research for Learning Disabilities	Fellow Researcher
*2014- present	Sakhnin College for teacher's education	Chair of the M.ED Studies in Learning Disabilities

6. Supervision of Graduate Students

Name of student	Title of Thesis	Degree	Co-supervision	Date of Completion	Student's Status
*Jubair Tarabih	The impact of diglossia in Arabic on verbal memory performances: a cross sectional study	Ph.D	Prof. Shimon Sapir (Department of communication Disorders (Haifa University)	Dissertation was submitted, December 2018	Dissertation was submitted
*Dana Harel-Barak	The effect of feedback and rest breaks on mental strain and task fatigue during auditory processing tasks in students with and without dyslexia	Ph.D	Prof. Shimon Sapir (Department of communication Disorders (Haifa University)	Proposal preparing	
Enas Elias (Department of learning disabilities)	The contribution of the orthographic structure of Arabic written words (connected vs. non-connected) to lexical decision among normal adult readers.	M.A	Prof. Asaid Khatib	Completed Nov. 2012	Approved

Name of student	Title of Thesis	Degree	Co-supervision	Date of Completion	Student's Status
Manal Khateeb (Department of Learning Disabilities)	Developmental impact of the orthographic connectivity in Arabic on visual word recognition: evidence from lexical decision	M.A	Co-supervision with Prof. Asaid Khatib	Completed Nov. 2012	Approved
*Maha Mohamad	The contribution of typographical factors of texts to reading comprehension among second and fifth grade native Arabic readers	ME.D		Completed June. 2016	Approved
*Sawasan Ganayem	Executive Functions rating of Asthmatic students	ME.D		Completed June. 2017	Approved
*Hanan Dabah	An examination of the suitability of parents vs. teachers ranking considering the of executive functions of students with learning difficulties	ME.D		Completed June. 2017	Approved
*Hanan Azaiza-Seh	The impact of vocalization marks of the written words on the performances on lexical decision task among skilled adult college students	ME.D		Completed, Feb 2017	Approved
*Hanin Shaheen	The contribution of verbal skills versus Executive Functions to the Performance of Verbal Mathematic Problem Solving in Arabic among elementary school students	ME.D		Completed, June 2017	Approved
*Rana Khalaila	The contribution of verbal skills versus Executive Functions to the Performance of Verbal Mathematic Problem Solving in Arabic among junior school students	ME.D		Completed, June 2017	Approved

Name of student	Title of Thesis	Degree	Co-supervision	Date of Completion	Student's Status
*Manal Serhan Co-supervision with Prof. Asaid Khatib	Reading error analysis of children with ADHD	M.A		Completed, June 2018	Approved
*Floreen Abu Rezek	Visual Closure and word recognition in Arabic: an evidence for orthographic representation development	ME.D		Completed, June 2018	Approved
*Rana Qudsi-Khateeb	The role of vowelization on reading Hebrew words among Native Arab readers	ME.D		Completed, September 2018	Approved
*Nasreen Garzoz	The role of Semantic activation on reading unfamiliar words in Arabic	ME.D		Completed, September 2018	Approved

7. Research Grants

Submission of Research Proposals–approved

Role in Research	Co-Researchers	Topic	Funded by	Year	Amount
PI	Non	Morphology and spelling in Arabic	The MOFET institute	2009	10000 NIS
*PI	Dr. Sebastian Korinth & Prof. Cristian Fiebach (Goethe University, Frankfurt-Germany)	Neurocognitive basis of visual word recognition within bilingual context	Safra Brain Research Center for Learning Disabilities	2014	6000\$
*PI		Statistical learning and orthographic preferences among native Arab kindergarten and first grade children	The Arab language academy in Israel- Nazareth	2017	30000NIS

Submission of Research Proposals – Denied

Role in Research	Co-Researchers	Topic	Funded by	Year
Co-PI	Hasselhorn, Lindberg, (Frankfurt-am-Main) &	An approach to foster reading and literacy in children at risk: In search of an adaptive and culturally independent training	DFG Trilateral Project	2010

	Breznitz	program		
Spencer Foundation	2012	The contribution of early bilingual education to language development	Spencer Foundation	2012

8. Scholarships, Awards and Prizes

<u>Year</u>	<u>Grant</u>	<u>Funded by</u>
2001	Dean's scholarship of the University of Haifa for Graduate Students	University of Haifa
2002	Dean's Scholarship of the University of Haifa for Graduate Students	University of Haifa
2007	Research award for excellent research students	The Committee for scholarships and grants-Bar Ilan University
2007	Research award for outstanding research students	The Committee for scholarships and grants-Bar Ilan University
2008	Research award for outstanding research students in the Arab sector	The Ministry of Science- Israel
2009 - 2010	Post-doctoral scholarship	University of Haifa: Edmond J. Safra Brain Research Center for the Study of Learning Disabilities
2010- 2011	Post-doctoral scholarship	University of Haifa: Edmond J. Safra Brain Research Center for the Study of Learning Disabilities
2011- 2012	Post-doctoral scholarship	University of Haifa: Edmond J. Safra Brain Research Center for the Study of Learning Disabilities
*2014	Post-doctoral scholarship	University of Haifa: Edmond J. Safra Brain Research Center for the Study of Learning Disabilities for research in Feibach's lab Goethe University- Frankfurt

9. Proposals for Funding Projects

<u>Role in Project</u>	<u>Project</u>	<u>Funded by</u>	<u>Year</u>	<u>Amount</u>
Planner and applicant	Establishing the rehabilitation research center for learning and developmental disabilities in Sakhnin College	The Ted Arison Family Foundation	2013	100000\$

10. Membership in Scientific Organizations

2009-2011: The Society for Scientific Studies of Reading

*2016- present: The International Cognitive Linguistics Association (ICLA)

11. Scholarly Positions and Activities outside the University/College

Dates	Institution and rank
1998-1999	Music teacher at El-Zahraa elementary school in Rahat
2001-2002	Specialist in diagnosis and treatment at a center for children with learning disabilities- Nazareth
2001-2003	Clinician in the Faculty of Education (University of Haifa) (YAHHEL clinic for students with learning disabilities)
2002-2003	Member in the Arabic committee for developing diagnostic tools for learning disabilities, Ministry of Education, Israel
2002-2003	Consultant on learning disabilities at the Rene High school, of Rene village.
2002-2004	Coordinator of the Arabic's committee for developing diagnostic tools (The Elul Battery) for the identification of students with learning disabilities, University of Haifa.
2003-2010	Head of the learning disabilities unit at Sakhnin College for Teacher Education, Israel.
2007- 2008	Member of the Arabic committee for developing diagnostic tools for the identification of reading difficulties among beginning Arabic readers, Ministry of Education, Israel.
2008-2010	Managing a research project on behalf of Dr. Elinor Saiegh-Haddad investigating the Underpinnings of Normal Reading Development and Developmental Reading Disability in Arabic: Cognitive and Linguistic Factors. The project was funded by the Israel Arabic Language Academy.
2010-2011	Member of the Meridor sub-committee charged with establishing criteria for the academic studies toward accreditation as a learning disabilities specialist.
2013	Scientific consultant and reviewer for the developing team of the reading diagnostic tool "Logat El Qiraa- Asadi, Shany, Ben-Simo, & Ibrahim"- (Yisud publications).
*2016	Member of committee of " <i>The Higher Education Council in Israel</i> " for developing diagnostic tools for the diagnosis Arab university students with learning disabilities.
*2018	Member of scientific consultant committee advises to the minister of education regarding the implementation of "the rights of students with learning disabilities" law.

12. Participation in Scholarly Conferences

Active Participation:

1. International conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/ Discussion	Role
March 2004	Sixth BDA international conference; Dyslexia: The dividends from research to policy and practice	University of Warwick, UK	Reading and spelling error analysis of native Arabic dyslexic readers	Co-Researcher
June 25-27, 2009	Sixteenth annual meeting of the society for the Scientific Study of Reading	Boston, Massachusetts	Linguistic Intervention and the Development of Word Reading ability in Arabic	Co-Researcher
June 25-27, 2009	Sixteenth annual meeting of the Society for the Scientific Study of Reading	Boston, Massachusetts	Linguistic intervention and the development of spelling ability in Arabic	Interactive Poster
July, 2010	Seventeenth annual meeting society for the scientific study of Reading	Berlin	Morphological transparency and spelling accuracy in Arabic	Co-Researcher
June 2011	8 th BDA international conference; Dyslexia: beyond boundaries	Harrogate International Conference Centre-England	Exploring the phenotype of phonological reading disability: Evidence from the error analysis paradigm	Presenter
*Paper accepted for presentation In January, 2015	ICCPBS 2015: International Conference on Cognitive, Psychological and Behavioral Sciences	Zurich, Switzerland	Poor cognitive flexibility as a suggested basis for learning difficulties among children with moderate-into-severe asthma: evidence from WCST performance	Presenter
*May, 2015 (Zohar Eviatar, Haitham Taha, Vikki Cohen and Mila Schwartz)	The 10th International Symposium on Bilingualism Rutgers University, New Jersey 20-24 May, 2015	New Jersey	Word Learning by Young Emergent Bilinguals: Fast Mapping in Arabic and Hebrew	Poster

Date	Name of Conference	Place of Conference	Subject of Lecture/ Discussion	Role
*August, 2016	The second conference for "Psychology of Language Learning- PLL2"	Jyvaskyla, Finland	How does the linguistic distance between spoken and standard language in Arabic affect recall and recognition performances during verbal memory examination.	Presenter
*August, 2017	The 18 th conference of the "European Association of Developmental Psychology".	Utrecht, the Netherlands	Statistical Learning and Orthographic Preferences among Kindergarten and First Native Arab Graders	Poster Presentation
*November, 2017	The 2017 ASHA Convention	Los Angeles, California, USA	Verbal working memory deficits in children with developmental dyslexia: Primary or secondary to cognitive fatigability?	Poster Presentation (Sausan Mazzawi-Habib, Shimon Sapir & Haitham Taha)
*September, 2018	The 19 th World Congress of Psychophysiology	Lucca, Italy	Statistical Learning and Orthographic Preferences among Kindergarten and First Native Arab	Oral Presentation

2. Local conferences:

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
December, 2002	Healthcare of the Palestinian community in Israel	Nazareth	Reading and spelling error analysis of native Arabic dyslexic readers	Presenter
March 2004	The annual conference of the learning disabilities department- University of Haifa	University of Haifa	The status of learning disabilities diagnosis in the Arab sector in Israel	Presenter
April 2005	Updates on the diagnosis of learning disabilities	Sakhnin College for Teacher Education	Executive Functions and mathematical abilities	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
July, 2007	Script - The Israel association for literacy	Tel Aviv	The role of visual processing, phonological and morphological processing and naming speed in reading abilities among normal and poor native Arabic readers.	Presenter
June, 2009	Inaugural conference- The Young and the adult brain learning disabilities: Prevention and intervention	The Edmond J. Safra Brain Research Center for the Study of Learning Disabilities: University of Haifa	Linguistic intervention and the development of word reading ability in Arabic.	Co Researcher
June, 2009	Inaugural conference- the young and the adult brain learning disabilities: prevention and intervention	The Edmond J. Safra Brain Research Center for the Study of Learning Disabilities: University of Haifa	Linguistic intervention and the development of spelling ability in Arabic	Interactive Poster
September, 2009	The 24 th annual meeting of the Israel Association for Literacy and Language	Neve Eilan, Jerusalem	The cue within the word: the contribution of the morphological transparency of written words to the accuracy of their spelling	Presenter
September, 2009	The 24 th annual meeting of the Israel Association for Literacy and Language	Nave Eilan, Jerusalem	Linguistic Intervention and the Development of Word Reading ability in Arabic	Co researcher
May, 2010	The annual learning disabilities conference of the Learning Disabilities Department- University of Haifa	University of Haifa	The development of morphological awareness among native Arab readers and its contribution to reading and spelling	Presenter
July, 2011	Script - The Israel association for literacy	Ramat-Gan Uno academic college	Exploring the phenotype of phonological reading disability: Evidence from the error analysis paradigm	Presenter (chair of session)

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
July, 2011	Script - The Israel association for literacy	Ramat-Gan Uno academic college	The contribution of the orthographic pattern of written Arabic words to lexical decision among normal native Arab readers: Connected vs. non-connected words and evidence from event related potentials.	Poster
May, 2012	The annual learning disabilities conference of the Learning Disabilities Department- University of Haifa	University of Haifa	The impact of the orthographic connectivity of written Arabic words on the process of visual word recognition: Evidence from ERP study	Presenter
May, 2012	The annual learning disabilities conference of the Learning Disabilities Department- University of Haifa	University of Haifa	The Impact of Arabic, Russian and Hebrew Orthography on the Reading Process : Brain and Behavioral Measures	Co researcher
July, 2013	The Israel association for literacy and language	Ramat-Gan Uno academic college	Visual word recognition in Arabic: Behavioral and electrophysiological evidence	Presenter
*July, 2015	The Israel association for literacy and language	Lewinsky College, Tel-Aviv	The development of reading and spelling in Arabic: Two parallel processes?	Presenter
*January, 2016	University of Haifa, the department of learning disabilities	Conference for Publishing the "Lurat El Keraa": The Reading Diagnostic Tool in Arabic	Verbal memory in the context of diglossia in Arabic	Presenter
*April, 2016	Bar Ilan University, The department of Linguistics and the Arabic language Department	Conference about: Arabic language: acquisition, learning and teaching	Verbal memory in the context of diglossia in Arabic	Presenter
*March, 2017	Western Galilee College	The annual conference for learning disabilities	Statistical learning and orthographic preferences among kindergarten and first native Arab graders	Presenter

Organization of Conferences or Workshops

- 2004: Conference on learning disabilities and current issues. Sakhnin College.
- 2005: Conference on learning disabilities and current issues. Sakhnin College.
- 2006: Conference and workshops about emotional related aspects of learning disabilities. Sakhnin College.
- 2008: Conference and workshops on Autism in the Arab community in Israel. The Sakhnin College cooperatively with "Ilot" foundation (The Israeli society for autistic children).
- *2016: Conference about current issues in learning disabilities. Sakhnin College.

13. Invited Lectures

Date	Place of Lecture	Name of Forum	Presentation/Comments
August, 2003	Study and conference centre, Villa Serbelloni: Bellagio-Italy	The Department for Learning Disabilities and Al-Quds university, within a co-operative training program about learning disabilities	Clinical and practical issues on the diagnosis of learning disabilities
January to February 2007	Zfat academic college	Serial Lectures in training program for Arab students in didactic assessment	Reading acquisition and reading disabilities in Arabic orthography
March-May, 2008	University of Haifa	A training program for Arab students in didactic assessment	Reading acquisition and reading disabilities in Arabic orthography
November, 2010	University of Haifa	Edmond J. Safra brain research of learning disability and IDEa center from Frankfurt	The impact of the orthographic connectivity of written Arabic words on the performance within a lexical decision task
September, 2011	The department of psychology, University of Jyväskylä, Finland.	Grapho-world summer school	The unique linguistic and orthographic features of the Arabic language and their impact on reading and spelling acquisition among native Arab readers.
December, 2013	Morocco, Rabat	All children learn in north Africa and the Middle East (USAID, ISESCO, GIZ, and "The Global partnership for Education")	Two Presentations: 1) Morphological training for enhancing reading in Arabic 2) Reading and Spelling in Arabic: Research findings and educational implications
*November, 2014	Morocco, Rabat	State of the arts: Reading instruction in Arabic (The Moroccan ministry of Education, El-Akhawyn University in Ifrane-Morocco, and the USAID	The impact of orthographic connectivity on visual word recognition in Arabic: Neurocognitive findings 2) How does vowelization affect word recognition in Arabic: Cross-sectional study

Date	Place of Lecture	Name of Forum	Presentation/Comments
*November, 2015	Washington DC	USAID- The global education summit	The cognitive and neurocognitive research in reading Arabic
*March, 2019	Dubai, United Arab Emirates	Zayed University	Cognitive, neurocognitive and psycholinguistic aspects of reading and spelling in Arabic: research findings and practical implications

14. Colloquium Talks

Date	Place of Lecture	Name of Forum	Presentation/Comments
March, 2010	Sakhnin college for teacher's education	The academic staff seminar	Cognitive and developmental aspects of reading acquisition and disability
* 6 th of August, 2014	Fiebach's lab for cognitive and neurocognitive psychology, Goethe University- Frankfurt, Germany	Weekly lab meeting	Behavioral and Neurocognitive Investigations of Visual Word Recognition in Arabic
*January, 2016	The Department of Education: Ben Gurion University	The academic staff and graduate students seminar	The impact of the orthographic connectivity on visual word recognition in Arabic

15. Teaching

Courses Taught in Recent Years

Year	Name of Course	Type of Course	Degree	Numbers of Students
2002-2010	Introduction to learning disabilities	Introductory Course (Mandatory)	B. ED	About 40
2002-present	Neuropsychology	Introductory Course (Mandatory)	B. ED	About 40
2002-present	Identification and treatment of reading disabilities	Introductory Course (Mandatory)	B. ED	About 40
2002-present	Identification, treatment and remediation for mathematical disabilities	Introductory Course (Mandatory)	B. ED	About 40
2002-2009	Pedagogical instruction for college students in special education	Workshop and supervision	B. ED	About 40

Year	Name of Course	Type of Course	Degree	Numbers of Students
2008-2010	Language abilities and dyslexia	Lecture	B.A. (Tel Hai college-Israel)	28
2009-2010	Dyscalculia and non-verbal learning Disabilities	Lecture	B.A. (Tel Hai college-Israel)	21
2009-2013	Treatment and interventions on learning disabilities among native Arabic speakers	Hi-Learn course	M.A. (Univesity of Haifa)	24
2010-2013	Diagnosis of learning disabilities	Hi-Learn course	M.A. (Univesity of Haifa)	24
2013-present	Intervention among students with special needs	Seminar	M.ed. Sakhnin college	30
*2014-present	Learning disabilities: theoretical models	Introduction Mandatory course	M.ed. Sakhnin college	30
*2015-present	Educational interventions for learning disabilities	Introduction Mandatory course	M.ed.	26
*2015-present	Diagnosis of learning disabilities	Introduction Mandatory course	Sakhnin college	26
*2015-present	Screening models for learning disabilities	Introduction Mandatory course	M.ed.	26

16. Summary of my Activities ,Qualifications and Future Plans

My training stems from two interconnected fields, linguistics and brain-based research of the Arabic language, and clinical and educational practices geared towards assessment and intervention, mainly among Arabic-speaking children. I view myself as an interdisciplinary scholar whose overarching goal is to create translational knowledge bridging between cutting edge research on Arabic and educational practice in diverse classrooms of Arabic-speaking children.

My general field of interest in research involves reading and spelling acquisition in Arabic, among both typical readers and those with reading disabilities. The Arabic orthography has several unique features, one of which is the degree of internal connectedness of the letters within written words (ligature). The letters in some written words are fully connected (ligatured), while other words are partially connected and still others have no connecting letters. One of my main research projects investigated the impact of graphemic (letter) connectedness on the visual word recognition of normal readers and readers with disabilities (Taha, Ibrahim, & Khateb, 2013). Part of this work was conducted by graduate students under my supervision (Khateb, **Taha**, Elias, &

Ibrahim, 2013; Khateb, Khateb-Abdelgani, **Taha**, & Ibrahim, 2014). In some of this research, I used electrophysiological technology for investigating the brain activity associated with the cognitive processes involved in the different conditions of visual word recognition (**Taha**, Ibrahim, & Khateb, 2013).

In another research project, I investigated brain activity related to the mental representation of the orthographic lexicon using the pseudo-homophone paradigm and EEG technology in the lexical decision task (**Taha** & Khateb, 2013).

Another domain of interest is the contribution of linguistic factors to reading and spelling development in Arabic, i.e., phonological and morphological parameters. This line of research into the psycholinguistic factors contributing to reading and spelling in Arabic represents a development of my doctoral research (**Taha** & Saiegh-Haddad, 2016a, b).

In addition to my research focus on the acquisition of reading and spelling in Arabic, I am also interested in other causes of learning difficulties among children. For example, my research recently published in *Frontiers in Psychology* sheds light on the relationship between poor executive functions and learning difficulties among children with severe asthma (**Taha**, 2017).

Some of my research projects can be considered pioneering studies in the field of reading in Arabic. One of these involved the error analysis paradigm in reading in Arabic, which I developed and investigated in a number of studies (Abu Rabia & **Taha**, 2004, 2006; **Taha**, Ibrahim, & Khateb, 2014). Based on the error analysis paradigm, we found that the severity of a reading disability can be expressed by a specific and predominant type of error, which is associated with the degree of phonological processing deficit. This is a highly important finding that makes a valuable contribution to the field of reading disability diagnosis, and particularly to processes of differential diagnosis.

In another line of work, I investigated the impact of diglossia in Arabic on verbal memory test performance (**Taha**, 2016c). This study yielded very interesting findings, on the basis of which one of the doctoral students under my supervision (Jubair Tarabih) wrote his Ph.D. proposal on the impact of diglossia on verbal memory performance from a developmental perspective.

Recently, my study about statistical learning and orthographic preferences among kindergarten children and first grade readers was accepted for publication in the journal *Writing Systems Research*. In this study, which also involved pioneering work, I investigated the impact of statistical learning and implicit preferences on word recognition in the early stages of reading (**Taha** & Khateeb, in press). This research was supported by a grant from the Arabic Language Academy in Nazareth.

It is important to note my collaborative work with researchers from other institutions. For example, I participated as a leading researcher in a large research project led by Professor Mila Shwartz of Oranim College and Professor Zohar Eviatar of the University of Haifa. In this project, we investigated the development of metalinguistic skills among bilingual Hebrew-Arabic kindergarten children and the role of such metalinguistic skills on language development, new word-learning, and reading acquisition. We published several papers based on the data collected in the context of this project (see; Eviatar, Schwartz, & **Taha**, 2017a,b; Shwartz, **Taha**, Assad, & Eviatar, 2016). Also, in collaboration with my colleague, Dr Sebastian Korinth from Fiebach's lab at Goethe University in Frankfurt, Germany, I implemented research investigating the neurocognitive basis of visual word recognition within the bilingual context (**Taha** & Korinth, in preparation).

Currently, I am working with a group of my students on various research projects in different fields of reading and spelling, to continue my line of research in the future. In one project, we are investigating the role of implicit learning about Arabic morpho-orthographic patterns on spelling preferences among typical and poor readers. In another project, we are investigating the impact of diglossia on the development of verbal memory skills and verbal learning preferences from a developmental perspective.

I look forward to conducting additional studies in the fields of reading, literacy, numerical

processing, and intervention. For example, I plan to investigate the brain activity involved in the process of visual recognition of words using the visual closure paradigm. I propose that by using this paradigm, we can learn more about the brain activity related to the different stages of visual recognition of familiar words. Alongside aforementioned research plans, I plan to investigate the effects of pre-school semantic intervention and training programs (enhancing vocabulary knowledge in standard Arabic) on reading acquisition in elementary school. Meanwhile, I will continue investigating the impact of childhood illness and physical health on the development of learning skills. Additionally, my future research will continue focusing on the cognitive and neurocognitive processes involved in the acquisition of academic skills among learners with intact learning abilities and with learning disabilities.

Beyond the plans and vision described above, I plan to develop the field of assessment and intervention tools in the Arabic language. In this context, it is important to note that I have worked in collaboration with scientists from the Agora Center at the University of Jyväskylä in Finland to develop the Arabic and Hebrew versions of the Graphogame, a child-friendly computer game that helps children learn basic letters and their sounds.

Beside to my research activities, I personally believed that I should contribute to the development of the research and the clinical infrastructures at the college. In this context, I have worked intensively to help establish the Rehabilitation Research Center for Learning and Developmental Disabilities at Sakhnin College. This center was recently established with the support of the Ted Arison Family Foundation in accordance with a proposal that I wrote and submitted. The center serves the general community around the college and is also used for practicum studies by graduate students at the Sakhnin College Learning Disabilities program.

In addition, I established the Cognitive Lab for Learning and Reading Research at Sakhnin College. The lab is available to students during their master's research projects and also serves different researchers from the department by offering various tests and tools for behavioral measurements. Currently, I am planning to establish a neurocognitive lab within the clinical center for learning disabilities that I have already established at the college. This lab will be equipped with an electroencephalograph recording system and software for stimulus presentation and data analysis.

Publications

Taha Haitham, Prof.

A. Chapters & Books

Books:

1. Taha, H. (2015). *Introduction to reading psychology*. Dar Al Shorouk: Amman, Jordan. (In Arabic).

Articles or Chapters in Scientific Books Published

2. Abu-Rabia, S., & Taha, H. (2006). Reading in Arabic orthography: Characteristics, research findings, and assessment. In: R.M. Joshi & P.G. Aaron (Eds.), *Handbook of orthography and literacy* (pp. 321-338). Lawrence Erlbaum Associates.
3. Taha, H. (2017). The impact of orthographic features of the written Arabic on reading and spelling acquisition. In: A. Chakery (Ed). *Teaching reading in Arabic: new developments* (188-205). Ifrane University Publications: Rabat, Morocco. (In Arabic).

B. Other Scientific Publications

4. Taha, H. (2003). Reading and spelling acquisition: Developmental and cognitive dimensions. *Al-Nibras, 1*, 8-19.(in Arabic)
5. Taha, H. (2004). *Handbook for Parents and Educators about Learning Disabilities*. Sakhnin: The Sakhnin College for Teacher's Education. (in Arabic)
6. Taha, H. (2005). The development of mathematical processing among children. *Al-Nibras, 2*, 32-41. (in Arabic)
7. Taha, H. (2011). Between the grapheme and the phoneme falls dyslexia. *Hamsat Wasel: Journal of the Child Center in Nazareth, 4*, 30-36. (in Arabic)

C. Articles in Refereed Journals- Published

8. Abu-Rabia, S., & Taha, H. (2004). Reading and spelling error analysis of native Arabic dyslexic readers. *Reading and Writing: An Interdisciplinary Journal, 17*, 651-689. (90 Citations; IF 1.44; Q1)
9. Abu-Rabia, S., & Taha, H. (2006). Phonological errors predominate in Arabic spelling across grades 1–9. *Journal of Psycholinguistic Research, 35*(2).167-188. (74 Citations; IF 0.72; Q1)
10. Taha, H. (2006). Females' Superiority on Phonological and Lexical Processing. *Reading Matrix, 6*(2), 70-79.(18 Citations)
11. Taha, H., Ibrahim, R., & Khateb, A. (2012). How Does Arabic Orthographic Connectivity Modulate Brain Activity During Visual Word Recognition: An ERP Study. *Brain Topography*. doi:10.1007/s10548-012-0241-2 (38 Citations ; IF 3.671; Q1)
12. Ibrahim, R., Khateb, A, & Taha, H. (2013). How does type of orthography affect reading in Arabic and Hebrew as first and second languages?. *Open Journal of Modern Linguistics, 3*(1), 40-46.(11 Citations; Google-based Impact Factor: 0.54)
13. Ibrahim, R., & Taha, H., Abu Dabous, A., & Kahteb, A. (2013). Electronic Reading and Writing in Spoken and Written Arabic : A Case Study. *Theory and Practice in Language Studies, 3*(9), 1497–1508. doi:10.4304/tpls.3.9.1497-1508 (2 Citations; Q3)
14. Khateb, A., Taha, H. Y., Elias, I., & Ibrahim, R. (2013). The effect of the internal orthographic connectivity of written Arabic words on the process of the visual recognition: A comparison between skilled and dyslexic readers. *Writing Systems Research, 1*–20. doi:10.1080/17586801.2013.834244(5 Citations; IF 0.72; Q1)
15. Taha, H. (2013). Reading and Spelling in Arabic: Linguistic and orthographic complexity. *Theory and Practice in Language Studies, 3*(5), 721-727. (24 Citations; Q3)

16. Taha, H. (2013). Investigating Cognitive Processes Underlying Reading in Arabic: Evidence from Typical and Poor Reading Performance. *Psychology, 04*(12), 1018–1026. doi:10.4236/psych.2013.412148 (6 Citations)
17. Taha, H., & Khateb, A. (2013). Resolving the orthographic ambiguity during visual word processing in Arabic: an event-related potential investigation. *Frontiers in Human Neurosciences*. doi: 10.3389/fnhum.2013.00821 (31 Citations ; IF 3.209, Q1)
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35. Taha, H. (2019). The role of semantic activation during word recognition in Arabic. *Cognitive Processing*. doi: 10.1007/s10339-019-00915-0 (IF 0.974, Q1).

D. Reviewer for scientific publications in refereed journals:

- Innovation in Language Learning and Teaching
- Reading and Writing: An Interdisciplinary Journal
- Reading Psychology
- Writing Systems
- Written Language and Literacy
- Dyslexia
- Cognitive Processing
- Journal of Psycholinguistic Research

E. Reviewer for scientific publications in refereed books and chapters:

Hand book for reading and spelling in Arabic (Editors: Malt Joshi & Elinor Saiegh-Haddad)

F. Scientific media

Preparation and performance partner as an expert in the film "I can". Scientific film about learning disabilities. Produced by Safra Brain center for learning Disabilities research. University of Haifa. (2010).

Preparation and performance partner as an expert in the film "Reading fluently". Scientific film on Dyslexia which presenting an intervention program for enhancing reading fluency among disabled readers using the acceleration software. Produced by Safra Brain center for learning Disabilities research. University of Haifa. (2012).

G. Pedagogical and Intervention Software:

2011-present: Scientific Advisor and helps in developing the Arabic language version for the "GraphoGame" in the department of psychology, Jyväskylä University in Finland. The "GraphoGame" is a child-friendly computer game that helps children to learn the basic letters and their sounds.

H. Other Work Connected with my Scholarly Field

2006-2007	Responsible for developing and preparing the academic program for the B.Ed degree in special education for the Sakhnin college for teacher education, according to the "Ariaav committee recommendations and conditions"	The proposed program was approved by the Ministry of Education
2007-2012	Responsible for developing and preparing advanced program for teachers in aim to prepare them for being school coordinators and specialists in learning disabilities (מת"לים מATALIM)	
2009-2010	Responsible for developing and preparing an academic program for the B.A degree in Education and Psychology. These programs were submitted by Sakhnin Academic college, to the committee of the Council for Higher Education in Israel	Both programs are currently under review by the Council for Higher Education in Israel
2011-present	Responsible for developing and preparing an academic program for the M.ED degree in Learning Disabilities. The program was submitted by Sakhnin Academic college to the committee of the Council for Higher Education in Israel.	