



Name: Dr. Abdessattar Bin Abdullah Mahfoudhi
Rank: Associate Professor - Head of English Language Program

Personal Information

Nationality:	Tunisian
AU Joining Date:	18 Nov 2012
E-Mail Address:	a.mahfoudhi@au.edu.kw

Professional Information

Education:	– Ph. D. Linguistics: University of Ottawa, Faculty of Arts, 2005. – M.Phil Applied Linguistics: University of La Manouba, Faculty of Arts 1999 (with distinction). – B. A. (Honors) English Language, Literatures and Cultures: University of Tunis, Faculty of Humanities and Social Sciences, 1994 (with honors).
Specialization:	– Teaching English as a Second Language – Language and Literacy Disabilities in First and Second Language – Inclusion
Current Academic Position:	Associate Professor - Head of English Language Program
Current Professional Positions:	
Previous Administrative Position Held:	– Education Director of the Center for Child Evaluation & Teaching, Kuwait 2009-2012 – Member of the Scientific Consultative Council of the Center for Child Evaluation and Teaching, Kuwait (2014-present) – Coordinator (Language Unit, College of Languages and Translation, King Saud University) (2007) – Member and secretary of the Language Unit Committee, King Saud University (2007)

	– Vice President of the Linguistics Graduate Student Association (ADLINGA), Ottawa (2003-2004)
Previous Academic Positions Held:	– <u>January 2011- June 2011</u>: Adjunct professor, University of Kuwait, Department of Communication Disorders – <u>October 2005-August 2007</u>: Assistant Professor at King Saud University, College of Languages and Translation, Department of English – <u>January-April 2005</u>: Teaching Assistant (Course LIN 3505: Phonologie Française) Department of Linguistics, University of Ottawa – <u>January-April 2004</u>: Part-time Professor (Course taught: LIN 2125, Morphology), Department of Linguistics, University of Ottawa – <u>January-April 2004</u>: Teaching Assistant (Course: LIN 3115, Semantics I), Department of Linguistics, University of Ottawa – <u>January-April 2003</u>: Teaching Assistant (Course: LIN 4143, Urban Dialectology II), Department of Linguistics, University of Ottawa – <u>September-December 2002</u>: Teaching Assistant (Course: LIN 2525, Morphologie), Department of Linguistics, University of Ottawa – <u>January-April 2001</u>: Teaching Assistant (Course: LIN 2552, Évaluation des Capacités en Langue Seconde), Department of Linguistics, University of Ottawa – <u>September 1998- August 2000</u>: Lecturer, Faculty of Arts and Humanities of Kairouan (Department of English), University of Kairouan, Tunisia.
Fellowships And Honors:	– Team of the Year Award for 2013, Australian College of Kuwait (presented to the English Department for outstanding contribution to the college). – The Doctoral Research Award from the Faculty of Graduate and Postdoctoral Studies, the University of Ottawa, January-December 2004. – Research Bursary awarded by the Department of Linguistics, University of Ottawa, May-August 2003. – A Fellowship from the Linguistic Society of America to participate in the Society's Summer Institute at Michigan State University, July-August 2003.

	– A Four-Year Excellence Scholarship from the Tunisian Ministry of Higher Education (for the PhD program at the University of Ottawa) 2000-2004. – A One-Year Fulbright Fellowship 2000, as a visiting scholar to Purdue University, Indiana (obtained and declined). – A Two-Year Excellence Scholarship from the Tunisian Ministry of Higher Education (for the MA program) 1995-1997.
Teaching Experience:	– <u>January 2011- June 2011</u>: Adjunct professor, University of Kuwait, Department of Communication Disorders – <u>October 2005-August 2007</u>: Assistant Professor at King Saud University, College of Languages and Translation, Department of English – <u>January-April 2004</u>: Part-time Professor (Course taught: LIN 2125, Morphology), Department of Linguistics, University of Ottawa – <u>January 2011 – April 2005</u>: Teaching Assistant: Department of Linguistics, University of Ottawa – <u>September 1998- August 2000</u>: Lecturer, Faculty of Arts and Humanities of Kairouan (Department of English), University of Kairouan, Tunisia. Courses taught: Listening and reading comprehension to first and second year students and composition to second year students in the Department of English, as well as language courses to first and second year students in the Arabic and Philosophy departments – <u>September 1995- August 1998</u>: Secondary School Teacher of English with two years of in-service training (regular workshops on language teaching, lesson observations and discussions of lessons given by other teachers; gave two model lessons to teacher trainees), Sidi Bouzid, Tunisia
Industrial And Technical Experience:	<u>Editorial Experience</u> <u>Reviewer</u> • Reviewer for the following international journals: ○ <i>Scientific Studies of Reading</i>, the journal of the Society for the Scientific Study of Reading, Taylor and Francis ○ <i>Reading and Writing: An Interdisciplinary Journal</i>, Springer

- *Dyslexia: An International Journal of Research and Practice*, Wiley
- *Journal of Research in Childhood Education*, Taylor and Francis
- *Behavior Research Methods*, Springer
- *Journal of Research in Reading*, Wiley
- *Applied Psycholinguistics*, Cambridge University Press
- *Journal of Cognitive Education and Psychology*, Springer
- *Communication Disorders Quarterly*, Sage
- *Language Learning and Development*, Taylor and Francis
- *International Journal of Speech Language Pathology*, Taylor and Francis
- *Journal of Psychoeducational Assessment*, Sage
- *Psicologia: International Journal of Methodology and Experimental Psychology*, University of Valencia
- *Acta Linguistica Academica*, Akadémiai Kiadó Zrt (affiliated with the Hungarian Academy of Sciences)

- *Reviewer for the International Dyslexia Association annual conference (2009-2015)*
- *Ad hoc reviewer for the Linguistics Program at the National Science Foundation, USA*
- *Book reviewer for Springer (ad hoc)*
- *Chapter review for the book "Arabic SLA Handbook" edited by Mohammad Alhawary*
- *Chapter review for the book Experimental Arabic Linguistics edited by Dimitrios Ntelitheos and Tommi Tsz Cheung Leung*

Editor/Editorial Board Member

- Co-founder and member of the editorial board of the *Arab Journal of Applied Linguistics* (www.arjals.com) (since 2014)
- Co-founder and member of the editorial board of the *Arab Speech, Language and Literacy Research Network*, a non-governmental organization that promotes research collaboration and awareness raising in the areas of speech, language and literacy in Arabic-speaking individuals and contexts (www.ASLLnetwork.org) (since 2021)
- Member of the editorial board of the journal *Languages* (2023-)

- Co-editor of Proceedings of the first and second ACK Annual conferences on English as a Second Language and Literacy: *“Learning and Teaching English in the Arab Context.” Challenges and Practical Classroom Applications*. The Australian College of Kuwait (2017).
- Guest Co-editor of the Special Issue of the Arab Journal of Applied Linguistics on Language Development and Impairment in Arabic-speaking children (2017)
- Guest Editor of the Special Inaugural Issue of the Arab Journal of Applied Linguistics entitled *“Language and Literacy in the Arab World”* (2015)
- Guest Editor of the Special Issue of Reading & Writing entitled *“Reading and Dyslexia in Arabic”* (2011)
- Member of the editorial board of the departmental working papers—*Cahiers Linguistiques d’Ottawa (CLO)*, Department of Linguistics, University of Ottawa (September 2001- April 2005).

Academic Advising

- Co-supervisor of PhD thesis, the University of Canterbury, New Zealand (2020 till present) (Student: Aws Hameed: Title of the thesis: *Cross-language influences in bilingual versus trilingual readers*)
- Examiner of a PhD thesis, the University of Canterbury, New Zealand (2022) (Student Ali Rakhshanfadee: Title of the thesis: *Cognitive Components of Reading Comprehension in Readers with English as an Additional Language: Focusing on Higher-Order Cognitive Skills*)
- Examiner of a PhD thesis, the University of Canterbury, New Zealand (2021) (Student Dian Fajrina: Title of the thesis: *Writing strategies, English proficiency and rhetorical patterns influences on the written outputs of Indonesian students with English as a Foreign Language*)
- Examiner of a PhD thesis, the University of Canterbury, New Zealand (2021) (Student: Ping Li: Title of the thesis: *Relationship between syntactic awareness and writing ability for adult ESL learners*)

	• <i>Examiner of a PhD thesis, Rhodes University, South Africa (2018), (Student: Ayad Issa: Title of Dissertation: The Morphological Complexity of L1 Arabic-Speaking Children)</i> • <i>Examiner of a PhD thesis for the University of Canterbury, New Zealand (2016) (Student: Shaimaa Abdelsabour; Title of the Dissertation: The Influence of Language Skills on Literacy Acquisition in Arabic/English Bilinguals)</i> • <i>Co-advisor of a Master's Thesis for the Faculty of Social and Human Sciences Tunis, University of Tunis (2015) (Student: Mariem Barkeoui; Title of the thesis: Tunisian primary school teachers' knowledge of and attitudes towards dyslexia and dyslexic learners)</i>
Research Interest:	– First and Second Language Acquisition and Teaching – Language and Literacy Disabilities
Research Grants:	– Main investigator (co-investigators John Everatt and Abir Alsharhan) Australian College of Kuwait Research Grant (IRC-2020/2021-ELP-PR01): "Identifying Dyslexia/Literacy Difficulties in University Students in Kuwait" (Funding: 800KD), Duration: 1 year (1/4/2021 till 30/3/2022) – Co-investigator with John Everatt, Abir Alsharhan, and Gad Elbeheri in collaboration with Kuwait Institute of Scientific Research: "Development and standardization of two computerized Arabic and English batteries of tests to screen university students with literacy difficulties." (Funding: about \$170,000 funded by Kuwait National Bank), Duration: 3 years; Status: successfully completed, 2020) – Project Co-director and Co-investigator with John Everatt and Gad Elbeheri: "Development of assessment tools to identify math difficulties and the development of Multi-sensory structured program to remedy these difficulties "project dubbed: I am Part of the Equation!" (Funding: about \$1, 200, 000; Funded by Awqaf Foundation, Kuwait; Duration: 3 years; Status: successfully completed, August 2018) – Co-investigator: Developing diagnostic tests for children with learning disabilities ages KG- Grade 6 in Saudi Arabia that cover the following areas: oral language, orthography, reading and spelling (Funding about \$1, 333, 000; Funded by Prince Salman

Center for Disability Research, SA; Main Investigator: Nadia Taibah, PhD, King Abdul-Aziz University) (Duration 5 years: 2013-2018).

- Co-investigator: Developing and standardizing diagnostic and screening tests for children with learning disabilities grades 2-5. The batteries of tests developed and standardized are: Test of phonological processing, a test of morphology and morphology, a test of reading and spelling, and a test of working memory (Main Funding from Center for Child Evaluation & Teaching and Partial funding by Salman Center for Disabilities, SA for the first test) (Duration: 4 years 2008-2012, Status: Successfully Completed)
- Project Co-director and Co-investigator with Elbeheri, G. and Haynes, C., "Development of a Multi-Sensory Structured Language Approach for Arabic "I Read and Write!":" \$1,186,500 grant from Awqaf Foundation of Kuwait. (Duration 4 years: 2007-2011. Successfully Completed)
- Consultant to the Arab League Educational, Scientific and Cultural Organization (ALECSO), Arabic literacy project (Duration: March – August 2013. Successfully Completed)
- Expert Consultant to the United Nations Development Program (UNDP), Kuwait Early Learning & Disability Challenges Program (Project Number 0072395) (Duration of consultancy: Feb, 2012-March 2013; Role/Remit: develop an Arabic language curriculum to teach phonological awareness and phonics to KG- Grade 2 students. (Successfully Completed)
- Expert Consultant to the UNDP, Kuwait Early Learning & Disability Challenges Program - Project number: 00072395) (Duration of my consultancy 1 year, Sept 2010-October 2011; Role/Remit: develop criterion-referenced curriculum-based tests in Arabic grades 1 to 10. (Successfully Completed).
- Expert Consultant to the UNDP to do work for the Center for Ch Evaluation and Teaching (CCET) in Kuwait September 2007-J 2008. Role/Remit: write a review of the literature on literacy development with a focus on Arabic and a research review on t most efficient strategies to teach reading and writing to students with written language disabilities. (Successfully Completed).

	– May-July 2001: Research assistant, prepared with Philip Hauptman a machine-scorable writing test for the Canadian Public Service Recruitment Agency, the Government of Canada. (Successfully Completed).
Research and Publications including Journal and Books:	<u>Peer-reviewed Journal Articles and Book Chapters</u> - Abdalla, F. & Mahfoudhi, A. (2025). Awareness of intellectual disability and intervention beliefs among teachers and university students in Kuwait. <i>Journal of Intellectual and Developmental Disability</i>, 50(2), 235-248. - Al-Sulaim, N., Abdalla, F., Mahfoudhi, A. & Shaalan, S. (2024). Development of derivational morphology in Kuwaiti Arabic-speaking children. <i>First Language</i>, 44(5), 449-473. - Abdalla, F., Mahfoudhi, A., Shaalan, S., Almarri, R., Aldosari, M. & Alsedeqi, H. (2024). Lexical development in Kuwaiti Arabic using CDI in typically-developing children and those at risk for language disorder. <i>Journal of Communication Disorders</i>, 110. - Abdalla, F. & Mahfoudhi, A. (2023). Verb agreement production in Arabic-speaking children with developmental language disorder. <i>Language Acquisition</i>, 1-22. - Elbeheri, G., Theofanides, F., Al-Muhareb, K., Al-Hamwi, A., Mahfoudhi, A. & Everatt, J. (2023). Learning support provisions for post-secondary students with disabilities in Kuwait. <i>Psychology Research & Practice</i>, 2(1). - Mahfoudhi, A., Abdalla, F., & Al-Sulaim, N. (2023). The effect of age and task complexity on the microstructure of child Arabic narratives. <i>Language, Speech, and Hearing Services in Schools</i>, 54(3), 952-966. - Shaalan, S. & Mahfoudhi, A. (2022). Introduction to the special issue: Speech-language therapy services in the Arab World and the Diaspora. <i>Arab Journal of Applied Linguistics</i>, 7(1), 1-11. - Roshdy, M. & Mahfoudhi, A. (2021). Inclusion standards for institutions that offer services to individuals with learning disabilities (in Arabic). <i>Ataa Journal of Educational Studies</i> (in Arabic), 1, 96-109. - Mahfoudhi, A., Everatt, J., Elbeheri, G. & Roshdy, M. (2020). Development and standardization of a phonological processing test. <i>Arab Journal of Applied Linguistics</i>.

- Abdalla, F., **Mahfoudhi, A.**, & Alhudhainah, S. (2020). Structural development of narratives in Arabic: Task complexity, age and cultural factors. *Language, Speech, and Hearing Services in Schools*, 1-11.
- Boudelaa, S., Norris, D., **Mahfoudhi, A.**, & Kinoshita, S. (2019). Transposed letter priming effects and allographic variation in Arabic: Insights from lexical decision and the same-different task. *Journal of Experimental Psychology: Human Perception and Performance*, 45(6), 729-757.
<http://dx.doi.org/10.1037/xhp0000621>
- Elbeheri, G., Everatt, J., Theofanides, F., **Mahfoudhi, A.** & Al Muhareb, K. (2018). Attitudes of academics to special needs accommodations in Kuwait. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1508517
- **Mahfoudhi, A.** & Abdalla, F. (2017). Language development and impairment in Arabic-speaking children: Introduction to the special issue. *Arab Journal of Applied Linguistics*, 2(1), 1-11.
- Everatt, J., **Mahfoudhi, A.**, Al-Manabri, M., & Elbeheri, G. (2015). Dyscalculia in Arabic speaking children: Assessment and intervention practices. In Steve Chinn (Ed.), *The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties*. Routledge.
- Scior, K., Hamid, A., **Mahfoudhi, A.** & Abdalla, F. (2013). The relationship between awareness of intellectual disability, causal and intervention beliefs and social distance in Kuwait and the UK. *Research in Developmental Disabilities*, 34, 3896-3905. (Journal Impact Factor: 4.41)
- Abdalla, F., Aljenaie, K., & **Mahfoudhi, A.** (2013). Plural noun inflections in Kuwaiti children with and without Specific Language Impairment. *Journal of Child Language*, 40(1), 139-168. (Journal Impact Factor: 1.41)
- **Mahfoudhi, A.**, Everatt, J., & Elbeheri, G. (2011). Introduction to the Special Issue of Reading and Writing: "Literacy in Arabic". *Reading & Writing: An Interdisciplinary Journal*, 24(9), 1011-1018. (Journal Impact Factor: 1.44)
- Elbeheri, G., Everatt, J., **Mahfoudhi, A.**, Abu-Diyar, M. & Taibah, N. (2011). Orthographic processing and reading

comprehension among Arabic speaking mainstream and LD children. *Dyslexia*, 17(2), 123-142. (Journal Impact Factor: 1.12)

- **Mahfoudhi, A.**, Elbeheri, G., Everatt, J., & Al-Rashidi, M. (2010). The role of morphological awareness in reading comprehension among typical and Learning Disabled native Arabic speakers. *Journal of Learning Disabilities*, 43, 500-514. (Journal Impact Factor: 1.77)
- Haynes, C. & **Mahfoudhi, A.** (2010). Developing an MSL language program in Arabic. *Perspectives on Language and Literacy: The International Dyslexia Association*, 36(1), 41-42.
- Elbeheri, G., **Mahfoudhi, A.** & Everatt, J. (2009). Dyslexia in the Arab world. *Perspectives on Language and Literacy: The International Dyslexia Association*, 35(1), 9-12.
- **Mahfoudhi, A.** & Haynes, C. (2009). Teaching phonological awareness: General issues. In Gavin Reid et al. (Eds.), *The Routledge Companion to Dyslexia* (pp. 139-156). Routledge.
- **Mahfoudhi, A.**, Elbeheri, G. & Everatt, J. (2009). Reading and dyslexia in Arabic: Major research findings. In Gavin Reid et al. (Eds.), *The Routledge Companion to Dyslexia* (pp. 311-320). Routledge.
- Haynes, C. W., Ayre, A., Haynes, B., & **Mahfoudhi, A.** (2009). Reading disabilities in Spanish- and Spanish-English contexts. In Gavin Reid et al. (Eds.), *The Routledge Companion to Dyslexia* (pp. 321-336). Routledge.
- **Mahfoudhi, A.** (2007a). Roots and patterns in Arabic lexical processing. In Elabbas Benmamoun (Ed.), *Perspectives on Arabic Linguistics XIX* (123-150). Amsterdam: Benjamins.
- **Mahfoudhi, A.** (2007b). The place of the etymon and the phonetic matrix in the Arabic mental lexicon. *Journal of Arabic and Islamic Studies*, 7(4), 74-101.
- **Mahfoudhi, A.** (2006). Abstractness in lexical processing: How far could we go? In I. A. Mackay (Ed.) *Cahiers Linguistiques d'Ottawa/Ottawa Papers in Linguistics. A Special Issue: Psycholinguistic Shorts*, 34, 75-85.
- Mustafawi, E. & **Mahfoudhi, A.** (2005/2006). The development

of Binding Principles in Qatari Arabic. *Al-'Arabiyya*, 38-39, 19-44.

- **Mahfoudhi, A.** (2005). Moraic syllable structure and edge effects in Arabic. In Alhawary, Mohammad T. and Elabbas Benmamoun (Eds.), *Perspectives on Arabic Linguistics XVII-XVIII* (27-48). Amsterdam: Benjamins.
- **Mahfoudhi, A.** (2004). Reading Semitic languages: Are some letters/phonemes "more equal" than others? *Languages and Linguistics*, 13, 1-21.
- **Mahfoudhi, A.** (2003). Writing processes of EFL students in argumentative essays: A case study. *I.T.L. Review of Applied Linguistics*, 139-140, 153-190. (Journal Impact Factor: 0.21)
- **Mahfoudhi, A.** (2002). Agreement lost, Agreement regained: A minimalist account of word order and agreement variation in Arabic. *California Linguistic Notes*, 27 (2), 1-28.
- Mustafawi, E. & **Mahfoudhi, A.** (2002). The development of binding principles: New findings. *Cahiers Linguistiques d'Ottawa*, 30, 119-138.
- **Mahfoudhi, A.** (2001b). ESL/EFL writing: Towards an integrative approach. *Indian Journal of Applied Linguistics*, 27(2), 149-166.
- **Mahfoudhi, A.** (2001a). Teaching EFL writing: Students' hidden agenda. *Cahiers Linguistiques d'Ottawa*, 29, 19-49.

Books and Tests

- **Mahfoudhi, A.**, Al-Manabri, Everatt, J. & Elbeheri, G. (forthcoming 2022). "*I Am Part of the Equation!*" *An individualized, structured, multisensory teaching program for students with dyscalculia or mathematical difficulties*. CCET.
- Abdalla, F., **Mahfoudhi, A.** & Shaalan, S. (2021). *Communicative Development Inventory-Kuwaiti Arabic (CDI- KA)*, <http://139.59.41.85/asll/clinical-tools>.
- Shaalan, S., Abdalla, F., **Mahfoudhi, A.**, Al-Sulaim, N. & Khater, M. (2021). *Test of Arabic Morphosyntax-Receptive (TAM-R)* (digital version) <http://139.59.41.85/asll/clinical-tools>.

- Al-Sulaim, N., Abdalla, F., **Mahfoudhi, A.** & Shaalan, S. (2021). *Test of Arabic Morphosyntax-Expressive (TAM-E)* (digital version). <http://139.59.41.85/asll/clinical-tools>
- **Mahfoudhi, A.**, Al-Sharhan, A., Everatt, J., Elwehaib, R., & Elbeheri, G. (2021). An online adult bilingual dyslexia screener (a battery of tests). <http://159.89.31.218/>
- **Mahfoudhi, A.**, Elbeheri, G., ElMorsi, M.R., & Everatt, J. (2020). *A Test of Reading & Spelling for Middle School Children* (in Arabic). Kuwait: Centre for Child Evaluation & Teaching.
- **Mahfoudhi, A.**, Everatt, J., Elbeheri, G., Roshdy, M., & Haynes, C. (2019). *Test of Phonological Processing for Middle School Children* (in Arabic). Center for Child Evaluation & Teaching, Kuwait.
- **Mahfoudhi, A.** (2018). Sounds and Letters (أصوات وحروف): A preventive program to teach phonological awareness and early decoding skills (two volumes in Arabic + electronic games). Center for Child Evaluation & Teaching, Kuwait.
- Abu-Diar, M., Elbeheri, G., Everatt, J. & **Mahfoudhi, A.** (2015). *Test of Working Memory for Children*. Center for Child Evaluation & Teaching, Kuwait.
- Elbeheri, G., Abu-Diar, M., **Mahfoudhi, A.**, & Everatt, J. (2013). *Test of Reading and Spelling for Children* (in Arabic - Standardized in Kuwait). Center for Child Evaluation & Teaching, Kuwait (92 pages)
- **Mahfoudhi, A.**, Elbeheri, G., Abu-Diar, M., & Everatt, J. (2013). *Test of Morphology and Orthography for Children* (in Arabic - Standardized in Kuwait). Center for Child Evaluation & Teaching, Kuwait (72 pages)
- Abu-Diar, M., Elbeheri, G., Taibah, N., **Mahfoudhi, A.** & Everatt, J. (2012). *Phonological processing and reading and writing difficulties* (in Arabic). Center for Child Evaluation & Teaching, Kuwait (112 pages)
- Abu-Diar, M., Elbeheri, G. & **Mahfoudhi, A.** (2011). *A glossary of the common terms in learning disabilities* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (274 pages + electronic version)

- Abu-Diar, M., Elbeheri, G., **Mahfoudhi, A.**, & Hattab, S. (2011). A guide to the curriculum-based tests of Arabic (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (based on the Kuwaiti Arabic language curricula) (208 pages)
- **Mahfoudhi, A.** et al. (2010). *I read and write! An Arabic multi-sensory structured language program to remedy reading and writing problems (K-9)* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (This program contains nine books and a teaching aids box, detailed below.)
- **Mahfoudhi, A.** (2010). *Studies in the Arabic mental lexicon: Implications for theories of morphology and lexical processing*. VDM Verlag. (208 pages). [Monograph based on my doctoral dissertation]
- **Mahfoudhi, A.**, Haynes, C., Abu-Diyar, M., & Elbeheri, G. (2010). *Orton-Gillingham-based strategies for teaching reading and writing skills* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (82 pages).
- Taibah, N., Elbeheri, G., Abu-Diar, M., **Mahfoudhi, A.**, Everatt, J., & Haynes, C. (2010). *Test of Phonological Processing for Children* (in Arabic - Standardized in Kuwait and Jedda, Saudi Arabia). Center for Child Evaluation & Teaching, Kuwait and Prince Salman Center for Disability Research. (87 pages)
- **Mahfoudhi, A.**, Abu-Diar, M., Hattab, S., & Dirdeer, A. (2010). *Curriculum-based Arabic tests for Kuwaiti students Grades 1 through 9* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (70 pages).
- Elbeheri, G., Everatt, J., **Mahfoudhi, A.** & Abu-Diar, M. (2009). *Dyslexia: A guide for Arab researchers* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (223 pages).
- **Mahfoudhi, A.**, Elbeheri, G, & Haynes, C. (2009). *A Guide to the most common letters, words and patterns in the Kuwaiti national curriculum from grades 1 to 5* (in Arabic). Center for Child Evaluation & Teaching, Kuwait. (52 pages).

Edited/co-edited Volumes

- (2022). Special issue of *Arab Journal of Applied Linguistics* (volume 7 issue 1) entitled Speech-language therapy in the Arab World and the diaspora.

	- (2017). <i>Learning and Teaching English in the Arab Context: Challenges and Practical Classroom Applications</i>. Proceedings of the first and second ACK Annual conferences on English as a Second Language and Literacy. The Australian College of Kuwait. - (2017). Special issue of the <i>Arab Journal of Applied Linguistics</i> on Language Development and Impairment in Arabic-speaking children. - (2016). Inaugural issue of the <i>Arab Journal of Applied Linguistics</i> on language and literacy in the Arab World--Teaching English as an Additional Language. - (2011). Special Issue of <i>Reading & Writing: An Interdisciplinary Journal</i> on "Literacy in Arabic." Springer. - (2005). Volume 33 of <i>Cahiers Linguistiques d'Ottawa/Ottawa Papers in Linguistics</i> (Peer-reviewed Working Papers of the Department of Linguistics at the University of Ottawa). ISSN 0315- 3967 print and ISSN 1913-4274 online - (2003). Volume 31 of <i>Cahiers Linguistiques d'Ottawa/Ottawa Papers in Linguistics</i>. - (2002). Volume 30 of <i>Cahiers Linguistiques d'Ottawa/Ottawa Papers in Linguistics</i>.
Paper Presentations at Professional Conferences:	- Mahfoudhi, A., El-Morsi, M., & Everatt, J. (2021). Development and psychometric properties of an Arabic reading and spelling test for primary and middle schools in Kuwait. 42nd Language Testing Research Colloquium of the International Language Testing Association entitled Assessment in Multilingual Contexts: Models, Practices, Policies and Challenges [Invited Symposium on Arabic Language Assessment], Virtual June 14-17. - Al-Sulaim, N., Abdalla, F., Mahfoudhi, A. & Shaalan, S. (November 2019). Investigating the Expressive Language Abilities of Arabic-Speaking Children. Technical paper presented at the Annual Convention of the American Speech-Language and Hearing Association (ASHA), Orlando, Florida, U.S.A. - Mahfoudhi, A. & Everatt, J. (2019). Assessment of literacy difficulties in bilingual college students. Eaquals International Conference, 11 – 13 April 2019, Madrid, Spain.

- Everatt, J., Al-Sharhan, A., **Mahfoudhi, A.**, & El-Morsi, M. (2017). Reading problems/dyslexia in Arabic: Weaknesses in phonological processing versus rapid naming. 11th British Dyslexia Association's International Conference, 12th - 14th April 2018, Telford, UK.
- Al-Sharhan, A., **Mahfoudhi, A.** & Everatt, J. (2017). Phonological processing and the acquisition of reading in Arabic-speaking children across grades 2 to 9. The Twenty- fourth Annual Meeting of the Society for the Scientific Study of Reading. Halifax, NS, July 12-15, 2017.
- Sayed, O. & **Mahfoudhi, A.** (2016). "I Read and Write!" Evaluation of a Multisensory Structured Language (MSL) Program for Arabic. Poster presented at International Dyslexia Association Reading, Literacy and Learning Conference, Orlando, Florida, October, 26-29, 2016.
- **Mahfoudhi, A.** & Sayed, O. (2016). Teaching students with reading and writing difficulties. Second Kuwait International Conference on Life Sciences. Kuwait, April 5, 2016.
- **Mahfoudhi, A.** (2013). Dyslexia in Arabic: Research-based recommendations for early intervention (in Arabic). Symposium on "Child and childhood issues in modern society", Centre for Gulf and Arabian Peninsula Studies. Kuwait, September 16-17, 2013.
- **Mahfoudhi, A.** (2013). Early intervention program to prevent reading and writing difficulties in Arabic. The Second International Conference on LD and ADHD. Kuwait, February 1-2, 2013.
- **Mahfoudhi, A.** (2013). Teaching morphology to Arabic-speaking English language learners. Challenges of Teaching English to Arab Students in Higher Education Institutions. Kuwait, January 9-10, 2013.
- Boudelaa, S., Bird, S., **Mahfoudhi, A.**, & Kinoshita, S. (2012) Transposed letter effects and allographic variation in Arabic: Insights from lexical decision and the same different task. Eighth International Mental-Lexicon Conference 2012, October 24-26, Montreal, Canada.
- Boudelaa, S., Bird, S. & **Mahfoudhi, A.** (2011). Transposed letter effects and allographic variation in Arabic. United Arab

Emirates University, Al-Ain, UAE: 5th International Arabic Linguistics Symposium, November 20-21, 2011.

- **Mahfoudhi, A.** (2011). Developing a multi-sensory structured language program to teach students with reading and writing disabilities. Carnegie Mellon University in Qatar conference: The Challenges of Teaching Arabic in the 21st Century, Doha, February 9-10, 2011.
- Sadeghi, A., Everatt, J., Tehrani, L.G., Al-Menaye, N., Elbeheri, G., **Mahfoudhi, A.** & McNeill, B. (2010) *Text reading across languages: the influence of underlying cognitive-linguistic abilities*. University of Canterbury, Christchurch, New Zealand: 3rd Educational Psychology Forum, November 1-2 2010.
- Taibah, N., Everatt, J., Elbeheri, G., **Mahfoudhi, A.** & Abu Al-Diyar, M. (2010). *Word decoding and reading comprehension in Arabic speaking children*. Berlin, Germany: 17th Annual Meeting of the Society for the Scientific Study of Reading (2010 SSSR), July 7-10 2010. (Poster presentation).
- **Mahfoudhi, A.** (2010). Teaching students with a reading difficulty: Research-based methods. Partners in Inclusion Project, funded by the Arab Fund, Kuwait, December 21st, 2010. (Invited Talk).
- **Mahfoudhi, A.** (2010). Educational Intervention for reading and writing problems: Research-based evidence. Kuwait Dyslexia Association, April 6th, 2010. (Invited Talk)
- **Mahfoudhi, A.** & Haynes, C. (2009). Multisensory learning intervention for Arabic speaking dyslexics. Third International Conference on Disability & Rehabilitation. Prince Salman Center for Disability Research, Riyadh, Saudi Arabia. March 22-26, 2009. (Invited Talk)
- **Mahfoudhi, A.** & Al-Rashidi, M. (2009). Morphological processing among Arabic children with and without dyslexia. Third International Conference on Disability & Rehabilitation. Prince Salman Center for Disability Research, Riyadh, Saudi Arabia, March 22-26, 2009. (Invited Talk)
- **Mahfoudhi, A.** & Haynes, C. (2009). Improved reading instruction can help to address students' behavioral and emotional problems. Ninth Educational Conference on Learning

Disabilities “The roadmap for positive behavior,” ADVANCE Society, Cairo and Maadi Learning Resource Center, Cairo, Egypt, 19-21 March, 2009. (Invited Talk)

- **Mahfoudhi, A.** (2009). The role of morphology in Arabic reading. Part of the Symposium on “Learning Disabilities Identification and Intervention: Lessons from Arabic”. IDA Annual Conference, Orlando, Florida, November 11- 14, 2009.
- **Mahfoudhi, A.** (2009). I Read and Write!: A multisensory structured language program in Arabic. Part of the Symposium on “Learning Disabilities Identification and Intervention: Lessons from Arabic.” IDA Annual Conference, Orlando, Florida, November 11- 14, 2009.
- Reid, G., Elbeheri, G., & **Mahfoudhi, A.** (2009). What teachers need to know about assessment: Issues, criteria and implications for practice. IDA Annual Conference, Orlando, Florida, November 11- 14, 2009.
- **Mahfoudhi, A.** & Haynes, C. (2009). The Development of an Arabic Multisensory Structured Language Remedial Program. The First International Congress on Arabic and English Applied Linguistics-Rhetoric and Writing. American University in Cairo, 23-26 March, 2009.
- **Mahfoudhi, A.** & Haynes, C. (2008). Developing a Multi-Sensory Structured Language Program for Arabic: Promises and challenges. IDA Annual Conference, Seattle, WA, October, 2008.
- Elbeheri, G., Everatt, J. & **Mahfoudhi, A.** (2008). Comparisons of reading skills in Arabic-speaking children with and without learning disabilities. IDA Annual Conference, Seattle, WA, October, 2008.
- **Mahfoudhi, A.**, Elbeheri, G., & Everatt, J. (2008). The role of morphology in reading Arabic: Implications for the study and teaching of Arabic literacy. April, 28th-May 1st, University of Kuwait, Faculty of Social Sciences “Disabilities in the 21st Century: Challenges and Possibilities.
- **Mahfoudhi, A.** (2005). Roots and patterns in Arabic lexical processing. Paper presented at the 19th Annual Symposium on Arabic Linguistics, Urbana-Champaign, Illinois, April 1-3, 2005.

	- Mahfoudhi, A. (2005). Abstractness in Morphology and Lexical Processing: The Case of Arabic Roots and Etymons. Paper presented at the Psycholinguistic Shorts conference, Ottawa, Ontario, March 24, 2005. - Mahfoudhi, A. (2004). Of vowels and consonants in Arabic lexical processing. Poster presented at the 4th International Meeting on the Mental Lexicon, Windsor, Ontario, July 1- 3, 2004. - Mahfoudhi, A. (2004). Moraic syllable structure and edge effects in Arabic. 18th Annual Symposium on Arabic Linguistics, Norman, Oklahoma, 19-20 March, 2004. - Mahfoudhi, A. (2003). Edge-related syllables in Arabic. MOT Phonology Workshop. Toronto, Ontario, February 7-9, 2003. - Mahfoudhi, A. (2003). Edge-related syllables in Arabic. The annual conference of the Canadian Linguistic Association, Halifax, Nova Scotia, June 1- 4, 2003. - Mahfoudhi, A. (2000). Writing processes of EFL learners. Psycholinguistic Shorts, Ottawa, Ontario, Winter 2000. - Mahfoudhi, A. (2000). Plurilinguisme aux écoles tunisiennes: Avantage ou entrave? Conference of the International Council for Francophone Studies, Sousse, Tunisia, May 28- June 3 2000.
College Service including committee Membership:	• Member or chair of the following college committees and councils: ○ Scientific Council (member) ○ School of Arts and Humanities Committee (member) ○ Academic Promotions Committee (member) ○ Teaching and Learning Advisory Committee (chair) ○ Strategic Planning Committee (member) • Under my leadership the English Language Department achieved EAQUALS accreditation for the period 2017-2021 and re-accreditation for the period 2022-2025 • Under my leadership, the department contributed to the ISO 9001: 2008 accreditation and transition to ISO 9001: 2015 of the whole college (years 2016-2018). • Co-organized the “The ACK fourth conference on Teaching and Learning English as a Second Language and Literacy. The theme was creativity, fun and interactive strategies in the ESL classroom. Australian College of Kuwait, March 24, 2018.

	• Co-organized the “The ACK third conference on Teaching and Learning English as a Second Language and Literacy: Focus on Teaching Learning Strategies.” Australian College of Kuwait, March 25, 2017. • Member of the Organizing Committee of the meeting on Achieving Excellence in Higher Education in Kuwait, Australian College of Kuwait in collaboration with the Kuwait Foundation for the Advancement of Sciences, Arab Fund, April 21, 2015 • Co-organized the “Research-based strategies for teaching language and literacy to Arab ESL students” conference, Australian College of Kuwait, January 11-12, 2014 • Co-organized the “Challenges of Teaching English to ArabStudents in Higher Education Institutions” conference, Australian College of Kuwait, January 9-10, 2013.
National Service:	- Co-organized “The First International Conference on Special Needs: Learning Disabilities and Attention Deficit/Hyperactivity Disorder”, Kuwait December 4-5, 2011
College Committees:	○ Validation and Moderation Committee (chair) ○ Curriculum Committee (chair) ○ ELP Departmental (Internal) Accreditation Committee (chair) ○ ELP Accreditation Committee (chair) ○ ELP Department Teaching Excellence Awards Committee (chair) ○ ELP Research Committee (chair) ○ The Organizing Committee of the International Conference on Critical Thinking (member) ○ The ELP Academic Promotion committee (chair)