**Specific contribution to research**

In my M.A. studies, I researched modern feminist literature. My thesis, advised by Prof. Mahmoud Ganaim, dealt with the novels of the Kuwaiti author Laila al-Othman and received a score of high excellence. It was published as a book by the Hebrew Language Academy in 2011. I have also published several articles and book chapters on modern literature generally and women’s literature particularly.

It was then that I began my professional career as a teacher in the field of language education; I also conducted exercise courses at Tel Aviv University. Subsequently, I became a lecturer and a pedagogical counselor at Al-Qasami Academy.

The essence of my work centered on teaching; managing educational initiatives; and leading innovative processes and projects at the Academy and in the field. These activities exposed me to pedagogical and didactic dilemmas and everything associated with curricula and textbooks and prompted me to switch, in my doctoral studies, from modern literature to teaching in the field of language education. My doctoral dissertation was a comparative linguistic/educational study that focused on investigating curricula and textbooks, language education generally, and Arabic syntax particularly. My research concerned itself with analyzing Arabic syntax books that are intended for primary schools in several countries: Israel, Palestine, Jordan, Lebanon, Syria, and Saudi Arabia. My inquiries assessed the state of Arabic-language studies in these countries in order to uncover the strengths and weaknesses of their pedagogical and educational elements. I also researched the development of scholastic contents and methods in Arabic-language end syntax education, resulting in recommendations for alternatives meant to improve Arabic-language textbooks.

My studies focus on Arabic-language education, curricula, and textbooks, in pedagogical and didactic aspects associated with innovative pedagogy and the field of teaching language. Arab teachers are having difficulties in these respects, as reflected in the findings of evaluations of performance on national and international tests—all of which in view of a blatant shortage of studies on this topic in the Arabic education system.

Thus, my main areas of research today are the following:

1. Innovative didactics and pedagogy and modern teaching approaches, methods, and strategies generally, and language teaching particularly.
2. Curricula and textbooks that are used to teach the Arabic language to Arabic speakers and in Jewish schools.
3. Language education and development of creative linguistic thinking.
4. Reading literacy and programs that encourage unrestricted reading.

**Current areas of research**

My Ph.D specialization and the recommendations that I received from my adviser, Professor Aharon Geva Kleinberger, as well as the readers of my dissertation, steered me toward specializing in writing studies that concern topics that have not been discussed thus far—to the best of my knowledge—in Israel’s Arab society. At the present writing, I am finalizing, copy-editing, and preparing most of these studies for publication in high-impact peer-reviewed journals.

**Studies being written and in preparation**

1. **Language Education Going Forward:** a study that attempts to sketch the future state of language teaching and present possible scripts and scenarios, based on the results of my doctoral research. The study will answer the critical question of where Arabic language education is heading, in order to envisage alternatives and potential future outlooks in teaching Arabic grammar.
2. **Reading Together as a Way of Developing Vocabulary, Morphological Awareness, and Discourse Proficiency among Arabic-Speaking Preschoolers: Construction, Implementation, and Assimilation of an Intervention Program.** The purpose of the study is to construct and implement a plan for the advancement of standard Arabic-language discourse in kindergarten, based on reading together accompanied by discourse and language games in order to develop vocabulary and morphological awareness, and testing the effectiveness of this activity in improving children’s linguistic achievements.

The research took place with the participation of Drs. Vered Vaknin-Nussbaum and Einat Nevo. We submitted it in response to a call for proposals from the Chief Scientist on the topic of literacy discourse in the Arabic-speaking sector; it was not accepted. Therefore, we are considering developing it as a study and publishing it as an article.

**Vision and areas of research going forward**

1. Issues related to innovative teaching methods.
2. Evaluation of new curricula in the field of language education.
3. Development of pedagogical models, programs, and tools for the strengthening of language and reading literacy among schoolchildren.

**Community activity**

1. Since 2011, I have been doing volunteer community work based on the knowledge that I accumulated in my academic and autonomous studies, by giving more than 390 lectures and more than fifty workshops for students, parents, and teachers in schools and public libraries around the country, on topics such as developing reading culture, promoting Arabic language and reading literacy, and developing motivation to succeed and excel.
2. Management and implementation of educational initiatives and projects in my educational and professional field: from 2011 to the present, I have carried out several such initiatives, of which selected examples follow:
* An initiative sponsored by the Council for Higher Education, with the participation of Tel Aviv University, on “Israeli Hope in Academia.”
* An initiative sponsored by the Van Leer Jerusalem Institute on inculcating reading culture among teachers and pupils.
* An initiative for social involvement in the community, under the auspices of the School for Professional Specialization at MOFET Institute in Tel Aviv, on the topic of promoting reading culture among parents.
* An educational initiative from the Ministry of Education Teacher Training Division, for the development of online study units that will encourage high-order thinking in teaching Arabic at the primary level.
* An educational initiative in conjunction with the Kula’ana Association and Merhavim Institute on acceptance of the other.
* An initiative from the Advanced Studies Authority at Al-Qasami Academy on integrating digital pedagogy into language teaching, for Masters students.
* An initiative on creative writing for sixth-grade pupils in the Triangle area.
* An initiative called “Self-Advancement and Self-Development at Al-Qasami Academy,” enabling students to develop in diverse important fields. The initiative included enrichment courses and workshops.

**Quality of Teaching**

1. Excellence in teaching, reflected in a certificates of excellence that I received as a pedagogical counselor and in students’ evaluations of the courses that I teach (examples of students’ evaluations attached).
2. Co-publishing studies with Masters students in order to encourage them to publish their research. (See examples in my CV.)
3. Allowing Masters students to participate with me in national and international conferences. (See examples in my CV.)

**In my capacity as head of pedagogical counseling (September 2018), I have been able to bring about the following changes and achievements:**

* training pedagogical counselors by managing and organizing enrichment activities and workshops;
* playing a leading role in students’ professional development by establishing enrichment courses and workshops;
* developing pedagogical tools and learning materials: (1) a pamphlet explaining the PDS program in pedagogical counseling; (2) a manual for pedagogical counseling staff; (3) a digital database for management of knowledge in pedagogical counseling; (4) a book on pedagogical counseling (currently being written, with publication scheduled for July 2019); (4) a new and updated Web site on pedagogical counseling, and (5) updating of several evaluation forms;
* strengthening relations between the Academy and the Ministry of Education, the inspectors, and school principals by establishing forums, holding meetings in the field and at the Academy, setting up a district-level steering committee for the development of avenues of cooperation, and drafting a future strategic plan;
* lecturing at coaching schools in order to contribute and build a path to cooperation.

Respectfully,
Dr. Haifa Majadleh,
Head of Pedagogical Counseling