

Name: Mila Schwartz

Date: July 2023

CURRICULUM VITAE

1. Personal Details

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2003-2006	University of Haifa Department of Special Education	PhD.	2007
2002-2003	University of Haifa Department of Special Education	MA Thesis	2003
1995-1998	University of Haifa Department of Special Education	MA.	1998
1986-1991	Pedagogical State University of Leningrad, Department of Russian Language and Literature	BA.	1991

B. Post-Doctoral Studies

Period of Study	Name of Institution and Department	Name of Host	Funding	Year of Completion
2010	Ontario Institute for Studies in Education (OISE), University of Toronto	Prof. Esther Geva	Independent	2010

2009	Edmond J. Safra Brain Research Center for the Study of Learning Disabilities, University of Haifa	Prof. Zvia Breznitz	Edmond J. Safra Foundation Fellowship	2009
2006-2008	Ben-Gurion University, Department of Education	Dr. Ely Kozminsky	post-doc fellowship from Kreitman Foundation to Mila Schwartz	2008

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
March 2015 - Present	Oranim Academic College of Education	Associate Professor
2015-2019	Institute of Information Processing and Decision Making, University of Haifa	Research Fellow
2008-2015	Oranim Academic College of Education	Senior Lecturer (with tenure)
2008-2013	Department of Learning Disabilities, University of Haifa	Teaching Fellow
2001-2007	Department of Learning Disabilities, University of Haifa	Instructor

Note: * represents activities and publications since promotion to Associate Professor

4. Offices in University Academic Administration

- *2023 Vice-Rector for Research, Oranim Academic College of Education.
- *2020 Head of the Research Authority, Oranim Academic College of Education.
- *2015-2020 Head of the Language Program, MEd Department, Oranim Academic College of Education.

2010-2015 Head of the Research Committee of the M.Ed. program at Oranim
Academic College of Education.

5. Scholarly Positions and Activities outside the University

2007- Present	<p><i>Current Issues in Language Planning</i></p> <p><i>First Language</i></p> <p><i>Journal of Research in Childhood Education</i></p> <p><i>Diaspora, Indigenous, and Minority Education: An International Journal</i></p> <p><i>Language Learning</i></p> <p><i>Reading and Writing</i></p> <p><i>Reading Research Quarterly</i></p> <p><i>Language and Education</i></p> <p><i>Linguistic and Education</i></p> <p><i>International Journal of Bilingualism</i></p> <p><i>International Journal of Bilingual Education and Bilingualism</i></p> <p><i>Child Language: Teaching and Therapy</i></p> <p><i>Journal of Language, Identity and Education</i></p> <p><i>Language, Culture and Curriculum</i></p> <p><i>Teaching and Teacher Education</i></p> <p><i>International Journal of Multilingualism</i></p> <p><i>Journal of Multilingual and Multicultural Development</i></p> <p><i>Journal of Neurolinguistics</i></p> <p><i>Journal of Research in Reading</i></p> <p><i>Bilingualism: Language and Cognition</i></p> <p><i>Journal of Child Language</i></p> <p><i>Linguistic Approach to Bilingualism</i></p> <p><i>Applied Linguistics</i></p> <p><i>Second Language Research</i></p> <p><i>Language Policy</i></p> <p><i>Cultura y Educacion</i></p> <p><i>Israel Studies in Language and Society</i></p>
	Member:

2009- Present	<i>Israel Organizing Committee of the Language & Literacy Society</i>
*2017-Present	<i>International Association of Applied Linguistics research network: Social and Affective Factors in Home Language Maintenance and Development Research Network</i> <i>European Early Childhood Research Association research network: Multilingual Childhoods</i>
*2016-Present	<i>Research in Early Years Language Learning</i>
*2022-Present	<i>Early Language Learning & Multilingual Education Network</i>
2007	Grant reviewer for: <i>Israel Science Foundation</i>
*2018-Present	On the Editorial Board: <i>Journal of Multilingual Theories and Practices</i> <i>Book series 'Bilingualism', Language Science Press</i>
*2019	International member of the PhD Committee to evaluate the dissertation of Irem Bezioglu-Goktolga, Tilburg University, The Netherlands, September 2019.
*2015-2019	Secretary of the International Symposium of Bilingualism Steering Committee
*2019-2022	Co-convenor of the European Early Childhood Education Research Association network: Multilingual Childhoods
*2022-present	Co-convenor of the Early Language Learning & Multilingual Education Network
2008-present	Academic Consulter of the Russian-Hebrew-speaking bilingual preschools in Israel
2014-2020	Academic Consulter of the Hand in Hand: Center for Jewish-Arab Education in Israel
2014-2017	Academic Consulter of Project: Language conceptions and practices in bilingual early childhood. Swedish-Finnish bilingual children in Swedish-medium preschools in Finland (University of Jyväskylä, Finland)
2022-present	Academic Consulter of Project: Language policies and practices of diverse immigrant families in Iceland and their implications for education (University of Iceland, Iceland)
*2022	Abstract reviewer for conferences: The Eighth International Conference on Teacher Education: Passion and Professionalism in Teacher Education
*2019	International Association of Applied Linguistics (AILA)
*2018-Present	European Conference of Educational Research (ECER)
*2016-Present	International Conference of Applied Linguistics

2012	Sociolinguistics Symposium
2011-Present	International Symposium of Bilingualism (ISB)

6. Participation in Scholarly Conferences

a. Active Participation

International Abroad

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2023	European Early Childhood Education Research Association (EECERA) Conference	Estoril, Portugal	What can we learn about how children view their multilingual environment by means of a language portfolio?	Oral Presentation
*2023	International Association of Applied Linguistics (AILA)	Lyon, France	1. Parents' agency in interaction with the child's agency in home language strategies and practices. 2. Early education policy makers as collective agents in rethinking local language education policy towards diversity.	Oral Presentation
*2022	Future Challenges in Early Language Learning and Multilingual Education (ELLME)	Granada, Spain	Language education policies in early childhood education: Policy makers as agents.	Oral Presentation
*2021	International Association of Applied Linguistics (AILA)	University of Groningen, Groningen, the Netherlands	Early language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual	Oral Presentation

			classroom.	
*2021	European Early Childhood Education Research Association (EECERA) Conference	Zagreb, Slovenia On-line	1. "Languages excite Rima!": Towards a better understanding of children's agentic behaviour in novel language learning. 2. Preschool teachers as proactive agents in young children's language socialization within a multilingual context.	Online Oral Presentation
*2021	International Symposium of Bilingualism (ISB13)	Warsaw, Poland	Language and communication in transcultural families.	Online Discussion
*2020	Teachers and teacher educators: Education and professional development for early language learning	Lisbon, Portugal	1. Heritage language instruction drawn on pretend play: "The enchanted forest is waiting for us..." 2. Preschool teachers as proactive agents within a multilingual context.	Online Oral Presentation
*2020	1 st International Conference on Language Teaching and Learning in the 21st Century	Larissa, Greece	How Can Teachers Induce Novel Language Production Through Classroom Management?	Online Oral Presentation
*2019	Social and Affective Factors in Home Language Maintenance (workshop)	York, England	You cannot understand until you go experience it yourself.	Oral Presentation
*2019	European Conference of Educational Research (ECER)	Hamburg, Germany	1. "Say 'What happened?'" in Hebrew. He does not speak Arabic!" Early	Oral Presentation

			<p>language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual classroom.</p> <p>2. Will Uncle Hamudi wear the magic belt? Strategies Conducive to Second Language Output in a Bilingual Preschool.</p>	
*2019	Multilingual Childhoods: Education, Policy and practice	Hamar, Norway	<p>1. How does the "magic belt" help increase willingness to use a second language in a bilingual preschool?</p> <p>2. Towards a better understanding of the language conducive context: An ecological perspective on children's progress in the second language in a bilingual preschool.</p>	Oral Presentation
*2018	European Conference of Educational Research (ECER)	Bolzano, Italy	<p>1. Teachers' mediation strategies in a bilingual classroom: A case of the Hebrew-Arabic-speaking preschool in Israel.</p> <p>2. Exploring children's bilingual agency in the context of preschool bilingual development and education.</p>	Oral Presentation
*2017	Annual Conference "Vari	Tartu,	Stages of children's bilingual	Oral

	ation in language, literature, folklore, and music"	Estonia	development within the context of a two-way immersion bilingual program.	Presentation
*2017	European Early Childhood Education Research Association (EECERA) Conference	Bologna, Italy	1. "There is No Need for Translation: She Understands": Teachers' Mediation Strategies in a Bilingual Preschool Classroom. 2. The role of language experts in novices language acquisition and socialization: Insights from an Arabic-Hebrew speaking preschool in Israel.	Oral Presentation
*2017	International Symposium of Bilingualism (ISB11)	Limerick, Ireland	Factors involved in willingness to communicate amongst children in a bilingual kindergarten.	Oral Presentation
*2017	International Symposium of Bilingualism (ISB11)	Limerick, Ireland	"There is No Need for Translation: She Understands": Teachers' agency in a bilingual preschool classroom.	Oral Presentation
*2017	International Symposium of Bilingualism (ISB11)	Limerick, Ireland	Factors involved in willingness to communicate amongst children in a bilingual kindergarten.	Oral Presentation
*2016	Hebrew and Yiddish in the Context of Contemporary Education	Saint Petersburg, Russia	Plural noun acquisition in Hebrew (L2) among bilingual children	Oral Presentation

	and Culture			
*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
*2015	The 25 th Annual Conference of the European Second Language Association (ERUSLA)	Aix-en-Provence, France	1. Children's meta-linguistic talk in a bilingual kindergarten as a reflexive view on language learning and social interaction. 2. Morphological Awareness Development in Arabic and Hebrew among Young Emergent Bilinguals.	Oral Presentation
*2015	European Early Childhood Education Research Association (EECERA) Conference	Barcelona, Spain	Flexible bilingual practices: A case of an 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
2014	The 20 th Sociolinguistics Symposium	Jyväskylä, Finland	Bilingual teachers' language strategies: The case of an	Oral Presentation

			Arabic-Hebrew kindergarten in Israel	
2014	The 20 th 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
2013	International Conference on Urban Multilingualism and Education	Gent, Belgium	Immigrant parents' and teachers' views on bilingual preschool language policy/	Oral Presentation
2013	International Symposium of Bilingualism (ISB9)	Singapore	The acquisition of Russian among Russian-Hebrew speaking bilinguals: An incomplete acquisition or complete non-acquisition?	Oral Presentation
2012	The 19 th 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
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	Oral Presentation
2011	The XII Congress of the International Association for the Study of Child	Montreal, Canada	Teachers' views on organizational and pedagogical approaches to	Oral Presentation

	Language		early bilingual education: A case study of bilingual kindergartens in Germany and Israel	
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	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
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 18 th Sociolinguistics Symposium	Southampton, England	Family language policy in bilingual kindergartens: A comparison between Russian-speaking immigrants in Germany and Israel	Oral Presentation
2009	International Symposium of Bilingualism (ISB7)	Utrecht, Netherlands	Neurolinguistic studies of bilingualism	Oral Presentation
2008	The 17 th Sociolinguistics Symposium	Amsterdam, Netherlands	Exploring the Relationship between Family Language Policy and Heritage	Oral Presentation

			Language Knowledge among Second Generation of Russian-Jewish Immigrants in Israel	
2008	The XI th 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
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
2006	Language Acquisition and Bilingualism	Toronto, Canada	Reading acquisition in English (L3) among Russian-speaking (L1) children: Bi-literate bilingualism versus mono-literate bilingualism	Poster
2005	Multilingual & Cross-Cultural Perspectives on Dyslexia	Limassol, Cyprus	Reading acquisition in Hebrew (L2) among Russian-speaking (L1) children: Bi-literate bilingualism versus mono-literate bilingualism	Oral Presentation
2002	Multilingual & Cross-Cultural Perspectives on	Washington, D.C., U.S.A.	Difficulties in L2 Hebrew reading among Russian-	Oral Presentation

	Dyslexia		speaking second graders	(presented by M. Leikin)
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International in Israel

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2023	The Eighth International Conference on Teacher Education: Passion and Professionalism in Teacher Education	Tel Aviv, Israel	1. Teacher agency in language teaching. 2. Early education policymakers as collective agents in creating language policy.	Oral Presentation
*2019	Literacy and Writing systems: Cultural, Neuropsychological, and Psycholinguistic Perspectives	Haifa, Israel	How do bilingual children think about reading and writing? The case of Hebrew-Arabic bilingual first graders	Talk
*2018	Scientific and Societal Contributions of Research in Multilingual and Multicultural Communities	Bar Ilan University, Tel-Aviv	Early dual language development in Hebrew and Arabic: A comprehensive approach towards preschool bilingual education	Talk
2009	The Young and the Adult Brain Learning Disabilities: Prevention and Intervention	Haifa, Israel	Evidence for the script-dependent hypothesis: Positive and negative cross-linguistic transfer in spelling	Oral Presentation

National

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2017	Language & Literacy Annual Conference	Bar-Illan University	The role of language experts in novices' language acquisition and socialization: Insights from an Arabic-Hebrew speaking preschool in Israel	Oral Presentation
*2016	Language & Literacy Annual Conference	Levinsky College of Education	"Fortunately, I found a home here that allows me personal expression": Co-teaching in the bilingual Hebrew–Arabic-speaking preschool in Israel	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
2012	Script Conference	Kiriat Ono	Cross-linguistic transfer of emergent literacy skills from Russian to Hebrew: The interplay of linguistic, orthographic and instructional factors	Symposium Chair Oral Presentation
2011	Script Conference	Kiriat Ono	Model of preschool bilingual education in Israel	Oral Presentation
2010	Script Conference	University of Haifa	Early bilingual education in Israel: Challenges and advantages	Symposium Chair Oral Presentation
2009	Script Conference	Ma'aleh Adumim	Plural noun acquisition in Hebrew (L2) among bilingual children	Symposium Chair Oral Presentation

2008	Script Conference	University of Haifa	Family language policy and bilingual education: A case of Israel	Symposium Chair 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 biliteracy: Just a head start in reading or specific orthographic insights?	Oral Presentation
2006	Script Conference	University of Tel-Aviv	Reading acquisition in English (L3) among Russian-speaking (L1) children: Bi-literate Bilingualism versus Mono-literate Bilingualism	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
2002	Script Conference	Bar-Ilan University	Difficulties in L2 Hebrew reading among Russian-speaking children	Oral Presentation
2001	Script Conference	Shfaim, Israel	Development of Phonological Awareness among Young Children	Oral Presentation

b. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2022	Future Challenges in Early Language Learning and Multilingual Education (ELLME)	Granada, Spain	Future Challenges in Early Language Learning	Organization of experts' panel
*2021	European Early Childhood Education Research Association (EECERA) Conference	Zagreb, Slovenia On-line	Teachers as proactive agents in early language education	Organization of symposium
*2020	Multilingual Childhoods Special Interest Group Pre-Conference Webinar (EECERA) Conference	On-line	Language Education Policy and its application at the micro classroom level	Organization of webinar
*2018	European Early Childhood Education Research Association (EECERA) Conference	Budapest, Hungary	Children's, teachers' and parents' agency in interaction in the context of early language education	Organization of symposium
*2018	European Early Childhood Education Research Association (EECERA) Conference	Budapest, Hungary	The role of the background factors in young bilingual children's language and literacy development	Organization of symposium
*2017	The 2 nd Symposium of Language Policy in the Family, the Preschool and the School	Jyväskylä, Finland	Heading for the future!	Organization of symposium
*2017	International Symposium of Bilingualism (ISB11)	Limerick, Ireland	Early Bilingual Development and Education: Teachers, Parents and Children as Agents	Organization of symposium
*2017	European Early Childhood	Bologna,	Language, Linguaging, and	Organization of

	Education Research Association (EECERA) Conference	Italia	Bilingualism	pre-conference SIG meeting
*2015	International Symposium of Bilingualism (ISB10)	New Jersey, U.S.A.	Creating Bilingual Space: A Cross-cultural Study of Reflections of Pre-primary Teachers on their Flexible Language Practices	Organization of symposium
2014	The 20 th Sociolinguistics Symposium	Jyväskylä, Finland	Researching Teachers' Ideology and Practice in Multilingual Learning Spaces.	Organization of symposium
2013	International Conference on Urban Multilingualism and Education	Gent, Belgium	Multilingual resources, policies and practices: Schools and Communities in Interaction	Organization of symposium
2013	International Symposium of Bilingualism (ISB9)	Singapore	Bilingual First Language Acquisition: The Challenges of Heritage Speakers	Organization of symposium
2012	The 19 th Sociolinguistics Symposium	Berlin, Germany	Minority and Majority Languages within State, Community and Family Language Policy Context in Multilingual Metropolises	Organization of symposium
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	Organization of symposium
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	Organization of symposium

2010a	Script Conference (Spring)	Israel	Multilingualism and Multiliteracy in Israel	Organization of symposium
2010b	Script Conference (Summer)	Israel	Early bilingual education in Israel: Challenges and advantages	Organization of symposium
2009	Script Conference	Israel	Psycholinguistic aspects in acquisition of Hebrew, Arabic and English within multi-lingual context in Israel	Organization of symposium
2008	Script Conference	University of Haifa, Haifa, Israel	Family language policy and bilingual education: A case of Israel	Organization of symposium

7. Invited Lectures/ Colloquium Talks

Date	Place of Lecture	Name of Forum	Presentation/Comments
*2023	Estoril, Portugal	European Early Childhood Education Research Association (EECERA) Conference	Special Interest Group: Multilingual Childhoods Child's language-based agency in early language education (Invited lecture)
*2023	University of Tallinn Tallinn, Estonia	Research on Social and Affective Factors in Home Language Maintenance and Development (HOLM)	Ecological Model of Interactions between Family, Preschool, and Community (Keynote speaker)
*2023	Dublin City University Dublin, Ireland	International Conference on Multilingual Theories and Practices	Child Language-based Agency (Keynote speaker)
*2023	University of Tallinn	International Conference on Language and Languages. Learning and Teaching	Responsive Teaching in Early Language Education (Keynote speaker)
*2023	University of Granada	International Conference "Knowledge at	City speaks languages: An innovative project (Keynote speaker)

		the Border"	
*2022	Catholic University Milani, Italia	Department of Linguistics and Foreign Literature	Ecological Approach towards Early Language Education (Colloquium talk)
*2022	University of Iceland Reykjavik, Iceland	School of Education	1. Parents' agency in interaction with children and teachers (Colloquium talk) 2. Ecological policy in Nof HaGalil (Colloquium talk)
*2021	University of Tallinn Tallinn, Estonia	School of Humanities	Bilingual Education and Multilingualism: Early Language Education (Colloquium talk)
*2020	University of Groningen, Groningen, the Netherlands	AILA 2020 - Symposium on Early Language Learning	Language-conducive Strategies and Young Language Learners (Invited lecture)
*2019	University of Hamar, Hamar, Norway	Multilingual Childhoods: Education, Policy and Practice	Towards a Better Understanding of Child's Agentic Behavior in a Novel Language Learning (Keynote speaker)
*2019	University of Iceland Reykjavik, Iceland	School of Education	1. Israeli Language Policy and Early Language Education (Colloquium talk) 2. Strategies and Practices of Home Language Maintenance (Colloquium talk)
*2018	University of Pecs, Pecs, Hungary	Department of English Applied Linguistics	Family Language Policy, Parental Agency, Educational Partnership for Bilingualism (Colloquium talk)
*2018	University of Luxemburg, Luxemburg	Faculty of Language and Literature, Humanities, Arts and Education	Early Language Development and Bilingual Education: Teachers, Parents and Bilingual Children as Agents (Invited lecture)
*2018	University of Tallinn Tallinn, Estonia	International Conference of Multilingual Awareness and Multilingual Practices	Creating Language-conducive Context in Preschool Multilingual Education (Keynote speaker)

*2017	University of Malta, Valletta, Malta	Faculty of Education, Centre for Literacy	Bilingual Teachers' Language Strategies (Colloquium talk)
*2017	University of Jyväskylä, Jyväskylä, Finland	The 2 nd Symposium of Language Policy in the Family, Preschool and School. Heading for the future!	Enhancing children's willingness to use L2 in a bilingual kindergarten: Insights from the intervention project (Keynote speaker)
*2017	Brada, Portugal	International Conference of Multilingualism and Multilingual Education	Current Issues in Pre-school Bilingual Education (Keynote speaker)
*2017	University of Malta, Valletta, Malta	COST Meeting WG1	Twenty-first Century Bilingual Preschool Education: Child's, Teachers', and Parents' Agencies in Interaction (Keynote speaker)
*2016	Roma Tre University, Roma, Italy	Language and Linguistics Department	Family Language Policy (Colloquium talk)
*2016	Tilburg University, Tilburg, the Netherlands	Department of Culture Studies	1. Family Language Policy (Colloquium talk) Language and Educational Policy in Israel (Colloquium talk)
*2016	Wassenaar, the Netherlands	NIAS workshop on Global variation in literacy development	Home literacy and parental support (Invited lecture)
*2016	UCLA, Los Angeles, U.S.A.	Center for Israeli Studies	Language Policy in Israel (Invited lecture)
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? (Keynote speaker) 2. Challenges in pre-school bilingual teaching (Keynote speaker)
2012	UCLA,	Sixth Heritage Language	First Language First approach in early

	Los Angeles, US	Research Institute	bilingual education: Towards a better understanding of early sequential bilingual development (Keynote speaker)
2009	OISE, Toronto, Canada	Language and Reading Comprehension for Immigrant Children Conference	Policy Implications in Reading Comprehension for Immigrant Children. (Keynote speaker)
2008	Pedagogical University of Freiburg, Freiburg, Germany	Freiburg pedagogical College	Family Language Policy (Colloquium talk)

8. Research Grants

a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by	Amount	Year
*PI	Dr. Orit Dror (Oranim Academic College of Education)	'City speaks languages'	Municipality of Nof HaGalil	250,000 NIS	*2020-2023 Papers: D63, K1-3
*PI	Dr. Hanan Assad (Oranim Academic College of Education) & Dr. Inas Deeb (Hand in Hand: Center	The metacognitive experience of emergent biliterate children.	Kindermissionswerk 'Die Sternsinger' e.V. and Abrahamszelt e.V. through Hand in Hand: Center for Jewish-Arab Education in Israel [grant number	50,000 NIS	*2017-2018 Paper: D60

	for Jewish-Arab Education)		D 17 2321 001/1].		
*PI	Dr. Deborah Dubiner (Oranim Academic College of Education) & Dr. Inas Deeb (Hand in Hand: Center for Jewish-Arab Education)	Teachers' language instruction strategies and young children's bilingual development in the bilingual Arabic-Hebrew speaking preschool: A two-year research project	Kindermisssionswerk 'Die Sternsinger' e.V. and Abrahamszelt e.V. through Hand in Hand: Center for Jewish-Arab Education in Israel [Grant No. D 17 2321 001/1]	70,000 NIS	*2015-2016 Papers: D47, D51, D53, D56, D57, D59, D64
*Collaborator	Principal Investigator Prof. Åsa Palviainen, (University of Jyväskylä, Finland)	Language conceptions and practices in bilingual early childhood. Swedish-Finnish bilingual children in Swedish-medium preschools in Finland	Academy of Finland	€780,020	2013-2017 Papers: D41, D42
Co-PI	Dr. Selley Shaul (University of Haifa)	Early childhood laboratory prevention and intervention of learning disabilities	Edmond J. Safra Brain Research Center for the Study of Learning Disabilities	\$10,000	2012- 2015 Papers: D30, D52
PI	-	Family language and educational policy concerning	Oranim Academic College of Education	15,000 NIS	2012-2013 Chapter: E4

		the children's early intercultural education (a case of Arabic-Hebrew bilingual kindergartens in Israel): Background, motives and consequences			
Co-PI	Dr. Selley Shaul (University of Haifa)	The role of the executive functions in school readiness in preschool age children	Mofet Institute	44,000 NIS	2012-2013 Papers: D30, D52
PI	Prof. Becky Xi Chen & Prof. Esther Geva (OISE, Canada) (Collaborators)	Lexical knowledge development in the first and second languages among language-minority children	Language Learning Journal	\$10,000	2011-2013 Paper: D21, D35 Special issues: B1, B6
PI	-	Lexical knowledge development in the first and second languages among bilingual children: The role of bilingual versus monolingual preschool education	Mofet Institute	25,000 NIS	2011-2012
PI	-	Lexical knowledge development in the	Mofet Institute	25,000 NIS	2011-2012 Papers: D19,

		first and second languages among bilingual children: The role of bilingual versus monolingual preschool education			D20
Co-PI	Dr. Janina Kahn-Horwitz (Oranim Academic College of Education)	English literacy acquisition amongst bi-literate versus mono-literate children: Longitudinal research	Mofet Institute	25,000 NIS	2009-2011 Papers: D15, D24, D25, D32, D37

b. Submission of Research Proposals – Pending

Role in Research	Co-Researchers	Topic	Funded by	Amount	Year
*PI	Dr. Naomi Gorbatt & Avital Drori (the Center for Educational Technology, Israel)	Hebrew learning in a conducive context: An ecological perspective on teaching and learning Hebrew as a second language among young Arabic-speaking children	Mofet Institute	49,000 NIS	*2020-2023

c. Submission of Research Proposals – Not Funded

None

9. Scholarships, Awards and Prizes

- *2019 Excellence in Teaching Award, Psychology, Oranim College of Education
- 2006 Dina Feitelson Research Award, University of Haifa, Israel
- 2006 Kreitman Foundation Post-Doctoral Award, 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)	Degree	Number of Students
*2020-present	Curriculum planning in a multilingual environment in early childhood education.	Lecture (Mandatory)	M.Ed.	45
*2019-present	Challenges in Bilingual Education: Awareness of Alienation and Collaboration	Lecture	M.Ed.	25
2013-present	Advanced Course in Research Methods for thesis writing	Research seminar (Mandatory)	M.Ed.	10
2013-present	Curriculum and Learning in Early Childhood	Lecture (Mandatory)	M.Ed.	25
2012-2015	Learning Disabilities: Content-based Remedial Strategies	Lecture (Mandatory)	M.Ed.	15
2010-present	Research Methods	Lecture (Mandatory)	M.Ed.	40
2008-present	Bilingual Children's Development and Education	Lecture	M.Ed.	25

b. Supervision of Graduate Students

Ph.D. Students:

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
*Hanin Beidas (Joint supervision with Zohar Eviatar)	Exploring the Effects of Bilingualism on SLI: A Language and Cognitive Study	Ph.D. University of Haifa	In progress proposal approved	

M.A. Students:

University of Haifa				
Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements
*Tamara Hanukaev (Joint supervision with Shelley Shaul)	Fast Mapping by bilingual in comparison to monolingual preschool children	M.A.	2016	Grade: 90
*Jenia Koifman (Joint supervision with Bracha Nir)	Acquisition of inflectional verb morphology by early sequential bilinguals	M.A. University of Haifa	2016	Grade: 90
Abir Asli (Joint supervision with Mark Leikin)	Learning strategies of teachers in bilingual Arabic-Hebrew kindergartens in Israel	M.A.	2013	Grade: 92
Noa Berezhnaya (Joint supervision with Anat Prior)	The influence of literacy and levels of bilingualism on executive functions (among bilingual individuals)	M.A.	2013	Grade: 93

Jeni Severiago (Joint supervision with Mark Leikin)	Acquisition of inflectional morphology in Hebrew among early successive bilinguals	M.A.	2012	Grade: 93
Miriam Minkov (Joint supervision with Mark Leikin)	Russian case system (CS) acquisition in the case of Russian-Hebrew bilingualism	M.A.	2012	Grade: 93
Katia Khariton (Joint supervision with David Share)	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)	M.A.	2012	Grade: 93
Hadas Savyon (Joint supervision with Mark Leikin)	The acquisition of definiteness in Hebrew (L2) among bilingual preschool children (Russian-L1): A longitudinal multiple case study	M.A.	2012	Grade: 93
Rotem Ravet- Hirsh (Joint supervision with Anat Prior)	Executive functions in different levels of bilingualism	M.A.	2012	Grade: 91
Olga Skrabovski (joint supervision with Mark Leikin)	Acquisition of lexical knowledge in L1 (Russian) and L2 (Hebrew) among early sequential Russian-Hebrew speaking bilinguals	M.A.	2009	Grade: 91
Rozi Furman (joint supervision with Mark Leikin)	The effects of bilingualism and bilingual education on creative thinking: Developmental perspective	M.A.	2009	Grade: 92
Yehudit Shaul (Joint supervision with Mark Leikin)	Influence of form of bilingual education on the narrative ability of bilingual children in Russian and Hebrew	M.A.	2009	Grade: 93

Oramim Academic College of Education				
*Miriam Shogen	In Search of Endangered Language Maintenance: Interactions between Teachers' and Children's Agencies in the Maintenance of Circassian in Israel	M.Ed.	In progress proposal approved	
*Mor Ninio	Ecological approach towards early English exposure	M.Ed.	In progress	
*Avital Konchiki	Teachers' classroom strategies in addressing culturally and linguistically diverse classrooms in Israel	M.Ed.	2023	Grade: 93
*Michal Chana Segev	Teachers' Attitudes, Beliefs and Personal Practical Knowledge towards Multilingualism and Multiculturalism in Israel	M.Ed.	2020	Grade: 94
*Eden Mazareeb	Exploring Child's Bilingual Agency as a Gate to Understanding Early Bilingual Development and Education	M.Ed.	2020	Grade: 92
*Rania Nano	Spelling errors in Hebrew (L2) among Arab pupils	M.Ed.	2017	Grade: 93
*Vikki Cohen	Fast Mapping in Young Bilingual Children as Opposed to Monolingual Children	M.Ed.	2015	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	M.Ed.	2012	Grade: 82
Randa Faris	English spelling and decoding	M.Ed.	2012	Grade: 89

	acquisition amongst students from Semitic orthographic background (Arabic and Hebrew)			
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	2012	Grade: 90

11. Miscellaneous

Public Talks

*In 2022, I gave a talk for preschool teachers participating in the experimental program "Enjoy English" initiated by the Ministry of Education. The topic of the talk was *Language-conducive strategies*.

*In 2019, I was invited to give an online talk in the Ministry of Education for preschool supervisors and teachers. The topic of the talk was *Preschool teachers' strategies in addressing culturally and linguistically diverse classrooms in Israel*.

*In 2018, I was invited to give a talk in the Rainbowtrekkers Early Childhood Development Center, Cologne, Germany. The topic of the talk was *Teachers' language strategies in preschool bilingual education*.

PUBLICATIONS

A. Authored Books

***Schwartz, M.** (in press). Ecological perspectives in early language education: Parent, teacher, peers, and child agency in interaction. Routledge.

B. Edited Books and Special Journal Issues – Published

Edited Books

1. ***Schwartz, M.** (Ed.). (2022). Handbook of early language education. Series Springer International Handbooks of Education. Dordrecht, Netherlands: Springer. 1000 pages. <https://link.springer.com/referencework/10.1007/978-3-030-47073-9>
2. ***Schwartz, M.** (Ed.). (2018). *Preschool bilingual education: Agency in interactions between children, teachers, and parents*. Series Multilingual Education. Dordrecht, Netherlands: Springer. 356 pages.
3. ***Schwartz, M.**, & Palviainen, Å. (Eds.). (2016). 21st century preschool bilingual education: Facing advantages and challenges in cross-cultural contexts. N.Y., U.S.A.: Routledge. 124 pages. Originally published in *International Journal of Bilingual Education and Bilingualism*, 19(6), 2016.
4. *Zaretsky, E., & **Schwartz, M.** (Eds.). (2016). *Cross-linguistic transfer in reading in multilingual contexts*. Amsterdam, Netherlands: John Benjamins. 183 pages. Originally published in *Written Language & Literacy*, 17 (1), 2014.
5. **Schwartz, M.**, & Verschik, A. (2013) (Eds.). *Successful family language policy: Parents, children and educators in interaction*. Series Multilingual Education. Dordrecht, Netherlands: Springer. 295 pages.
6. Leikin, M., **Schwartz, M.**, & Tobin, Y. (Eds.). (2012). *Current issues in bilingualism: Complex approach to multidimensional phenomenon*. Series Literacy Studies, Dordrecht, Netherlands: Springer. 265 pages.

***Special Journal Issues**

1. *Yagmur, K., & **Schwartz, M.** (Eds.). (2018). Early bilingual development and education: Teachers, parents and children as agents. *Language, Culture and Curriculum*, 31(3). 8 papers. 117 pages.
2. *Xi Chen, B. & **Schwartz, M.** (Eds.). (2018). Morphological awareness and literacy in second language learners: A cross-language perspective. *Reading and Writing*, 31(8). 10 papers. 236 pages.
3. ***Schwartz, M.** (ed.). (2016). A collection of articles on child multilingual and multi-literate development in Israel. *Israel Studies in Language and Society*, 8(2). 6 papers, 178 pages.
4. ***Schwartz, M.**, & Palviainen, Å. (Eds.). (2016). 21st century preschool bilingual education: Facing advantages and challenges in cross-cultural contexts.

International Journal of Bilingual Education and Bilingualism, 19(6). 7 papers, 118 pages.

5. Zaretsky, E., & **Schwartz, M.** (Eds.). (2014). Cross-linguistic transfer in reading in multilingual contexts: Recent research trends. *Witten Language and Literacy*, 17(1). 8 papers, 171 pages.
6. Xi Chen, B., Geva, E., & **Schwartz, M.** (Eds.). (2012). Understanding literacy development of language minority students: An integrative approach. *Reading and Writing*, 25(8). 12 papers, 263 pages.

C. Monographs

- ***Schwartz, M.** (in press). *Ecological Perspectives in Early Language Education: Parent, Teacher, Peers, and Child Agency in Interaction*. Routledge.

D. Articles in Refereed Journals

Published

IF year = impact factor of the journal and ranking were taken from published year.

co-author = student

co-authors contributed equally

1. ***Schwartz, M.**, & Mazareeb, E. (in press). Exploring children's language-based agency as a gateway to understanding early bilingual development and education. *Journal of Multilingual Multicultural Development*. **Impact Factor – 2.3.**
2. ***Schwartz, M.** & Minkov, M. (2023). How can co-teaching succeed? An analysis of critical components of teamwork in preschool bilingual education. *Learning Culture and Social Interaction*.
<https://doi.org/10.1016/j.lcsi.2023.100721> **Impact Factor – 1.6.**
3. ***Schwartz, M.**, Assad, H., & Deeb, I. (2022). “In writing, I simply do not distinguish between the sounds:” The metacognitive experience of emergent biliterate children. *Linguistics and Education*.
<https://doi.org/10.1016/j.linged.2021.100959> **Impact Factor – 1.60.**

4. ***Schwartz, M.** & Minkov, M. (2022). Making heritage language accessible through “a trip to the enchanted wood”. *Language Teaching for Young Learners*. <https://doi.org/10.1075/ltyl.22001.sch>
5. ***Schwartz, M.**, Ragnarsdóttir, H., Kaplan Toren, N., & Dror, O. (2022). Towards a better understanding of preschool teachers’ agency in multilingual multicultural classrooms: A cross-national comparison between teachers in Iceland and Israel. *Linguistics and Education*. <https://doi.org/10.1016/j.linged.2022.101125> **Impact Factor – 1.60.**
6. ***Schwartz, M.**, Deeb, I., & Dubiner, D. (2022). "When they act, they speak more": Strategies that encourage language production in a bilingual preschool. *International Journal of Bilingual Education and Bilingualism*, 23(3), 800-812. **Impact Factor – 1.77.**
7. ***Schwartz, M.**, & Deeb, I. (2021). Toward a better understanding of the language conducive context: An ecological perspective on children's progress in the second language in bilingual preschool. *International Journal of Bilingual Education and Bilingualism*, 24(4), 481–499. **Impact Factor – 2.8.**
8. ***Schwartz, M.**, Deeb, I., & Hijazy, S. (2021). The role of play in creating a language-conducive context in bilingual preschool. *European Early Childhood Education Research Journal*, 29(3), 381–396. **Impact Factor – 2.3.**
9. ***Schwartz, M.**, & #Segev, M. C. (2021). "It's not from a textbook, it's from your real life": Teachers' attitudes and personal practical knowledge regarding their students' multilingualism in Israel. *Journal of Multilingual Theories and Practices*. <https://doi.org/10.1558/jmtp.18424>
10. ***Schwartz, M.**, Deeb, I., & #Hijazy, S. (2021). "How do you say it in Arabic, in Hebrew, in English?" Towards a better understanding of children's agentic behaviour in novel language learning. *Journal of Multilingualism and Multilingual Development*, 42(7), 621-636. **Impact Factor – 1.36.**
11. **Schwartz, M.**, Kirsch, C., & Mortini, S. (2020). Young children’s language-based agency in multilingual contexts in Luxembourg and Israel. *Applied Linguistic Review*. DOI: **Impact Factor – 2.6.** <https://doi.org/10.1515/applirev-2019-0050>
12. ##Gur-Yaish, N., Hijazy, S., #Mazareeb, E., & **Schwartz, M.** (2020). "She doesn't speak Hebrew, she speaks English": A case of language

socialization of quattro-lingual girl. *Journal of Multilingual Multicultural Development*. **Impact Factor – 2.3.**
<https://doi.org/10.1080/01434632.2020.1854770>

13. ***Schwartz, M.**, Deeb, I., & #Hijazy, S. (2019). "Say 'What happened?' in Hebrew. He does not speak Arabic!": Early language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual classroom. *Linguistics and Education*, 52, 13-23. **Impact Factor – 1.60.**
14. *#Minkov, M., Kagan, O., Protassova, E., & **Schwartz, M.** (2019). Towards a better understanding of continuum of a heritage language proficiency: A case of Russian as the heritage language-speaking adolescents. *Heritage Language Journal*, 16(2), 211-237.
15. *##Eviatar, Z., Taha. H., & **Schwartz, M.** (2018). Metalinguistic awareness and literacy among Semitic-bilingual Learners: A cross-language perspective. *Reading and Writing*, 31(8), 1869-1891. **Impact Factor – 1.83.**
16. *##Dubiner, D., Deeb, I., & **Schwartz, M.** (2018). “We are creating a reality”: Teacher agency in early bilingual education. *Language, Culture and Curriculum*, 31(3), 255-271. **Impact Factor – 1.66.**
17. ***Schwartz, M.**, & Yagmut, K. (2018). Introduction to the Special Issue: Early language development and education: Teachers, parents and children as agents. *Language, Culture and Curriculum*, 31(3), 215-219. **Impact Factor – 1.66.**
18. *##Xi Chen, B., & **Schwartz, M.** (2018). Introduction to the Special Issue: Morphological awareness and literacy in second language learners: A cross-language perspective. *Reading and Writing*, 31 (8), 1685-1694. **Impact Factor – 1.83.**
19. ***Schwartz, M.**, & Shaul, S. (2018). Towards a better understanding of the link between executive functions and pre-academic abilities. *Written Language and Literacy*, 21(2), 238 – 268.
20. ***Schwartz, M.**, & Gorbatt, N. (2017). "There is no need in translation: She understands": Teachers' mediation strategies in preschool bilingual classroom. *Modern Language Journal*, 101(1), 143-162. **Impact Factor – 1.75.**

21. ***Schwartz, M.**, & Gorbatt, N. (2017). Co-teaching in the bilingual Hebrew-Arabic speaking preschool in Israel as a model of the co-existence. *Teaching and Teacher Education*, 38, 22-32. **Impact Factor – 2.47.**
22. *###Eviatar, Z., Taha, H., #Cohen, V., & **Schwartz, M.** (2017). Word learning by young sequential bilinguals: Fast mapping in Arabic and Hebrew. *Applied Psycholinguistics*, 39(3), 649-674. **Impact Factor – 2.09.**
23. ***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. **Impact Factor – 1.66.**
24. ***Schwartz, M.**, Taha, H., Assad, H., #Khamaisi, F., & Eviatar, Z. (2016). The role of emergent bilingualism in the development of morphological awareness in Arabic and Hebrew. *Journal of Speech, Language, and Hearing Research*, 59, 797-809. **Impact Factor – 2.79.**
25. ***Schwartz, M.**, Kahn-Horwitz, J., & Ibrahim, R. (2016). Multi-literate experience as a treasure chest for young learners of English as a foreign language. *Reading and Writing*, 29(7), 1293-1315. **Impact Factor – 1.83.**
26. ***Schwartz, M.**, & Gorbatt, N. (2016). "Why do we know Hebrew and they do not know Arabic?" Children's meta-linguistic talk in bilingual preschool. *International Journal of Bilingual Education and Bilingualism*, 19(6), 668-688. **Impact Factor – 1.77.**
27. ***Schwartz, M.**, & Palviainen, Å. (2016). Introduction to the Special Issue: 21st century preschool bilingual education: Facing advantages and challenges in cross-cultural contexts. *International Journal of Bilingual Education and Bilingualism*, 19(6), 603-613. **Impact Factor – 1.77.**
28. *###Palviainen, Å., Protassova, E., Mård-Miettinen, K., & **Schwartz, M.** (2016). Creating bilingual space: A cross-cultural study of preschool teachers. *International Journal of Bilingual Education and Bilingualism*, 19(6), 614-630. **Impact Factor – 1.77.**
29. ***Schwartz, M.** (2016). Introduction: Child multilingual and multi-literate development in Israel. *Israel Studies in Language and Society*, 8(2), 129-139.
30. ***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 – 1.46.**
31. ***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 – 1.46.**
 32. ##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.
 33. **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.**
 34. **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), 51-92.
 35. **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 – 1.83.**
 36. ##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 – 1.83.**
 37. **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 – 2.47.**
 38. **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*, 11 (2), 144-178.
 39. ##Zaretsky, E., & **Schwartz, M.** (2014). Cross-linguistic Transfer in Reading in Multilingual Contexts – Recent Research Trends. *Written Language and Literacy*, 17(1), 7-10.
 40. ##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.

41. **Schwartz, M.** (2013). Immigrant parents' and teachers' views on bilingual preschool language policy. *Language and Education*, 27(1), 22-43. **Impact Factor – 1.26.**
42. **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 – 1.66.**
43. **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.
44. **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.
45. **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 – 1.83.**
46. **Schwartz, M., Moin, V., & Leikin, M.** (2012). Lexical knowledge development in first and second languages: A role of early bilingual education. *International Journal of Bilingualism and Bilingual Education*, 15(5), 549-571. **Impact Factor – 1.77.**
47. **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 – 1.83**
48. **Moin, V., Schwartz, M., & Breitkopf, 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 – 1.09.**
49. **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.
50. **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 – 1.67.**

51. Moin, V., Breikopf, 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 – 2.47.**
52. 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 – 1.83.**
53. Schwartz, M. (2010). Family language policy: Core issues of an emerging field. *Applied Linguistics Review*, 1(1), 171-192. **Impact Factor- 1.29.**
54. Schwartz, M., Moin, V., Leikin, M., & Breikopf, A. (2010). Immigrants' family language policy toward children's preschool bilingual education: Parents' perspective. *International Multilingual Research Journal*, 4, 107-124.
55. 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 – 1.08.**
56. 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 – 1.66.**
57. 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.
58. 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 – 1.46.**
59. 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 – 1.83.**
60. 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 – 0.94.**

61. **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.
62. 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 – 1.83.**
63. **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.

E. Articles or Chapters in Scientific Books (which are not Conference Proceedings)

Invited Chapters

Published

1. ***Schwartz, M.** (2023). Language-conducive strategies to enhance communication in the CLIL pre-primary classroom. In A. Otto & B. Cortina-Perez (Eds.). *Handbook of CLIL in Pre-primary education*. Springer.
2. *###Kavenstock, S., & **Schwartz, M.** (2022). Language-conducive strategies in young learners' constructivist Hebrew classrooms. In S. Achituv, M. Muller, S. Alexander & H. Alexander (Eds.), *Early Childhood Jewish Education: Multicultural, Gender and Constructivist Perspectives* (pp. 161-175). Bloomsbury.
3. ***Schwartz, M.** (2022). Early language education as a distinctive research area. In M. Schwartz (Ed.), *Handbook of Early Language Education* (pp. 1-26). Series Springer International Handbooks of Education. Dordrecht, Netherlands: Springer.
4. *###Kagan, O., Minkov, M., Protassova, E., & ***Schwartz, M.** (2021) What kind of speakers are these? Placing heritage speakers of Russian on a continuum. In: N. Slavkov, & S. M. Melo-Pfeifer, N. Kerschhofer-Puhalo (Eds.), *The Changing Face of the "Native Speaker": Perspectives from*

Multilingualism and Globalization (pp. 153-176). Berlin: Mouton de Gruyter.

5. ***Schwartz, M.** (2020). Strategies and practices of home language maintenance. In A. C. Schalley & S. A. Eisenclas (Eds.), *Handbook of Social and Affective Factors in Home Language Maintenance and Development* (pp. 194-217). Mouton de Gruyter.
6. ***Schwartz, M.** (2020). Language-conducive strategies in early language education: A conceptual framework. In M. Schwartz (Ed.), *Handbook of Early Language Education* (pp. 194-217). Series Springer International Handbooks of Education. Dordrecht, Netherlands: Springer.
7. ***Schwartz, M.** (2018). Preschool bilingual education: Agency in interactions between children, teachers, and parents. In M. Schwartz (ed.), *Preschool Bilingual Education: Agency in Interactions between Children, Teachers, and Parents* (pp. 1-24). Series Multilingual Education. Dordrecht, Netherlands: Springer.
8. ***Schwartz, M., & Gorbatt, N.** (2018). The role of language experts in novices' language acquisition and socialization: Insights from Arabic-Hebrew speaking preschool in Israel. In M. Schwartz (ed.), *Preschool Bilingual Education: Agency in Interactions between Children, Teachers, and Parents* (pp. 343-365). Series Multilingual Education. Dordrecht, Netherlands: Springer.
9. ***Schwartz, M.** (2017). 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* (pp. 191-204). NY: Routledge.
10. ***Schwartz, M., & Baladzhaeva, L.** (2016). The social context of second language literacy and bi-literacy. In B. Xi Chen, V. Dronjic, & R. Helms-Park (Eds.), *Reading in a Second Language: Cognitive and Psycholinguistic Issues* (pp. 195-235). New York: Taylor & Francis/Routledge.
11. *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.

12. **Schwartz, M., & Verschik, A.** (2013). Introduction to the edited volume: Achieving success in family language policy: Parents, children and educators in interaction. In M. Schwartz & A. Verschik (Eds.), *Successful family language policy: Parents, children and educators in interaction* (pp. 1-20). Series Multilingual Education. Dordrecht, Netherlands: Springer.
13. **Schwartz, M., Moin, V., & Klayle, M.** (2013). The motives and outcomes of parents' choice of a bilingual Hebrew-Arabic kindergarten for their children. In M. Schwartz & A. Verschik (Eds.), *Successful family language policy: parents, children and educators in interaction* (pp. 23-51). Series Multilingual Education. Dordrecht, Netherlands: Springer.
14. **Moin, V., Protassova, E., Lukkari, V., & Schwartz, M.** (2013). The role of family background in early bilingual education: The Finnish-Russian experience. In M. Schwartz & A. Verschik (Eds.), *Successful family language policy: parents, children and educators in interaction* (pp. 53-82). Series Multilingual Education. Dordrecht, Netherlands: Springer.
15. **Schwartz, M.** (2012). Second generation immigrants: Towards a socio-linguistic approach to linguistic development. In M. Leikin, M. Schwartz, & Y. Tobin (Eds.), *Current Issues in Bilingualism: Cognitive and Socio-linguistic perspectives add page numbers* (pp. 119-135). Literacy Studies, Springer.
16. **Leikin, M., Schwartz, M., & Tobin, Y.** (2012). Current issues in bilingualism: A complex approach to a multidimensional phenomenon. In M. Leikin, M. Schwartz, & Y. Tobin (Eds.), *Current Issues in Bilingualism: Cognitive and Socio-linguistic Perspectives* (pp. 1-18). Literacy Studies, Springer.

F. Articles in Conference Proceedings

None

G. Entries in Encyclopedias

None

H. Other Scientific Publications

*Schwartz, M. (2020). *Bilingualism in Early Education*. International Literacy Association: Instructional Practices.

I. Other Publications

None

J. Other Works Connected with my Scholarly Field

None

K. Submitted and Under Review (Refereed)

Special Journal Issues

1. **Schwartz, M.** & Said, F. (Eds.), (under review). Early multilingual experience: Researching about and with multilingual children as agents. *Journal of Multilingual and Multicultural Development*.

Invited Chapters

1. ***Schwartz, M.**, & Dror, O. (under review). Dilemmatic aspects in approaching linguistic and cultural diversity in mainstream preschool education. In S. Karpova (Ed.), *Multilingualism, Multiculturalism and Inclusive Education*. Brill.
2. ***Schwartz, M.** (under review). Child's language-based agency in early language education. In P. Romanowski & M. L. Pérez-Cañado (Eds.), *The Cambridge Handbook of Multilingual Education*.

Articles

1. **Schwartz, M.**, Kaplan Toren, N., & Dror, O. (under review). “Not giving up on parents, children, or cultures”: Collective agency in language policymaking in times of change. *Journal of Leadership in Education*.
2. **Kaplan Toren, N., Dror, O., & Schwartz, M.** (under review). Professional development of preschool teachers' assistants in multilingual and multicultural contexts. *Early Childhood Education Journal*.
3. **Schwartz, M.**, & Dror, O. (under review). “When I see them - I think it’s me:” Multilingual teaching staff’s agency enactment in a linguistically and culturally diverse classroom. *Innovation in Language Learning and Teaching*.

L. Summary of my Activities and Future Plans

Summary of my activities since promotion to Associate Professor

1. *Currently, my main research interest is in the area of early language education where I have suggested and elaborated on the following theoretical concepts: ecological perspectives in early language education: Parent, teacher, peers, and child agency in interaction (Schwartz, 2022; 2023), language-conducive context, language-conducive strategies (Schwartz, 2018; Schwartz & Deeb, 2018; Schwartz, Deeb, & Dubiner, 2019) child language-based agency (Schwartz & Gorbatt, 2016; Schwartz & Palviainen, 2016; Schwartz, Deeb, & Hijazy, 2019; Schwartz, Kirsch, & Mortini, 2020; Schwartz & Mazareeb, 2023), and Model of Ecology of Child’s Development in Early Language Education (Schwartz, 2022, 2023).
2. *In 2022, I was invited to participate as an international advisor in a new research project called *Language policies and practices of diverse immigrant families in Iceland and their implications for education*

led by Prof. Hanna Ragnarsdóttir (University of Iceland).

3. *From 2020 till now, I am leading an innovative research project, entitled 'City speaks languages', in the city Nof HaGalil. The project started from a brief professional development of policy makers, teachers, and teachers' assistants in the city. This professional development has been conducted in cooperation with the research team from Oranim College and provided a declarative and practical knowledge about issues in development and education of linguistically and culturally diverse children. The research is aimed at evaluation of the impact of this professional development on early childhood educations and their self-efficacy in implementation of linguistically and culturally responsive teaching.
4. *In 2019, I was invited to participate as an expert in an international research project entitled Global Teacher Education (GatherED). This longitudinal project is funded by the EU's Erasmus+ program. The project addresses the needs for knowledge and training for teachers working in diverse contexts. The project aims to enhance diversity competence and digital responsibility in teacher education.
5. *In 2018, I was invited to participate in an international project entitled *Listening to the Voices of Teachers: Multilingualism and Inclusive Education across Borders*. This longitudinal project is aimed to depict teachers' attitudes, beliefs, and knowledge toward multilingualism in diverse classrooms.
6. *I have reason to believe that the role of early language education is critical in promoting a child's life-long love of language and language proficiency. In 2018, this belief laid the foundation for my new project, editing the first International Handbook of Early Language Education. The handbook was published in 2022. This handbook is aimed to be a benchmark reference in the field of early language education by conceptualizing it theoretically as a phenomenon distinct from language education in the school period. Additionally, this handbook offers a comprehensive and in-depth overview of findings from contemporary research, theory, and practice in early childhood language education in various parts of the world and with different populations. This handbook brings together 54 collaborating researchers from 23 countries and five

continents. The 33 contributions in this handbook will address and overview early language education for children belonging to diverse ethno-linguistic groups and experiencing different histories and pathways of their socio-linguistic and socio-cultural development and early education.

7. *In 2017, I initiated a new research project within the framework of a bilingual Arabic-Hebrew speaking school. This longitudinal ethnographic research project of children 6–8 years was aimed at presenting, among other things, how teachers and children explore letters and alphabets across languages (Hebrew and Arabic) and how bilingual children act as language experts, both with regard to adults and other children. The project was carried out with my colleague, Dr. Hanan Assad. We are currently analyzing the collected data.
8. *During 2016-2018, I edited a Special Issue entitled "Morphological Awareness and Literacy in Second Language Learners: A Cross-Language Perspective" in cooperation with Prof. Becky Chen (University of Toronto). The issue was published in 2018.
9. *During 2015-2018, I initiated a scientific collaboration with three scholars, Prof. Charles L. Mifsud (University of Malta), Prof. Kutlay Yağmur (Tiburg University), and Prof. Marianne Nikolov (University of Pecs). This cooperation was supported by the Erasmus + High Education Mobility Grant. In 2018, the collaboration resulted in the publishing of a Special Issue with Prof. Kutlay Yağmur, "Early language development and education: Teachers, parents and children as agents", in the *Language, Culture and Curriculum*. The starting point of this Special Issue was its presentation at the Colloquium, that I organized, at the International Symposium of Bilingualism 11 (Limerick, Ireland, 2017). In this volume we were motivated to explore how the educational partnership for bilingualism, or its absence, is built on the interaction between the teachers', parents' and child's agency, which inevitably influences children's early language development and education. Currently, I am in the process of an ongoing collaboration with Prof. Charles L. Mifsud and Prof. Marianne Nikolov.

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' attempts to promote the status of the minority language, Arabic, and its presence in the bilingual preschool space. The project was longitudinal and was 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). This project resulted in writing two papers, (the first has been published and the second is currently under review) and one research report.
11. *My growing interest in early bilingual education resulted in editing a first book focusing on preschool bilingual education (2015-2018): "Preschool Bilingual Education: Agency in Interactions between Children, Teachers, and Parents". This volume provides an up-to-date collection of key aspects related to current preschool bilingual education research from a socio-linguistic perspective. I suggested exploring the contemporary perspectives of early bilingual education considering the *threefold theoretical framework of child's, teachers', and parents' agentic behavior as overlapping spheres of acting in preschool bilingual education*. In addition to the above theoretical framework, in this book I proposed and elaborated two novel theoretical concepts: *language-conducive context and language-conducive strategies*.
12. In 2013, I was invited to participate as an international expert in an 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 colleague from the University of Jyväskylä, Finland, Prof. Åsa Palviainen. It was financed by the Academy of Finland 2013-2017 and ended on Aug 31st, 2017. The project was aimed at deepening the 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. The results have been disseminated at international seminars. While doing this project, I collaborated across national borders and research contexts and in 2016 in cooperation with Prof. Åsa Palviainen, I published the Special Issue:

"Twenty-first-century preschool bilingual education: facing advantages and challenges in cross-cultural contexts", in the *International Journal of Bilingual Education and Bilingualism*. In this volume we elaborated on an ecological model of interface between individual agencies of children, parents and teachers in the context of early bilingual education. Together with Prof. Åsa Palviainen, I have also run two international workshops (2014 and 2017) intended for doctoral students and post doc researchers.

13. Additional Academic, Public and Professional Activities

Currently, I promote a novel domain of professional development in the Israeli teacher education focusing on early language education. This activity is drawn on my research of parent, teacher, peers, and child agency in interaction in early language education.

Since 2019 I have been giving on-line talks focusing on educational partnership for bilingualism, namely on how parents and the surrounding ethno-linguistic community and teachers, negotiate and work for the children and their bilingual development in education at early ages. This talk was given for preschool education policymakers and supervisors from the Israeli Ministry of Education.

Since 2008, I have advised the pedagogical staff of the Russian-Hebrew-speaking bilingual preschools in Israel. Since 2014, I have advised preschool and school language teachers teaching in the Hand in Hand: Center for Jewish-Arab Education in Israel. In addition, as an expert in family language practices and management, I have frequently been invited to give talks to children's parents about the different aspects in young bilingual children's development and education, by the bilingual, as well as monolingual, preschools' authorities in Israel. Furthermore, in 2018, I gave a talk to the language teacher in the Rainbowtrekkers Early Childhood Development Center in Cologne, Germany.