

# CURRICULUM VITAE

**Pascale M. J. Engel de Abreu – PhD**

---

## PERSONAL INFORMATION

Email: [pascale.engel@uni.lu](mailto:pascale.engel@uni.lu)  
Tel: (+352) 466 644 9779  
Website: <http://langcog.uni.lu/>  
Videos: <https://www.youtube.com/watch?v=XWhSiL6PCus>  
Youtube Channel: <https://www.youtube.com/channel/UCFW1eAApFejoPhwnzDkuQPw>

## EDUCATION

2005-2009 **Ph.D in Psychology**, University of York, (UK)  
2003-2004 **Master (MSc) in Developmental Psychopathology**, University of Durham, (UK)  
2002-2003 **Master (Maîtrise) in Developmental Psychology**, Université Louis Pasteur Strasbourg, (France)  
1999-2002 **Bachelor (Licence) in Psychology** Université Louis Pasteur Strasbourg, (France)

## EMPLOYMENT

2013 to present **Associate Professor** in Psychology, University of Luxembourg  
2015-2018 **Maternity (5 months) and parental leave (50%)**  
2012 (5 months) **Maternity leave**  
2012 **Visiting Scientist**, York University (Canada)  
2010-2013 **Postdoctoral Fellow**, University of Luxembourg  
2009-2010 **Postdoctoral Fellow**, University of Oxford, (UK)  
2009 **Postdoctoral Fellow**, Princeton University (US)  
2004-2005 **Educational Psychologist**, Niños de la Tierra a.s.b.l. Residencia Estudiantil Luise, Cochabamba, (Bolivia)

## GRANTS (since 2010)

2018 **€5K donation from Lions Club** (Mondorf, Luxembourg) for project “Children at risk of reading failure”  
2018 **€250K from Fonds National de la Recherche** (PoC, FNR, Luxembourg) for the project “LALA – Early reading app”  
2017 **€49K from Fonds National de la Recherche** (PoC, FNR, Luxembourg) for the project “LALA – Lauter lëschteg Lauter”  
2017 **€442K from Fonds National de la Recherche** (CORE, FNR, Luxembourg, PI. Loff, mentor Engel de Abreu) for the project “Oral language development and its predictors in language-minority children from low income families”  
2016 **€24K from Lions Club** (Mondorf, Luxembourg) for project “Children at risk of reading failure”  
2014 **€150K from University of Luxembourg** (PUL funding, UL, Luxembourg) for the project “Early literacy instruction in a multilingual setting: Fostering language and reading development in early childhood classrooms in Luxembourg”

- 2013      **€910K from Fonds National de la Recherche** (CORE, FNR, Luxembourg) for the project "A preschool oral language intervention for language-minority children: A randomised controlled trial"
- 2010      **€470K from Fonds National de la Recherche** (CORE, FNR, Luxembourg) for the project "The effects of socioeconomic status and bilingualism on children's cognitive development"

## AWARDS

- 2018      **€5K from Fonds National de la Recherche** for Outstanding Research Driven Innovation, "LALA early reading intervention"
- 2014      **€5K from Fonds National de la Recherche** for Outstanding Promotion of Science to the Public, "LEARN newsletter"
- 2013      **€5K from Fonds National de la Recherche** for Outstanding Scientific Publication, "Bilingualism enriches the poor: Enhanced cognitive control in low income minority children"

## PUBLICATIONS

### Journal articles (peer-reviewed/ first author only)

- Engel de Abreu, P. M. J.** (2011). Working memory in multilingual children: Is there a bilingual effect? *Memory*. 19(5). 529-537. Impact factor: 2.089.
- Engel de Abreu, P. M. J.,** Abreu, N., Nikaedo, C., Puglisi, M. L., Tourinho, C. J., Mônica C. Miranda, M. C., Befi-Lopes, D. M., Bueno, O. F. A., & Martin, R. (2014). Executive functioning and reading achievement in school: a study of Brazilian children assessed by their teachers as "poor readers". *Frontiers in Psychology*. 5(550). June 2014. Impact factor: 2.8.
- Engel de Abreu, P. M. J.,** Baldassi, M., Puglisi, L. M., Befi-Lopes, D. M. (2013). Cross-linguistic and cross-cultural effects on verbal working memory and vocabulary: Testing minority-language children with an immigrant background. *Journal of Speech Language and Hearing Research*. 56(2). 630-642. Impact factor: 2.147.
- Engel de Abreu, P. M. J.,** Conway, A. R. A., & Gathercole, S. E. (2010). Working memory and fluid intelligence in young children. *Intelligence*. 38(6). 552-561. Impact factor: 2.669.
- Engel de Abreu, P. M. J.,** Cruz-Santos, & Puglisi, L. M. (2014). Specific language impairment in language-minority children from low-income families. *International Journal of Language and Communication Disorders*. 48(6). 736-747. Impact factor: 1.392.
- Engel de Abreu, P. M. J.,** Cruz-Santos, & Puglisi, L. M. (2014). Specific language impairment in multilingual children. Special Issue: Proceedings of the 4th UK Paediatric Neuropsychology Symposium: Atypical Developmental Pathways, London (UK). *Developmental Medicine & Child Neurology*. Impact factor: 3.292.
- Engel de Abreu, P. M. J.,** Cruz-Santos, A., Tourinho, C. J., Martin, R., & Bialystok, E. (2012). Bilingualism enriches the poor: Enhanced cognitive control in low income minority children. *Psychological Science*. 23(11). 1364-1371. Impact factor: 4.431.

- Engel de Abreu, P. M. J.**, & Gathercole, S. E. (2012). Executive and phonological processes in second-language acquisition. *Journal of Educational Psychology*. 104(4). 974-986. Impact factor: 3.080.
- Engel de Abreu, P. M. J.**, Gathercole, S. E., & Martin, R. (2011). Disentangling the relationship between working memory and language: the roles of short-term storage and cognitive control. *Learning and Individual Differences*. 21. 569-574. Impact factor: 1.582.
- Engel de Abreu, P. M. J.**, Nikaedo, C., Abreu, N., Tourinho, C. J., Mônica C. Miranda, M. C., Bueno, O. F. A., & Martin, R. (2014). Working memory screening, school context, and socioeconomic status: An analysis of the effectiveness of the Working Memory Rating Scale in Brazil. *Journal of Attention Disorders*. 18(4). 346-356. Impact factor: 2.447
- Engel, P. M. J.**, Santos, F. H., & Gathercole, S. E. (2008). Are working memory measures free of socio-economic influence? *Journal of Speech Language and Hearing Research*. 51(6). 1580-1587. Impact factor: 2.147
- Engel de Abreu, P. M. J.**, Puglisi, M. L., Cruz-Santos, A., Befi-Lopes, D. M., & Martin, R. (2014). Effects of impoverished environmental conditions on working memory performance. *Memory*. 22(4). 323-331. Impact factor: 2.089

### Book chapters

- Abreu, N, Siquara, G. M., Conceicao, A. Leahy, I., Nikaedo, C., **Engel de Abreu, P. M. J.** (2014). Relações entre inteligência e funções executivas. In A. Gotuzo Seabra, J. Arie Laros, E. Coutinho de Macedo & N. Abreu. (Eds). *Inteligência e Funções Executivas*. (Vol. 1, 51-71). São Paulo: Editora Memnon.
- Conway, A. R. A., Macnamara, B., & **Engel de Abreu, P. M. J.** (2013). Working memory and fluid intelligence. In T. Alloway & R. Alloway (Ed.), *Working Memory: The Connected Intelligence*. (13-36). New York: Psychology Press.
- Conway, A. R. A., Macnamara, B., Getz, S., & **Engel de Abreu, P. M. J.** (2011). Working memory and fluid intelligence: A multi-mechanism view. In R. Sternberg & S. Barry Kaufman (Eds). *Cambridge Handbook of Intelligence*. (394-418). New York: Cambridge University Press.
- Engel de Abreu, P. M. J.** (2016). Herausforderung Mehrsprachigkeit und Sprachentwicklung. In U. Stitzinger; S. Sallat; U. Lüdtke (Hrsg.): *Sprache und Inklusion als Chance?! Expertise und Innovation für Kita, Schule und Praxis*. Idstein: Schulz-Kirchner.
- Engel de Abreu, P. M. J.**, Hornung, C., & Martin, R. (2015). Wie lernen Kinder Sprache(n)? Überlegungen zu Spracherwerb und Alphabetisierung in Luxemburg aus Sicht der Kognitionswissenschaften. In J. Bertemes & T. Lenz (Eds). *Bildungsbericht Luxemburg 2015 Band 2: Analysen und Befunde* (15-22). Luxembourg: MENJE & University of Luxembourg.
- Nikaedo, C. & **Engel de Abreu, P. M. J.** (in press). A memoria operacional e o novo QI?
- Puglisi, M., & **Engel de Abreu, P. M. J.** (2015). Você está velho demais para aprender outro idioma? Mitos sobre o bilinguismo. In R. Ekuni, L., Zeggio & O. F. A. Bueno (Eds). *Caçadores de Neuromitos: O que você sabe sobre o seu cérebro é verdade?.* (Vol. 1, 55-87). São Paulo: Editora Memnon.
- Santos, F. H., & **Engel, P. M. J.** (2008). Adaptação Brasileira da AWMA, "Automated Working Memory Assessment". In K. Z. Ortiz, L. I. Zanotto de Mendonça, A. Foz, C. Batista Santos, D. Fuentes, D. Amaral de Azambuja. (Eds.). *Avaliação Neuropsicológica*. (Vol. 1, 355-378). São Paulo: Vetor Editora Psicopedagógica.

## Public Outreach Reports

**Engel de Abreu, P. M. J.**, Tourinho, C. J., Puglisi, M., Nikaedo, C., Abreu, N., Miranda, M., Befi-Lopes, D., Bueno, O. F. A., Martin., (2016). *Poverty and the Mind: A Cognitive Science Perspective*. Luxembourg: The University of Luxembourg.

## Assessments

**Engel de Abreu, P. M. J.** (2016). *Interkulturelle Wuertschaztest*. COST IS0804 WG3.

**Engel, P. M. J.** (2009). *TECOSY: Test de Compréhension Syntaxique pour Enfants de la 2ième et 3ième Année Primaire au Luxembourg*. University of York, (UK).

**Engel, P. M. J.** (2009). *LuNRep: The Luxembourgish Nonword Repetition Task*. University of York, (UK).

**Engel, P. M. J.** (2009). *TEVEX: Test de Vocabulaire Expressif Pour Enfants au Luxembourg*. University of York, (UK).

## Language intervention programs

**Engel de Abreu, P. M. J.** (2017). *LALA - LAuter lèschteg LAuter – On early-reading intervention program for preschoolers*. University of Luxembourg.

**Engel de Abreu, P. M. J.**, Nikaedo, C., Loff, A. & Tomas, R. (2017). *MOLLY – Mother tongue Oral Language and Literacy for Young*. University of Luxembourg.

## KEY CONFERENCES (selection since 2012, first author only, most relevant only)

**Engel de Abreu, P. M. J.**, Loff, A., Nikaedo, C., Tomas, R. & Martin, R. (2017). Enhancing learning of multilingual children from linguistic minorities: A randomized controlled trial in Portuguese-speaking children from Luxembourg. Paper presented at the *17<sup>th</sup> Biennial EARLI Conference for Research on Learning and Instruction*, Tampere (Finland).

**Engel de Abreu, P. M. J.**, (2016). Mother tongue-based oral language intervention for language-minority children: A randomised controlled trial in Portuguese-speaking children from Luxembourg. Paper presented at the *23th Annual Conference of the Society for the Scientific Study of Reading (SSSR)*, Porto (Portugal).

**Engel de Abreu, P. M. J.**, Puglisi, M., Befi-Lopes, D. & Cruz-Santos, A. (2015). Bilingualism and Specific Language Impairment. Paper presented at the *13th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI)*, Limassol (Cyprus).

**Engel de Abreu, P. M. J.**, (2014). The Cross-Linguistic Lexical Task in bilingual children from Luxembourg. Psychometric properties and clinical implications. Paper presented at the *13th International Congress for the Study of Child Language (IASCL)*, Amsterdam (Netherlands).

**Engel de Abreu, P. M. J.**, Baldassi, M., Puglisi, L. M., Befi-Lopes, D. M. (2014). Cross-linguistic and cross-cultural effects on verbal working memory and vocabulary: Testing language minority children with an immigrant background. Paper presented at the *9th Conference of the International Test Commission (ITC)*. San Sebastian, (Spain).

**Engel de Abreu, P. M. J.**, Puglisi, M. L., Cruz-Santos A., & Befi-Lopes D. M. (2014). Executive functions and Specific Language Impairment (SLI) A cross-cultural study with

bi- and monolingual children from low income families in Luxembourg, Portugal, and Brazil. Paper presented at the *13th International Congress for the Study of Child Language (IASCL)*, Amsterdam (Netherlands).

**Engel de Abreu, P. M. J.**, Cruz-Santos, A., Tourinho, C. J., Martin, R., & Bialystok, E. (2013). Bilingualism enriches the poor: Enhanced cognitive control in low income minority children. Paper presented at the *Joint Annual Conference of the BPS Developmental and Cognitive Sections*, Reading, (UK).

**Engel de Abreu, P. M. J.**, Puglisi, M. L., Cruz-Santos, A., & Befi-Lopes D. M. (2013). Can measures of executive function disentangle language disorder and disadvantage. Paper presented at the *European Child Language Disorders (EUCLDIS) Conference*, Wassenaar, (Netherlands).

**Engel de Abreu, P. M. J.**, Nikaedo, C., Puglisi, M. L., Tourinho, C. J., Bueno, O., Miranda, M., Befi-Lopes, D., A., Abreu, N., & Martin, R. (2013). Poverty and executive functions: A latent variable study of children growing up in enriched and deprived conditions in Brazil. Poster presented at the *American Educational Research Association Annual Conference (AERA)*, San Francisco, (USA).

**Engel de Abreu, P. M. J.**, Puglisi, M. L., Cruz-Santos, A., Befi-Lopes D. M. & Martin, R. (2012). Effects of impoverished environmental conditions on working memory performance. Poster presented at the *20<sup>th</sup> Brazilian Congress of Speech and Language*, Brasilia, (Brazil).

## PHD AND POSTDOCTORAL SUPERVISION

Joanne Colling (PhD candidate) - Project: "Enhancing children's reading skills in a multilingual educational setting: exploring the effectiveness of a preschool intervention"

Patricia Botelho Silva (PhD candidate) - Project: "Correlation between rapid automatic naming and expressive vocabulary in Brazilian children".

Cintia Ertel (PhD candidate) - Project: "Language development among Portuguese language-minority children in Luxembourg: A longitudinal study of children with and without Specific Language Impairment"

Rute Carina Cordeiro Tomás (PhD candidate) - Project: "A preschool oral language intervention for language-minority children: A randomised controlled trial"

Cyril Wealer (PhD candidate) - Project: "Early literacy instruction in a multilingual setting: Fostering language and reading development in early childhood classrooms in Luxembourg"

Ariana Loff (Postdoc) - Project: "A preschool oral language intervention for language-minority children: A randomised controlled trial"

Carolina Nikaedo (Postdoc) - Project: "A preschool oral language intervention for language-minority children: A randomised controlled trial"

## TEACHING

**Teaching children with Special Educational Needs (Secondary Education), Master course,**  
University of Luxembourg, (Luxembourg)

**Language and cognition (Psychology), Bachelor course**  
University of Luxembourg, (Luxembourg)

**Developmental disorders and academic learning (Educational Sciences), Bachelor course**  
University of Luxembourg, (Luxembourg)

**The learning brain: How children learn to read (Educational Sciences), Bachelor course**

University of Luxembourg, (Luxembourg)

**Scientific Initiation (Psychology), Bachelor course**

Institute of Psychology, Federal University of Bahia, (Brazil)

**Scientific Skills (Psychology), Bachelor course**

Psychology Department, University of York, (UK)

**Statistics (Psychology), Bachelor course**

Psychology Department, University of York, (UK)

**Developmental Psychology (Psychology), Bachelor course**

Psychology Department, University of York, (UK)

**Scientific Initiation (Psychology), Bachelor course**

Laboratory of Neuropsychology, Universidade Estadual Paulista, (Brazil)

**Developmental Psychopathology (Psychology), Master course**

Psychology Department, University of Durham, (UK)

**Substitute Teacher at Primary Level Education, Ministry of Education, (Luxembourg)**

**OTHER PROFESSIONAL ACTIVITIES**

Organizational committee of the first *international forum on learning difficulties* in Luxembourg  
– Fondation du Grand-Duc et de la Grande-Duchesse

Founding member of the *LEARN Group* – The Learning and Expertise and Research Network

Management committee member of COST Action ISO804 - *Language Impairment in a Multilingual Society*. European Cooperation in Science and Technology.

Management committee member of COST Action IS1406 - *Enhancing children's oral language skills across Europe and beyond - a collaboration focusing on interventions for children with difficulties learning their first language*. European Cooperation in Science and Technology.

Management committee member of COST Action IS1401 - *Strengthening Europeans' capabilities by establishing the European literacy network*. European Cooperation in Science and Technology.

Reviewer for: *Developmental Science, Journal of Experimental Child Psychology, Memory, Learning and Individual Differences, Bilingualism, Language, and Cognition, Language Testing, Behavior Research Methods, Journal of Educational Psychology, Journal of Speech Language and Hearing Research, International Journal of Bilingual Education and Bilingualism, Language, Cognition and Neuroscience*.

**MAIN COLLABORATORS**

<b>Prof. Maggie Snowling</b>	University of Oxford (UK)
<b>Prof. Dorothy Bishop</b>	University of Oxford (UK)
<b>Prof. Charles Hulme</b>	University of Oxford (UK)
<b>Dr. Silke Fricke</b>	University of Sheffield (UK)
<b>Prof. Susan Gathercole</b>	MRC Cognition and Brain Sciences Unit, Cambridge (UK)
<b>Prof. Julia Karbach</b>	Goethe University Frankfurt (Germany)
<b>Prof. Anabela Cruz-Santos</b>	University of Minho (Portugal)
<b>Prof. Elisabeth Demont</b>	University of Strasbourg (France)
<b>Prof. Valérie Camos</b>	University of Fribourg (Switzerland)
<b>Prof. Gigi Luk</b>	Harvard University (USA)

**Prof. Andrew Conway**  
**Prof. Ellen Bialystok**  
**Prof. Elizeu Macedo**  
**Prof. Débora Befi-Lopes**  
**Prof. Neander Abreu**  
**Prof. Marina Puglisi**  
**Prof. Orlando Bueno**  
**SCRIP**  
**Centre de Logopédie**

Princeton University (USA)  
York University (Canada)  
MacKenzie University (Brazil)  
University of São Paulo (Brazil)  
Federal University of Bahia (Brazil)  
Federal University of São Paulo (Brazil)  
Federal University of São Paulo (Brazil)  
Ministry of Education, Luxembourg  
Ministry of Education, Luxembourg