

DR MAGDALENA ŁUNIEWSKA

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SUMMARY

I am an expert in language and literacy acquisition in monolingual and bilingual children, in both typical and neurodevelopmental contexts. I have co-authored several psychometric tests for the assessment of language and reading skills in monolingual and multilingual children.

My most prominent scientific achievement relates to the LITMUS Cross-Linguistic Lexical Tasks CLTs: a method for assessing vocabulary in bilingual children, currently available in over 40 language versions (<https://multilada.pl/en/projects/clt>). I have co-authored the method of CLT creation and coordinated its development and usage across all language versions. This experience has given me the opportunity to work closely with researchers from over 50 countries, and has resulted in a number of publications on the acquisition of vocabulary by monolingual and bilingual children in different cultural settings.

RESEARCH INTERESTS

Psycholinguistics language acquisition; cross-linguistics research; developmental language disorders; bilingualism; vocabulary knowledge; lexical processing; reading skill development

Psychometrics designing tools for assessing language skills

EDUCATION & EMPLOYMENT

- since 10.2020 **Assistant Professor**
University of Warsaw, Faculty of Psychology
- 11.2020 **PhD in Neurobiology**
Thesis entitled: „Phonological deficit and (lack of) visual attention deficit in developmental dyslexia”
Supervisor: prof. dr hab. Katarzyna Jednoróg
Nencki Institute of Experimental Biology, Polish Academy of Sciences
- 09.2018 **PhD in Psychology (with honours)**
Thesis entitled: „Vocabulary size and organization of the mental lexicon in typically developing children and children at risk of specific language impairment SLI”
Supervisor: prof. dr hab. Ewa Haman
University of Warsaw, Faculty of Psychology
- 07.2013 **MA in Psychology**
Specialization: Applied Psychometrics
University of Warsaw, Faculty of Psychology
- 11.2012 **BSc in Mathematics**
Specialization: Applications of Statistics in Biology and Medicine
University of Warsaw, Faculty of Mathematics, Informatics, and Mechanics

BREAKS IN RESEARCH CAREER

- | | | | |
|--------------|------------------------|--------------|------------------------|
| from 11.2021 | maternity leave | from 09.2018 | maternity leave |
| to 05.2022 | child born in 11/2021 | to 09.2019 | child born in 09/2018 |

RESERARCH EXPERIENCE: PRINCIPAL INVESTIGATOR

- since 12.2024 **DwuZam: Parenting in a non-native language: quantity, quality, and consequences for child development**
Position: **principal investigator (PI)**
Funded by: National Science Centre (2023/51/D/HS6/02480)
University of Warsaw, Faculty of Psychology
- from 09.2022
to 12.2024 **Parental questionnaire based on Cross-Linguistic Lexical Tasks (CLTs) as a screening tool for assessment of vocabulary size in children aged 3;0 – 5;11**
Position: **principal investigator (PI)**
Funded as: Excellence Initiative - Research University; New Ideas grants for parents
University of Warsaw, Faculty of Psychology
- from 02.2017
to 02.2022 **The role of visual crowding in developmental dyslexia**
Position: **principal investigator (PI)**
Funded by: National Science Centre (2016/21/N/HS6/02452)
Polish Academy of Sciences, Nencki Institute of Experimental Biology
- from 07.2013
to 07.2017 **Vocabulary size and organization of the mental lexicon in TD children and children from the group under the risk of SLI**
Position: **principal investigator (PI)**
Funded by: Polish Ministry of Science and Higher Education as Diamond Grant (DI2012 004642)
University of Warsaw, Faculty of Psychology

RESERARCH EXPERIENCE: CO-INVESTIGATOR

- from 01.2022
to 12.2026 **Cognitive processes while reading across languages**
Position: **member of advisory board | co-investigator**
Funded by: German Research Foundation DFG
Ludwig-Maximilians-Universität München, PI: Dr. Xenia Schmalz
International collaboration with researchers from Germany (and other countries).
- from 07.2021
to 06.2025 **Vocabulary as an indicator of the developmental language level of monolingual and bilingual preschool children**
Position: **member of advisory board**
Funded by: Slovak Research and Development Agency APVV
Comenius University, Bratislava, PI: doc. Svetlana Kapalková, PhD
International collaboration with researchers from Slovakia.
- from 10.2020
to 12.2024 **Lexical development in a comparative perspective: creating new language versions of Cross-Linguistic Lexical Tasks CLT**
Position: **post-doctoral researcher**
Funded as: Excellence Initiative - Research University (2020-2026)
University of Warsaw, Faculty of Psychology
International collaboration with researchers from Croatia, Estonia, Greece, India, the Netherlands, Norway, Slovakia, Sweden, the UK, the USA.
- from 11.2019
to 10.2024 **StarWords: New perspectives on assessing early language development in mono- and bilingual context: a web-based interactive parental report in a longitudinal study**
Position: **investigator**
Funded by: National Science Centre (2018/31/B/HS6/03916)
University of Warsaw, Faculty of Psychology; PI: prof. Ewa Haman
International collaboration with researchers from Norway and the UK.

- from 11.2020
to 03.2024
- PolkaNorski: Polish and Norwegian language and world knowledge development in mono- and multilingual children**
Position: **investigator**
Funded by: Norwegian Grants via National Science Centre (2019/34/H/HS6/00615)
University of Warsaw, Faculty of Psychology; PI: prof. Ewa Haman
OsloMet, Oslo Metropolitan University; PI: prof. Nina Gram Garmann
International collaboration with researchers from Norway.
- from 11.2018
to 09.2022
- Design of diagnostic tools for cognitive assessment of children**
Position: **specialist in psychometrics**
Funded by: Polish Ministry of Education and Science (POWR.02.10.00-00-9002/17-00)
Educational Research Institute; PI: prof. Grażyna Krasowicz-Kupis
SWPS University; PI: prof. Grzegorz Sędek
- from 10.2015
to 11.2020
- Searching for mechanisms of dyslexia: a multidimensional study of cognitive deficits and their neural underpinnings**
Position: **PhD student**
Funded by: National Science Centre (2014/14/A/HS6/00294)
Nencki Institute of Experimental Biology, PAS; PI: prof. Anna Grabowska
- from 09.2013
to 09.2015
- Specific Language Impairment (SLI) – diagnosis and intervention**
Position: **specialist in research and analyses**
Funded by: Polish Ministry of Education and Science
Educational Research Institute; PI: prof. Grażyna Krasowicz-Kupis
- from 03.2013
to 08.2016
- Verification of early diagnosis of developmental dyslexia based on behavioral and neuroimaging methods**
Position: **investigator**
Funded by: Polish Ministry of Science and Higher Education (IP2011 020271)
Nencki Institute of Experimental Biology, PAS; PI: prof. Katarzyna Jednoróg
- from 03.2013
to 08.2016
- Decoding dyslexia – functional organization of letter-speech sound association in children at risk of developmental dyslexia**
Position: **investigator**
Funded by: National Science Centre (2011/03/D/HS6/05584)
Nencki Institute of Experimental Biology, PAS; PI: prof. Katarzyna Jednoróg
- from 02.2015
to 06.2016
- Bilingual assessment of child lexical knowledge: new method for Polish, Czech, Slovak and Hungarian**
Position: **project coordinator**
Funded by: Visegrad Fund (21420015)
University of Warsaw, Faculty of Psychology; PI: prof. Ewa Haman
International collaboration with researchers from Czechia, Hungary, Slovakia and USA.
- from 06.2011
to 04.2015
- Cognitive and linguistic development of Polish bilingual children: risk and opportunities at the school entrance age**
Position: **research assistant**
Funded by: National Science Centre (809/N-COST/2010/0)
University of Warsaw, Faculty of Psychology; PI: prof. Ewa Haman
Jegellonian University, Institute of Psychology; PI: prof. Zofia Wodniecka
International collaboration with researchers from the UK.

- from 03.2011 to 05.2013 **Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment**
 Position: **working group member**
 Funded by: COST IS0804; PI: prof. Sharon Armon-Lotem
 International collaboration with researchers from Czechia, Germany, Greece, Finland, Ireland, Israel, Italy, Lithuania, Luxemburg, Malaysia, Malta, the Netherlands, Norway, Scotland, Serbia, Slovakia, Spain, South Africa, Sweden, Turkey, the UK, the USA.
- from 11.2009 to 08.2012 **Studies in development of mental lexicon in children age 2 to 6 (part 2.)**
 Position: **project manager, research assistant**
 Funded by: Polish Ministry of Science and Higher Education (N N106 051436)
 University of Warsaw, Faculty of Psychology; PI: prof. Ewa Haman

JOURNAL PAPERS

- 2025 **Łuniewska, M.**, Krysztofiak, M., Bialek, W., Burdach, M., Komorowska, E., Krajewski, G., Pacewicz, J., Radzikowska, J., Garmann, N. G., & Haman, E. (2025). Polish LITMUS Cross-Linguistic Lexical Task: Reliability, validity, and norms for monolingual 3- to 5-year-olds. *First Language*, 45(4), 421-456. <https://doi.org/10.1177/01427237251336497>
- Hansen, P. B., Krysztofiak, M., **Łuniewska, M.**, Burdach, M., Hernæs, K., Kilanowska, J., ... & Garmann, N. G. (2025). Are parental perceptions of child language skills and language environment reflected in direct bilingual assessment? A study of Polish-Norwegian preschool children. *International Journal of Bilingual Education and Bilingualism*, 1-22. <https://doi.org/10.1080/13670050.2025.2576067> (shared first co-authorship)
- Hamdani, S., Chan, A., Kan, R., Chiat, S., Gagarina, N., Haman, E., **Łuniewska, M.**, ... Armon-Lotem, S. (2025). Identifying developmental language disorder (DLD) in multilingual children: A case study tutorial. *International Journal of Speech-Language Pathology*, 27(2), 157-171. <https://doi.org/10.1080/17549507.2024.2326095>
- Kamykowska, J., **Łuniewska, M.**, Banasik-Jemielniak, N., Czaplewska, E., Kochańska, M., Krajewski, G., ... & Haman, E. (2025). Co-occurrence and cognitive basis of low language and low reading skills in children speaking a transparent language. *Reading and Writing*, 38(3), 765-788. <https://doi.org/10.1007/s11145-024-10537-4>
- Krysztofiak, M., **Łuniewska, M.**, Chyl-Tanaś, K., Hansen, P., Kolak, J., Muszyńska, K., ... Haman, E. (2025). Searching for words: picture naming errors and contributing factors in bilingual and monolingual children aged 3-7 years. *International Journal of Bilingual Education and Bilingualism*, 28(7), 707-725. <https://doi.org/10.1080/13670050.2025.2455671>
- Lew, J. W., Łuniewska, M., Lee, S. T., & Yap, N. T. (2025). Assessing vocabulary size in Malaysian preschoolers: insights from the Malaysian English cross-linguistic lexical task and parents of multilingual children questionnaire. *International Journal of Bilingual Education and Bilingualism*, 28(5), 596-611. <https://doi.org/10.1080/13670050.2024.2446996>
- Muszyńska, K., Krajewski, G., Dynak, A., Garmann, N. G., Romøren, A. S. H., **Łuniewska, M.**, ... Haman, E. (2026). Bilingual children reach early language milestones at the same age as monolingual peers. *Journal of Child Language*, 53(2), 365-388. <https://doi.org/10.1017/S0305000924000655>
- 2024 Muszyńska, K., **Łuniewska, M.**, Dynak, A., Kolak, J., Lohrum, R., Otwinowska, A., ..., & Haman, E. (2024). Bilinguals' knowledge of 'home' and 'school' words revisited: evidence from Polish-English bilinguals. *International Journal of Bilingual Education and Bilingualism*, 28(1), 73-91. <https://doi.org/10.1080/13670050.2024.2399639> (shared first co-authorship)
- Łuniewska, M.**, Krysztofiak, M., & Haman, E. (2024). Parental report of vocabulary in three- to six-year-old Polish children: reliable but not valid. *International Journal of Language & Communication Disorders*, 59(6), 2483-2496. <https://doi.org/10.1111/1460-6984.13101>

- Beck, J., Chyl, K., Dębska, A., **Łuniewska, M.**, van Atteveldt, N., & Jednoróg, K. (2024). Letter–speech sound integration in typical reading development during the first years of formal education. *Child Development*, 95(4), e236–e252. <https://doi.org/10.1111/cdev.14080>
- Wójcik, M., Beck, J., Chyl, K., Dynak, A., Dziegiel-Fivet, G., **Łuniewska, M.**, Grabowska, A., Jednoróg, k., & Dębska, A. (2024). Implicit learning deficit and dyslexia – do they go together? An fMRI and behavioral study. *Language Learning*, 74(4), 985-1025. <https://doi.org/10.1111/lang.12652>
- 2023 Chyl, K., Gentile, F., Dębska, A., Dynak, A., **Łuniewska, M.**, Wójcik, M., Bonte, M., & Jednoróg, K. (2023). Early reading skills and the ventral occipito-temporal cortex organization. *Cortex*, 160, 134-151. <https://doi.org/10.1016/j.cortex.2023.01.004>
- Wolna, A., **Łuniewska, M.**, Haman, E., & Wodniecka, Z. (2023). Polish norms for a set of colored drawings of 168 objects and 146 actions with predictors of naming performance. *Behavior Research Methods*, 55, 2706-2732. <https://doi.org/10.3758/s13428-022-01923-3>
- 2022 **Łuniewska, M.**, Wójcik, M., & Jednoróg, K. (2022). The effect of inter-letter spacing on reading performance and eye movements in typically reading and dyslexic children. *Learning and Instruction*, 80, 101576. <https://doi.org/10.1016/j.learninstruc.2021.101576>
- Łuniewska, M.**, Wójcik, M., Kolak, J., Mieszkowska, K., Wodniecka, Z., & Haman, E. (2022). Word knowledge and lexical access in monolingual and bilingual migrant children: Impact of word properties. *Language Acquisition*, 29(2), 135-164. <https://doi.org/10.1080/10489223.2021.1973475>
- 2021 Dębska, A., **Łuniewska, M.**, Zubek, J., Chyl, K., Dynak, A., Dziegiel-Fivet, G., Plewko, J., Jednoróg, K., & Grabowska, A. (2021). The cognitive basis of dyslexia in school-aged children: A multiple case study in a transparent orthography. *Developmental Science*, 24(5), e13173. <https://doi.org/10.1111/desc.13173> (shared first co-authorship)
- Chyl, K., Kossowski, B., Wang, S., Dębska, A., **Łuniewska, M.**, Marchewka, A., Wypych, M., Bunt, M. van den, Mencl, W., Pugh, K., & Jednoróg, K. (2021). The brain signature of emerging reading in two contrasting languages. *NeuroImage*, 225, 117503. <https://doi.org/10.1016/j.neuroimage.2020.117503>
- Dębska, A., Banfi, C., Chyl, K., Dziegiel-Fivet, G., Kacprzak, A., **Łuniewska, M.**, Plewko, J., Grabowska, A., Landerl, K., & Jednoróg, K. (2021). Neural patterns of word processing differ in children with dyslexia and isolated spelling deficit. *Brain Structure and Function*, 226, 1467-1478. <https://doi.org/10.1007/s00429-021-02255-2>
- Dynak, A., Kossowski, B., Chyl, K., Dębska, A., Dziegiel-Fivet, D., **Łuniewska, M.**, Plewko, J., Haman, E., & Jednoróg, K. (2021). Separating the influences of late talking and dyslexia on brain structure. *Journal of Abnormal Psychology*, 130(3), 286-296. <https://doi.org/10.1037/abn0000668>
- 2019 **Łuniewska, M.**, Chyl, K., Dębska, A., Banaszekiewicz, A., Żelechowska, A., Marchewka, A., Grabowska, A., & Jednoróg, K. (2019). Children with dyslexia and familial risk for dyslexia present atypical development of the neuronal phonological network. *Frontiers in Neuroscience*, 13, 1287. <https://doi.org/10.3389/fnins.2019.01287>
- Łuniewska, M.**, Wodniecka, Z., Miller, C. A., Smólik, F., Butcher, M., Chondrogianni, V., ... & Haman, E. (2019). Age of acquisition of 299 words in seven languages: American English, Czech, Gaelic, Lebanese Arabic, Malay, Persian and Western Armenian. *PLoS ONE*, 14(8). <https://doi.org/10.1371/journal.pone.0220611>
- Dębska, A., Chyl, K., Dziegiel, G., Kacprzak, A., **Łuniewska, M.**, Plewko, J., Marchewka, A., Grabowska, A., & Jednoróg, K. (2019). Reading and spelling skills are differentially related to phonological processing: Behavioral and fMRI study. *Developmental Cognitive Neuroscience*, 39, 100683. <https://doi.org/10.1016/j.dcn.2019.100683>
- Hansen, P., **Łuniewska, M.**, Simonsen, H. G., Haman, E., Mieszkowska, K., Kolak, J., & Wodniecka, Z. (2019). Picture-based vocabulary assessment versus parental questionnaires: A cross-linguistic study of bilingual assessment methods. *International Journal of Bilingualism*, 23(2), 437-456. <https://doi.org/10.1177/1367006917733067>

- 2018 **Łuniewska, M.**, Chyl, K., Dębska, A., Kacprzak, A., Plewko, J., Szczerbiński, M., Szewczyk, J., Grabowska, A., & Jednoróg, K. (2018). Neither action nor phonological video games make dyslexic children read better. *Scientific Reports*, 8, 549. <https://doi.org/10.1038/s41598-017-18878-7>
- Abbot-Smith, K., Morawska-Patera, P., Spruce, M., **Łuniewska, M.**, & Haman, E. (2018). Using parental questionnaires to investigate the home language proficiency of bilingual children. *Child Language Teaching and Therapy*, 34(2), 155-170. <https://doi.org/10.1177/0265659018780958>
- Chyl, K., Kossowski, B., Dębska, A., **Łuniewska, M.**, Marchewka, A., Pugh, K.R., & Jednoróg, K. (2018). Reading Acquisition in Children: Developmental Processes and Dyslexia-Specific Effects. *Journal of the American Academy of Child & Adolescent Psychiatry*, 58(10), 948-960. <https://doi.org/10.1016/j.jaac.2018.11.007>
- Chyl, K., Kossowski, B., Dębska, A., **Łuniewska, M.**, Banaszkiwicz, A., Żelechowska, A., Frost, S. J., Mencl, W. E., Wypych, M., Marchewka, A., & Jednoróg, K. (2018). Prereader to beginning reader: changes induced by reading acquisition in print and speech brain networks. *Journal of Child Psychology and Psychiatry*, 59(1), 76-87. <https://doi.org/10.1111/jcpp.12774>
- Plewko, J., Chyl, K., Bola, Ł., **Łuniewska, M.**, Dębska, A., Banaszkiwicz, A., Wypych, M., Marchewka, A., Van Atteveldt, N., & Jednoróg, K. (2018). Letter and speech sound association in emerging readers with familial risk of dyslexia. *Frontiers in Human Neuroscience*, 12, 393. <https://doi.org/10.3389/fnhum.2018.00393>
- 2017 Gatt, D., Attard, D., **Łuniewska, M.**, & Haman, E. (2017). The effects of bilingual status on lexical comprehension and production in Maltese five-year-old children: A LITMUS-CLT study. *Clinical Linguistics & Phonetics*, 31 (11-12), 844–873. <http://dx.doi.org/10.1080/02699206.2017.1310930>
- Haman, E., **Łuniewska, M.**, Hansen, P., Simonsen, H. G., Chiat, S., Bjekić, J., ..., & Armon-Lotem, S. (2017). Noun and verb knowledge in monolingual preschool children across 17 languages: Data from cross-linguistic lexical tasks (LITMUS-CLT). *Clinical Linguistics & Phonetics*, 31 (11-12), 818–843. <http://dx.doi.org/10.1080/02699206.2017.1308553>
- Haman, E., Wodniecka, Z., Marecka, M., Szewczyk, J., Bialecka-Pikul, M., Otwinowska, A., Mieszkowska, K., **Łuniewska, M.**, Kolak, J., Miękisz, A., Kacprzak, A., Banasik, N., & Foryś-Nogala, M. (2017). How does language exposure predict home language growth in bilingual migrant children? Evidence from Polish-English bilinguals. *Frontiers in Psychology*, 8, 1444. <http://doi.org/10.3389/fpsyg.2017.01444>
- Hansen, P., Simonsen, H., **Łuniewska, M.**, & Haman, E. (2017). Validating the psycholinguistic aspects of LITMUS-CLT: Evidence from Polish and Norwegian. *Clinical Linguistics & Phonetics*, 31, 11-12, 910–930. <http://dx.doi.org/10.1080/02699206.2017.1307455>
- Mieszkowska, K., **Łuniewska, M.**, Kolak, J., Kacprzak, A., Wodniecka, Z., & Haman, E. (2017). Home language will not take care of itself: vocabulary knowledge in trilingual children in the UK. *Frontiers in Psychology*, 8, 1358. <https://doi.org/10.3389/fpsyg.2017.01358>
- Miękisz, A., Haman, E., **Łuniewska, M.**, Kuś, K., O'Toole, C., & Katsos, N. (2016). The impact of a first-generation immigrant environment on the heritage language: productive vocabularies of Polish toddlers living in the UK and Ireland. *International Journal of Bilingual Education and Bilingualism*, 20, 183-200. <http://dx.doi.org/10.1080/13670050.2016.1179259>
- 2016 **Łuniewska, M.**, Haman, E., Armon-Lotem, S., Etenkowski, B., Southwood, F., Anđelković, D., & Ünal-Logacev, Ö. (2016). Ratings of age of acquisition of 299 words across 25 languages: Is there a cross-linguistic order of words? *Behavior Research Methods*, 48(3), 1154–1177. <https://doi.org/10.3758/s13428-015-0636-6>
- Dębska, A., **Łuniewska, M.**, Chyl, K., Banaszkiwicz, A., Żelechowska, A., Wypych, M., Marchewka, A., Pugh, K.R., & Jednoróg, K. (2016). Neural basis of phonological awareness in beginning readers with familial risk of dyslexia - results from shallow orthography, *NeuroImage*, 132. 406-416. <https://doi.org/10.1016/j.neuroimage.2016.02.063>

BOOK CHAPTERS

- 2018 Haman, E., **Łuniewska, M.**, Wodniecka, Z., & Maryniak, A. (2018). Specyficzne zaburzenie językowe (SLI) i dwujęzyczność: pozorne związki i realne konsekwencje. In: E. Czaplewska (Ed.) *Logopedia międzykulturowa* (pp. 152–170). Gdańsk: Harmonia – Universalis.
- 2015 Haman, E., **Łuniewska, M.**, & Pomiechowska, B. (2015). Designing Cross-linguistic Lexical Tasks (CLTs) for bilingual preschool children. In: S. Armon-Lotem, J. de Jong & N. Meir (Eds.). *Methods for assessing multilingual children: disentangling bilingualism from Language Impairment*. Bristol: Multilingual Matters.
- Łuniewska, M.**, Kołak, J., Kacprzak, A., Bialecka-Pikul, M., Haman, E., & Wodniecka, Z. (2015). Wyzwania w diagnozie rozwoju językowego dzieci dwu- i wielojęzycznych. In: A. Myszka & E. Ornowicz-Kida (Eds.). *Głos – Język – Komunikacja 2*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.

SELECTED OTHER PUBLICATIONS & PSYCHOMETRIC TESTS

- 2022 Kartushina, N., et al. (Łuniewska, M. as one of 50 coauthors). COVID-19 first lockdown as a window into language acquisition: associations between caregiver-child activities and vocabulary gains. *Language Development Research*, 2022, 2 (1), <https://doi.org/10.34842/abym-xv34>
- 2017 Yap, N. T., Razak, R. A., Haman, E., **Łuniewska, M.**, & Treffers-Daller, J. (2017). Construction of the Malay Cross-linguistic Lexical Task: a preliminary report. *Language Studies Working Papers*, 8, 47–61.
- 2015 Smoczyńska, M., Haman, E., Kocharńska, M., & **Łuniewska, M.** (2015). *Standardowe Narzędzia do Oceny Wypowiedzi SNOW*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-48-5)
- Smoczyńska, M., Haman, E., Kocharńska, M., & **Łuniewska, M.** (2015). *Standardowe Narzędzia do Oceny Wypowiedzi SNOW. Podręcznik - Część 1: Opis i instrukcje*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-47-8)
- Smoczyńska, M., Haman, E., Maryniak, A., Czaplewska, E., Krajewski, G., Banasik, N., Kocharńska, M., & **Łuniewska, M.** (2015). *Test Rozwoju Językowego TRJ*. Warszawa: Instytut Badań Edukacyjnych.
- Smoczyńska, M., Krajewski, G., **Łuniewska, M.**, Haman, E., Bulkowski, K., & Kocharńska, M. (2015). *Inwentarze rozwoju mowy i komunikacji (IRMIK): Słowa i Gesty, Słowa i Zdania: Podręcznik*. Warsaw, Poland: Instytut Badań Edukacyjnych.
- Szewczyk, J., Smoczyńska, M., Haman, E., **Łuniewska, M.**, Kocharńska, M., Zalupska, J. (2015). *Test Powtarzania Pseudosłów TPP*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-46-1)
- 2014 Haman, E., Wodniecka, Z., Kołak, J., **Łuniewska, M.**, & Mieszkowska, K. (2014). Social Aspects of Psycholinguistic Research: Reflections on the Ongoing Study of Cognitive and Linguistic Development of Polish Immigrant Children. In M. Olpińska-Szkielko & L. Bertelle (Eds.). *Zweisprachigkeit und Bilingualer Unterricht*. Frankfurt am Main: Peter Lang. ISBN 978-3-631-65277-0
- Haman, E., **Łuniewska, M.**, & Fronczyk, K. (2014). Wykorzystanie pojęcia normy w badaniach ilościowych nad rozwojem słownika umysłowego. *Poradnik Językowy*, 04/2014, 39 – 53.
- 2012 Haman, E., Fronczyk, K., & **Łuniewska, M.** (2012). *Obrazkowy Test Słownikowy - Rozumienie (OTSR)*. Podręcznik. Gdańsk: Pracownia Testów Psychologicznych i Pedagogicznych. ISBN: 978-83-61965-76-3
- Otwinowska, A. i in. (2012). Dwujęzyczność u progu edukacji szkolnej – interdyscyplinarny projekt badawczy. *Neofilolog* 39, 7–29. [15 co-authors, Magdalena Łuniewska among them]
- 2011 Haman, E., Etenkowski, B., **Łuniewska, M.**, Szwabe, J., Dąbrowska, E., Szreder, M., & Łaziński, M. (2011). *Polish CDS Corpus. Talkbank*. (ISBN: 978-1-59642-393-0)
Access: <https://childes.talkbank.org/access/Slavic/Polish/Polish-CDS.html>

PEER REVIEW & EDITING EXPERIENCE

Editing	Topic Editor in 'Rising Stars in Speech and Language 2023', <i>Frontiers in Human Neuroscience</i> Topic Editor in 'Women in Speech and Language', <i>Frontiers in Human Neuroscience</i>
Ad-hoc Peer Reviews (2020 to 2026)	Applied Linguistics Review Applied Neuropsychology: Child Applied Psycholinguistics Attention, Perception, & Psychophysics Behavior Research Methods Bilingualism: Language and Cognition Child Development Developmental Neuropsychology Dyslexia Frontiers in Human Neuroscience Frontiers in Psychology Humanities and Social Sciences Communications International Journal of Bilingual Education and Bilingualism International Journal of Bilingualism Journal of Child Language Journal of Home Language Research Journal of Speech, Language, and Hearing Research Journal of Visualized Experiments Language Acquisition Language and Linguistics Compass Learning and Instruction Medicine PLOS One Scientific Reports Seminars in Speech and Language Speech Communication Studies in Second Language Acquisition
Grant Reviews	Thuthuka research grants 2026 by National Research Foundation, Republic of South Africa

INVITED TALKS

03.2026	How do we know what is normal? Insights from norming studies of language assessment tools Centre of Language, Literacy, and Numeracy at University College London (presented online)
09.2025	Experiences from a norming study of Polish LITMUS-CLT, Workshop LITMUS- Norming studies across Europe, Catholic University of Eichstaett- Ingolstadt, Germany (presented online)
01.2025	Beyond Accuracy: Expanding Perspectives in Vocabulary Tasks University of Uppsala, Sweden
06.2023	Cross-Linguistic Assessment of Children's Vocabulary Slavisches Seminar, University of Tübingen, Germany
11.2019	Can we measure vocabulary size across languages? Faculty of Modern Languages and Communication, Universiti Putra Malaysia
08.2017	Mental lexicon of Polish SLI children Summer School of Linguistics; Litomyšl, Czech Republic
08.2017	How to measure vocabulary size cross-linguistically? Summer School of Linguistics; Litomyšl, Czech Republic

RESEARCH STAYS ABROAD

- 10.2020 to 03.2024 two research visits at University of Oslo and OsloMet, Oslo, Norway both one week, funded by National Science Centre in the PolkaNorski grant
- 11.2019 research stay at Universiti Putra Malaysia, Malaysia two weeks; funded by the START scholarship
- 09.2019 research stay at UCSF, University of California, San Francisco, USA two weeks; funded by the START scholarship
- 05.2016 research stay at the University of Salzburg, Austria one week, funded by National Science Centre
- 12.2011 short-term scientific mission at Institute of Child Speech, Bratislava, Slovakia one week, funded by COST IS0804
- 11.2011 short-term scientific mission at the University of Oslo, Oslo, Norway two weeks, funded by COST IS0804

ACTIVE PARTICIPATION IN CONFERENCES

- 04.2026 **Bilingualism Matters Symposium 2026**, 28-30.04.2026, Milan, Italy: oral presentation
- 04.2026 **Bi-SLI 2026**, 23-24.04.2026, Zagreb, Croatia: oral presentation
- 09.2025 **CLS2025 (Child Language Symposium 2025)**, 08-10.09.2025, Reading, UK: poster presentation
- 06.2025 **International Symposium on Bilingualism (ISB15)**, 9-13.06.2025, Donostia-San Sebastian, Spain: poster presentation, oral presentation
- 03.2025 **Bilingualism Matters Symposium 2025**, 24-25.03.2025, Edinburgh, Scotland: oral presentation and poster presentation
- 11.2024 **Boston University Conference on Language Development BUCLD 49**, 07-10.11.2024, Boston, USA: poster presentation
- 07.2024 **International Congress for the Study of Child Language IASCL 2024**, 15-19.07.2024, Prague, Czech Republic: two poster presentations
- 06.2024 **WILD 2024 Workshop on Infant Language Development**, 19-21.06.2024, Lisbon, Portugal: poster presentation
- 05.2024 **Bi-SLI 2024 Bi/multilingualism and Specific Language Impairment (Developmental Language Disorder)**, 15-16.05.2024, Utrecht, The Netherlands: two poster presentations
- 08.2023 **Lancaster International Conference on Infant & Early Child Development**, 23-25.08.2023, Lancaster, UK: two poster presentations
- 06.2023 **International Symposium on Bilingualism ISB14**, 26-30.06.2023, Sydney, Australia: oral presentation and poster presentation
- 07.2021 **International Association for the Study of Child Language, IASCL 2021**, 15-23.07.2021, Philadelphia, USA (online): oral presentation and poster presentation
- 10.2019 **IWORDD 2019 International Workshop on Reading and Developmental Dyslexia**, 2-4.10.2019, San Sebastian, Spain: oral presentation
- 06.2019 **Visual prompts and visual methods in multilingualism research**, 17-19.06.2019, Oslo Norway: oral presentation
- 06.2018 **Bi-SLI 2018 Bilingualism and Specific Language Impairment**, 27-28.06.2018, Reading, UK: oral presentation
- 06.2018 **CLS2018 (Child Language Symposium 2018)**, 25-26.06.2018, Reading, UK: poster presentation

- 06.2018 **SIG: Neuroscience and Education**, 4-6.06.2018, London, UK: poster presentation
- 07.2017 **International Congress for the Study of Child Language, IASCL 2017**, 17-21.07.2017, Lion, France: oral presentation and poster presentation
- 06.2017 **Experimental Psycholinguistics Conference**, 28-30.06.2017, Menorca, Spain: oral presentation
- 06.2017 **International Symposium on Bilingualism ISB11**, 11-15.06.2017, Limerick, Ireland: oral presentation and poster presentation
- 10.2016 **Reading in the Forest, International Workshop on Reading and Dyslexia**, 26-28.10.2015, Annwiler, Germany: poster presentation
- 07.2015 **Bi-SLI 2015 Bilingualism and Specific Language Impairment**, 2-3.07.2015, Tours, France: oral presentation
- 08.2014 **Society for the Neurobiology of Language Annual Meeting**, 27-29.08.2014, Amsterdam, The Netherlands: poster presentation
- 07.2014 **International Congress for the Study of Child Language, IASCL 2014**; 14-18.07.2014, Amsterdam, The Netherlands: poster presentation (TOP 10) and oral presentation

TEACHING EXPERIENCE

- 2015 to 2025 **University of Warsaw, Faculty of Psychology:**
 Experimental Psycholinguistics (2022 – 2026)
 Psychological and sociological methodology for speech and language therapists (2024)
 Experimental Psychology (2015 – 2017)
 Experimental Semantics: Eye tracking (2019)
 Introduction to Cognitive Neuroscience (2022 – 2026)
 Using Excel in Research (2014 – 2024)
 Excel Course for Administration (2025)
 Statistics (2017)
 MA and BSc seminars for psychology and cognitive science students (5 BA students and 3 MA students defended their theses; 2018 – 2025)
- SWPS University, Faculty of Psychology:**
 Bi- & multilingualism in intercultural communication in family, school and business (2024 – 2026)
 Critical analysis of psychological texts (2026)

PRIZES AND AWARDS

- 2025 Participation in the Rising Managers Academy (the 3rd edition), Polish Academy of Sciences: <https://grant.pan.olsztyn.pl/raising-managers-academy/>
- 2024 Minister of Science's Award for Significant Achievements in Implementation Activities (as a member of a research team at Educational Research Institute and SWPS University):
- 2024 to 2025 Scholarship in the “Programme for young female researchers and teachers”
- 2023 to 2026 Scholarship of the Polish Minister of Education and Science for Outstanding Young Scientists
- 2018 START 2017 stipend from the Foundation for Polish Science

PARTICIPATION IN COURSES

12.2025	Delegating Tasks and Monitoring Work: How to Stop Working Alone and Start Managing Effectively
12.2025	Communication and pitching ²
11.2025	Science behind visual presentations ²
10.2025	Grant Writing for scientists ²
10.2025	Efektywność osobista
10.2025	Feedback as an opportunity to improve communication and cooperation
09.2025	Science diplomacy ²
09.2025	Career development in practice ²
06.2025	Risk Management for Scientists ²
05.2025	Balancing Work and Life ²
04.2025	Effective collaboration in research ²
03.2025	Self-leadership for scientists ²
03.2025	Team building, cooperation and communication ¹
02.2025	Design thinking in science ²
10.2024	Effective self-management in time ¹
06.2024	Public speaking: how to present yourself and your achievements well at conferences and scientific presentations ¹
06.2024	Research career development with elements of grant proposal writing ¹

¹ in the Programme for young female researchers and teachers at the University of Warsaw

² in the Rising Managers Academy at the Polish Academy of Sciences