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Areas of Interest and Specialization

Pedagogy and teacher education

Teaching and learning of languages

Individual differences and language learning

English as a foreign language literacy acquisition

English as a foreign language teacher content knowledge

Academic Position

Senior Lecturer

Articles in Refereed Journals (English)

- 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*. [https://doi: 10.1007/s11881-018-00172-4](https://doi.org/10.1007/s11881-018-00172-4)
- Vaisman, E. E., & **Kahn-Horwitz, J.** (2019). English foreign language teachers' linguistic knowledge, beliefs and reported practices regarding reading and spelling instruction. *Dyslexia*, 1-18. <https://do.org/10.1002/dys.1608>.
- Kahn-Horwitz, J.**, & Saba, M. (2017). Weak English foreign language readers: The cross-linguistic impact of morphological awareness. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-017-9810-9>
- Joshi, R. M., Washburn, E. K., & **Kahn-Horwitz, J.** (2016). Introduction to the special issue on teacher knowledge from an international perspective. *Annals of Dyslexia*. doi: 10.1007/s11881-015-0119-6
- Kahn-Horwitz, J.** (2016). Providing English language teachers with content knowledge to facilitate decoding and spelling acquisition: A longitudinal perspective. *Annals of Dyslexia*, doi: 10.1007/s11881-015-0120-0
- 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*. doi: 10.1007/s11145-016-9633-0
- 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.
- 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.
- 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.

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

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*, 4.

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.

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.

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.

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.

Articles in Refereed Journals (Hebrew)

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)

Chapters in Books (English)

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. *Narrative of Learning through International Professional Experience* (pp. 77-94). Singapore: Springer.

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. *Current Issues in Bilingualism* (pp. 21-42). NY: Springer.