**Specific Contribution to Research**

My MA studies focused on research on modern feminist literature. My thesis, advised by Prof. Mahmoud Ganaim, investigated the novels of the Kuwaiti author Laila al-Othman. After graduating *summa cum laude*, the thesis 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.

After completing my degree, I began my professional career as a teacher of Arabic language and teaching assistant 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. Due to the exposure that these activities gave me to pedagogical and didactic dilemmas and diverse issues in curricula and textbooks, I switched the emphasis in my doctoral studies from modern literature to language education and teaching. 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 in the last-mentioned field dealt with analysis of Arabic syntax textbooks for primary schools in Israel, Palestine, Jordan, Lebanon, Syria, and Saudi Arabia. My inquiries assessed the state of Arabic-language studies in these countries in order to reveal strengths and weaknesses of their pedagogical and educational elements. I also investigated the development of scholastic contents and methods in Arabic language and syntax education, resulting in recommendations of alternatives for the improvement of Arabic-language textbooks.

My studies focus on the pedagogical and didactic aspects of Arabic-language education, curricula, and textbooks, associated with innovative pedagogy and language teaching. Teachers of Arabic find it difficult to function in these respects, as reflected in evaluations of students’ performance on national and international tests. My work is especially necessary in light of the clear shortage of studies on this topic in the Arab education system.

My current areas of research include:

1. Innovative didactics and pedagogy and modern teaching approaches, methods, and strategies generally, and language teaching particularly.
2. Arabic-language curricula and textbooks for Arabic speakers and Arabic instruction in Jewish schools.
3. Language education and the development of creative linguistic thinking.
4. Reading literacy and programs that encourage unstructured reading.

**Specific Research Activities**

My PhD specialization and recommendations from my adviser, Professor Aharon Geva Kleinberger, as well as the readers of my dissertation, steered me toward specializing in research on topics that have not been discussed—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.

**Forthcoming Studies**

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 for the purpose of envisaging alternatives and potential future outlooks in teaching Arabic grammar.
2. **Reading Together as a Way of Developing Vocabulary, Morphological Awareness, and Discursive 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 Modern Standard Arabic discourse in kindergartens. The study focuses on reading together, accompanied by discursive and language games, in order to develop vocabulary and morphological awareness, and tests the effectiveness of this activity in improving children’s linguistic achievements.

The research for the project took place in conjunction with Drs. Vered Vaknin-Nussbaum and Einat Nevo. The project was first submitted in response to a call for proposals from the Chief Scientist on the topic of literacy discourse in the Arabic-speaking sector. While it was not accepted, we are planning to develop it as an independent study and publishing it as an article.

**Future Areas of Research**

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 linguistic and reading literacy among schoolchildren.

**Community activity**

1. Since 2011, I have been doing volunteer community work based on the knowledge that I have accumulated in my academic and self-directed studies. This volunteer work has included 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 a culture of reading, 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, including:

* A project sponsored by the Council for Higher Education, with the participation of Tel Aviv University, as part of the “Israeli Hope in Academia” initiative.
* An initiative sponsored by the Van Leer Jerusalem Institute on inculcating a culture of reading among teachers and pupils.
* An initiative for social involvement in the community, under the auspices of the School for Professional Specialization at the MOFET Institute, Tel Aviv, on 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 accepting the other.
* An initiative from the Advanced Studies Authority at Al-Qasami Academy for master’s students on integrating digital pedagogy into language teaching.
* An initiative on creative writing for sixth-grade pupils in central Israel.
* “Self-Advancement and Self-Development at Al-Qasami Academy,” an initiative including enrichment courses and workshops that promotes students’ development in various important fields.

**Quality of Teaching**

1. My achievements as an educated have been recognized by a certificate of excellence that I received for my work as a pedagogical counselor, and in students’ evaluations of my courses (examples of evaluations attached).
2. I have coauthored a number of studies with master’s students in order to encourage them to publish their research, and have similarly encouraged master’s students to participate in national and international conferences with me (See examples in my CV.)

**Institutional Change**

**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, including: (1) a pamphlet explaining the PDS program in pedagogical counseling; (2) a manual for pedagogical counseling staff; (3) a digital database for managing pedagogical counseling knowledge; (4) a book on pedagogical counseling (forthcoming in July 2019); (4) a new and updated website on pedagogical counseling; and (5) updating evaluation forms.
* Strengthening relations between the Academy and the Ministry of Education, the Ministry’s 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