

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 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**
to 05.2022 child born in 11/2021

from 09.2018 **maternity leave**
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., ..., Haman, E. (in press). Polish LITMUS Cross-Linguistic Lexical Task CLT: reliability, validity and norms for monolingual three- to five-year-olds. *First Language*
- 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*, 1–19. <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*, 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. (2025). Bilingual children reach early language milestones at the same age as monolingual peers. *Journal of Child Language*, 1–24. <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>
- 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., Kochańska, 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., 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., 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., Smolik, 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.**, Banaszkiewicz, 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., Banaszkiewicz, 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., Mięgisz, 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>
- Mięgisz, 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., Banaszkiewicz, 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., Kochańska, M., & **Łuniewska, M.** (2015). *Standardowe Narzędzia do Oceny Wypowiedzi SNOW*. Warszawa: Instytut Badań Edukacyjnych (ISBN: 978-83-65115-48-5)
- Smoczyńska, M., Haman, E., Kochańska, 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., Kochańska, M., & **Łuniewska, M.** (2015). *Test Rozwoju Językowego TRJ*. Warszawa: Instytut Badań Edukacyjnych.
- Smoczyńska, M., Krajewski, G., **Łuniewska, M.**, Haman, E., Bulkowski, K., & Kochańska, 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.**, Kochańska, M., Załupska, 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

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 2025)	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
 Studies in Second Language Acquisition

INVITED TALKS

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| 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

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| 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

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 – 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)
Excel Course for Administration (2025)
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:**
Bi- and multilingualism in intercultural communication in family, school and business (2024)

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

- 05.2025 Balancing Work and Life²
- 04.2025 Effective collaboration in research²
- 03.2025 Self-leadership for scientists²
- 03.2025 Team building, cooperation and communication¹
- 02.2025 Design thinking in science²
- 10.2024 Effective self-management in time¹
- 06.2024 Public speaking: how to present yourself and your achievements well at conferences and scientific presentations¹
- 06.2024 Research career development with elements of grant proposal writing¹

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