

Prof. Elinor Saiegh-Haddad



Biography

Elinor Saiegh-Haddad is a professor of Linguistics at the English Linguistics and Literature Department, Bar-Ilan University, Israel. Saiegh-Haddad completed her graduate studies at Reading University, England (MA) and Bar-Ilan University, Israel (PhD). In her graduate work she focused on the assessment of reading in L1 and L2. She conducted her postdoctoral research at OISE, University of Toronto, Canada, where she investigated reading development in bilingual English-Arabic children. Since then she has engaged in intensive research on the development of reading in bi-dialectal and bilingual contexts, particularly on reading development in Arabic and on the role of diglossia. She has published numerous research articles and book chapters on reading in Arabic and recently co-edited a volume titled “Handbook of Arabic Literacy” (Springer 2014) which addresses various aspects of literacy development in Arabic. Saiegh-Haddad has also been actively involved in curriculum development and textbook writing for Arabic as the first language and English as a foreign language in Israel and has led the development of two reading disability diagnostic kits in the two languages. She is advisor to the Israel Ministry of Education and the National Authority for Testing and Evaluation, as well as the Israel Centre for Educational Technology. She is a member of the editorial boards of two leading reading journals: *Scientific Studies of Reading* and *Reading & Writing: An Interdisciplinary Journal*.

PUBLICATIONS

Updated January 2018

Edited Book

Saiegh-Haddad, E. & Joshi, M. (Eds.). *Handbook of Arabic Literacy: Insights and Perspectives*. Dordrecht, The Netherlands: Springer. 2014.
Book edited with a 6-page introduction.

Guest Editor

Saiegh-Haddad, E. & Geva, E. (2010). Acquiring reading in two languages: Linguistic and orthographic factors. *Reading and Writing: An Interdisciplinary Journal*, Volume 23, Numbers 3-4.
Special issue edited with a 5-page introduction.

Journal articles

1. **Saiegh-Haddad, E. (2003a).** Linguistic distance and initial reading Acquisition: The case of Arabic diglossia. *Applied Psycholinguistics*, 24, 431-451.
2. **Saiegh-Haddad, E. (2003b).** Bilingual Oral Reading Fluency and Reading Comprehension: The case of Arabic/Hebrew (L1) - English (FL) Readers. *Reading and Writing: An Interdisciplinary Journal*, 16, 717-736.
3. **Saiegh-Haddad, E. (2004).** The impact of phonemic and lexical distance on the phonological analysis of words and pseudowords in a diglossic context. *Applied Psycholinguistics*, 25, 495-512.
4. **Saiegh-Haddad, E. (2005).** Correlates of reading fluency in Arabic: Diglossic and orthographic factors. *Reading and Writing: An Interdisciplinary Journal: An Interdisciplinary Journal*, 18, 559-582.
5. **Saiegh-Haddad, E. (2007a).** Linguistic constraints on children's ability to isolate phonemes in Arabic. *Applied Psycholinguistics*, 28, 605-625.
6. **Saiegh-Haddad, E. (2007b).** Epilinguistic and metalinguistic phonological awareness may be subject to different constraints: Evidence from Hebrew. *First Language*, 27, 385-405.
7. **Saiegh-Haddad, E. (2008).** On the challenges that diglossia poses to the acquisition of basic literacy skills in Arabic. *Literacy and Language*, 1, 105-126 (in Hebrew).
8. **Saiegh-Haddad, E. & Geva, E. (2008).** Morphological awareness, phonological awareness, and reading in English-Arabic bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 21, 481-504.

9. Levin, I., **Saiegh-Haddad, E.**, Hende, N., & Ziv, M. (2008). Early literacy in Arabic: An intervention with Israeli Palestinian kindergarteners. *Applied Psycholinguistics*, 29, 413-436.
10. Armon-Lotem, S., Adam, G., **Saiegh-Haddad, E.**, Blass, A., Harel, E., Litt, R., & Walters, J. (2009). Verb inflections as indicators of specific language disorder among bilinguals. *Language and Brain*, 8, 1-20. (in Hebrew).
11. **Saiegh-Haddad, E.**, Kogan, N., & Walters, J. (2010). Universal and language-specific constraints on phonemic awareness: Evidence from Russian-Hebrew bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 23, 359-384.
12. **Saiegh-Haddad, E.** & Geva, E. (2010). Acquiring reading in two languages: An introduction to the special issue. *Reading and Writing: An Interdisciplinary Journal*, 23, 263-267.
13. **Saiegh-Haddad, E.**, Levin, I., Hende, N., & Ziv, M. (2011). The Linguistic Affiliation Constraint and phoneme recognition in diglossic Arabic. *Journal of Child Language*, 38, 297-315.
14. Russak, S. & **Saiegh-Haddad, E.** (2011). Phonological awareness in Hebrew (L1) and English (L2) in normal and disabled readers. *Reading & Writing: An Interdisciplinary Journal*. 24, 427-440.
15. **Saiegh-Haddad, E.**, Hadieh, A & Ravid, D. (2012). Acquiring noun plurals in Arabic: Morphology, familiarity and pattern frequency. *Language Learning*, 62, 1079-1109.
16. Aram, D., Korat, O., **Saiegh-Haddad, E.**, Hassunha Arafat, S., Khoury, R., Hija, J. (2013). Early literacy among Arabic speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. *Cognitive Development*, 28, 193– 208.
17. **Saiegh-Haddad, E.** (2013). A tale of one letter: Morphological processing in early Arabic spelling. *Writing Systems Research*, 5, 169-188.
18. **Saiegh-Haddad, E.** & Schiff, R. (2016). The impact of diglossia on vowel and unvowel word reading in Arabic: A developmental study from childhood to adolescence. *Scientific Studies of Reading*, 20, 311-324.
19. Taha, H. & **Saiegh-Haddad, E.** (2016). The role of phonological versus morphological skills in the development of Arabic spelling: An intervention

- study. *Journal of Psycholinguistic Research*, 45, 507-535.
20. **Saiegh-Haddad, E.** (2017). MAWRID: A Model of Arabic Word Reading In Development. *Journal of Learning Disabilities*, 1 –9.
<https://doi.org/10.1177/0022219417720460>
 21. **Saiegh-Haddad, E.** (2017). What is Phonological Awareness in L2? To appear in a special issue L. Verhoeven, C. Perfetti & K. Pugh (Eds.). The cross-linguistic study of reading in L2. *Journal of Neurolinguistics*.
<https://doi.org/10.1016/j.jneuroling.2017.11.001>
 22. **Saiegh-Haddad, E.** & Taha, T. (2017). The role of phonological and morphological awareness in the early development of word reading and spelling in typical and disabled Arabic readers. *Dyslexia*, 23, 345–371.
 23. **Saiegh-Haddad, E.** & Ghawi-Dakwar, O. (2017) Impact of Diglossia on Word and Non-word Repetition among Language Impaired and Typically Developing Arabic Native Speaking Children. *Frontiers in Psychology*, 8, 2010.
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 24. **Saiegh-Haddad, E.** & Elouti, A. (in press). Inflectional and Derivational Morphological Awareness in Arabic- speaking High versus Low EFL Literacy Students. *Written Language & Literacy*.
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 26. Schiff, R. & **Saiegh-Haddad, E.** (2017). When diglossia meets dyslexia: The impact of diglossia on reading among Arabic native speaking dyslexic children. *Arabic. Reading & Writing: An Interdisciplinary Journal*, 30, 1089-1113.
 27. Russak, S. & **Saiegh-Haddad, E.** (2017). What do phonological segmentation errors tell us about phonological representations? *Second Language Research*. 34, 1-14.
 28. Hassunah, S.A., Aram, D., Korat, O. & **Saiegh-Haddad, E.** (2017). Continuity in literacy development from kindergarten to first grade: A Longitudinal study of Arabic speaking children. *Reading & Writing: An Interdisciplinary Journal*, 30, 989-1007.

Book chapters

29. **Saiegh, E.** (1994). Talking to machines in Arabic. In Y. Suleiman (Ed.), *Arabic*

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30. **Saiegh-Haddad, E.** (2011). The effect of exposure to Standard Arabic and linguistic distance from Spoken Arabic on lexical processing in Standard Arabic. In Aram, D. & O. Korat, (Eds.), *Literacy and Language: Interaction, Bilingualism, and Difficulties* (pp. 321-336). Magnes Press (in Hebrew).
31. **Saiegh-Haddad, E.** (2011). Phonological processing in diglossic Arabic: The role of linguistic distance. In Broselow, E. & H. Ouli (Ed.), *Perspectives on Arabic Linguistics XXII* (pp. 269-280). John Benjamins Publishers
32. **Saiegh-Haddad, E.** (2012). Literacy reflexes of Arabic diglossia. In M. Leikin, M. Schwartz, & Tobin, Y. (Eds.), *Current Issues in Bilingualism: Cognitive and Sociolinguistic Perspectives* (pp. 43-55). Springer: Dordrecht.
33. Armon-Lotem, S., Adam, G., Blass, A., Fine, J., Harel, E., **Saiegh-Haddad, E.** & Walters, J. (2012). Verb inflections as indicators of Bilingual SLI: qualitative vs. quantitative measurements. In M. Leikin, M. Schwartz & Tobin, Y. (Eds.), *Current Issues in Bilingualism: Cognitive and Sociolinguistic Perspectives* (pp. 179-200). Springer. Dordrecht.
34. Korat, O., Aram, D., Hassunha Arafat, S., Hag-Yehiya Iraki, H, & **Saiegh-Haddad, E.** (2014). Mother-child literacy activities and early literacy in the Israeli Arab family. In Saiegh-Haddad, E. & Joshi, M. (Eds.) *Handbook of Arabic Literacy: Insights and perspectives* (pp. 323-347). Springer: Dordrecht.
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37. **Saiegh-Haddad, E.** & Jayusy, A. (2016). Metalinguistic awareness in reading a second language. In R. A. Berman (ed.), *Acquisition and Development of Hebrew: From Infancy to Adolescence*. Trends in Language Acquisition Research (TiLAR) 19 (pp. 353-385). Amsterdam: John Benjamins.

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40. **Saiegh-Haddad, E. & Everatt, J.** (2017). Literacy Education in Arabic. In N. Kucirkova, C. Snow, V. Grover and C. McBride-Chang (Eds.). *The Routledge International Handbook of Early Literacy Education* (pp. 185-199). Taylor & Francis Routledge: USA.