

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 and Director of *Bilingualism Matters*.

3. VISITING POSITIONS

2018 Visiting Professor, Utrecht University.

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, 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 (27 IN TOTAL; LISTED BELOW SINCE 2010 ONLY)

- 2019-22 SSHRC: "Bilingualism Matters in the Waterloo Region and Canada" (as international partner).

- 2017-20 Economic and Social Research Council, UK: "Charting the impact of bilingualism on development in children with or without autism spectrum disorders" (with S. Fletcher-Watson)

- 2017-19 Leverhulme Trust: "Bilingualism, pragmatic enrichment and reasoning biases" (with C. Cummins).

- 2017-19 Carnegie Trust: "Language, Place and Identity: exploring children's linguistic and cognitive development in heritage and community languages" (with B. Cohen, K. Tisdall, L. Jamieson).

- 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: "ATHeME: Advancing the European Multilingual Experience" (partner, with seven countries).

- 2017-18 Pearson Education: "Cognitive, motivational and demographic correlates of Progress test proficiency scores" (with T. Bak).

- 2013-16. Norwegian Research Council: "Transitivity alternations in English and Norwegian: experimental investigations" (with 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 EU-EACEA Lifelong Learning: "School and family together for the integration of immigrant children" (partner, with four countries).

- 2010-12 EU-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

115 plenary addresses at international conferences; 118 invited lectures.

6. SELECTED PUBLICATIONS (LAST FIVE YEARS ONLY)

- Kubota, M., Chevalier, N., and Sorace, A. 2019. How bilingual experience and executive control influence development in language control among bilingual children. *Developmental Science*, DOI: 10.1111/desc.12865.
- Bonfieni, M., Branigan, H., Pickering M. and Sorace, A. 2019. Cognitive control in bilinguals: effects of language experience and individual variability. *Bilingualism Language & Cognition*, <https://doi.org/10.1017/S1366728918001086>
- Bonfieni, M., Branigan, H., Pickering M. and Sorace, A. 2019. Language experience modulates bilingual language control: the effect of proficiency, age of acquisition, and exposure on language switching. *Acta Psychologica* 193: 160-170.
- Chamorro, G. and Sorace, A. 2019. The Interface Hypothesis as a framework for studying L1 attrition. To appear in B. Köpcke and M. Schmid (eds.) *The Oxford Handbook of Language Attrition*. Oxford: Oxford University Press.
- Cape, R., Vega-Mendoza, M., Bak, T. and Sorace, A. 2018. Cognitive effects of Gaelic Medium Education on primary school children in Scotland. *International Journal of Bilingual Education and Bilingualism*, <https://doi.org/10.1080/13670050.2018.1543648>
- Robinson, M. and Sorace, A. 2018. The influence of collaborative language learning on cognitive control in unbalanced multilingual migrant children. *European Journal of Psychology in Education*. <https://doi.org/10.1007/s10212-018-0377-x>.
- Kutasi, T., Suffill, E., Gibb, C., Sorace, A., Pickering, M., and Branigan, H. 2018. Shared representations of passives across Scottish Gaelic and English: Evidence from structural priming. *Journal of Cultural Cognitive Science* 2: 1-8.
- Ooi, S.H., Winston, D.G., Sorace, A. and Bak, T.H. 2018. From bilingualism to bilingualisms: bilingual experience in Edinburgh and Singapore affects attentional control differently. *Bilingualism: Language and Cognition* 21: 867-879.
- Long, M., Horton, W.S., Rohde, H., and Sorace, A. 2017. Individual differences in switching and inhibition predict perspective-taking across the lifespan. *Cognition* 170; 25-30.
- Garraffa, M., Obregon, M. and Sorace, A. 2017. Linguistic and cognitive effects of bilingualism with regional minority languages: a study of Sardinian-Italian adult speakers. *Frontiers in Psychology*, DOI.org/10.3389/fpsyg.2017.01907
- Sorace, A. 2016. Referring expressions and executive functions in bilingualism. *Linguistic Approaches to Bilingualism*. DOI: 10.1075/lab.15055.
- Chamorro, G., Sorace, A. and Sturt, P. 2016. What is the source of L1 attrition? The effects of recent re-exposure on Spanish speakers under L1 attrition. *Bilingualism: Language and Cognition* 19: 520-532.
- Chamorro, G., Sturt, P. and Sorace, A. 2016. Selectivity in L1 attrition: differential object marking in Spanish near-native speakers of English. *Journal of Psycholinguistic Research* 45: 697-715.
- 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.
- 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.
- Unsworth, S., Argyri, F., Cornips, L., Hulk, A., Sorace, A. and Tsimpli, I. 2014. The role of age of onset and input in early child bilingualism in Greek and Dutch. *Applied Psycholinguistics* 35: 765-805.

7. PUBLIC ENGAGEMENT

Founder and Director of the Centre for research and public engagement *Bilingualism Matters*, which currently has an international network of 26 branches in the UK, Europe, USA, Canada, Middle East and China. In this capacity, I have given hundreds of talks to parents, teachers, policy makers, health professionals and businesses; I have established collaborations with major stakeholders (e.g. Scottish Government, European Commission, local regional governments, National Health Service, and dozens of charities and companies); I am regularly invited to speak to the media in the UK, Europe and the US. See www.bilingualism-matters.ppls.ed.ac.uk for details.