

ANTONELLA SORACE
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1. UNIVERSITY EDUCATION

- 1993 Ph.D. in Linguistics, University of Edinburgh.
1985 Master of Arts in Applied Linguistics (Distinction), University of Southern California.
1981 Degree (Laurea) in Foreign Languages and Literature, University of Rome (Summa cum laude).

2. CURRENT POSITION

Professor of Developmental Linguistics, University of Edinburgh.

3. VISITING POSITIONS

- 2009-12 Part-time Visiting Professor (Professor II), CASTL, University of Tromsø, Norway.
2009-11 Research Associate, ESRC Centre for Bilingualism, University of Wales, Bangor.
2004 Visiting Professor, Interdisciplinary Centre for Cognitive Studies on Language, University of Siena.
2003 Visiting Professor, Research Center on Multilingualism, University of Hamburg.
2000 Visiting Professor, Department of Cognitive Science, Johns Hopkins University, Baltimore.
1994, 1995 Visiting Scientist, Max Planck Institute for Psycholinguistics, Nijmegen.

4. MAJOR RESEARCH GRANTS (SINCE 2009 ONLY)

- 2016-21 NSF/Partnerships for International Research and Education (PIRE) “Translating cognitive and brain science in the laboratory and field to language learning environments” (international partner, PI J. Kroll, Penn State).
- 2014-19 EU Large-scale Integrated Research Project: "Advancing the European Multilingual Experience" (partner, with seven countries).
- 2013-16. Norwegian Research Council: “Transitivity alternations in English and Norwegian: experimental investigations” (with PI G. Ramchand, University of Tromsø).
- 2011-15 Economic and Social Research Council, UK: "First language attrition meets second language learning: interaction of linguistic and executive control factors in late bilinguals" (with F. Keller and T. Bak).
- 2012-15 EACEA Lifelong Learning project “School and family together for the integration of immigrant children” (partner, with four countries).
- 2010-12 EACEA Lifelong Learning: "Let's become a bilingual family" (partner, with four countries).
- 2009-10 Leverhulme Trust, UK: “Understanding language comprehension in bilingual children” (with L. Serratrice, University of Manchester).

5. INVITED ACADEMIC TALKS (SINCE 2009 ONLY)

51 plenary addresses at international conferences; 39 invited lectures.

6. SELECTED PUBLICATIONS (SINCE 2009 ONLY)

- Sorace, A. 2016. Referring expressions and executive functions in bilingualism. To appear in *Linguistic Approaches to Bilingualism*. DOI: 10.1075/lab.15055.
- Bak, T., Long, M., Vega-Mendoza, M. and Sorace, A. 2016. Novelty, challenge, and practice: the impact of intensive language learning on attentional functions. *PLoS ONE*, DOI:10.1371/journal.pone.0153485.
- Garraffa, M., Beveridge, M. and Sorace, A. 2015. Linguistic and cognitive skills in Sardinian-Italian bilingual children. *Frontiers in Psychology*, vol. 6, article 1898.
- Vega-Mendoza, M., West, H., Sorace, A. and Bak, T. 2015. The impact of late, non-balanced bilingualism on cognitive performance. *Cognition* 137: 40-46.
- Chamorro, G., Sorace, A. and Sturt, P. 2015. What is the source of L1 attrition? The effects of recent re-exposure on Spanish speakers under L1 attrition. *Bilingualism: Language and Cognition*. DOI: 10.1017/S1366728915000152.
- Chamorro, G., Sturt, P. and Sorace, A. 2015. Selectivity in L attrition: differential object marking in Spanish near-native speakers of English. *Journal of Psycholinguistic Research*. DOI 10.1007/s10936-015-9372-4.
- Sorace, A. 2015. The cognitive complexity of auxiliary selection: from processing to grammaticality judgements. In M. Rosemeyer and R. Kailuweit (eds.) *Auxiliary Selection Revisited: Gradience and Gradualness*, 23-42. Berlin: De Gruyter.
- Bak, T., Vega-Mendoza, M. and Sorace, A. 2014. Never too late? An advantage on tests of auditory attention extends to late bilinguals. *Frontiers in Psychology*, volume 5, article 485.
- Filiaci, F., Sorace, A. and Carreiras, M. 2013. Anaphoric biases of null and overt subjects in Italian and Spanish: a crosslinguistic comparison. *Language and Cognitive Processes*, doi:10.1080/01690965.2013.801502.
- Unsworth, S., Argyri, F., Cornips, L., Hulk, A., Sorace, A. and Tsimpli, I. 2012. On the role of age of onset and input in early child bilingualism in Greek and Dutch. *Applied Psycholinguistics*, doi:10.1017/S0142716412000574.
- Roehm, D., Sorace, A. and Bornkessel-Schlesewsky, I. 2012. Processing flexible form-to-meaning mappings: evidence for enriched composition as opposed to indeterminacy. *Language and Cognitive Processes*, doi:10.1080/01690965.2012.712143.
- Serratrice, L., Sorace, A., Filiaci, F. and Baldo, M. 2011. Pronominal objects in English-Italian and Spanish-Italian bilingual children. *Applied Psycholinguistics*, doi:10.1017/S0142716411000543.
- Sorace, A. 2011. Pinning down the concept of “interface” in bilingualism. *Linguistic Approaches to Bilingualism* 1: 1-33.
- Sorace, A. and Serratrice, L. 2009. Internal and external interfaces in bilingual language development: Beyond structural overlap. *International Journal of Bilingualism* 13: 1-16.
- Treccani, B., Argyri, E., Sorace, A. and Della Sala, S. 2009. Spatial negative priming in bilingualism. *Psychonomic Bulletin & Review* 16: 320-327.
- Sorace, A., Serratrice, L., Filiaci, F. and Baldo, M. 2009. Discourse conditions on subject pronoun realization: testing the linguistic intuitions of older bilingual children. *Lingua* 119: 460-477.

7. PUBLIC ENGAGEMENT

2008-present. Founder and Director of the research and information centre *Bilingualism Matters*. Branches established in Scotland, England, Norway, Greece, Italy, Germany, Croatia, the Netherlands, Slovenia, USA, France, and Spain. (see <http://www.bilingualism-matters.ppls.ed.ac.uk/> for details of activities and media coverage).