

Name: Mila Schwartz

Date: December 2016

CURRICULUM VITAE

1. Personal Details

Date of Birth: 11/05/69

Permanent Home Address: 1/2 Goldman Street, Ramat Almogi, Haifa, Israel

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2. Academic Background

| Date: From-To | Institute | Degree | Area of specialization |
|---------------|---|----------------|--|
| 1986-1991 | Pedagogical State University of Leningrad, Faculty of Linguistics | B.A. | Russian Language and Literature |
| 1995-1998 | University of Haifa, Faculty of Education | M.A. | Special Education, Reading Disabilities |
| 2002-2003 | University of Haifa, Faculty of Education | M.A. Thesis | Special Education, Reading Disabilities |
| 2003-2007 | University of Haifa, Faculty of Education | Ph.D. | Bi-literacy and Bilingualism |

3. Post-Doctoral Studies

| Period of Study | Name of Institution, Department and Host | Degree | Year of Completion |
|-----------------|--|-----------------------------|--------------------|
| 2006-2008 | Kreitman Foundation Fellowship, Ben-Gurion University, Department of Education Supervisor: Dr. Ely Kozminsky | Post Doctoral Fellowship | 2008 |
| 2009 | Edmond J. Safra Brain Research Center for the Study of Learning Disabilities, University of Haifa Supervisor: Prof. Zvia Breznitz | Post Doctoral Fellowship | 2009 |

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| 2010 | Ontario Institute for Studies in Education (OISE) of University of Toronto Supervisor: Prof. Esther Geva | Post Doctoral Fellowship Research Project Principal Investigator and Coordinator | 2010 |
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4. Academic Ranks and Tenure in Institutes of Higher Education

| Rank/Position | Name of Institution and Department | Dates |
|---------------------|--|------------|
| Associate Professor | Oranim Academic College of Education | 2015 |
| Research Fellow | The Institute of Information Processing and Decision Making (IIPDM), University of Haifa | 2015 |
| Senior Lecturer | Oranim Academic College of Education | 2008- 2015 |
| Teaching Fellow | University of Haifa Faculty of Education Department of Learning Disabilities | 2008- 2013 |
| Instructor | University of Haifa Faculty of Education | 2001-2007 |

5. Offices in University Academic Administration

2010 - 2015 Head of the Research Committee of the MEd program at Oranim Academic College of Education

2015- Head of the Language Program, MEd Department, Oranim Academic College of Education

6. Scholarly Position and Activities outside the University

2009- present Member of the Organizing Committee of the Language & Literacy Society

2009 Language & Literacy (formerly SCRIPT) Annual Conference

2010 Language & Literacy (formerly SCRIPT) Annual Conference

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| 2011 | The 8 th International Symposium of Bilingualism, member of the Scientific Committee |
| 2012 | The 19 th Sociolinguistics Symposium member of the Scientific Committee |
| 2013 | The 9 th International Symposium of Bilingualism, member of the Scientific Committee |
| 2014-present | Academic Consulter of the Center for Bilingual Education in Israel |
| 2015-present | The 10 th International Symposium of Bilingualism, member of the Scientific Committee |
| 2015 | Secretary of the International Symposium of Bilingualism Steering Committee |

7. Participation in Scholarly Conferences

a. Active Participation

International Conferences

| Date | Name of Conference | Place of Conference | Subject of Lecture/Discussion | Role |
|------|--|------------------------|---|---------------------|
| 2002 | Multilingual & Cross-Cultural Perspectives on Dyslexia | Washington, D.C., USA | Difficulties in L2 Hebrew reading among Russian-speaking second graders. | Oral Presentation |
| 2005 | Multilingual & Cross-Cultural Perspectives on Dyslexia. Limassol, Cyprus | Limassol, Cyprus | Reading acquisition in Hebrew (L2) among Russian-speaking (L1) children: Bi-literate bilingualism versus mono-literate bilingualism. | Oral Presentation |
| 2006 | Language Acquisition and Bilingualisms | Toronto, Canada | Reading acquisition in English (L3) among Russian-speaking (L1) children: Bi-literate bilingualism versus mono-literate bilingualism. | Poster Presentation |
| 2007 | International Symposium of Bilingualism (ISB6) | Hamburg, Germany | Reading in English (L3) among Russian-speakers (L1): Evidence for positive and negative cross-linguistic transfer. | Oral Presentation |
| 2007 | Society for the Scientific Studies of Reading | Prague, Czech Republic | On the Benefits of Bi-literacy: Just a Head Start in Reading or Specific Orthographic Insights? | Oral Presentation |

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| 2008 | The 17th Sociolinguistics Symposium | Amsterdam, Netherlands | Exploring the Relationship between Family Language Policy and Heritage Language Knowledge among Second Generation of Russian-Jewish Immigrants in Israel. | Oral Presentation |
| 2008 | The XI Congress of the International Association for the Study of Child Language | Edinburgh, UK | Towards a better understanding of insufficiency in first language vocabulary knowledge: A case of second generation Russian-Jewish immigrants in Israel. | Poster Presentation |
| 2009 | International Symposium of Bilingualism (ISB7) | Utrecht, Netherlands | Neurolinguistic studies of bilingualism. | Oral Presentation |
| 2010 | Society for the Scientific Studies of Reading | Berlin, Germany | Cross-linguistic perspectives on reading difficulties: Comparison of literacy profile between bilingual and monolingual adult dyslexic students. | Oral Presentation |
| 2010 | The 18th Sociolinguistics Symposium | Southampton, England | Family language policy on bilingual kindergartens: A comparison between Russian-speaking immigrants in Germany and Israel. | Oral Presentation |
| 2011 | International Symposium of Bilingualism (ISB8) | Norway | From bilingualism to multilingualism in early childhood education: A critical approach to language policy and teachers' practice. | Oral Presentation |
| 2011 | The XII Congress of the International Association for the Study of Child Language | Montreal, Canada | Teachers' views on organizational and pedagogical approaches to early bilingual education: A case study of bilingual kindergartens in Germany and Israel | Oral Presentation |
| 2012 | The 19th Sociolinguistics Symposium | Berlin, Germany | Israeli parents' choice of a bilingual Hebrew-Arabic kindergarten for their children: background motives, family language and cultural policy, and its consequences | Oral Presentation |
| 2013 | International Conference on Urban Multilingualism and Education | Gent, Belgium | Immigrant parents' and teachers' views on bilingual preschool language policy | Oral Presentation |

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| 2013 | International Symposium of Bilingualism (ISB9) | Singapore | The acquisition of case in Russian among Russian-Hebrew speaking bilinguals: An incomplete acquisition or complete non-acquisition? | Oral Presentation |
| 2014 | The 20th Sociolinguistics Symposium | Jyväskylä, Finland | Bilingual teachers' language strategies: The case of an Arabic-Hebrew kindergarten in Israel | Oral Presentation |
| 2014 | The 20th Sociolinguistics Symposium | Jyväskylä, Finland | Colloquium: Spaces where family and institutional language policies meet: Challenges and frictions | Oral Presentation |
| 2014 | International conference on child foreign language acquisition | Vitoria-Gasteiz Spain | Through the lens of teachers in two bilingual programs: A look at early bilingual education | Poster Presentation |
| 2015 | American Association for Applied Linguistics (AAAL) | Toronto, Canada | The Role of Arabic-Hebrew Bilingualism in Morphological Awareness Development in Arabic and Hebrew among Young Children | Oral Presentation |
| 2015 | International Symposium of Bilingualism (ISB10) | New Jersey, USA | Word learning by young sequential bilinguals: Fast mapping in Arabic and Hebrew | Poster Presentation |
| 2015 | EUROSLA 25, the 25th Annual Conference of the European Second Language Association | Aix-en-Provence | Children's meta-linguistic talk in bilingual kindergarten as a reflexive view on language learning and social interaction | Oral Presentation |
| 2015 | EUROSLA 25, the 25th Annual Conference of the European Second Language Association | Aix-en-Provence | Morphological Awareness Development in Arabic and Hebrew among Young Emergent Bilinguals | Oral Presentation |
| 2015 | EECERA 2015 Conference | Barcelona, Spain | Flexible bilingual practices: A case of Arabic-Hebrew speaking bilingual kindergarten | Oral Presentation |
| 2015 | Issues of Multilingualism in Early Childhood Education: Zero to Six | Roma, Italy | "There is no need for translation: She understands:" Teachers' mediation strategies in the bilingual preschool classroom | Oral Presentation |
| 2016 | Hebrew and Yiddish in the Context of | Saint Petersburg, Russia | Plural noun acquisition in Hebrew (L2) among bilingual children | Oral Presentation |

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| | Contemporary Education and Culture | | | |
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Israeli Conferences

| Date | Name of Conference | Place of Conference | Subject of Lecture/Discussion | Role |
|------|---|-------------------------------|--|--------------------------------------|
| 2001 | Script Conference | Shfaim, Israel | Development of Phonological Awareness among Young Children. | Oral Presentation |
| 2002 | Script Conference | Bar-Ilan University | Difficulties in L2 Hebrew reading among Russian-speaking children. | Oral Presentation |
| 2005 | Script Conference | University of Tel-Aviv | Reading acquisition in Hebrew (L2) among Russian-speaking (L1) children: Bi-literate Bilingualism versus Mono-literate Bilingualism. | Oral Presentation |
| 2005 | Israeli Association of Applied Linguistics Conference | Bar-Ilan University | Early literacy in Russian as L1 impact on Hebrew as a L2 literacy acquisition among Grade 1 bi-lingual children. | Oral Presentation |
| 2006 | Script Conference | University of Tel-Aviv | Paper presented: Reading acquisition in English (L3) among Russian-speaking (L1) children: Bi-literate Bilingualism versus Mono-literate Bilingualism. | Oral Presentation |
| 2007 | ACROLT | Open University | Paper presented: Socio-cultural factors affecting lexical knowledge of Hebrew (L2) mastery among Russian-speaking (L1) children | Oral Presentation |
| 2007 | Script Conference | Levinsky College of Education | On the benefits of bi-literacy: Just a head start in reading or specific orthographic insights? | Oral Presentation |
| 2008 | Script Conference | University of Haifa | Family language policy and bilingual education: A case of Israel. | Symposium Chair Oral Presentation |
| 2009 | Script Conference | Maale Adumim | Plural noun acquisition in Hebrew (L2) among bilingual children | Symposium Chair Oral Presentation |

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| 2010 | Script Conference | University of Haifa | Early bilingual education in Israel: Challenges and advantages | Symposium Chair Oral Presentation |
| 2011 | Script Conference | Kiriati Ono | Model of preschool bilingual education in Israel | Oral Presentation |
| 2012 | Script Conference | Kiriati Ono | Cross-linguistic transfer of emergent literacy skills from Russian to Hebrew: The interplay of linguistic, orthographic and instructional factors | Symposium Chair Oral Presentation |
| 2015 | Language & Literacy Annual Conference | Levinsky College of Education | Children's meta-linguistic talk in bilingual kindergarten as a reflexive view on language learning and social interaction | Oral Presentation |

b. Organization of Conferences or Sessions

| Date | Name of Conference | Place of Conference | Subject of Conference/ Comments | Role |
|-------|---|---------------------|--|----------------------|
| 2008 | Language & Literacy | Israel | Family language policy and bilingual education: A case of Israel. | Symposium Chair |
| 2009 | Language & Literacy | Israel | Psycholinguistic aspects in acquisition of Hebrew, Arabic and English within multi-lingual context in Israel. | Symposium Chair |
| 2010a | Language & Literacy | Israel | Multilingualism and Multiliteracy in Israel. | Conference Organizer |
| 2010b | Language & Literacy | Israel | Early Bilingual Education. | Symposium Chair |
| 2011 | International Symposium of Bilingualism (ISB8) | Oslo, Norway | From bilingualism to multilingualism in early childhood education: A critical approach to language policy and teachers' practice | Colloquium Chare |
| 2011 | The XII Congress of the International Association for the Study of Child Language | Montreal, Canada | Language and literacy development in bilingual contexts: Evidence for cross-linguistic transfer. | Symposium Chair |

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| 2012 | The 19th Sociolinguistics Symposium | Berlin, Germany | Minority and Majority Languages within State, Community and Family Language Policy Context in Multilingual Metropolises | Thematic Session Organizer |
| 2013 | International Conference on Urban Multilingualism and Education | Gent, Belgium | Multilingual resources, policies and practices: schools and communities in interaction | Thematic Panel Organizer |
| 2013 | International Symposium of Bilingualism (ISB9) | Singapore | Bilingual first language acquisition: The Challenges of Heritage Speakers | Colloquium Organizer |
| 2014 | The 20th Sociolinguistics Symposium | Jyväskylä, Finland | Researching teachers' ideology and practice in multilingual learning sites across time and space | Colloquium Organizer |
| 2015 | International Symposium of Bilingualism (ISB10) | New Jersey, USA | Creating bilingual space: a cross-cultural study of reflections of pre-primary teachers on their flexible language practices | Thematic Session Organizer |

8. Invited Lectures

| Date | Place of Lecture | Name of Forum | Presentation/Comments |
|------|---|--|---|
| 2008 | Pedagogical University of Freiburg, Freiburg, Germany | Freiburg pedagogical College Annual Conference | Family Language Policy |
| 2009 | OISE, Toronto, Canada | Language and Reading Comprehension for Immigrant Children Conference | Policy Implications in Reading Comprehension for Immigrant Children. Invited discussion |
| 2012 | UCLA, Los Angeles, US | Sixth Heritage Language Research Institute | 'First Language First' approach in early bilingual education: Towards |

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| | | | a better understanding of early sequential bilingual development |
| 2014 | University of Jyväskylä, Jyväskylä, Finland | PhD workshop on (pre)school and family language policy | 1. Family Language Policy: Theoretical points of departure, where are we now - where should we be heading? 2. Challenges in pre-school bilingual teaching |
| 2016 | NIAS, Wassenaar, the Netherlands | NIAS workshop on Global variation in literacy development | Home literacy and parental support |
| 2016 | Center for Israeli Studies, UCLA | | |

9. Colloquium Talks

| Date | Place of Lecture | Name of Forum | Presentation/Comments |
|------|--|---------------|--|
| 2006 | University of Tel-Aviv, Israel | Colloquium | Reading acquisition within a tri-literate context |
| 2007 | University of Tel-Aviv, Israel | Colloquium | Exploring the relationship between family language policy and heritage language knowledge |
| 2008 | Pedagogical University of Freiburg, Freiburg, Germany. | Colloquium | Towards a better understanding of family language policy: recent research and future directions |
| 2008 | University of Tel-Aviv, Israel | Colloquium | Issues in L1 and L2 acquisition among second generation Russian-Hebrew speaking immigrants |
| 2013 | OISE, Toronto, Canada | Colloquium | Lexical knowledge development in the first and second languages among language-minority children |
| 2014 | University of Helsinki, Finland | Colloquium | Preschool bilingual education in Israel |

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| 2014 | OISE, Toronto, Canada | Colloquium | Parents' and teachers' perspectives on early bilingual education and development |
| 2016 | Roma Tree University, Roma, Italy | Invited talk | Family Language Policy in the Immigrant Families |
| 2016 | Tilburg University | Invited talks Erasmus+ mobility grant | 1. Family Language Policy 2. Language and Educational Policy in Israel |

10. Teaching

a. Courses Taught in Recent Years

| Year | Name of Course | Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory) | Presentation/Comments |
|--------------|---|---|-----------------------|
| 2013-present | Advanced Course in Research Methods for thesis writing | Lecture | M.A |
| 2012-present | Acquisition of Hebrew as a second language | Seminar | M.A. |
| 2012-present | Introduction to psycholinguistics | Lecture | M.A |
| 2012-present | Learning Disabilities: Content-based Remedial Strategies | Lecture | M.A |
| 2011-present | Learning Difficulties and Disabilities among Bilingual Children | Lecture | M.A |
| 2010-present | Curriculum and Learning in Early Childhood | Lecture | M.A |
| 2010-present | Research Methods | Lecture | M.A. |
| 2008-present | Bilingual children's development and education | Seminar | B.A. |

b. Supervision of Graduate Students

| Name of Student | Title of Thesis | Degree | Date of Completion / in Progress | Students' Achievements |
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| Olga Skrabovski | Acquisition of lexical knowledge in L1 (Russian) and L2 (Hebrew) among early sequential Russian-Hebrew speaking bilinguals. | M.A University of Haifa | 2009 | Grade: 91 |
| Rozi Furman | The effects of bilingualism and bilingual education on creativity thinking: Developmental perspective. | M.A University of Haifa | 2009 | Grade: 92 |
| Yehudit Shaul | Influence of form of bilingual education on the narrative ability of bilingual children in Russian and Hebrew. | MA University of Haifa | 2009 | Grade: 93 |
| Jeni Severiago | Acquisition of inflectional morphology in Hebrew among early successive bilinguals. | MA University of Haifa | 2012 | Grade: 93 |
| Miriam Minkov | Russian case system (CS) acquisition in the case of Russian-Hebrew bilingualism | MA University of Haifa | 2012 | Grade: 93 |
| Katia Khariton | Cross-linguistic transfer of phonological awareness skills from L1 (Russian) to L2 (Hebrew) among young bilingual children: A study of emergent literacy instruction in L1 (Russian) and L2 (Hebrew). | MA University of Haifa | 2012 | Grade: 93 |
| Hadas Savyon | The acquisition of definiteness in Hebrew (L2) among bilingual preschool children (Russian-L1): A longitudinal multiple case study. | MA University of Haifa | 2012 | Grade: 93 |
| Rotem Ravet-Hirsh | Executive functions in different levels of bilingualism | MA University of Haifa | 2012 | Grade: 91 |
| Michal Dana | The connection between executive functions and grapho- motoric skills among preschoolers. | MA University of Haifa | In progress | |

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| Abir Asli | Learning strategies of teachers in bilingual Arabic-Hebrew kindergartens in Israel | MA University of Haifa | 2013 | Grade: 92 |
| Noa Berezhnaya | The influence of literacy and levels of bilingualism on executive functions (among bilingual individuals) | MA University of Haifa | 2013 | Grade: 93 |
| Sokaina Khateeb | Cross-linguistic awareness of Arabic-speaking children compared to Hebrew-speaking children regarding orthographic and linguistic characteristics of English as a foreign language: Towards a better understanding of tri-literacy. | MEd Program Oranim Academic College of Education | 2012 | Grade: 82 |
| Randa Faris | English spelling and decoding acquisition amongst students from Semitic orthographic background (Arabic and Hebrew). | MEd Program Oranim Academic College of Education | 2012 | Grade: 89 |
| Manal Klayle | Family language and educational policy concerning the children's early intercultural education (the case of Arabic-Hebrew bilingual kindergartens in Israel): A background, motives and consequences. | MEd Program Oranim Academic College of Education | 2012 | Grade: 90 |
| Tamara Hanukaev | Fast Mapping by bilingual in comparison to monolingual preschool children | MA University of Haifa | In progress | |
| Vikki Cohen | Fast Mapping in Young Bilingual Children as Opposed to Monolingual Children | MEd Program Oranim Academic College of Education | 2015 | Grade: 93 |
| Ferdos Khamaisi | The role of Arabic-Hebrew early Bilingualism in Inflectional morphological awareness development in Arabic and Hebrew amongst Arabic and Hebrew speaking | MEd Program Oranim Academic College of Education | In progress | |

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| | children in the bilingual kindergarten | | | |
| Rania Nano | Spelling errors in Hebrew (L2) among Arab pupils | MEd Program Oranim Academic College of Education | In progress | |
| Mtanes Sader | The contribution of early bilingual education in Israel to the development of phonological awareness | MA University of Haifa | In progress | |
| Jenia Koifman | Acquisition of inflectional verb morphology by early sequential bilinguals | MA University of Haifa | In progress | |
| Miriam Minkov | Joint writing of mothers and children in Russian and Hebrew | PhD University of Tel-Aviv | In progress | |

10. Grants and Awards received within the past three years

| Research Topics | Funding Agency | Total Grant |
|--|--|---------------------------------------|
| English Literacy Acquisition amongst Bi-literate versus Mono-literate Children: Longitudinal Research | Mofet Institute | Co-PI (25,000 NIS) |
| Early Childhood Laboratory Prevention and Intervention of Learning Disabilities | Edmond J. Safra Brain Research Center for the Study of Learning Disabilities | Co-PI (\$10,000) |
| Family language and educational policy concerning the children's early intercultural education (a case of Arabic-Hebrew bilingual kindergartens in Israel): Background, motives and consequences | Oranim Academic College of Education | PI 15,000 NIS) |
| Lexical knowledge development in the first and second languages among language-minority children | Language Learning Journal | PI (\$10,000) |
| Evaluation of the prolonged effect of early bilingual education on cognitive linguistic and social development of second-generation immigrants from the Former Soviet Union in Israel | Ministry of Absorption | PI (120,000 NIS) |
| The role of the executive functions in school readiness in preschool age children | Mofet Institute | PI (44,000 NIS) |
| Language conceptions and practices in bilingual early childhood. Swedish-Finnish | Academy of Finland | International Collaborator (€780,020) |

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| bilingual children in Swedish-medium preschools in Finland | | |
| Parents' and teachers' perspectives on early bilingual education and development | Language Learning Journal | PI (\$10,000) |
| The contribution of early bilingual education to language development | Mofet Institute | PI (25,000 NIS) |
| Research Mobility Grant with Tilburg University | Erasmus + | International Collaborator (€95,000) |
| Research Mobility Grant with the University of Malta | Erasmus + | International Collaborator (€95,000) |

11. List of Publications

Articles:

1. Leikin, M., Share, D. L., & Schwartz, M. (2005). Difficulties in L2 Hebrew reading among Russian-speaking second graders. *Reading and Writing, 18*, 455-472. **Impact Factor – 1.44.**
2. Schwartz, M., Leikin, M., & Share, D. L. (2005). Bi-literate bilingualism versus mono-literate bilingualism: A longitudinal study of reading acquisition in Hebrew (L2) among Russian-speaking (L1) children. *Written Language and Literacy, 8*, 179-207.
3. Schwartz, M., Geva, E., Leikin, M., & Share, D. L. (2007). Learning to read in English as L3: The cross-linguistic transfer of phonological processing skills. *Written Language and Literacy, 10* (1), 25-52.
4. Schwartz, M., Share, D. L., Leikin, M., & Kozminsky, E. (2008). On the benefits of bi-literacy: Just a head start in reading or specific orthographic insights? *Reading and Writing, 21* (9), 907-927. **Impact Factor – 1.44.**
5. Schwartz, M. (2008). Exploring the relationship between family language policy and heritage language knowledge among second generation Russian-Jewish immigrants in Israel. *Journal of Multilingual and Multicultural Development, 29* (5), 400-418. **Impact Factor – 0.60.**

6. Schwartz, M., Kozminsky, E., & Leikin, M. (2009a). Socio-linguistic factors in second language lexical knowledge: The case of second generation children of Russian-Jewish immigrants in Israel. *Language, Culture and Curriculum*, 22 (1), 14-27. **Impact Factor – 0.17.**
7. Schwartz, M., Kozminsky, E., & Leikin, M. (2009b). Towards a better understanding of first language vocabulary knowledge: The case of second generation Russian-Jewish immigrants in Israel. *Diaspora, Indigenous, and Minority Education: An International Journal*, 3, 226-244.
8. Schwartz, M., Kozminsky, E., & Leikin, M. (2009c). Delayed acquisition of irregular inflectional morphology in Hebrew in early sequential bilingualism. *International Journal of Bilingualism*, 13 (4), 501-522. **Impact Factor – 0.76.**
9. Leikin, M., Schwartz, M., & Share, D. L. (2010). General and specific benefits of bi-literate bilingualism: A Russian-Hebrew study of beginning literacy learning. *Reading and Writing*, 23 (3-4), 269-292. **Impact Factor – 1.44.**
10. Schwartz, M. (2010). Family language policy: Core issues of an emerging field. *Applied Linguistics Review*, 1 (1), 171-192.
11. Schwartz, M., Moin, V., Leikin, M., & Bretkopf, A. (2010). Immigrants' family language policy toward children's preschool bilingual education: Parents' perspective. *International Multilingual Research Journal*, 4, 107-124.
12. Schwartz, M., Mor-Sommerfeld, A., & Leikin, M. (2010). Facing bilingual education: Majority-language teachers' challenges and strategies. *Language Awareness*, 19 (3), 187-203. **Impact Factor – 0.36.**
13. Moin, V., Schwartz, M., & Bretkopf, A. (2011). Balancing heritage and host languages in bilingual kindergarten: Viewpoints of Russian-speaking

immigrant parents in Germany and in Israel. *European Early Childhood Education Research Journal*, 19 (4), 515-533. **Impact Factor – 0.49.**

14. **Schwartz, M.**, Moin, V., & Leikin, M. (2011). Parents' discourses about language strategies for the child's preschool bilingual development. *Diaspora, Indigenous, and Minority Education: An International Journal*, 5, 149-166.
15. Kahn-Horwitz, J., **Schwartz, M.**, & Share, D. L. (2011). Acquiring the complex English orthography: A tri-literacy advantage? *Journal of Research in Reading*, 34 (1), 136-156. **Impact Factor – 1.25.**
16. Moin, V., Breitkopf, A., & **Schwartz, M.** (2011). Teachers' views on organizational and pedagogical approaches to early bilingual education: A case study of bilingual kindergartens in Germany and Israel. *Teaching and Teacher Education*, 27 (6), 1008-1018. **Impact Factor – 1.32.**
17. Moin, V., **Schwartz, M.**, & Leikin, M. (2013). Immigrant parents' lay theories of children's preschool bilingual development and family language ideologies. *International Multilingual Research Journal*, 7, 99-118.
18. **Schwartz, M.**, & Moin, V. (2012). Parents' assessment of their preschool children's bilingual development in the context of family language policy. *International Journal of Multilingualism*, 33 (1), 35-55.
19. **Schwartz, M.**, & Katzir, T. (2012). Depth of lexical knowledge among bilingual children: The impact of schooling. *Reading and Writing*, 25 (8), 1947-1971. **Impact Factor – 1.44.**
20. **Schwartz, M.**, Moin, V., & Leikin, M. (2012). Lexical knowledge development in first and second languages: A role of early bilingual education. *Bilingualism and Bilingual Education*, 15 (5), 549-571. **Impact Factor – 0.81.**

21. Xi Chen, B., Geva, E., & **Schwartz, M.** (2012). Understanding literacy development of language minority students: An integrative approach. *Reading and Writing*, 25 (8), 1797-1804. **Impact Factor – 1.44.**
22. **Schwartz, M.** (2013). Immigrant parents' and teachers' views on bilingual pre-school language policy. *Language and Education*, 27 (1), 22-43. **Impact Factor – 0.78.**
23. **Schwartz, M.,** & Shaul, Y. (2013). Narrative development among language-minority children: The role of bilingual versus monolingual preschool education. *Language, Culture and Curriculum*, 26 (1), 36-51. **Impact Factor – 0.17.**
24. Ibrahim, R., **Schwartz, M.,** Kahn-Horwitz, J., & Leikin, M. (2014). How do socio-cultural factors affect acquisition of reading in second language? *Asian EFL Journal*, 15 (4), 64-88.
25. **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. **Impact Factor – 3.19.**
26. **Schwartz, M.** & Minkov, M. (2014). Inflectional morphology acquisition in the first language: An incomplete acquisition or complete non-acquisition? *Journal of Slavic Linguistics*, 22 (1).
29. Schwartz, M. (2014). The impact of 'First Language First' model on vocabulary development among preschool bilingual children. *Reading and Writing*, 27 (709-732). **Impact Factor – 1.44.**
30. Shaul, S. & **Schwartz, M.** (2014). The role of the executive functions in school readiness in preschool age children. *Reading and Writing*, 27, 749-768. **Impact Factor – 1.44.**

31. **Schwartz, M., & Asli, A.** (2014). Bilingual teachers' language strategies: The case of an Arabic-Hebrew kindergarten in Israel. *Teaching and Teacher Education, 38*, 22-32. **Impact Factor – 1.32.**
32. **Schwartz, M., Nir-Sagiv, B., Leikin, M., Levie, R., & Ravid, D.** (2014). Acquisition of regular and irregular inflectional morphology in Hebrew (L2) among early sequential Russian-Hebrew speaking bilinguals. *Heritage Language Journal.*
33. Zaretsky, E., & **Schwartz, M.** (2014). Cross-linguistic Transfer in Reading in Multilingual Contexts – Recent Research Trends. *Written Language and Literacy, 17* (1), 7-10.
34. Kahn-Horwitz, J., **Schwartz, M., Ibrahim, R., & Kuash, S.** (2014). English literacy acquisition amongst Circassian students: Challenges or benefits. *Written Language and Literacy, 17* (1), 40-61.
35. **Schwartz, M., Minkov, M., Dieser, E., Protassova, E., Moin, V., & Polinsky, M.** (2015). Acquisition of agreement in Russian by monolingual and bilingual children: A cross-linguistic investigation. *International Journal of Bilingualism, 19* (6), 726-752. **Impact Factor – 0.76.**
36. **Schwartz, M. & Savyon-Rovner, H.** (2015). The acquisition of definiteness in Hebrew (L2) among bilingual preschool children (Russian-L1): A longitudinal multiple-cases study. *International Journal of Bilingualism, 19* (5), 548-571. **Impact Factor – 0.76.**

37. **Schwartz, M.,** Xi Chen, B., Geva, E., & Koh, P. W. (2016). Through the lens of teachers in two bilingual programs: A look at early bilingual education. *Language, Culture and Curriculum*, 29 (2), 141-168.
38. **Schwartz, M.** (in press) (Ed.). A collection of articles on child multilingual and multi-literate development in Israel. *Israel Studies in Language and Society*.
39. **Schwartz, M.** (in press). Introduction: Child multilingual and multi-literate development in Israel. *Israel Studies in Language and Society*.
40. **Schwartz, M.,** Taha, H., Assad, H., Khamaisi, F., & Eviatar, Z. (in press). The role of emergent bilingualism in the development of morphological awareness in Arabic and Hebrew. *Journal of Speech, Language, and Hearing Research*. **Impact Factor – 2.79.**
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2. **Schwartz, M.** & Verschik, A. (2013) (Eds). *Successful family language policy: parents, children and educators in interaction*. Series Multilingual Education. Dordrecht, Netherlands: Springer.
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7. Prior, A., Goldwasser, N., Ravet, R. & **Schwartz, M.** (2016) Executive Functions in Bilingual Children: Is there a role for Language Balance? In J. W. Schweiter (Ed.), *The cognitive control and consequences of multiple languages in one mind* (pp. 323-350). John Benjamins.
8. **Schwartz, M.** (in press). Rationalization of *First Language First* model of bilingual development and education: A case of Russian as a Heritage Language in Israel. In O. Kagan, M. Carreira, & C. Chik (Eds.), *A Handbook on Heritage Language Education: From Innovation to Program Building*. NY: Routledge.

Submitted Publications

Articles in Refereed Journals

Schwartz, M. & Gorbatt, N. (under review). Co-teaching in the bilingual Hebrew-Arabic speaking preschool in Israel as a model of the co-existence. *Multilingualism*.

Taha H., **Shwartz, M.**, & Eviatar, Z. (under review). Metalinguistic awareness and literacy among Semitic-bilingual Learners: A cross-language perspective. *Reading and Writing*.

Schwartz, M., & Shaul, S. (under review). Towards a better understanding of the link between executive functions and pre-academic abilities. *Written Language and Literacy*.

Eviatar, Z., Taha, H., Cohen, V., & **Schwartz, M.** (under review). Word learning by young sequential bilinguals: Fast mapping in Arabic and Hebrew. *Bilingualism: Language and Cognition*.

Minkov, M., Polinsky, M., Protassova, E., Dieser, E., Moin, V., & **Schwartz, M.** (under review). Does the second language background play a role in the noun pluralization in Russian as the first language? *Linguistic Approach to Bilingualism*.

Chapters in Books

Schwartz, M. Parental support. In L.Verhoeven, K. Pugh, & C. Perfetti. *Handbook on the global variation of literacy*. Cambridge: Cambridge University Press.

Publications in Preparation

Articles in Refereed Journals

Dubiner, D., Deeb, I., & **Schwartz, M.** (2017). Teachers' agency. *Language, Culture and Curriculum*.

Schwartz, M., Deeb, I., & Dubiner, D. (2017). Which teaching strategies are conducive to L2 use?

Schwartz, M., Deeb, I., & Dubiner, D. (2017). Which classroom-related factors are conducive to the majority language speaking children's willingness to produce oral output in the minority language?

Schwartz, M. & Deeb, I. (2017). Thinking aloud about language at age three. *Language Awareness*.

Swartz, M. & Deeb, I. (2017). Stages in the second language acquisition within dual language preschool education: Does language status make a difference?

Books

Chapters in Books

Schwartz, M., & Gorbatt, N. The role of language experts in novices' language acquisition and socialization: Insights from Arabic-Hebrew speaking preschool in Israel. In M. Schwartz (Ed.), *21st Century preschool bilingual education: Teachers, family and ethno-linguistic community triangle*.

13. Summary of my Activities and Future Plans [Specialties (Areas of Research), Past Research Projects, Current Research Projects, Planned Projects, Planned Publications, Contributions to Science]

1. After completing my PhD thesis, I continued to cooperate with my supervisors, Prof. Share and Prof. Leikin, on research topics which were under the scope of my interest, i.e., early bilingual development and education. My contribution to the shared studies was in the projects' initiation and elaboration and in the domain of bilingual education, as well as in educational, linguistic and family language policy. Prof. Leikin contributed in the field of early language development since his research domain is learning disabilities and childhood language development. Prof. Share added his knowledge and experience in the domain of emergent

literacy and test construction since his research domain is emergent literacy acquisition and literacy measurement.

2. In 2010, I launched a new research project in bilingual (Arabic-Hebrew) education in Israel. This study focuses on the way early bilingual education may provide Arab and Jewish children and their parents' opportunities to be exposed to one another's culture and language. More specifically, I am investigating the background motives and *family language and cultural policy* of the parents who choose to send their children to bilingual Hebrew-Arabic kindergartens and schools. In addition, my aim in this project is to examine the socio-cultural, educational and linguistic *consequences* of these settings for children and their parents from the two different ethnic groups. This project also studies the instructional strategies used by kindergarten teachers in bilingual Arabic-Hebrew kindergartens.

3. During 2008-2010, I initiated two cross-national research projects with collaborators from Canada and Germany. The German project was carried out with my colleague, Dr. Anna Breitkopf from the University of Helsinki and focused on family language policy and immigrant and host country teachers' pedagogical development within the context of German-Russian and Hebrew-Russian bilingual kindergartens. The Canadian part of this project is now at the data collection stage. This project is being conducted with Prof. Esther Geva and Prof. Becky Xi Chen (OISE, University of Toronto). The international project has three aims: 1. to examine the main characteristics of language and emergent literacy acquisition within the multicultural context of Canada and Israel and, in particular, within the framework of bilingual pre-school education (Hebrew-English, Chinese-English, and Russian-Hebrew); 2. to determine how language-minority parents describe and ground their family language policy concerning their children's bilingual development and education in L1/L2 in the Canadian and Israeli contexts; 3. to investigate teachers' approaches to emergent literacy instruction and development in L1/L2 within the framework of bilingual pre-school settings.

4. In 2010, together with Dr. Shelley Shaul at the Department of Learning Disabilities and the Edmond J. Safra Brain Research Center at the University of Haifa, I have initiated a new research project within the framework of the Laboratory for the study of at-risk children in early childhood. This Laboratory was established in order to develop early identification tests (using behavioral and brain-imaging techniques) for learning disabilities for at-risk children and behavioral and computerized interventions for at-risk groups from ages 3 and up. Currently, our team is investigating the connections between a broad array of cognitive and language skills and early literacy skills among 3-6 year old children.
5. During 2009-2011, Together with Dr. Janina Kahn-Horwitz at the Edmond J. Safra Brain Research Center at the University of Haifa, I conducted a research project on literacy acquisition in English as a foreign language (EFL). This project was aimed to study the following three theories: (1) the self-teaching hypothesis (2) the challenges of acquiring EFL literacy; and (3) the linguistic and orthographic proximity hypothesis.
6. In 2011, I initiated a new international project on language acquisition in Russian (L1) among early sequential bilinguals speaking German, English, Finnish and Hebrew as L2. The project is being carried out with my colleague Prof. Maria Polinsky (Harvard University), Prof. Ekaterina Protassova (University of Helsinki) and Dr. Elena Dieser (University of Tubingen).
7. In 2012, I created a new research project which aimed to investigate the manner in which different bilingual homes and educational environments affect the development of morphological, phonological, word learning abilities and vocabulary in young children. My focus is on testing linguistic abilities among children who are enrolled in bilingual Arabic-Hebrew speaking kindergartens and among bilingual and monolingual children in monolingual kindergartens. The project is being carried out with my colleague, Prof. Zohar Eviatar and Dr. Hatham Taha.
8. In 2013, I was invited to participate as an international expert in a new international research project entitled *Language conceptions and practices in*

bilingual early childhood. Swedish-Finnish bilingual children in Swedish-medium preschools in Finland. The project was initiated by my colleagues from the University of Jyväskylä, Finland, Prof. Åsa Palviainen. The project is aimed to deepen an understanding of how conceptions of language, bilingualism and bilingual development are manifested and negotiated in communicative practice in policy documents, in bilingual families and in Swedish-medium pre-schools.

9. In 2013, I initiated a new research project aimed to examine peer language interaction as a facilitator in L2 learning within the framework of a bilingual Arabic-Hebrew speaking kindergarten. The project is longitudinal and is being carried out with my colleague Dr. Naomi Gorbatt, Head of Literacy & Language arts Department on Center (The Center for Educational Technology) .
10. In 2015, I launched a new research project within the framework of a bilingual Arabic-Hebrew speaking kindergarten. The project focused on bilingual teachers' attempt to promote the status of the minority language, Arabic, and its presence in the bilingual preschool space. The project is longitudinal and is being carried out with my colleagues Dr. Deborah Dubiner (Oranim Academic College of Education) and Dr. Inas Deeb (Hand in Hand's Director of Educational Programs).
11. In 2014, Prof. Kagan initiated a new international project on Russian as a heritage language and I was invited to join this initiative. Now this international project involves researchers from USA, Israel, Finland and Russia.