

# Curriculum Vitae

## 1. Personal Details

Name in Hebrew: פרופ' וקנין נוסבאום ורד  
Name in English: Vaknin-Nusbaum Vered, prof.  
Electronic Address: vered.vaknin@gmail.com

## 2. Higher Education

### Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1993- 1997	Ben-Gurion University, Education and Hebrew Literature	B.A.	1997
1997- 2000	University of Haifa, Education	M.A.	2000
2000- 2004	University of Haifa, Education	Ph.D.	2004

3. **Title of Doctoral Thesis:** Vaknin–Nusbaum, V. (2004). Psychological aspects and mental representation of regular and irregular Hebrew words, 100 p. University of Haifa (In Hebrew).

**Supervisor:** Prof. Joseph Shimron.

## 4. Academic Ranks and Tenure in Institutions of Higher Education

Rank	% Position	From - To	Institute
Teaching Fellow	20%	2003- 2010	Haifa University
Senior Lecturer	30-50%	2002- Present	Gordon College
Head of learning disabilities program	100%	2003- Present	Western Galilee College
Research Fellow		2003- Present	Research Authority, Haifa University
Head of education department	100%	2016 – present	Western Galilee College
Senior Lecturer- Rank given 14.7.11			
Associate professor - Rank 03.18		2018	

## 5. Offices in Academic Administration

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Position</b>
2010- 2015	Western Galilee College	Member of the election committee for excellent lecturer
2008- 2018	Department of education, Western Galilee College	Head of learning disabilities
2010- Present	Department of education, Western Galilee College	Head of literacy center
2010- Present	Western Galilee College	Member in the Discipline committee
2010- Present	Western Galilee College	Academic supervisor of the Literacy project in Acre schools
2013- Present	Western Galilee College	Member of the Academic Council
2017-Present	Western Galilee College	Member of the Research Authority
2018-Present	Western Galilee College	Member of the Ethics Committee

## **6. Scholarly Positions and Activities outside the Institution**

### **Research and community**

2010- Present: Literacy project in Acre for 2<sup>nd</sup>-grade Arabic and Hebrew readers

2013- Present: Cultivating language among kindergarten children in Acre (with Einat Nevo)

2015- Present: Parents project- Cultivating parent's awareness of a literate environment (in Hebrew and Arabic) in Acre (with Einat Nevo)

### **Memberships**

SSSR - Society for the Scientific Study of Reading

AERA - American Educational Research Association

WERA – World Education Research Association

## 7. Participation in Scholarly Conferences

### a. Active Participation

#### International Conferences

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
June, 2001	Eighth Annual Meeting of Society for Scientific Study of Reading	Boulder, Colorado	Morphological productivity and its limits: Evidence from Hebrew (with Joseph Shimron)	Presenter of paper
June, 2001	Eighth Annual Meeting of Society for Scientific Study of Reading	Boulder, Colorado	The Dual-route Theory of the Mental Lexicon: Evidence from regular and irregular plurals Hebrew	Presenter of paper
June, 2002	Ninth Annual Meeting of Society for Scientific Study of Reading	Chicago	The Effect of prosodic change on inflection: Evidence from a Semitic language	Presenter of paper
June, 2002	Ninth Annual Meeting of Society for Scientific Study of Reading	Chicago	Access units in Semitic languages: Evidence from Hebrew (with Joseph Shimron)	Presenter of paper
June, 2003	Tenth Annual Meeting of Society for Scientific Study of Reading	Boulder, Colorado	The dynamics of reading instruction reform (with Joseph Shimron)	Presenter of paper
July, 2003	The 13th European Conference on Reading	Tallinn, Estonia	Learning to read in Semitic languages (with Joseph Shimron)	Presenter of paper
June, 2004	Fourth International Conference on the Mental Lexicon	Windsor, Ontario, Canada	Lexical representations in Hebrew: Roots or stems? (with Berent and Marcus)	Co- Presenter
January, 2005	Linguistic Society of America, 79th Annual Meeting	San Francisco, California, USA	Lexical representations in Hebrew: Roots or stems? (with Berent and Marcus)	Co- Presenter
June, 2005	Twelfth Annual Meeting of Society for the Scientific Study of Reading	Toronto, Canada	Psychological aspects of nouns plural inflections in Hebrew	Presenter of paper

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
July, 2006	Thirteenth Annual Meeting of Society for the Scientific Study of Reading	Vancouver, Canada	The relative contribution of phonological and morphological information for word recognition: Evidence from Hebrew	Presenter of paper
October, 2006	The Fifth International Conference on the Mental Lexicon	Montreal, Canada	What we know about what we have never heard: Evidence from perceptual illusions (with Berent and Lennertz)	Co-Presenter
November, 2006	The 47th Annual Meeting of the Psychonomic Society	Houston, Texas, USA	What we know about what we have never heard (with Berent, Steriade, and Lennertz)	Co-Presenter
12-14 July 2007	Fourteenth Annual Meeting of Society for the Scientific Study of Reading	Prague	Processing allomorphs in reading plural inflections (with Joseph Shimron)	Presenter of paper
June 25-27, 2009	Sixteenth Annual Meeting of Society for the Scientific Study of Reading	Boston, Massachusetts, USA	Interestingness: The importance of optimal resolution of the text (with Joseph Shimron)	Presenter of paper
January, 2010	Annual Meeting of the Linguistic Society of America	Baltimore, Maryland, USA	Phonological universal constrain the processing of non-speech stimuli (with Berent, Balaban and Lennertz)	Co-Presenter
January, 2011	Annual Meeting of the Linguistic Society of America	Pittsburgh	Phonological universal constrain the processing of non-speech stimuli (with Berent, Balaban and Lennertz)	Co-Presenter
October, 2012	Mental Lexicon conference	Montreal, Canada	Morphology is special: Evidence from universal restrictions on reduplication (with Berent and Bat-El).	Co-Presenter

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
May, 2013	Current Issues in Education	George Washington University, Graduate School of Education, Washington, DC	Home Literacy, Reading Acquisition, and Comprehension	Presenter of paper
May, 2013	Mini-Conference on International Collaborative Teacher Education Research	William Paterson University, NJ	Comparing effective elementary language arts and mathematics teachers across cultures and subject areas (with Neuman and Abbas)	Presenter of paper
April, 2014	AERA: American Educational Research Association	Philadelphia, Pennsylvania USA	Questioning techniques used by effective elementary mathematics and literacy teachers: A cross-cultural and cross-discipline study in the US and Israel (with Mongillo, Kaplan, Feola and Abbas)	Co-Presenter – round table
June, 2015	NAPH: The National Association of Professors of Hebrew	Memphis, Tennessee	Language Awareness of Teacher Trainees (with Argaman)	Presenter of paper
September, 2015	WERA: World Education Research Association	Edinburgh, Scotland	Teachers' Communicative Strategies for Non-Native Language Learners in Primary Grades: A Cross-Cultural Case Study (with Mongillo, Kaplan, Feola and Abbas)	Presenter of paper
April, 2016	AERA: American Educational Research Association	Washington, USA	Developmental aspects of motivation to read (with Nevo)	Presenter of paper

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
April, 2016	AERA: American Educational Research Association	Washington, USA	The Use of modern standard and spoken Arabic in math lessons: The case of a diglossic language (with Abbas, Neuman, Goldberg Kaplan, Mongillo, and Feola)	Presenter of paper
April, 2016	AERA: American Educational Research Association	Washington, USA	Primary teachers' communicative strategies for linguistically diverse language learners: A cross-cultural case (with Abbas, Goldberg Kaplan, Mongillo and Feola)	Presenter of paper
October, 2016	The 10 <sup>th</sup> International Conference on the Mental Lexicon	University of Ottawa, Canada	Role of motor system in speech perception: (Grain) size matters (with Berent)	Co-Presenter
June, 2017	2017 NAPH International Conference on Hebrew Language, Literature and Culture	New York University (NYU)	Language awareness of teachers' trainees	Presenter
May, 2018	20th Annual International Conference on Education,	Athens, Greece	A Joint Interactive Storybook Intervention Program for Preschool and Kindergarten Children	Presenter
July, 2019	WERA: World Education Research Association	Tokyo	Effective Teachers' Communicative Strategies When Instructing Linguistically Diverse Learners	Presenter - at two sessions
September, 2019	8 <sup>th</sup> teaching and education conference	Vienna, Austria	Reading skills as predictors of statistical literacy among bilingual college students	Preenters

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
September, 2019	8 <sup>th</sup> Teaching & Education Conference	Vienna, Austria	Improving reading skills by cultivating morphological awareness in fifth grade Hebrew speakers	Presenter

### Local Conferences

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
January, 2001	The Fourth Oranim Conference on Hebrew as a Living Language	Oranim College	The representation and processing of regular and irregular nouns in the mental lexicon of Hebrew speakers (in Hebrew)	Presenter of paper
2001	Language and Society in Israel at the Beginning of the Twenty-first Century	University of Haifa	The psychological status of regular and irregular nouns in the Hebrew Language (with Joseph Shimron) (in Hebrew)	Presenter of paper
2001	Research conference in memory of Dina Faitelson	University of Haifa	The processing of Hebrew nouns according to the augmented symbolic model (in Hebrew)	Presenter of paper
July, 2001	SCRIPT, the Society for Literacy Research Theory and Practice	Shefayim	Is the cognitive process of irregular words different from the cognitive process of regular words in the Hebrew language? (in Hebrew)	Presenter of paper
2003	SCRIPT, the Society for Literacy Research Theory and Practice	Zichron Yaakov	The phonological factor in Hebrew word inflection (in Hebrew)	Presenter of paper
2003	The Israeli Society Cognitive Psychology	Ben-Gurion University	Dual route models in the psychology of language	Presenter of paper
2006	The Annual Conference on Learning Disabilities	Faculty of Education, Haifa University	Morphological development and the Hebrew mental lexicon (in Hebrew)	Presenter of paper

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
2006	Gonda Multidisciplinary Brain Research Center, Brain and Language conference	Bar Ilan University	Psychological aspects of irregular nouns plural inflections in Hebrew	Presenter of poster
2006	SCRIPT, the Society for Literacy Research Theory and Practice	Tel Aviv University	Morphological development and the Hebrew mental lexicon (in Hebrew)	Presenter of paper
October, 2010	The Annual Gordon Research Conference	Gordon College	Morphological development and comprehension	Presenter of paper
October, 2011	The Annual Gordon Research Conference	Gordon College	Morphological development and comprehension	Presenter of paper
April, 2013	Annual Meeting of the Edmond J. Safra Brain Research Center for the Study of Learning Disabilities	Haifa University	Morphological decomposition in reading Hebrew homographs (with Miller and Liran)	Co-Presenter
October, 2015	The Annual Gordon Research Conference	Gordon College	Language Awareness of Teacher Trainees (with Argaman)	Presenter of paper
April, 2019	The Annual Research Conference of Western Galilee College	Western Galilee College	Language Literacy and Statistical Literacy	Presenter of paper

**b. Organization of Conferences or Sessions**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Conference/ Role at Conference/ Comments</b>	<b>Role</b>
April, 2011	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders Lecture: Reading and comprehension difficulties (in Hebrew)	Organizer and Presenter of paper



<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Conference/ Role at Conference/ Comments</b>	<b>Role</b>
April, 2012	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders Lecture: Morphological awareness and reading difficulties (in Hebrew)	Organizer and Presenter of paper
April, 2013	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders Lecture: Morphological awareness and reading difficulties (in Hebrew)	Organizer and Presenter of paper
April, 2014	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders Lecture: Is it possible to narrow reading gaps in second graders? (in Hebrew)	Organizer and Presenter of paper
April, 2015	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders Lecture: Developmental aspects of motivation to read in elementary school (in Hebrew)	Organizer and Presenter of paper
March, 2016	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders	Organizer
March, 2017	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders	Organizer
March, 2018	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders	Organizer
March, 2019	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders	Organizer
March, 2020	The Annual Conference on Learning Disabilities	Western Galilee College	Learning disabilities, Attention disorders	Organizer

## 8. Invited Lectures\ Colloquium Talks

<b>Date</b>	<b>Place of Lecture</b>	<b>Name of Forum</b>
May, 2003	English Department, Bar-Ilan University, Israel	Psychological aspects of noun plural inflections in Hebrew
June, 2004	Central Research Institute (CNR) of Italy in Rome	The nature of the Hebrew mental lexicon
2008	Linguistics Department, Haifa University, Israel	Psychological aspects of noun plural inflections and the mental lexicon
January, 2012	Department of Communication disorders, Haifa University, Israel	Morphological awareness and comprehension
April, 2016	Education department, Westminster College, New Wilmington, PA, USA	Can we narrow Mathew effect?
June, 2019	INIE – Research center in Education, Costa Rica University	The relationship between language abilities and reading difficulties

## 9. Research Grants

### a. Grants Awarded

<b>Role in Research</b>	<b>Co-Researchers</b>	<b>Topic</b>	<b>Funded by / Amount</b>	<b>Year</b>
Co-PI Designing and running all experiments among Hebrew speakers	Iris Berent, PI	The nature of Hebrew speaker's phonological competence and its effect on reading skill (Phase 1)  See articles 2-5	NIH- National Institutes of Health  \$15,000	2003-2005
Co- PI Designing and running all experiments among Hebrew speakers	Iris Berent, PI	The nature of Hebrew speaker's phonological competence and its effect on reading skill (Phase 2)  See articles 6, 9 and 11	NIH- National Institutes of Health  \$30,000	2006- 2014
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for a Leading Project in Research and Development of Intervention in Education. Submitted to The Israel Council for Higher Education (2011)	300,000 NIS	2011

<b>Role in Research</b>	<b>Co- Researchers</b>	<b>Topic</b>	<b>Funded by / Amount</b>	<b>Year</b>
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for a Leading Project in Research and Development of Intervention in Education  See article 18	100,000 NIS	2015
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for Academic Community courses in Acre. The Israel Council for Higher Education	80,000 NIS	2015
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for a Leading Project in Research and Development of Intervention in Education. The Israel Council for Higher Education	100,000 NIS	2016
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for Academic Community courses in Acre. The Israel Council for Higher Education	80,000 NIS	2016
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for a Leading Project in Research and Development of Intervention in Education. The Israel Council for Higher Education	280, 000 NIS	2017-2018
PI Writing the proposal, leading the project, analyzing the data and writing the reports		Grant for a Leading Project in Research and Development of Intervention in Education. The Israel Council for Higher Education	320, 000 NIS	2019-2020

**b. Submission of Research Proposals – Not Funded**

<b>Role in Research</b>	<b>Co-Researchers</b>	<b>Topic</b>	<b>Funded by</b>	<b>Year</b>
PI Writing, planning and designing the research	Paul Miller	The nature of mental letter representations: What can we learn from developing and deficient Readers?	ISF- Israel Science Foundation	2013
PI Writing, planning and designing the research	Einat Nevo	Motivation to read	ISF- Israel Science Foundation	2014
Co- PI Writing, planning and designing the research with my Co-Researcher	Iris Berent	Investigation into the developmental origins of the phonological deficit in dyslexia	NIH- National Institutes of Health	2015
PI	Einat Nevo	Cultivating Morphological awareness among Arab speaking kindergarteners	Education office of the chief scientist	2017
PI	Miri Sarid, Einat Nevo, Michal Raveh	Morphological awareness and reading fluency	Education office of the chief scientist	2018
PI	Miri Sarid, Einat Nevo, Michal Raveh	Morphological awareness and reading difficulties	Spencer	2019

## 10. Scholarships, Awards and Prizes

<b>Year</b>	<b>Name of Grant/Award</b>
2004	Research Authority Award for young researchers. University of Haifa. 3,000 NIS
2005-2006	Research Authority Post-Doc Fellowship. University of Haifa. 60,000 NIS
2009	Excellent Lecturer. Western Galilee College. 5,000 \$
2009	Excellent Lecturer. Department of Special Education. University of Haifa
2013	Excellent Lecturer. Department of Special Education. Gordon College
2014	Excellent Lecturer. Western Galilee College. 17,000 NIS
2014	Excellent community project. Western Galilee College
2016	Excellent M.Ed. Lecturer. Gordon College
2017	Excellent researcher, Western Galilee College
2018	Excellent researcher, Western Galilee College
2019	Excellent researcher, Western Galilee College

## 11. Teaching

### a. Courses Taught in Recent Years

<b>Year</b>	<b>Name of Course</b>	<b>Type of Course</b>	<b>Degree</b>	<b>Number of Students</b>
2002-2008	Emergent literacy	Lecture	B.A	40-100
2005- Present	Language and brain	Introduction Course	B.A	60-100
2005- Present	Reading psychology	Introduction Course	B.A	60-100
2005- Present	Introduction to learning disabilities	Introduction Course	B.A	60-100
2005- Present	Reading and writing difficulties	Lecture and workshop	B.A	20-40
2005- Present	Research methods' in reading	Seminar	B.A	18-20
2012- Present	Issues in inclusion of children with special needs	High Learn Course	M.Ed.	50-60
2012- Present	Literacy as a tool for inclusion	Seminar	M.Ed.	20

**b. Supervision of Graduate Students**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion</b>	<b>Co-Supervisor</b>	<b>Students' Achievements</b>
Sarit Zria'an	Morphological Awareness and Reading Abilities Among Second Graders	M.Ed.	2012		Award for the Best M.Ed. Thesis of the Year at Gordon College
Bat El Liran	Morphological Decomposition in Reading Hebrew Homographs	M.A.	2013	Paul Miller	Award for the Best M.A. Thesis of the Year at the University of Haifa. Also, see publication 16
Ariaela Hen	Literacy skills and solving of word-problems in mathematic	M.Ed.	2015		
Suhair Sabbah	Morphological Awareness and comprehension in Arabic readers	M.Ed.	2015		Award for the Best M.Ed. Thesis of the Year at Gordon College. Also, see publication 2 under chapters
Vered Dabush	Parent's Attitudes and Behavior toward Reading and their Children's Motivation to Read and Reading Achievements	M.Ed.	2016		
Orit Sista	Joint Interactive Storybook Intervention Program among Preschool Children	M.Ed.	2016		
Nabila Iazam	Druze Students Attitudes toward Formal Arabic and Hebrew	M.Ed.	2016		
Sarit Israel	Developmental Aspects of Motivation to Read	M.Ed.	2016		Submitted article

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion</b>	<b>Co-Supervisor</b>	<b>Students' Achievements</b>
Ester Goldstein	Cultivating Reading Motivation in First grade	M.Ed.	2016		In preparation
Hinadi Hamdn	Children Altitudes and Behavers toward Reading	M.Ed.	2016		In preparation

## **12. Reviewer**

Journal of Early Childhood Literacy

Applied Psycholinguistic

Language and Speech

Cognition

Reading and Writing

## **13. Ph.D. reviewer**

<b>University</b>	<b>Department</b>	<b>Title of Thesis</b>	<b>year</b>	<b>Supervisor</b>
Haifa	Learning Disabilities	Predictors of reading acquisition	2018	Sheli Saul
Haifa	Learning Disabilities	Predictors of first and second language	2017	Mark Laykin
Haifa	Education	Reading acquisition in Arabic	2020	Zohar Eviatar and Raphiq Ibrahim

#### 14. **Summary of my Activities and Future Plans**

##### Research Interests

My research focuses on Hebrew word perception and comprehension as related to morphological composition and decomposition in tasks such as inflections and derivations. Another task I inquired was how much of our linguistic activity is performed by automatic default procedures as opposed to associative mechanisms. The question is whether the Hebrew mental lexicon contains every word, including inflections and derivations, in one storage, or, alternatively, has one storage for word bases, another for affixes, as well as a set of composition and decomposition rules, which guide the use of inflections and derivations.

My research investigates the activation of morphological rules and its effects on linguistic procedures such as plural inflection. I investigated this issue by manipulating the cognitive processes involved in Hebrew noun inflection. It was asked whether the inflection of regular nouns is different than the inflection of irregular nouns. If they differ, what are the implications of this difference concerning the structure of the mental lexicon and the psychological mechanism of noun inflection?

Together with Prof. Iris Berent (funded by NIMH), I examined Hebrew word decomposition by investigating restrictions on the Hebrew root—mainly, processing the reduplication of root radicals in Hebrew as defined by McCarthy's Obligatory Contour Principle (OCP). We examined alternative interpretations to the OCP. The findings from several studies have so far consistent with the OCP rule. This research with Berent has been reported in seven articles in leading journals.

Together with Dr. Einat Nevo, we have scanned studies on the development of reading abilities and reading motivation from preschool through elementary school, and also studies on language enrichment and development of early literacy skills among young children. These studies also involve the issue of effectiveness of a short, interactive storybook-reading intervention program on literacy abilities in young children and suggested a clear advantage of the intervention group over a control group on vocabulary, morphology, phonological awareness, and print concepts. Our research revealed a decline in reading motivation in low young reading achievers.

Currently, I am investigating developmental aspects of reading and writing motivation and the impact of morphological intervention on reading achievements in dyslectic students. Initial findings suggested that morphological instruction develops awareness of the morphemic structure of words that contributes to extracting meaning from texts.

The studies point out the need to develop screening tools for identifying native Hebrew children at risk in reading spoken and literary texts; and marking the transition from decoding to reading comprehension. We also need to consider long-range intervention plans and measures, aiming at improving word knowledge among these populations.



## Publications

**Vaknin-Nusbaum Vered, prof.**

### **A. Articles in Refereed Journals**

#### **Published**

1. Berent, I., Shimron, J., **Vaknin, V.** (2001). Phonological constraints on reading: Evidence from the Obligatory Contour Principle. *Journal of Memory and Language*, 44, 644-665. (JCR 5 Years IF: 4.356, SJR H index: 109, 2015, Ranking: Q1).
2. Berent, I., **Vaknin, V.**, Shimron, J. (2004). Does a theory of language need a grammar? Evidence from Hebrew root structure. *Brain and Language*, 90, 170-182. (JCR 5 Years IF: 3.274, SJR H index: 95, 2015, Ranking: Q1).
3. Berent, I., **Vaknin, V.**, Marcus, G.F. (2007). Roots, stems, and the universality of lexical representations: Evidence from Hebrew. *Cognition*, 104, 254-286. (JCR 5 Years IF: 4.308, SJR H index: 142, 2015, Ranking: Q1).
4. Berent, I., Steriade, D., Lennertz, T., **Vaknin, V.** (2007). What we know about what we have never heard: Evidence from perceptual illusions. *Cognition*, 104, 591-630. (JCR 5 Years IF: 4.308, SJR H index: 142, 2015, Ranking: Q1).
5. Berent, I., Lennertz, T., Smolensky, P., **Vaknin-Nusbaum, V.** (2009). Listeners' knowledge of phonological universals: Evidence from nasal clusters. *Phonology*, 26, 75-108. (JCR 5 Years IF: 0.937, SJR H index: 30, 2015, Ranking: Q1).
6. Berent, I., Balaban, E., Lennertz, T., **Vaknin-Nusbaum, V.** (2010). Phonological universals constrain the processing of nonspeech stimuli. *Journal of Experimental Psychology: General*, 139, 418-435. (JCR 5 Years IF: 5.105, SJR H index: 21, 2015, Ranking: Q1).
7. **Vaknin-Nusbaum, V.**, & Miller, P. (2011). The Importance of vowel diacritics for the temporary retention of high and low frequency Hebrew words of varying syllabic length. *Memory and Cognition*, 39, 516-526. (JCR 5 Years IF: 2.592, SJR H index: 96, 2015, Ranking: Q1).
8. **Vaknin, V.**, & Shimron, J. (2011). Hebrew plural inflection: Linear processing in a Semitic language. *The Mental Lexicon*, 6, 197-244. (JCR 5 Years IF: 2.592, SJR H index: 10, 2015, Ranking: Q4).
9. Berent, I., Balaban, E., **Vaknin-Nusbaum, V.** (2011). How linguistic chickens help spot spoken-eggs: phonological constraints on speech identification. *Frontiers in Psychology*, 2, 182-196. (JCR 5 Years IF: 2.885, SJR H index: 43, 2015, Ranking: Q1).
10. Vaknin-Nusbaum, V. (2012). What can we learn from the processing of Hebrew Irregular nouns. *Literacy and language*, 4, 119-144. (In Hebrew).
11. Berent, I., **Vaknin-Nusbaum, V.**, Balaban, E., Galaburda, A.M. (2012). Dyslexia impairs speech recognition but can spare phonological competence. *Plos one*, 7, e44875. (JCR 5 Years IF: 3.535, SJR H index: 181, 2015, Ranking: Q1).

12. Miller, P., & **Vaknin-Nusbaum, V.** (2012). The involvement of letter names in the silent processing of isolated letters: A developmental Perspective. *Memory and Cognition*, *40*, 1276–1288. DOI 10.3758/s13421-012-0223-3. (JCR 5 Years IF: 2.592, SJR H index: 96, Ranking: Q1).
13. Berent, I., **Vaknin-Nusbaum, V.**, Balaban, E., Galaburda, A.M (2013). Phonological generalizations in dyslexia: the phonological grammar may not be impaired. *Cognitive Neuropsychology*, *30*, 285-310. (JCR 5 Years IF: 2.381, SJR H index: 75, 2015, Ranking: Q1).
14. **Vaknin-Nusbaum, V.**, & Miller, P. (2014). The impact of pointing on the short-term memory (STM) of heterophonic homographs. *Reading and Writing*, *27*, 769-792. (JCR 5 Years IF: 1.825, SJR H index: 48, 2015, Ranking: Q1).
15. Argaman, O., & **Vaknin-Nusbaum, V.** (2016). Language Awareness of Teacher Trainees. *Journal of Language Teaching and Research*, *7*, 9-18. (SJR H index: 1, 2015, Ranking: Q3, Scholar h5-index=15).
16. Miller, P., Liran-Hazan, B., & **Vaknin-Nusbaum, V.** (2016). Morphological Decomposition in Reading Hebrew Homographs. *Journal of psycholinguistic research*, *45*, 717-738. (JCR 5 Years IF: 0.830, SJR H index: 44, 2015, Ranking: Q1).
17. **Vaknin-Nusbaum, V.**, Sarid, M., Shimron, J. (2016). Morphological awareness and reading in second and fifth grade: evidence from Hebrew. *Reading and Writing*, *29*, 229-244. (JCR 5 Years IF: 1.825, SJR H index: 48, 2015, Ranking: Q1).
18. **Vaknin-Nusbaum, V.**, Sarid, M., Raveh, M., Nevo, E. (2016). The contribution of morphological awareness to reading comprehension in early stages of reading. *Reading and Writing*, 1-20. (JCR 5 Years IF: 1.825, SJR H index: 48, 2015, Ranking: Q1).
19. Berent, I., Bat-El, O., Brentari, D., Dupuis, A., **Vaknin-Nusbaum, V.** (2016). The double identity of doubling: one language faculty, two channels. *PNAS Proceedings of the National Academy of Sciences of the United States of America*. (JCR 5 Years IF: 9.423, SJR H index: 604, 2015, Ranking: Q1). [www.pnas.org/cgi/doi/10.1073/pnas.1613749113](http://www.pnas.org/cgi/doi/10.1073/pnas.1613749113).
20. Berent, I., Bat-El, O., & **Vaknin-Nusbaum, V.** (2017). The double identity of doubling: Evidence for the phonology–morphology split. *Cognition*, *161*, 117-128. (SJR H index: 152, 2015, Ranking: Q1).
21. Argaman, O., & **Vaknin-Nusbaum, V.** Language Awareness and language knowledge of Teacher Trainees. Eyunim beHinuh. (In Hebrew). (SJR Ranking: Q1).
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41. **Vaknin-Nusbaum, V.**, Nevo, E., & Gilat. Language and Print Concepts Achievement among Children with Low and High Reading Motivation. *International Journal of Reading Psychology* 41(1), 44-70. (JCR 5Years IF: 0.89, SJR H index: 20, 2015, Ranking: Q2).
42. **Vaknin-Nusbaum, V.** & Nevo, E. Reading fluency and reading motivation in Hebrew in students with reading disabilities. *Learning Disabilities Research & Practice* (JCR 5 Years IF: 1.2, SJR H index: 18, 2019, Ranking: Q1).

### **Submitted Publications**

43. Kasperski R., & **Vaknin-Nusbaum, V.** Self-concept and reading comprehension. *Journal of Research in Reading*.
44. **Vaknin-Nusbaum, V.**, & Nevo, E. What can children learn from visual representation? *Early Education and Development*.

### **B. Articles or Chapters in Scientific Books (which are not Conference Proceedings)**

#### **Published**

45. **Vaknin, V.**, & Shimron, J. (2003). The Cognitive Processing of Hebrew Regular and Irregular nouns. In: R. Ben-Shahar, G. Turi (Eds.), *Hebrew as a Living Language – Volume 3* (pp. 135-152). Tel Aviv: Hakibbutz Hameuchad (In Hebrew).
46. **Vaknin-Nusbaum, V.**, Sabbah, S., Abbas, R. (2019). Morphological Awareness and comprehension in Arabic readers. In: B. Makhool, E. Olshtain (Eds.), *Reading Arabic*. Mofet Press (in Hebrew).

### **C. Other Scientific Publications**

#### **Published**

47. Vaknin - Nusbaum, V. (2014). Morphological awareness and comprehension: An Intervention program. *Rav-Gvanim: Research and discussion, 14*, 218- 242. Gordon College Press (in Hebrew).

### **D. Other Publications**

48. **Vaknin, V.**, & Shimron, J. (2008). *Morphological diagnostic test for children and adolescents*. In: M. Shani, D. Laxman, Z. Shalem, A. Bahat & T. Zaiger (Eds.), *Alef Taf – A standardized Diagnostic kit for learning disabilities*. MOFET Institute and Nitzan Association (In Hebrew).
49. **Vaknin-Nusbaum, V.**, & Nevo, E. (2013). Reading: Children's game? *Hed Hagan, Volume A'yin Xet, Gimel*, 40.
50. Vaknin\_Nusbaum, V. (2016). Story Listening. *Hed Hagan, Tasha'z b*, 94.