

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 is co-authoring the method for developing LITMUS Cross-Linguistic Lexical Tasks CLTs: a method for assessing vocabulary in bilingual children, currently available in 40 language versions (<https://multilada.pl/en/projects/clt>). Participating in the development of numerous CLT versions 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, and the factors that may influence this process.

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

- 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**
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

- since 12.2024 **Parenting in a non-native language: quantity, quality, and consequences for child development**
Position: **principal investigator (PI)**
Funded by: National Science Centre
University of Warsaw, Faculty of Psychology
- from 01.2022 **Cognitive processes while reading across languages**
to 12.2026 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 **Vocabulary as an indicator of the developmental language level of monolingual**
to 06.2025 **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 09.2022 **Parental questionnaire based on Cross-Linguistic Lexical Tasks (CLTs) as a**
to 12.2024 **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 10.2020 **Lexical development in a comparative perspective: creating new language**
to 12.2024 **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 **StarWords: New perspectives on assessing early language development in mono-**
to 10.2024 **and bilingual context: a web-based interactive parental report in a longitudinal**
study
Position: **investigator**
Funded by: National Science Centre; University of Warsaw, Faculty of Psychology
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
 University of Warsaw, Faculty of Psychology
 International collaboration with researchers from Norway and South Africa.
- 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
 Educational Research Institute
- from 02.2017 to 02.2022 **The role of visual crowding in developmental dyslexia**
 Position: **principal investigator (PI)**
 Funded by: National Science Centre
 Polish Academy of Sciences, Nencki Institute of Experimental Biology
 International collaboration with researchers from Austria.
- 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
 Polish Academy of Sciences, Nencki Institute of Experimental Biology
- 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
- 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”
 University of Warsaw, Faculty of Psychology
- 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
 Polish Academy of Sciences, Nencki Institute of Experimental Biology
- 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
 Polish Academy of Sciences, Nencki Institute of Experimental Biology

- from 02.2015 to 06.2016 **Bilingual assessment of child lexical knowledge: new method for Polish, Czech, Slovak and Hungarian**
 Position: **Polish coordinator**
 Funded by: Visegrad Fund; University of Warsaw, Faculty of Psychology
 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
 University of Warsaw, Faculty of Psychology
 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
 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
 University of Warsaw, Faculty of Psychology

TEACHING EXPERIENCE

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

JOURNAL PAPERS

- 2025 Krysztofiak, M., **Łuniewska, M.**, Chyl, K., Hansen, P., Kolak, J., Muszyńska, K., ..., & Haman, E. (accepted for publication). Searching for words: Picture naming errors and contributing factors in bilingual and monolingual children aged 3 to 7 years. *International Journal of Bilingual Education and Bilingualism*
- Lew, J.W., **Łuniewska, M.**, Lee, S.T., & Yap, N.T. (in press). 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*, 1-16. <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. (in press). Bilingual children reach early language milestones at the same age as monolingual peers. *Journal of Child Language*.
- 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>
- Hamdani, S., Chan, A., Kan, R., Chiat, S., Gagarina, N., Haman, E., **Łuniewska, M.**, Polišenská, K., & Armon-Lotem, S. (2024). Identifying Developmental Language Disorder (DLD) in bilingual children during the pandemic: examining the potential of remote online assessments. *International Journal of Speech-Language Pathology*. <http://dx.doi.org/10.1080/17549507.2024.2326095>
- Kamykowska, J., **Łuniewska, M.**, Banasik-Jemielniak, N., Czaplewska, E., Kocharńska, M., Krajewski, G., Maryniak, A., Wiejak, K., Krasowicz-Kupis, G., & Haman, E. (2024). Co-occurrence and cognitive basis of low language and low reading skills in children speaking a transparent language. *Reading and Writing*. <https://doi.org/10.1007/s11145-024-10537-4>
- Wójcik, M., Beck, J., Chyl, K., Dynak, A., Dzięgiel-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., Dzięgiel-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., Dzięgiel-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., Dzięgiel-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., Banaszkiwicz, 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., Dzięgiel, 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., Mięksiz, A., Kacprzak, A., Banasik, N., & Forys-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>
- Mięksiz, 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., Andelković, 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.**, Kolak, 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., Kočańska, M., & **Łuniewska, M.** (2015). *Standardowe Narzędzia do Oceny Wypowiedzi SNOW*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-48-5)
- Smoczyńska, M., Haman, E., Kočańska, 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., Kočańska, M., & **Łuniewska, M.** (2015). *Test Rozwoju Językowego TRJ*. Warszawa: Instytut Badań Edukacyjnych.
- Smoczyńska, M., Krajewski, G., **Łuniewska, M.**, Haman, E., Bulkowski, K., & Kočańska, 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.**, Kočańska, M. Zaluska, J. (2015). *Test Powtarzania Pseudosłów TPP*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-46-1)
- 2014 Haman, E., Wodniecka, Z., Kolak, 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

Ad-hoc Peer	Applied Linguistics Review
Reviews	Applied Neuropsychology: Child
	Applied Psycholinguistics
	Behavior Research Methods
	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
	Learning and Instruction
	Scientific Reports

Seminars in Speech and Language

Editing Topic Editor in 'Rising Stars in Speech and Language 2023', *Frontiers in Human Neuroscience*
Topic Editor in 'Women in Speech and Language', *Frontiers in Human Neuroscience*

INVITED TALKS

- 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

- 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
- 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

- 06.2025 **International Symposium on Bilingualism (ISB15)**, 9-13.06.2025, Donostia-San Sebastian, Spain
- 03.2025 **Bilingualism Matters Symposium 2025**, 24-25.03.2025, Edinburgh, Scotland: oral 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 **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

PRIZES AND AWARDS

- 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)

- 2023 Scholarship of the Polish Minister of Education and Science for Outstanding Young Scientists
- 2018 START 2017 stipend from the Foundation for Polish Science