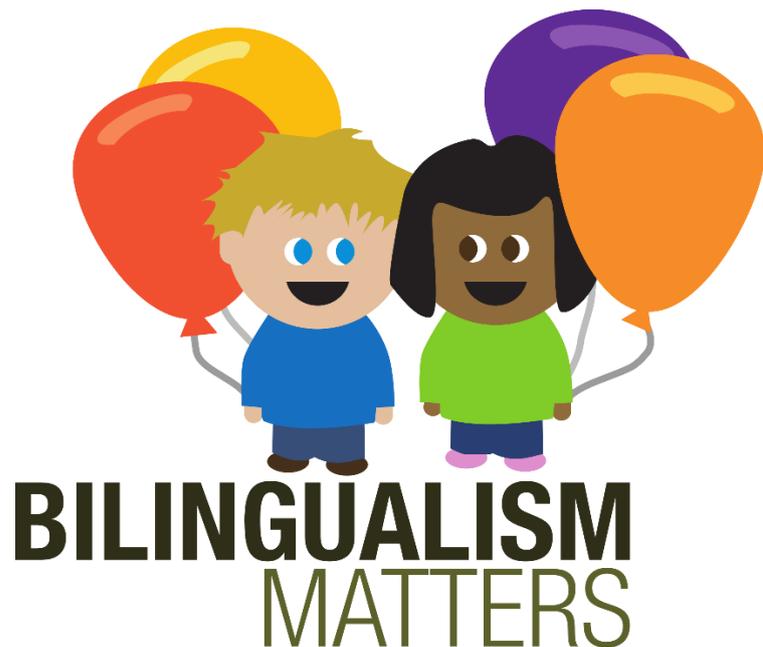




THE UNIVERSITY *of* EDINBURGH
School of Philosophy, Psychology
and Language Sciences

Bilingualism Matters

Changing the debate internationally
on the impacts of multilingualism



Dr Jonathan Lee & Svenja Wagner, August 2020

Report commissioned by the School of
Philosophy, Psychology and Language
Sciences, University of Edinburgh

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Summary

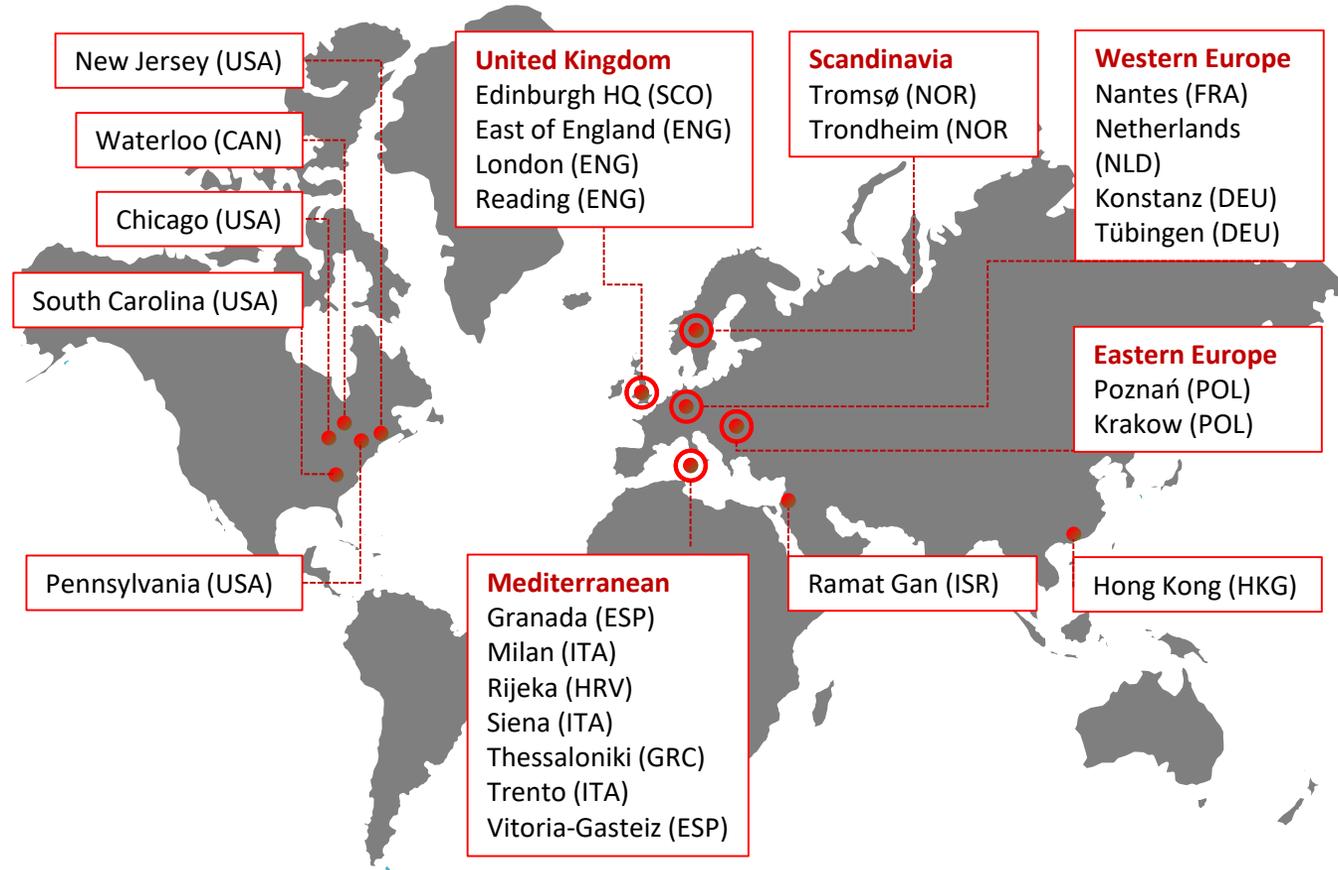
This report assesses the impact of the Bilingualism Matters (BM) Centre at the University of Edinburgh on changing public understanding and discourse surrounding bilingualism / multilingualism and language learning. The major findings of the report are:

- BM supports its influence on dialogue at the international (outside the UK), national (UK excluding Edinburgh and Lothian) and local (Edinburgh and Lothian) levels through its considerable media coverage, with in excess of 90 media articles mentioning BM's activities appearing in high reach outlets such *The Times*, *The Guardian*, *BBC Radio 4* and *The Sydney Morning Herald*.
- The Edinburgh Bilingualism Matters Centre has established an extensive global network of 26 international branches (23 of which were added after August 2013) which promotes and distributes messages and shares resources whilst remaining alert to the diverse needs of local communities.
- The Edinburgh Centre continues to serve as a model for the international network in terms of its comprehensive programme of public engagement activities and its expertise in delivering such activities.
- At the same time, the Edinburgh Centre has itself conducted over 25 public engagement events at the international level (i.e. outside the UK).
- BM has contributed to over 65 events at the national level (across Scotland and the wider UK, with the exception of Edinburgh and Lothian), influencing public understanding and discourse through diverse activities such as language shows, information sessions at schools, and inspiring novel artwork.
- Public understanding and discourse have been by changed by BM at the local level (encompassing Edinburgh and Lothian), with over 100 events spread across local arts events and festivals, and information sessions at schools that reach diverse audience types across different language communities.

Scope

Originally established as a research and engagement initiative in 2008, Bilingualism Matters transformed to become a centre for research and knowledge exchange at the University of Edinburgh in 2014. In this report, we assess the public impact generated by activities from Bilingualism Matters between August 2013 and July 2020, with a particular focus on changing public understanding and discourse surrounding bilingualism and language learning. This report is designed to examine the success of Bilingualism Matters with regards to its public engagement and knowledge exchange activities and it is not designed to evaluate research outputs of the Centre.

Global locations of Bilingualism Matters centres



Media Coverage

Bilingualism Matters

Edinburgh Centre: August 2013 — June 2020

A white starburst graphic with a black outline, containing the text '90+' in bold black font. The background is red.

Print/broadcast/online articles featuring BM, or the Edinburgh Centre's representatives

Countries include: Australia, China Croatia, France, Ireland, Italy, Netherlands, Pakistan, Romania, Spain, UK, USA

Outlets include: *Newsweek, Het Parool, The Sydney Morning Herald, The Irish Times, The Daily Telegraph, The Scotsman*

A white starburst graphic with a black outline, containing the text '50+' in bold black font. The background is grey.

Newspaper and magazine articles, outlets including:

- **NPR** (18.2m weekly website visitors)
- **The Atlantic** (485k monthly readership)
- **The Daily Mail** online (25m monthly readership)
- **The Guardian** (23m monthly online readership)

A white starburst graphic with a black outline, containing the text '15' in bold black font. The background is red.

Radio and TV interviews and features, including:

- **BBC Radio 4** (10.9m listeners per week)
- **BBC World Service** (1.3m listeners per week)
- **BBC Radio Scotland** (767k listeners per week)
- **BBC 2** (29.9m viewers per week)

A white starburst graphic with a black outline, containing the text '13k+' in bold black font. The background is grey.

Followers on social media channels, including:

- **6800+** on **Facebook**
- **5700+** on **Twitter**
- **800+** on **Instagram**

Introduction

Research over the past decades has led to better understanding of benefits and challenges of bilingualism for children's development. For example, bilingual children tend to be better than monolinguals at 'multitasking' as well as tasks involving focused attention.¹ Bilingual children are also often more precocious readers and show a greater awareness of other cultures.² Adults can benefit from bilingualism too, with recent research suggesting that learning a second language is effective in slowing the effects of aging.³ However, there is still a dearth of information across communities concerning bilingualism, with persistent misconceptions about its impact on development. Bilingualism Matters seeks to combat this by better informing the public about bilingualism and second language learning.

Bilingualism Matters was established as a knowledge exchange and public engagement initiative within the University of Edinburgh's School of Philosophy, Psychology and Language Sciences (PPLS) in 2008 by Professor Antonella Sorace and served as an information service for parents and teachers who wanted to learn more about bilingualism in young people. Since 2014, Bilingualism Matters has been an official centre at PPLS, and it engages in a variety of activities with different audiences. The aim of the centre remains to inform the public, families and teachers, businesses, and policy makers about bilingualism and language learning. These activities are based on the latest research on bilingualism to ensure that decision-makers can draw on the best available evidence.

One of the principal ideas promoted by the Edinburgh branch is that bilingualism bestows significant social, cognitive and linguistic benefits. In the social sphere, bilingualism provides speakers with access to two cultures, and in turn encourages a tolerance of, and interest in, other cultures. It can also open job and travelling opportunities. With regards to linguistic development, evidence shows that bilingual children cultivate an awareness of sounds, words, and sentences earlier than monolingual children.⁴ For example, bilingual children show an earlier awareness of the alphabetic principle; the correspondence between letters with their sounds, which facilitates reading and writing. Cognitive benefits include improved attention and task switching abilities (likely because bilinguals must filter out one language when they speak the other, making them better at handling and monitoring conflicting information). There is also growing evidence that suggests bilingualism (from childhood, but even if acquired later in

¹ Grundy, J. & Keyvani Chahi, A. 2017. Post-conflict slowing effects in monolingual and bilingual children. *Dev Sci.* 20(1): 10.1111/desc.12488.

² Bialystok, E., Luk, G., & Kwan, E. 2005. Bilingualism, biliteracy, and learning to read: interactions among languages and writing systems. *Scientific Studies of Reading* 9, 43-61.

Kolverman, I., Baker, S.A. & Petitto, LA. 2008. Age of first bilingual language exposure as a new window into bilingual reading development. *Biling (Camb Engl)* 11(2): 203–223, 10.1017/S1366728908003386.

³ Bak T. H., Vega-Mendoza M., & Sorace A. 2014. Never too late? An advantage on tests of auditory attention extends to late bilinguals. *Frontiers in Psychology*, 5.

Bak, TH., Long, M., Vega-Mendoza, M., & Sorace, A. 2016. Novelty, challenge, and practice: the impact of intensive language learning on attentional functions. *PLoS ONE* 11(4): e0153485. doi:10.1371/journal.pone.0153485

⁴ Bialystok, E., Peets, K.F. & Moreno, S. 2014. Producing bilinguals through immersion education: Development of metalinguistic awareness. *Applied Psycholinguistics* 35, 177-191.

Werker, J. & Byers-Heinlein, K. 2007. Bilingualism in infancy: first steps in perception and comprehension. *Trends in Cognitive Sciences* 12.4, 144-151.

life) may offer some defence against cognitive decline in older age.⁵ Whilst early childhood – generally understood as ranging from birth to age 4 – appears the best time to learn a second language fluently, research suggests exposure to a second language during primary school years, late adolescence or adulthood can also lead to active bilingualism.⁶

In addition to communicating evidence on advantages of bilingualism in different domains, Bilingualism Matters also seeks to dispel common myths about negative effects of language learning. For instance, the Edinburgh branch seeks to combat the misconception that bilingualism slows down cognitive and linguistic development in children, and that bilingual children suffer impoverished vocabularies. While it is true that the vocabulary size in each language may be smaller, especially in early years, the global size of children's vocabulary in the two languages may be in fact larger.⁷ Children exposed to two languages from early on also learn both of them successfully, against misconceptions that neither language is learned properly. The Centre also counters the widespread notion that bilingualism is only valuable if both languages are 'useful' (e.g. widely spoken or used in business and tourism), arguing that the cognitive and linguistic benefits accrue regardless of what language is learnt.⁸ The Centre also challenges misconceptions about bilingualism stemming from the misinterpretation of current research, for example the assertions that bilingual children are "more intelligent", or that older bilinguals "cannot get dementia", recognising that the benefits of bilingualism are not uniformly experienced, as a result of multiple individual and external factors that remain to be understood.

Additional themes within Bilingualism Matters' activities include a defence of the importance of minority languages and of language education more broadly. According to the Edinburgh Centre, by investing in language learning, governments not only invest in improved language skills, but also in improved social, linguistic, and cognitive skills. In short, as the centre identifies within its presentations, investing in "languages = investing in better brains".⁹

⁵ Bak, T.H., Nissan, J., Allerhand, M., & Deary, I. 2014. Does bilingualism influence cognitive ageing? *Annals of Neurology* <https://doi.org/10.1002/ana.24158>

Cox, S.R., Bak, T.H., Allerhand, M., Redmond, P., Starr, J., Deary, I., & MacPherson, S. 2016. Bilingualism, social cognition and executive functions: A tale of chickens and eggs. *Neuropsychologia* 91, 299-306.

⁶ Marinova-Todd, S.H., Bradford Marshall, D., & Snow, C. 2000. Three misconceptions about age and L2 learning. *TESOL Quarterly* 34, 9-34.

Sorace, A. 2011. Pinning down the concept of "interface" in bilingualism. *Linguistic Approaches to Bilingualism* 1:1, 1-33.

Byers-Heinlein, K., & Lew Williams, C. 2013. Bilingualism in the early years: what the science says. *Learn Landsc.* 7(1), 95-112.

⁷ Werker, J., Byers-Heinlein, K., & Fennell, C.T. 2009. Bilingual beginnings to learning words. *Phil. Trans. R. Soc. B* 364, 3649-3663

Bialystok, E., Luk, G., Peets, K.P., and Yang, S. 2010. Receptive vocabulary differences in monolingual and bilingual children. *Biling (Camb Engl)* 13(4), 525-531.

⁸ Garraffa, M., Beveridge, M., & Sorace, A. 2015. Linguistic and cognitive skills in Sardinian-Italian bilingual children. *Frontiers in Psychology*, Volume 6 | Article 1898

⁹ Cape, R., Vega-Mendoza, M., Bak, T.H. & Sorace, A. 2018. Cognitive effects of Gaelic medium education on primary school children in Scotland. *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2018.1543648

The Bilingualism Matters wider team is composed of 42 associated / affiliated research staff – either based at the University of Edinburgh (10), elsewhere in the UK (5), or branch directors internationally (27) – contributing to the work of the centre, two permanent staff (employed by PPLS) and 26 active volunteers.¹⁰ Prof Sorace has remained Director of Bilingualism Matters at Edinburgh since its conception in 2008. She has been active in informing policy makers about bilingualism and training the newly emerging centres in the Bilingualism Matters network.

Other members drawn from PPLS include Dr Thomas Bak (originally a Co-Director from 2014, and Programme Director since September 2019) who leads activities related to older language learners and the effect of multilingualism on healthy ageing and the development of dementia. Originally Deputy Director of the Centre from 2014, and Programme Director since September 2019, Dr Vicky Chondrogianni leads work on bilingualism in atypical language development, including autism and speech and language difficulties.

The work of the Bilingualism Matters Centre has, since 2019, been supported by five further programme directors drawn from across the University of Edinburgh, who are: Thomas Chaurin, Languages For All, PD for language teaching and learning; Professor Rob Dunbar, Celtic and Scottish Studies, PD for Gaelic; Dr Carlos Soler Montes, Hispanic and Lusophone Studies, PD for Spanish & Portuguese; Dr Guy Puzey, LLC, PD for language visibility and Nordic languages; and Dr Ania Byerly, Moray House, Programme Director for Teacher Education.

The Edinburgh Headquarters has also employed two permanent members of staff since 2016. Christy Brewster is the Centre Administrator, and as Research and Outreach Coordinator, Dr Katarzyna Przybycien supports the centre's activities through network development, coordination of partners and supporting the development of key centre outputs.

As of July 2020, the Edinburgh Headquarters had 26 active volunteers who receive extensive training before participating in the organisation of events. Whilst the majority of these are University of Edinburgh students there are volunteers from other universities in Scotland and members of the community.

Over the years, the centre has given rise to 30 branches, including Edinburgh. Of these, 23 branches have opened since August 2013 and 26 branches (including Edinburgh) are currently active. They are located across the globe, with four centres operating in the UK, 15 in mainland Europe, five in North America as well as one in Israel and one in Hong Kong. This network of branches will be discussed further below.

¹⁰ As of 31 July 2020

Bilingualism Matters - Overview of activities and operations

Activities at the national level

In its mission to promote research-led understanding of bilingualism and language learning, since August 2013, the Edinburgh Bilingualism Matters Centre has been involved in over 350 events in which more than 12,000 people participated.¹¹ During this time, the Edinburgh Centre has reached audiences as diverse as politicians, speech therapists, carers, teachers, parents and children, and festival goers. Bilingualism Matters has partnered with many organisations, from the Scottish Refugee Festival, to over 20 primary, secondary and nursery schools across the UK to the European Union's ATHEME project – a five-year collaborative research project (2014 – 2019) studying multilingualism in Europe involving researchers from 17 institutions.¹²

Amongst its regular activities, the Edinburgh Centre participates in language shows, festivals and other arts events, as well as offering talks about bilingualism to parents, teachers and other education sector workers seeking information on the facts and challenges of raising bilingual children (see 'National impact' and 'Local impact' below, for further details). In almost all cases, the Edinburgh Centre is approached by individuals or organisations seeking advice, which leads Bilingualism Matters to deliver events across Edinburgh and the UK. As examples throughout the report demonstrate, these events can in turn lead to further events as strong relationships develop. In addition to these events, public engagement is achieved via regular media coverage (see 'Impact through media' below, for further details).

At the many activities it organises and participates in, Bilingualism Matters adapts its services to fit the goal of the event, as well as the needs and knowledge base of the target audience. Audience sizes at the events it organises and/or participates in range between 10 and 500 and events involve people across all ages. Some audiences know little about the effects of bilingualism while others invite the Centre to give a talk because they have specific interests and questions. Often, an event is organised by more than one member of the Centre and if student volunteers are involved, they undergo training beforehand. In each case, the primary mission is to effectively share research-based knowledge and information across society, built around the core messages of the Centre.

Bilingualism Matters network and activities at the international level

Since August 2013, Bilingualism Matters has expanded rapidly across the world, with 23 new branches opening in 14 countries and on 3 continents – Europe, Asia and North America. In 2019 alone, 5 new branches were opened: Chicago, South Carolina, Hong Kong, Laurier (Canada) and London. All branches share the common goal of disseminating research on language learning and bilingualism.

New branches go through an application process – overseen by the Edinburgh Centre – outlining their motivations and goals before receiving mandatory training, knowledge exchange resources, and ongoing logistical support from Edinburgh Centre representatives. The focus of this training, provided in each instance by Professor Sorace, rests on equipping new centres with the accumulated expertise and knowledge exchange materials of the Edinburgh headquarters, to facilitate engagement and increase effectiveness.

The most crucial aim of the training, but also of maintaining the network more generally, is to empower other centres to be actors in public engagement and demonstrate how they can relate their research to

¹¹ See Appendix 2 - Inventory of engagement events.

¹² See Appendix 2 - Inventory of engagement events.

the general public. Global branches operate independently but maintain a close relationship with the Edinburgh Centre and often seek the expertise of, and collaboration with, the network, as discussed below in the 'International impact through global network of centres' section.

The strong international network resulting from this highlights how the impact of the Edinburgh Centre extends beyond the events it directly organises. This provides Bilingualism Matters with a highly effective infrastructure to exchange knowledge and share its messages about bilingualism with the policy community, educators, medical professionals, commercial organisations and the broader public, globally.

The current 26 branches can be found in the following locations (with more than 200 people worldwide involved in delivering activities for their local BM branches):

Edinburgh Headquarters (Scotland)	Poznań (Poland)
Chicago (USA)	Ramat Gan (Israel)
East of England (England)	Reading (England)
Granada (Spain)	Rijeka (Croatia)
Hong Kong (China)	Rutgers (USA)
Konstanz (Germany)	Siena (Italy)
Krakow (Poland)	South Carolina (USA)
Laurier (Canada)	Thessaloniki (Greece)
London (UK)	Trento (Italy)
Milan (Italy)	Tromsø (Norway)
Nantes (France)	Trondheim (Norway)
Netherlands	Tübingen (Germany)
Penn State (USA)	Vitoria-Gasteiz (Spain)

In addition to their global coordination, each branch also operates on a local and national level, adapting to the needs of their communities and the aspects of bilingualism relevant to their countries. Each centre develops its own agenda of research areas it wants to provide information about, tailored to the needs of their respective location. Most centres' initiatives revolve around:

- bilingualism in children and adults;
- bilingualism in education;
- minority languages;
- heritage languages; and
- language learning.

Some centres work on bilingual policy, social aspects of bilingualism, bilingualism and ageing as well as bilingualism and health. This allows them to address a wide range of topics collectively as a network, while each centre has its own specialisations.

Centres respond to the particular needs of their communities and many centres work closely with migrant communities. For instance, the branch in Athens reports that:

"...given the large influx of immigrants and refugees in Greece [in] the last 5 years, the need has arisen to inform the community about bilingualism and all related issues."

As such, they have dedicated events "to raise people's awareness of the importance of bilingualism for immigrants' future and wellbeing." These include presentations to school educators, administrators and NGOs.

Similarly, the branch in Trento organises events around the local minority languages Cimbri, Moencheno and Ladin.¹³ Finally, the branch in Rijeka offered events relating to the use of non-standard dialects of Croatian and Italian in the local area, informed by input from past experiences within the network.

As demonstrated below in the 'International impact' section, the network helps the branches exchange their expertise in specialised fields such as minority languages, which increases the effectiveness of their public engagement activities.

Material support from BM Edinburgh enhances the engagement and impact of international branches

The influence of the Edinburgh Centre on changing public understanding and discourse worldwide manifests itself in many ways. For instance, the sharing of materials designed or influenced by the Edinburgh Centre – such as printed and digital materials, elements from their website and presentation slides – accelerates the process of disseminating research-based information and messages about bilingualism to pupils, teachers, families, and the general public, thereby influencing public understanding and discourse amongst these stakeholders

Responses in the recent round of annual centre reports from May 2020 show that 13 out of 23 centres have used existing resources from Edinburgh. For instance, one branch (Tübingen) is planning to use the BM Edinburgh website as the basis for its own.¹⁴

Many centres report that their leaflet content is also inspired by existing leaflets from Edinburgh, for example the branch in Siena has translated these materials into different languages. The branch at Penn State describes their use of existing material as follows:

“Many of our presentations were initially adapted from the PowerPoints [Professor] Antonella [Sorace] provided during training. We have since tailored these to our specific communities, but the basic outline and imprints are long-lasting.”

Public engagement materials developed and provided by the Edinburgh Centre can thus be seen as key in supporting the development of resources by other branches for use in their own knowledge exchange and impact-generating activities to create public understanding and discourse around bilingualism.

Changing public understanding and discourse through supporting knowledge exchange across the BM network

Another way in which the Edinburgh Centre supports other branches to change public discourse and understanding / attitudes is through an annual, multi-event conference that actively promotes collaboration and mutual support across the BM network. Organised by the Edinburgh Centre, the annual BM conference includes:

- an annual Bilingualism Matters research symposium;
- a general network meeting; and
- a public exchange and best practice day.

Additionally, a BM International Network Board, that meets monthly and draws its membership from branches across the network, has been established with the purpose of creating a governance structure for the network and to involve branches in the decision making about the network's development. It also serves as an advisory body to the Edinburgh Centre. The organisation, selection, and documentation of the work of the board is led by the Edinburgh Centre.

¹³ Information is derived from annual reports of the centres identified.

¹⁴ Information is derived from annual reports of the centres identified.

The network, led by the Edinburgh Centre, therefore enables and encourages the development of efficient channels of knowledge exchange and synchronisation, with the Edinburgh Centre playing a central role in driving network capacity building.

In their annual branch reports from May 2020, the centres are very explicit about the benefits that BM network membership provides them. The most frequently stated benefit is networking among branches and access to the network, collectively noted by 13 out of 23 centres.

For example, the branch in Granada notes that access to the network “facilitates new collaborations when for example a solid network is required in international projects.” But also, on the national level, branches emphasise the importance of collaboration with other branches, which they perceive as being enhanced through network membership.

In supporting bilingualism and promoting public understanding and discourse around this, the additional benefits of the BM network the branches describe are: shared know-how, access to resources, mutual support, input for new ideas for outreach, joint applications to research grants and external funding, and increased international credibility or a “stronger voice” (Athens).

For instance, the branch in Tromsø describes that network membership “provides authority when communicating [its] own knowledge of bilingualism” and further, that the network “provides broader insight into minority language groups in communities other than your own”.

Increasing branch visibility and credibility through the BM network

The range of benefits that are derived internally from the network are further supplemented by the increased visibility branches receive through the international organisation, which opens up new powerful pathways of engagement. In their recent annual reports, the centres describe the benefits relating to this that they are experiencing.

The branch in Athens notes that:

“[Researchers’] participation in the BM network becomes more impactful since they act not only as individual supporters of bilingualism but as members of a large group of academics and professionals, all of them working on the promotion of bilingualism and its benefits. As a result, they are heard more, and they are invited to engage in public dialogues and discuss issues related to the promotion of bilingualism in their community.”

Several branches also point to the increased chances to receive funding, for instance, the branch in Israel states that “BM network membership opened new opportunities for collaboration on EU submissions (e.g., Erasmus, COST, etc.). Moreover, being part of an international network is valuable for submissions for local funding.” Several branches have indeed mentioned the Bilingualism Matters network in funding applications that have been successful.¹⁵

Importantly, branches also stress the authority and credibility that accompanies membership of an internationally recognised organisation: “The membership of an international network organisation adds to and ensures people [understand] that we are a serious, reliable and professional organisation” (Netherlands). Similarly, the branch in Siena observes that “in public engagement, when we refer to BM as an international organisation, we gain in credibility.”

An impressive example for the importance of such recognition comes from the branch in Tromsø: “Because of our status as a BM branch, we have a seat on a new national committee for multilingualism and language rights, chaired by the Norwegian Language Council.” As these statements show, being part of a larger organization not only helps to coordinate activities across the network, but also increases

¹⁵ Information is derived from annual reports of the centres identified.

credibility. This in turn helps makes it easier to attract funding and enhances the reputation of branches, which aids in changing public understanding and discourse.

All of the 23 branches sending their annual report to the Edinburgh Centre in May 2020 have indicated that they will renew membership after their current membership period expires. This is a clear demonstration of how much the network is valued among the centres involved.

BM network case study – the development of Bilingualism Matters in the USA

Professor Judith Kroll is a USA-based cognitive psychologist and psycholinguist who has been instrumental in driving the development of the Bilingualism Matters branch network in that country, having establish branches at Penn State University (2014) and the University of California, Riverside (2017). As Distinguished Professor of Language Science at the University of California since 2019, Judith Kroll's is now intending to create a US-wide consortium of BM branches, with UC Irvine at its hub.

In an online interview¹⁶, Professor Kroll identified the importance of the Bilingualism Matters network in helping drive and support efforts to promote multilingualism, and the research underpinning this, within the USA. Recalling how she was driven to set up a branch of Bilingualism Matters whilst Director of the Center of Language Science at Penn State University, Professor Kroll said:

***“By 2014, the existing support at Penn State was for research and training but not for outreach or translation. The incentive to join the BM network was to create a network that would address both local and global aspects of bilingual language experience that would enable outreach to the community, that would bridge research and student training to enable translation of research findings, and that would increase awareness of community needs.*”**

“In 2015, shortly after the Penn State BM branch was launched, Edinburgh became a partner in a second PIRE [Partnership for International Research and Education] grant awarded to Penn State to contribute to this effort. That grant, for \$5M, is in effect until 2022.”

In the interview, Professor Kroll noted the importance of the relationship of the US centres with the Edinburgh Centre, which mirrors the picture painted by other centres across the international network. Professor Kroll commented:

***“There is transparent communication between the branches and the network hub in Edinburgh. There is sharing of materials and ideas in the form of reports, newsletters, etc. But here is the point that is critical in my view: The amazing growth of the BM network to the level that exists in 2020 can be attributed to the idea that it provides a model but not a fixed template.*”**

“BM is dynamic and flexible, with different branches accommodating the many varied forms in which multiple languages spoken in local communities represent different interests and needs, the concerns about language experience that change across the lifespan, and the connections between different contexts of outreach, be they educational, clinical, or commercial. By enabling each university [branch] to develop a specific model that is best suited to the pressing needs and available resources at that location, BM provides an organic basis on which the network can develop and self-correct over a longer period of time.”

¹⁶ The full interview with Professor Kroll is available in Appendix C - Transcript of online interview with Professor Judith Kroll – Bilingualism Matters USA network

Delivering impact via the media: Influencing public understanding and debate on bilingualism through press coverage

Activities organised by Bilingualism Matters are reported regularly in international, national and local media, and representatives from the Edinburgh Centre are frequently interviewed, referenced or quoted in articles from major media outlets. Between 2014 and 2020, there were in excess of 90 articles mentioning Bilingualism Matters or its representatives. UK outlets carrying such articles included *The Times*, *The Guardian* and *BBC Radio 4*.¹⁷ Articles often feature BM members offering their expert opinion on news and controversies related to bilingualism and language learning, thus further promoting the main messages and research of the Edinburgh Centre to a variety of different audiences.

In addition to the UK media outlets, approximately 15 articles on Bilingualism Matters have appeared in foreign national press, including media outlets in the Netherlands, Croatia, Italy, France, Ireland, USA, Romania, Spain, Australia, Pakistan and China. Examples of such outlets include *Newsweek*, *Het Parool*, the *Sydney Morning Herald* and *The Irish Times*.¹⁸ The spread of media coverage demonstrates that Bilingualism Matters' research, and the expertise stemming from this, reaches a global audience. It also ensures that the Centre's research and messaging is made accessible in many languages and can therefore reach a larger audience. The types of coverage are diverse, encompassing print, online articles, and radio and television reports. Articles in the media also regularly spark discussion among their readers and in this way have a significant influence on public discourse and understanding.

Newspaper and magazine coverage

Between 2014 and 2020, over 70 newspaper and magazine articles covering the Edinburgh Centre's activities appeared in print or online. Some of these had extensive international reach and high levels of engagement. For example, in 2016, Professor Sorace was quoted in an article on the benefits of bilingual education ('6 Potential Brain Benefits of Bilingual Education') published by *NPR* – the US media organisation alternatively known as National Public Radio, (approximately 18.2 million weekly website visitors)¹⁹ This was also shared on the *NPR* Facebook page, receiving **23,000 likes**, **1200 comments**, and **13,000 shares**. One reader wrote:

"Great article! Being bilingual myself and CHOOSING to place my son in an immersion school is not even thought about elsewhere in other developed countries! It's not only good for the brain, but also places a natural and HUGE emphasis on acceptance!"²⁰

Similarly, in 2016, Dr Bak was quoted in an article covering contradictory findings in the bilingualism literature ('The Bitter Fight Over Bilingualism') appearing in *The Atlantic* (approximately 485,500 monthly readership)²¹. The article was about a controversial literature review that questioned the benefits of bilingualism on executive function – roughly, a set of cognitive processes for regulating behaviour – and

¹⁷ See Appendix 1 – inventory of media engagement.

¹⁸ See Appendix 1 – inventory of media engagement.

¹⁹ Figure based on average for June-Aug 2019. Data retrieved from <https://www.npr.org/about> (based on Google Analytics).

²⁰ [6 Potential Brain Benefits Of Bilingual Education](#)

²¹ Figure based on average for the six months ending on 12/31/2019. Retrieved from Alliance for Audited Media: <http://abcas3.auditedmedia.com/ecirc/magtitlesearch.asp>.

mentioned Bak's rejoinder. This was shared on *The Atlantic's* Facebook page, receiving **408 likes, 44 comments** and **234 shares**. One commenter wrote:

*"It is so interesting! I wasn't aware of late 1800s views on bilingualism or even the modern theory, disputed in this article, of advanced executive functioning until reading this."*²²

Much of the newspaper coverage of Bilingualism Matter's activities has been focussed at the UK national level, with centre representatives interviewed, quoted or referenced in articles appearing in, for instance, *The Daily Telegraph, The Guardian, The Sunday Times, The Scotsman* and *The Daily Mail*. Many of these articles received high levels of engagement. For example, a 2018 article ('Voila! The languages children should learn if they want the best chances of success in life revealed') from the *Daily Mail* online (approximately 25 million monthly online readership)²³, in which Professor Sorace was quoted, received approximately **1,900 shares** and **705 comments**.²⁴

An article from 2016 ('Why speaking Welsh is good for your health and the language must be saved') from *Wales Online* (9 million monthly newspaper readers²⁵), in which Prof Sorace was quoted on the importance of the Welsh language was shared on the *Wales Online* Facebook page, receiving **361 likes 342 comments** and **172 shares**. Prof Sorace was also quoted in the 2015 article 'Multilingual families: 'Even our dog uses three languages' appearing in *The Guardian* (approximately 23 million online monthly readership)²⁶, which received **511 shares** and **3 comments**.²⁷ One commenter wrote:

"Excellent article on the various benefits of multilingualism - particularly as we now live in a more and more global world."

Prof Sorace was quoted in another article in *The Guardian* from 2016 on Gaelic Education ('The Sardinian professor fighting to save Gaelic – and all Europe's minority tongues'). This received **63 shares** and **213 comments**. One commenter wrote:

"This has encouraged me to return to learning Welsh, paradoxically now that I no longer live in Wales! The sound of this language is to me as sweet as music is to others."

Further positive engagement appeared in a 2018 article in which Prof Sorace was quoted ('The joys and benefits of bilingualism'), appearing in *The Observer* and *The Guardian* online. This received over **3,200 shares** and **529 comments**. One commenter wrote:

"What a great article. Feel inspired to learn Italian."

As these comments indicate, those engaging with newspaper and magazine articles covering Bilingualism Matters report not only discovering new facts and information about bilingualism but feeling inspired to take action and begin language learning.

Newspaper coverage has also appeared at the local level. For instance, in 2018, Prof Sorace was quoted in an article ('The Edinburgh high school where pupils speak 47 different languages') from *The Edinburgh*

²² [The Bitter Fight Over Bilingualism](#)

²³ Figure based on data for 18/03/2020. Retrieved from Newsworks: <https://www.newsworks.org.uk/daily-mail>.

²⁴ See Appendix 1 – inventory of media engagement.

²⁵ Figure based on two sources: Score 2018 3 month average, and JICREG 2018. Retrieved from <https://www.walesonline.co.uk/advertising/>.

²⁶ Figure based on data from on 18/03/2020. Retrieved from Newsworks: <https://www.newsworks.org.uk/the-guardian>.

²⁷ See Appendix 1 – inventory of media engagement.

Evening News (average daily circulation of approximately 14,195)²⁸ which discussed an Edinburgh School with diverse linguistic background. This was shared on *The Edinburgh Evening News* Facebook page, receiving **142 likes**, **15 comments** and **25 shares**. One commenter wrote:

“Fantastic! Not many people can afford to go abroad and experience new cultures learning from your neighbour is the 2nd best thing! Only goes to make Scotland stronger.”

As such comments demonstrate, articles that represent the views and messages of Bilingualism Matters representatives often incite engagement that indicates either an improved understanding of and attitude toward bilingualism, or an intention to take action to pursue language learning.

Radio and television coverage

In addition to print and online articles, the Centre has also been reported on the radio, with over 15 appearances between 2014 and 2020.²⁹ Centre Members have appeared three times between 2014 and 2019 on the **BBC World Service** (1,377,000 average listeners per week). In 2015, Prof Sorace appeared on ‘Fry’s English Delight’ on **BBC Radio 4** (approximately 10,977,000 listeners per week).³⁰ Prof Sorace and Dr Bak also appeared on **BBC Radio Scotland** (approximately 767,000 listeners per week)³¹ six times between 2014 and 2020³². These centre members also shared their research on bilingualism and language learning on television, appearing on **BBC 2** (29,935,000 weekly reach)³³, **BBC TV** and **BBC Wales**.

Coverage of the international network

The wider international network has also received media coverage, with over 30 articles reporting on activity generated by the international centres (based on 23 international centre reports from 2019-2020). As with the Edinburgh Centre, the types of media range from print and online articles, to radio and TV. For example, research from representatives of the Israel Centre on speech patterns in stories told by monolingual and bilingual children with Developmental Language Disorder was reported in an article (‘Bar-Ilan University Study Analyzes Preschoolers’ Speech’) by **The Jewish Press** (approximately 500,000-700,000 unique monthly readers).³⁴

Social media

In addition to the Edinburgh Centre’s website, which reports on all major activities under its ‘Events’ page (<https://www.bilingualism-matters.ppls.ed.ac.uk>) Bilingualism Matters also maintains a strong social media presence. As of July 2020, Bilingualism Matters’ Facebook page has 6368 likes and 6832 followers. Facebook is mostly used to cover the centre’s activities and raise awareness of its core messages (<https://www.facebook.com/BilingMatters>).

Some of these posts receive a lot of interaction. For instance, a post from February 2019 on the benefits of exposure to several languages in infancy (<https://www.facebook.com/BilingMatters/posts/2337210826524482>) received **3,948** reactions and

²⁸ Figure based on data between January and December 2018. Retrieved from: <https://www.historic-newspapers.co.uk/blog/edinburgh-evening-news-history/>

²⁹ See Appendix 1 – inventory of media engagement.

³⁰ Figure based on data from September 2019 to December 2019. Retrieved from: <https://media.info/radio/stations/bbc-radio-4/listening-figures>.

³¹ Figure based on data from July 2019 to December 2019. Retrieved from: <https://media.info/radio/stations/bbc-radio-scotland/listening-figures>

³² See Appendix 1 – inventory of media engagement.

³³ ³³ Figure based on data for 6th-12th January 2020. Retrieved from: <https://www.barb.co.uk/viewing-data/weekly-viewing-summary/>

³⁴ Figure based on data from Jewish Press (contacted on 13th July 2020).

reached around **25,000** people, and a post from October 2019 promoting positive attitudes towards different accents received **2,904** reactions and reached around **46,000** people, whilst a post from September 2019 about racist graffiti that was subverted into a positive message received **7,960** reactions and reached around **110,000** people.³⁵

The Centre also maintains a lively Twitter presence, with 5,739 followers as of July 2020 (<http://www.twitter.com/BilingMatters>). Regular tweets both promote the Centre's own activities and the activities of other centres in the network, as well as engaging with organisations and individuals on all topics concerning multilingualism and language learning. These tweets often encourage interaction with the Centre, and in turn, receive strong public engagement. For example, starting in 2017, the Centre has hosted three online #askbiling sessions, in which members of the public ask representatives from the Centre any questions they have concerning bilingualism or language learning.

Tweets covering the Centre's involvement with current affairs have seen a wide reach. For instance, in January 2020, a discussion in the media surrounding Gaelic teaching was sparked following comments by a Conservative Member of the Scottish Parliament (MSP). The Centre's tweet covering Prof Sorace's interview on *BBC Radio Scotland* about this event received **2,774** impressions and **46** engagements, and was liked and retweeted by Multilingual Library Scotland and Anton Muscatelli, the Principal of the University of Glasgow (<https://twitter.com/BilingMatters/status/1220718018008944642>).

A tweet covering another interview with Prof Sorace, with *BBC London* received **5,311** impressions and **129** engagements (<https://twitter.com/BilingMatters/status/1218163445725564928>). A final tweet covering Dr Bak's blog post on the subject received **7,295** impressions and **190** engagements and was retweeted by Kate Forbes MSP and many Gaelic organisations (<https://twitter.com/BilingMatters/status/1221763534285090816>).

In addition to its Facebook and Twitter presence, the centre runs an active Instagram page, used to promote facts and inspirational messaging about the benefits of multilingualism, with 829 followers as of July 2020 (<https://www.instagram.com/bilingmatters>).

The wider social media presence of Bilingualism Matters is promoted via the other centres in the network. As of May 2020, the international centres collectively have 7032 Facebook followers and 2303 Twitter followers (based on 23 international centre reports from 2019-2020). Some centres communicate via a newsletter. For instance, the Netherlands branch has a periodic newsletter with 673 subscribers.

³⁵ Figures derived from Facebook analytics for BM FB site.

Delivering impact via public engagement: Changing understanding of bilingualism through talks, workshops and festivals

Introduction

Through its extensive outreach activities as a research and information centre, Bilingualism Matters has shaped the way bilingualism and language learning is understood, discussed and practiced across the public sphere internationally, across the UK and locally. Accordingly, over 130 events were targeted at families, teachers, festivalgoers and a general or non-specialist audience between August 2013 and July 2020.³⁶ In addition to extensive media coverage (see 'Media impact' above), public discourse and understanding has been driven by participation in many language shows, festivals and information sessions aimed at parents and educationalists at the national and local level. These activities form the foundation of the Edinburgh Centre's public outreach, and through these, the Centre regularly engages with diverse audience types across Edinburgh and the UK. Change has also been achieved through the establishment and cultivation of the extensive international network of Bilingualism Matters branches. Through this network, the Edinburgh Centre has been able to share its expertise in knowledge exchange and public engagement with branches across the globe where the initiative and its engagement continues to grow.

International Impact

Encouraging understanding and discourse through diverse approaches to public engagement

The internal and external benefits resulting from the BM network are reflected in the public engagement activities that the centres are conducting. Within the network it is striking how much of their activity is centred on reaching members of the general public and thereby influencing public understanding and discourse. In their annual reports from April 2019 to December 2019, 9 branches indicated that they frequently engage with the general public, and 13 engage with it "sometimes". Together, 12 branches stated that they engage with community groups such as organisations supporting migrants "frequently" or "sometimes". The centres were also asked to name their main public engagement projects or initiatives within the reporting period. Out of the 23 branches that sent reports, 16 provided an answer to the question. Out of these, 10 described projects that revolve around private individuals and changing public understanding and discourse.

Examples include a Festival of Multilingualism in the Municipality of Thessaloniki (Athens), science fairs (Penn State) as well as a family workshop and a parent night (South Carolina). Furthermore, the branch in Granada describes an event for bilingual families:

"We took part in a full-day encounter organised by a Granada primary school 'Gómez Moreno'. Families had many questions and queries with regard to bilingualism. The main aim of such meetings is to give support and advice to the families and try to resolve their queries."

The branch in the Netherlands ran the multilingual website *Langaroo*, which offered a virtual playground for children and parents to play with languages together. The idea behind this was to provide parents with an opportunity to help their children develop their language skills, irrespective of the parents' skills.

³⁶ See Appendix 2 - Inventory of engagement events.

Further, they ran workshops about multilingual parenting and have trained professionals “in conversations with parents in multilingual families”.

The branch in Poznań has been especially active. They gave presentations at the Festival of Science and Art at AMU [Adam Mickiewicz University], a workshop for Polish-English bilingual families, “open consultations for interested parties (e.g. parents raising children bilingually)”, as well as “workshops for school students on how to foster foreign language learning.”

It is clear that changing public discourse and understanding is not exclusively an important aspect of outreach activities for the Centre in Edinburgh. As has been shown above, BM branches in Europe, the Middle East and in the United States also have numerous successful public engagement activities to report.

International impact through events outside of the UK

The Edinburgh Centre has run 28 events outside the UK that were targeted at teachers, parents and the general public. These were highly varied, including talks at conferences and branch launches that were open to the general public, talks at embassies and international universities, for communities such as the Italian community in Trondheim, Norway, as well as at international festivals.³⁷ The audience size at these international events also varied, ranging from 20 at the branch launch in Chicago to 80 at the Polish embassy in Rome and 200 at a conference talk aimed at kindergarten personnel and trainers in Stuttgart, Germany. The Edinburgh branch thus directly shares its expertise on bilingualism with stakeholders and the general public worldwide.

National Impact

Whilst Bilingualism Matters grows as an international authority on bilingualism and language learning it also continues to influence dialogue at the national level (across Scotland and the rest of the UK, with the exception of Edinburgh and the Lothians, which are considered separately for the purposes of this report). Between August 2013 and July 2020, Bilingualism Matters was involved in over 65 public engagement events within the UK.³⁸ Amongst these, the centre has taken part in the largest national language shows—festivals aimed at language learners, language teachers and anyone interested in language. It has also inspired artists, who help communicate the central themes of the Centre’s research to the public via the generation of novel artwork. Information sessions at schools across the country also help achieve impact at the national level.

Impact through national Bilingualism Matters centres

In addition to events which it organises itself, the Edinburgh Centre influences dialogue about bilingualism and language learning at the national level via the other UK centres within the network, located in Reading and London. The Reading centre has been active since its creation in 2013, regularly conducting information sessions and workshops at schools and learning centres, primarily targeting parents and teachers. The Reading centre has pioneered ‘research-to-practice’ workshops, where teachers and speech and language therapists are brought together for knowledge exchange.

Together with other academic and third sector organisations (University of Cambridge, University of Oxford, UCL, NALDIC, Mother Tongues Ireland, and We Live Languages) the Reading centre has conducted a survey about the effects of COVID-19 lockdown on multilingual families whose results will be made public once completed (<https://research.reading.ac.uk/celm/research/2343/>). This survey also inspired a similar project at the University of Oslo. This demonstrates not only the importance given to

³⁷ See Appendix 2 - Inventory of engagement events.

³⁸ See Appendix 2 - Inventory of engagement events. N.B. This figure excludes events within the Edinburgh and Lothian area. For impact within this region, see ‘Local Impact’ below.

reaching families, but also how local networks of actors around the topic of bilingualism collaborate to reach a wide audience.

The Reading centre's activities are complemented by a growing YouTube channel, featuring interviews with researchers and educational videos about issues pertaining to bilingualism and language learning (https://www.youtube.com/channel/UC8itPU0LuGJxktsIK-Mol_A). Finally, there has been direct cooperation between the Reading and Edinburgh Centres, with a joint stand at the 2019 Language Show in London. This brought the expertise of both centres to the event and demonstrates the collaborative potential between the UK centres.

The London branch is new, having only opened in November 2019. However, it is already progressing a programme of knowledge exchange with public engagement event originally planned for October 2020 in collaboration with Ambarabà Community Language School and the Association of German Saturday Schools UK. As of June 2020, the London centre is in dialogue with their collaborators to find a suitable online alternative due to the COVID-19 pandemic.

Impact through language shows

One example of the Edinburgh Centre's activities that has delivered impact at the national level is its participation in Language Shows. In 2016, Professor Sorace gave a talk at the Language Show Live Glasgow (titled 'Growing up with Two Languages: Myths, Science, and Realistic Expectations') and took part as a panellist during a symposium. As Scotland's largest language festival, Language Show Live aims to bring together language learners with teachers and professionals. Over 200 people attended the event overall, at least 50 people attended Professor Sorace's talk, and 60 attended the symposium.³⁹

In 2018, Prof Sorace was invited to present at the sister event, the Language Show Live London, giving two talks. The first talk was titled 'Do languages make you smarter?' and was part of a larger panel event (titled 'Why languages are essential for us all post-Brexit') organised by Bernardette Holmes of Speak to the Future. The second talk was titled 'Minority languages in Europe are worth learning'. Both sessions were filled to capacity, with 100-200 attendees at each.

Prof Sorace was subsequently invited to present at two events at the London Language Show 2019. The first was as part of a panel discussion (titled 'Busting myths: the real benefits of learning languages') organised by Bernardette Holmes and Professor Sorace herself, where she presented a talk (titled 'What's the "bilingual advantage?'), about the social and cultural benefits of speaking more than one language, and the importance of investing in bilingualism, in line with the cognitive and wider educational benefits being multilingual brings. The second talk was titled "Language learning: the younger, the better?" Again, both sessions were packed, attracting at least 50-100 attendees each.

The two Language Show London events were held in Olympia, a large exhibition centre located in central London. As the events attracted thousands of people, with dozens of concurrent shows, panels, talks, stands and films, attracting at least 100 attendees was a major success. More generally, the fact that BM is regularly invited to present at such festivals demonstrates continued interest in bilingualism-related topics, not only amongst professionals, such as teachers and language therapists, but also members of the general public.⁴⁰

Impact through engaging schools nationally

Much of Bilingualism Matters' regular activity concentrates on information sessions at schools and community hubs. In addition to events aimed at educational practitioners, such as teachers and language therapists, the centre also targets pupils, parents and families, giving them the opportunity to advance their understanding of bilingualism and language learning. Around 20 events have been targeted at

³⁹ See Appendix 2 - Inventory of engagement events.

⁴⁰ See Appendix 2 - Inventory of engagement events.

families and teachers nationally. Whilst most of these events are conducted within the Edinburgh and Lothian area (see 'Local impact'), sessions have been held more widely across the country. This includes information sessions in London, Glasgow, Fort William, Ayr, Stirling and Kirkcaldy aimed at either students, or parents and families, and attracting in excess of 175 participants.

Events aimed at parents and families typically attract around 20-30 attendees.⁴¹ Numbers for school sessions vary but one event for school pupils in Stirling had 125 attendees. As outlined in the Overview of impact section above, these sessions typically revolve around providing the audience with an accessible understanding of (research on) the cognitive, linguistic and social benefits of bilingualism, as well as dispelling common myths that may be preventing additional language learning such as the belief that children cannot learn more than one language fully at a given time. Through these activities, the Edinburgh Centre ensures that their core, evidence-based, messages directly reach those who are often most invested in and affected by issues surrounding language education. With their engagement in schools, they also ensure that the next generation, who can drive change in language learning, are informed by the latest research early in their education.

As the sample of events mentioned in this section indicates, the Edinburgh Centre reaches a variety of audiences at the national level through festivals and the arts as well as workshops targeted at families and via the other centres in the network. The frequency of these events shows how much interest for bilingualism-related topics exists and continues to grow, nurturing the creation of new centres. Furthermore, the Edinburgh Centre's impact at the national level reaches beyond the boundaries of the events it directly organises, through the efforts of the larger network it has established across the country.

Local impact

In addition to influencing public understanding and discourse around bilingualism and language learning on the international and national level, the Edinburgh Centre continues to serve as an information and outreach centre for local communities where its engagement began. Between August 2013 and July 2020, Bilingualism Matters was involved in approximately 100 public engagement events within Edinburgh and Lothian.⁴² Activities organised at the local level typically take the form of art events, festivals, and school workshops. Such activities ensure that Bilingualism Matters is a leading voice in shaping public understanding and discourse around bilingualism and language learning within Edinburgh and the surrounding region, offering an essential service as an information centre for local monolingual and bilingual families and communities.

Impact through the arts and festivals

One principal way Bilingualism Matters ensures that its messages reach a local audience is through organisation and participation in arts events and festivals open to the public. Often, these events are the result of collaboration with other local organisations. For example, Bilingualism Matters has fostered an extended collaborative relationship with Theatre Sans Accents – a bilingual and educational theatre company located in Edinburgh. This relationship stretches back to 2015, when the theatre company approached the Centre to propose collaboration, thus demonstrating the reputation and appeal of working with the Centre for local arts organisations. Bilingualism Matters worked with Theatre sans Accents for their first ever public event, submitting a joint application and successfully receiving funding to participate in the 2016 Festival of Creative Learning – an annual series of events that explores creative

⁴¹ See Appendix 2 - Inventory of engagement events. Estimation based on collected attendance numbers for three sessions, in Ayr, Glasgow and Fife.

⁴² See Appendix 2 - Inventory of engagement events.

learning and innovation at the University of Edinburgh. This event attracted approximately 50 attendees and led to further events at the 2017, 2018 and 2019 iterations of the Festival of Creative Learning.⁴³

Collaboration with Theatre sans Accents, alongside The Polish Cultural Festival Association – an Edinburgh-based social enterprise with the aim of supporting Polish-Scottish integration and the promotion of Polish culture and heritage – culminated in the creation of the brand-new Edinburgh Multilingual Stories Festival in 2018. The goal of the Edinburgh Multilingual Stories Festival was to celebrate the diversity of Scotland’s multilingual families and communities, and to provide an opportunity for both bilinguals and monolinguals to explore what it means to speak more than one language. Bilingualism Matters organised and managed workshops, provided briefings to participating artists, oversaw volunteers’ contributions and generally supervised any elements of the programme based on language research.

The festival began with a month of school-based workshops, managed by the centre, partnering local schools with artists. Workshops took place in over 20 locations across Edinburgh including Saturday schools, primary schools, and afterschool clubs. There were approximately 700 attendees in total, 500 at the 3-day weekend of events and 200 at preceding workshops.⁴⁴

In a follow-up event, highlights and discoveries from the festival were passed on to teachers at the 2019 conference for The Scottish Association for Teaching English as an Additional Language (SATEAL). This workshop – ‘Children’s Multilingual Stories’ – was organised in collaboration with the Moray House School of Education at the University of Edinburgh. The workshop was aimed at teachers of English as an Additional Language (EAL) and sought to spread awareness of the various techniques and events developed during the project that partnered artists with children. The Centre’s event was attended by approximately 40 people, with 59% rating the event ‘excellent’, 39% rating the event ‘very good’ and 2% rating the event ‘good’. Bilingualism Matters received the highest rating of all 7 workshops, with an average rating of 4.86 out of 5. When presented with the question ‘Please evaluate the workshops you attended’, one attendee wrote:

“Really excellent, very practical ideas and activities and great recommendations of resources.”

Whilst another attendee wrote,

“Excellent. I really liked the exercises to help monolingual people to identify with what happens in the bilingual brain.”

As this feedback indicates, Bilingualism Matters events have a substantial impact on the attitudes and practices on those who attend by providing practical knowledge, techniques and suggestions for further resources.

Given the substantial success of the first Edinburgh Multilingual Stories Festival, the event was continued in 2019, with further school workshops and four more days of events open to the public, hosted at Summerhall, another venue in central Edinburgh. The 2019 festival attracted approximately 1000 attendees in total. As part of the festival Professor Sorace gave a talk titled ‘More than one language: what parents and teachers need to know’, focussing on the facts, positive effects and possible problems of early bilingualism in families and schools as well as the importance of making informed decisions about language learning in all sectors of society, attracting around 50 attendees. A further notable event titled ‘Multilingual Stories from Scottish Schools’ was run both as part of the 2019 Edinburgh Multilingual Stories Festival and the 2019 Economic and Social Research Council (ESRC) Festival of Social Science. Attracting around 200 attendees, this event included an exhibition at Summerhall by local artist Kathryn Brown – <https://katbrownartist.wordpress.com/> – working with primary school pupils.

⁴³ See Appendix 2 - Inventory of engagement events.

⁴⁴ See Appendix 2 - Inventory of engagement events.

The Edinburgh Multilingual Stories Festivals have brought together diverse members of the public with several local artists. One such artist was Roberto Cassani, an Italian-born musician based in central Scotland. Roberto ran some of the workshops with children during the 2018 festival. His sessions involved the children interacting with music following commands by Roberto, as well as creating and performing a simple song. In addition to participating in workshops with children, Roberto ran a ‘scratch night’ event – where artists test out their material on a live audience – with a quiz, and participated in the end-of-festival concert. Roberto reported a very positive experience in relation to his participating in the festival, noting that it directly influenced his plans for future artistic work. He recorded the following statement following the 2018 festival:

“I thought that as an idea, and also its realisation, were really exceptional. I was very lucky to be involved with it [...] I feel now that I am definitely not alone here and I feel my artistic practice should reflect this. So, I have used this experience to inform my own practice. The new work that I will put out in 2019 will have a lot of reflection on multilingualism, multiculturalism and bilingualism, inside it. And really, partly, I owe it to the reflection that was allowed to me during the festival. I would like to see this work continue.”

In a follow-up statement from June 2020, Roberto wrote:

“After the festival, I have been trying my best to continue reflecting my multicultural and bilingual ideas in my music [...] I managed to do more work with schools and communities, but I would love to secure enough funding to make this a regular feature of my practice. I have been able to use the concepts in some compositional commissions and especially I am currently working on a very exciting project [...] blending the musical traditions of Scotland and Northern Italy and using the dialect of my small town in Italy, in an attempt to preserve a “dying” language whilst confirming the absolute need for blending cultures in art. In short, thanks to the festival, I have made multiculturalism and bilingualism a lasting feature of my artistic practice and my development of the concepts is ongoing.”

Roberto’s work with local children during the 2018 festival was facilitated by ArtPoint Scotland, an Edinburgh-based organisation that nurtures artistic talents and creativity in the local community by connecting artists with children and young people. ArtPoint also presented the art work of participating children at the festival.

ArtPoint Scotland is another local organisation that Bilingualism Matters has developed a long-lasting collaborative relationship with, working together on multiple events beyond the Edinburgh Multilingual Stories Festival. This relationship has developed over several years. Members of ArtPoint Scotland initially attended a talk by Dr Bak at the Cabaret of Dangerous Ideas (‘Ditch the Classroom; Speak in Tongues!’) as part of the Edinburgh Fringe in 2018. Dr Bak’s talk discussed the priority language learning should be given in education and was attended by approximately 100 members of the public across two sessions. As a result of the talk, ArtPoint invited Bilingualism Matters to evaluate their intergenerational workshop run in a day centre for the elderly in Haddington, and the evaluation was provided by Dr Bak’s PhD student, Brittany Blankinship.

In addition to collaboration on the Edinburgh Multilingual Stories Festival as outlined above, Bilingualism Matters subsequently informed and participated in ArtPoint’s ‘Languages of Art’ project, the stated aim of which is ‘to inform, encourage and demonstrate to people how important it is to learn languages and be creative across the lifespan’. This project primarily involves workshops run by ArtPoint at Haddington’s (the county town of East Lothian) day centres, and often includes a small exhibition and singing activities, alongside presentations from organisers about different artists or art-styles from around the world.

As part of the presentation, participants learn a small number of words in different languages and are encouraged to learn more later on. Amongst other events forming part of this project, ArtPoint invited

Bilingualism Matters to co-run a workshop at Haddington Town House as part of a 2019 festival organised by Luminate. ArtPoint subsequently wrote the following synopsis regarding the project:

“Recent research points to the importance of language learning through the lifespan and the project is inspired by Bilingualism Matters, Edinburgh University. In our experience the sessions are fun, engaging and enjoyable for all. Both groups [take part] equally, comparing skills and possibilities, learning from each other and enjoying each other’s company. Art is used as a “hook” to pass the very important message – that learning and actively using languages has benefits for our brain, wellbeing and creativity. No matter what age you are, [it’s] never too late to start.”

The ongoing collaboration between Bilingualism Matters and ArtPoint on day centre workshops and related activities demonstrates how cultural organisations actively seek the Centre’s research expertise about bilingualism in order to inform and improve their intergenerational events. In this way, the Centre’s core messages are transferred through the arts to reach individuals across ages. Moreover, the recurrence of collaborative events and long-lasting partnerships speaks to the appeal of working with the Edinburgh Centre, as organisations repeatedly return for further partnership.

Impact through local schools

In addition to developing and participating in festivals and art events, a major function of Bilingualism Matters remains delivering up to date information to local families so they can make informed decisions about language education and raising multi-lingual children. To this end, information sessions at schools are regularly held. Sessions tend to focus on dispelling myths about bilingualism, explaining the social, cognitive and linguistic benefits of bilingualism, and providing advice on how to nurture a bilingual household (see ‘Overview of impact’ section, above). Between August 2013 and July 2020, in addition to the many events aimed specifically at teachers and educational practitioners, the Edinburgh Centre conducted over 50 information sessions in schools across the city, aimed at caregivers and families, or at pupils.⁴⁵ Audience numbers for events aimed at caregivers and families usually range between 15 and 50. Audience numbers for events aimed at pupils range between 70 and 500.⁴⁶ Information sessions are very well received, with parents and caregivers often reporting that their attitudes towards bilingualism have changed as a result of attending these events. In one session in 2017 at Dalry Primary, an attendee wrote the following:

“Excellent talk! Received a lot of input on bilingualism and helped bust myths about it. Will persevere and get my child to be bilingual.”

At another event in 2017 held at Queensferry Cluster schools, one person noted that the session,

“Made me realise how important bilingualism is for my family and I understand a bit better now, what to do to support my daughter.”

Local information sessions are also effective at reaching diverse communities. For instance, at the 2017 event at Dalry Primary, languages spoken by attendees included Polish, Mandarin, Hindi, Arabic and many more. All in all, the Centre’s public engagement with local schools in and around Edinburgh has been regular and constant, with families being the first target of public engagement during the Centre’s earliest activities. Even with their current worldwide reach, the BM Edinburgh Centre continues to offer a point of contact for families in the local area. As parents’ feedback and regular collaboration with schools around Edinburgh shows, demand for information on bilingualism is ongoing. It is also driven by the reality of linguistic diversity in schools and demonstrates a desire on the side of teachers and head teachers to obtain expert advice on bilingualism, which the centre provides successfully and with high frequency.

⁴⁵ See Appendix 2 - Inventory of engagement events.

⁴⁶ See Appendix 2 - Inventory of engagement events.

Conclusion

As has been clearly demonstrated in this report, from August 2013 until July 2020, Edinburgh's Bilingualism Matters Centre has made a considerable contribution to informing understanding, stimulating debate, and influencing public discourse in relation to bilingualism and its potential importance to individuals and society.

The success of the Bilingualism Matters Centre at the University of Edinburgh in promoting increased understanding of ongoing research into multilingualism has been achieved through: actively growing and supporting a network of global centres that mirror its approach to knowledge exchange; generating significant press and media coverage that has conveyed information on research into bilingualism to both UK and international audiences; and directly engaging with a diverse range of stakeholders, through organising and participating in many hundreds of events nationally and internationally, that allow audiences to both question perceived wisdom on, and increase understanding of, what it means to speak more than one language.

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APPENDIX 1: Bilingualism Matters, Edinburgh – Inventory of media engagement

Date	Lead	Title	Media Outlet	Country	Media Type
06/08/2015	Sorace	The Kaye Adams programme: Expert contribution to radio discussion of British attitudes to language learning	BBC Radio Scotland:	UK	Radio
02/06/2014	Bak	Learning a second language in adulthood can slow brain ageing	The telegraph	UK	Online
02/06/2014	Bak	Learning second language 'slows brain ageing'	BBC health	UK	Online
02/06/2014	Bak	Speaking two languages benefits the aging brain	Science Daily	UK	Online
02/06/2014	Bak	Speaking Two Languages May Slow Brain Aging	Huffington post	UK	Online
15/06/2014	Sorace	Svaki Jezik Je Bogatstvo (Croatian language profile and interview for opening of Bilingualism matters in Croatia)	Novi List	Croatia	Print
01/08/2014	Sorace	Il bilinguismo rende svegli (i bambini e gli anziani)	L'unione Sarda	Italy	Print
22/08/2014	Chondrogianni	Scotland axes Russian from schools due to low state support	Sputnik News	UK	Online
01/09/2014	Sorace	The Forum: Panel radio discussion about the experience being multilingual.	BBC World Service	International	Radio
25/10/2014	Sorace	Het is van belang om meer dan één taal te beheersen. (Dutch language interview and profile of Bilingualism Matters)	Het Parool	Netherlands	Print
16/01/2015	Bak/Sorace	Learning a second language boosts thinking skills	The Scotsman	UK	Online
16/01/2015	Bak/Sorace	Study: learning second language boosts thinking skills	The Herald	UK	Online
27/02/2015	Sorace	French language radio interview about multilingualism to tie in with launch of Bilingualism Matters in Nantes.	Radio Euro Nantes	France	Radio
13/03/2015	Sorace	Multilingual families: 'Even our dog uses three languages'	The Guardian	UK	Online (newspaper)
01/09/2015	Sorace	Expert contribution to radio discussion about bilingualism and language learning.	BBC Radio 4: Fry's English Delight	UK	Radio
10/02/2016	Bak	The Bitter Fight Over Bilingualism	The Atlantic	International	Online (newspaper)
13/02/2016	Sorace	Bilingualism Known to Have Health Benefits, but Does the Language Itself Matter?	Newsweek	USA	Print
13/02/2016	Sorace	Il bilinguismo "cambia" il cervello: utile per salute e società	Il Tirreno	Italy	Online (newspaper)
15/02/2016	Sorace	Rare languages 'should be preserved'	SBS News	Australia	Online (newspaper)

15/02/2016	Sorace	Gaelic and other rare languages 'should be preserved' to benefit the brain	Scotland Now	UK	Online (newspaper)
15/02/2016	Sorace	Gaelic 'should be preserved' to benefit the brain	The Herald	UK	Online (newspaper)
15/02/2016	Sorace	Learn a second language and delay onset dementia	The Irish Sun	UK/Republic of Ireland	Online (newspaper)
15/02/2016	Sorace	Learning a new language protects brain	The Times	UK	Online (newspaper)
15/02/2016	Sorace	Learning another language DOES boost your brain - and it's never too late to start	Daily Mail	UK	Online (newspaper)
15/02/2016	Sorace	Learning Gaelic boosts brain function in study of retired people	The National	UK	Online (newspaper)
15/02/2016	Sorace	Learning second language can delay ageing of the brain, say scientists	Independent	UK	Online (newspaper)
15/02/2016	Sorace	Learning second language can delay ageing of the brain, say scientists	News Pakistan	Pakistan	Online (newspaper)
15/02/2016	Sorace	Minority languages like Gaelic 'good for the brain'	Scotsman	UK	Online (newspaper)
15/02/2016	Sorace	OAPs can boost brain power by learning a second language say experts	The Mirror	UK	Online (newspaper)
15/02/2016	Sorace	Preserve rare languages to spread benefits of multilingualism, says expert	The Guardian	UK	Online (newspaper)
15/02/2016	Sorace	Rare languages are good for the brain and 'should be preserved'	Sydney Morning Herald	Australia	Online (newspaper)
15/02/2016	Sorace	Students should learn second language to prevent dementia in later life	The Telegraph	UK	Online (newspaper)
15/02/2016	Sorace	Why speaking Welsh is good for your health and the language must be saved	Wales Online	UK	Online
13/03/2016	Sorace	The Sardinian professor fighting to save Gaelic – and all Europe's minority tongues	Guardian	UK	Print
10/05/2016	Bak	Benefits of Bilingualism	BBC World Service	UK	Radio
10/05/2016	Sorace	Saving the Welsh language	BBC Wales	Wales	TV
19/05/2016	Bak	The Truth About Dementia	BBC TV	UK	TV
07/08/2016	Bak	Why Bilingualism works wonder for your brain	Guardian	UK	Print
14/09/2016	Bak	Can talking two languages keep your brain healthy?	OpenLearn (Open University) (originally published by Mosaic)	UK?	Online (newspaper)

19/09/2016	Bak	Language lessons to help protect against dementia	BMJ Online	UK	Online
03/11/2016	Bak	Should kids be learning in more than one language? Californians just decided "yes."	PRI (Public Radio International)	USA	Radio
29/11/2016	Sorace	6 Potential Brain Benefits Of Bilingual Education	NPR New York	USA	Radio/Online
20/03/2017	Sorace	Learn another language and keep your brain fit	Irish Times	Ireland	Print
01/04/2017	Sorace	L'universo bilingue	Mente e Cervello	Italy	Print
06/04/2017	Sorace	Voilà! The languages children should learn if they want the best chances of success in life revealed	Daily Mail	UK	Print
23/04/2017	Bak	Learn a language to delay dementia	Sunday Times	UK	Print
07/07/2017	Sorace	Speaking with Smaller Tongues	BBC Radio 4	UK	Radio
03/08/2017	Bak	Language Learning and Dementia	HearSay	UK	Radio
28/08/2017	Bak	Just speaking English won't get us very far in the world	Guardian	UK	Online (newspaper)
02/09/2017	Sorace	Bilingualism Matters	The Science Online (newspaper)	UK	Web
22/09/2017	Sorace	Smontiamo tutti i pregiudizi sul bilinguismo	Sette	Italy	Magazine
02/10/2017	Bak	Bilingualism, lifelong language learning & dementia	BBC Birmingham	UK	Radio
02/10/2017	Bak	Learning another language staves off threat of dementia	The Times	UK	Online (newspaper)
04/10/2017	Sorace	Bilingualism Matters launches at UCR	The Highlander	USA	Online
04/10/2017	Bak	Learning a language could help stave off dementia	Swindon Advertiser	UK	Online (newspaper)
07/10/2017	Sorace	Inside the UK's first bilingual English and Chinese primary school	Financial Times	UK	Online (newspaper)
10/11/2017	Sorace	Per il cervello il dialetto è come una seconda lingua / A dialect is like a second language for the brain	REPUBBLICA	Italy	Online (newspaper)
22/11/2017	Sorace	Cătălin Mosoia în dialog cu Antonella Sorace. Bilingvismul e un dar	Contemporanul	Romania	Magazine
13/12/2017	Sorace	Contribution to Gaelic Medium Education video	Bord na Gaidhlig	UK	Online
18/12/2017	Sorace	Wales plans to revive Welsh language with one million speakers by 2050	inews	UK	Online
21/01/2018	Sorace	The joys and benefits of bilingualism	Observer	UK	Online (newspaper)
31/01/2018	Bak	Study into how language delays onset of dementia	BBC	UK	Online
25/02/2018	Sorace	El bilingüismo saca pecho en la Universidad de Granada	Granada Hoy	Spain	Online
08/03/2018	Sorace	Celebrating enterprising women	Edinburgh Innovations	UK	Online
10/03/2018	Sorace	Imparare una lingua fa bene a tutte le età	Il Trentino	Italy	Online

14/03/2018	Sorace	Languages on the DriveTime Show on	Voice of Islam	UK	Radio
21/03/2018	Sorace	Is this the best time in history to learn languages?	BBC	UK	Online
03/04/2018	Sorace	John Beattie Show - to talk about bilingualism and its impact on human brain	BBC Radio Scotland	UK	Radio
21/04/2018	Sorace	Las tecnologías que están creando la generación más multilingüe de la historia	BBC Mundo	International	Online
23/04/2018	Bak	Here's when it gets more difficult to learn a new language, according to science	UK Business Insider	UK	Online
25/07/2018	Bak	The care home residents proving it's never too late to learn a new language	Guardian	UK	Online
19/08/2018	Bak	Brainwaves - Dr Thomas Bak	BBC Radio Scotland	UK	Radio
04/09/2018	Bak & Sorace	Why learning a language keeps your brain young . . . even if you're no good at it, as TV's Dr Michael Mosley reveals	Daily Mail	UK	Online
05/09/2018	Bak & Sorace	Trust me I'm a doctor	BBC 2	UK	TV
26/09/2018	Sorace	European Day of Languages on the DriveTime Show	Voice of Islam	UK	Radio
28/09/2018	Sorace	The Edinburgh high school where pupils speak 47 different languages	Edinburgh Evening News	UK	Online (newspaper)
26/10/2018	Sorace	What is the best age to learn a language?	BBC	UK	Online
06/11/2018	Sorace	Gaelic Medium Education – the benefits, the opportunities and the concerns	Highland Council YouTube	UK	Online
18/11/2018	Sorace	Essere bilingue grazie a un dialetto	Newsly	Italy	Online
06/02/2019	Bak	The Twinstitute - Learn a Language	BBC 2	UK	TV
19/02/2019	Sorace	Radio Linguistika – Bilingual matters	Streaming Service of the European Commission	Europe	Online radio
11/03/2019	Bak	Parentland: Speaking in many tongues?	BBC World Service		Radio
21/03/2019	Sorace	Language, place and identity project interview	That's Scotland TV	UK	Online
18/04/2019	Sorace	Launch of Hong Kong branch of Bilingualism Matters	Chinese University of Hong Kong website	China	Online
14/05/2019	Sorace	Sceberatui	Radio Rai Sardinia	Italy	Radio
01/06/2019	Sorace	June 2019 Member Spotlight: Antonella Sorace	Linguistic Society America	USA	Online
23/10/2019	Sorace, Przybycien	Talking sense	Edinburgh Friends	UK	online
01/11/2019	Sorace	IOE academics announced as London branch Co-Directors of bilingualism and language centre	University College London website	UK	Online

09/12/2019	Sorace	Multilingualism is on the rise	NY Times/Qatar Foundation	USA	Online
31/12/2019	Sorace	BBC Good Morning Scotland show - effects of Brexit on EU citizens and on universities	BBC Radio Scotland	UK	Radio
14/01/2020	Sorace	The Robert Elms Show: bilingualism and taking on the challenge of learning a language discussion	BBC Radio London	UK	Radio
24/01/2020	Sorace	John Beattie Show - to discuss Gaelic medium education	BBC Radio Scotland	UK	Radio
25/01/2020	Bak	Learning Gaelic will boost children's education, says expert	Scotsman	UK	Online (newspaper)
26/01/2020	Bak	Lesley Riddoch: Here's why the Tories have it so wrong on Gaelic	Scotland on Sunday	UK	Online (newspaper)

APPENDIX 2: Bilingualism Matters, Edinburgh – Inventory of public engagement events for which substantial data exists

Parents and families

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
25/09/2014	Gaelic language playgroup talk	Sorace	Talk	Aberdeen	-	Parents	-
09/10/2014	Ecole Franco-Anglaise	Sorace		London	-	Parents	-
14/10/2014	Community group talk	Sorace	Talk	Spanish parents association, Edinburgh	-	Parents	-
06/12/2014	Being Bilingual is Good for You!	Sorace	Talk	Kilmallie Free Church, Caol nr Fort William	Highland Council	Parents	-
03/06/2015	Schools information session	Sorace	Talk	Leith Walk Primary School, Edinburgh	-	Parents	-
21/08/2015	Community group information session	Chondrogianni	Talk	Edinburgh Pregnancy and Parents Centre	-	Parents	-
04/11/2015	Bilingualism = much more than two languages	Sorace	Workshop	Glasgow	Gathered Together/ BEMIS	Parents	20
05/11/2015	Bilingualism = much more than two languages	Sorace	Workshop	Edinburgh Quaker Meeting House	Gathered Together/ BEMIS	Parents	20
29/04/2016	Bilingualism = much more than two languages	Sorace	Talk	Les Petios d'Edimbourg	-	Parents	-
09/09/2016	Early years information session	Sorace	Talk	Swedish School Association, Edinburgh	-	Swedish Parents	20
21/09/2016	Early years information session	Sorace	Talk	Stanwell Nursery, Edinburgh	-	Parents	15
23/11/2016	Two Languages Are Better Than One. Raising Bilingual Children.	Sorace	Talk	Central Library, Edinburgh	Speak Turkish and Turkish Consulate	Turkish families	-
31/01/2017	Early years information session	Chondrogianni	Talk	Dalry Primary School Nursery, Edinburgh	-	Parents	-
06/02/2017	Early years information session	Przybycien	Talk	Cowgate Nursery, Edinburgh	Cowgate Nursery	Parents	30
18/03/2017	Early years information session	Sorace	Talk	Morningside Library, Edinburgh	Lusofonias - Portuguese community	Parents	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
18/03/2017	Not available	Sorace	Talk	Lusofonias, Edinburgh	-	Portuguese speaking families	-
24/10/2017	Not available	Sorace	Talk	Glasgow, INDIGO	-	Parents	-
25/10/2017	Schools information session	Sorace	Talk	Ayr	-	-	30
23/11/2017	Schools information session	Sorace	Talk	James Gillespie School, Edinburgh	-	Parents	70
02/02/2018	Schools information session	Sorace	Talk	Fox Covert School, Edinburgh	Fox Covert School	Parents	-
17/03/2018	Multilingual Parents Club Kircaldy	Przybycien	Talk	Fife Migrants, Kircaldy	Fife Migrants	Parents	20
17/03/2018	Saturday school information session	Przybycien	Talk	Polish Saturday School, Livingston	-	Parents	28
25/05/2018	Schools information session	Sorace	Talk	Bun-sgoil Taobh na Pàirce, Edinburgh Gaelic Primary School	-	Parents	16
17/11/2018	Saturday school information session	Sorace	Talk	Czech and Slovak School, Stockbridge, Edinburgh	-	Parents	15
17/11/2018	Saturday school information session	Sorace	Talk	Edinburgh Chinese School, Drummond Community High School, Edinburgh	-	Parents	20
26/11/2018	Schools information session	Sorace	Talk	St Joseph's nursery	-	Parents	-
06/03/2019	Schools information session	Sorace	Talk	St Mark's Primary School, Edinburgh	-	Parents	20
09/03/2019	Saturday school information session	Sorace	Talk	Lusofonia, Portuguese School, Edinburgh	-	Parents	20
09/05/2019	Schools information session	Przybycien	Talk	Leith Walk Primary School, Edinburgh	-	Parents	20
01/06/2019	Community group talk to children	Sorace	Talk	-	Lusofonias - Portuguese community	Portuguese-speaking children	20
06/12/2019	More than one language: what parents and teachers need to know (EMSF)	Sorace	Talk	Summerhall, Edinburgh	Festival of Social Science	Parents	50
06/12/2019	Schools information session	Sorace	Talk	Bun-sgoil Taobh na Pàirce, Edinburgh Gaelic Primary School	-	Parents	25
03/03/2020	Not available	Sorace	N/A	St Catherine's School, Edinburgh	-	Parents	-
07/03/2020	Not available	Sorace	N/A	Il Girotondo School, Edinburgh	-	Parents	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
05/03/2019	Not available	Sorace	N/A	St Mark's Primary School, Edinburgh	-	Parents	-

Pupils

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
01/10/2013	Schools information session	Sorace	Talk	Merchiston Castle School, Edinburgh	-	School pupils	-
18/01/2014	Schools information session	Sorace	Talk	Portuguese school, Edinburgh	-	School pupils	-
25/02/2014	Schools information session	Sorace	Talk	Multi-culture Family Base, Leith	-	School pupils	-
15/09/2014	Schools information session	Sorace	Talk	Mary Erskine School, Edinburgh	-	School pupils	-
20/01/2015	Schools information session	Sorace	Talk	Leith Walk Primary School	-	School pupils	-
22/01/2015	Schools information session	Sorace	Talk	Gillespie Primary School	-	School pupils	-
03/02/2015	Schools information session	Sorace	Talk	Flora Stevenson Primary School	-	School pupils	-
10/03/2015	Early years information session	Sorace	Talk	Strawberry Hill nursery	-	School pupils	-
26/09/2017	Schools information session	Sorace	Talks	George Watson's School, Edinburgh	-	Secondary school pupils	500
20/03/2018	Schools information session	Sorace	Talk	St. Augustin School	-	-	20
14/01/2019	Schools information session	Sorace	Talk	Steiner School, Edinburgh	-	Secondary school pupils	70
27/09/2019	RSE@Schools	Sorace	Talk	Stirling schools	Royal Society Edinburgh	School pupils	125
07/01/2020	Schools information session	Sorace	Talk	George Heriot School, Edinburgh	-	Secondary school pupils	-

Teachers

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
27/08/2014	London Ecole Franco-Anglaise	Sorace	Talk	London	-	Teachers	-
29/10/2015	Early second language learning in children	Sorace	Training event	Loretto Primary, Musselburgh	EUSA volunteering, SCEN	Primary teachers	50
17/11/2015	How can learning Gaelic help the brain? Cognitive effects of learning languages across the	Bak	Invited talk	Newly Qualified Gaelic teachers gathering	Bord na Gàidhlig	Teachers	25
14/07/2016	Informing German kindergarten personnel	-	Plenary talk at conference	-	-	Kindergarten personnel and trainers	200
04/10/2016	Bilingualism Does Matter	Sorace	Workshop	University of Strathclyde, Glasgow, UK, BM-SCILT event for teachers	SCILT	Teachers	20
07/10/2016	Bilingualism Does Matter	Sorace	Workshop	Edinburgh, UK, BM-SCILT event for teachers	SCILT	Teachers	20
01/11/2016	Bilingualism Does Matter	Sorace	Workshop	Inverness, UK, BM-SCILT event for teachers	SCILT	Teachers	20
02/11/2016	Bilingualism Does Matter	Sorace	Workshop	Aberdeen, UK, BM-SCILT event for teachers	SCILT	Teachers	20
16/11/2016	University of Strathclyde	Sorace	Talk	University of Strathclyde, Glasgow, UK	-	Teachers	20
28/04/2017	Session on teaching bilingual pupils for student teachers	Chondrogianni	Talk	University of Edinburgh, Edinburgh, UK	EUSA	Student Teachers	-
08/06/2017	Scottish government-SCILT event	Sorace	Talk	Dundee	-	Teachers	50
05/09/2017	Bòrd na Gàidhlig meeting	Sorace	Meeting	Bòrd na Gàidhlig, Inverness	Bòrd na Gàidhlig	Bòrd na Gàidhlig staff	40
29/01/2018	Modern Languages National Network	Sorace	Talk	Atlantic Quay, Glasgow	Education Scotland and UCMLS	Teachers	30
29/01/2018	Not available	Sorace	Talk	Glasgow, National Languages Network	-	Teachers, Scottish Government	-
09/06/2018	Not available	Sorace	Language teaching conference	St Andrews	-	Teachers	-
14/06/2018	Schools information session	Sorace	Talk	Edinburgh Steiner School	Edinburgh Steiner School	Teachers	20
24/09/2018	Branch launch Poznan	Sorace	Event	Poznan, public event	-	Teachers	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
26/09/2018	Gaelic Teacher's conference	Butcher	Talk & Workshop	Aviemore	Stòrlann Nàiseanta na Gàidhlig	Teachers	-
19/02/2019	Bilingualism Through Festivals	Przybycien	Workshop	University of Edinburgh	Festival of Creative Learning, Theatre Sans Accents	Teachers	20
01-03/03/2019	ECIS MLIE Conference 2019: Unity Through Multilingualism	Sorace	Conference	Novatel London West, London	ECIS MLIE	School Teachers and Head Teachers	80
16/03/2019	SATEAL 2019 Workshop - "Children's Multilingual Stories"	Przybycien	Workshop	Outreach Centre, University of Edinburgh	SATEAL	EAL Teachers	40
03/07/2019	The 1+2 Languages Leadership Programme	Sorace	Talk	Strathclyde University	SCILT	Teachers	30
03/07/2019	SEET conference	Sorace	Talk	Strathclyde	-	Teachers and policy makers	-
05/12/2019	Jornada de español en Edimburgo	Sorace / Soler Montes	Course	University of Edinburgh	LLC, University of Edinburgh	Spanish Teachers	20
06/12/2019	Not available	Sorace	Talk	Gaelic School		Teachers	-
29/01/2020	Talk to Edinburgh Gaelic teachers	Sorace	Talk	James Gillespie High School, Gaelic Section, Edinburgh	Bun-sgoil Taobh na Pàirce	Secondary Teachers	10
18/04/2020	Not available	Sorace	IATEFL conference	-	-	Teachers	-

General Public

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
02/02/2014	Community group talk	Sorace	Talk	Bristol, Italian Cultural Centre	-	General public	-
17/02/2014	Edinburgh, Innovative Learning Week	Sorace	Talk	Edinburgh	-	General public	-
24/02/2014	Community group talk	Sorace	Talk	Edinburgh, Scottish-Italian Circle	-	General public	-
23/03/2014	Community group talk	Sorace	Talk	Edinburgh, Greek Rhymetime group	-	General public	-
13/06/2014	Bristol, Japan Teaching Association	Sorace	Talk	Bristol, Japan Teaching Association	-	General public	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
20/06/2014	Community group talk	Sorace	Talk	Edinburgh, Hellenic school of St Andrew	-	General public	-
17/08/2014	Cabaret of Dangerous Ideas	Sorace	Fringe show	Edinburgh	Edinburgh Fringe / Beltane	General public	-
28/08/2014	Scotland in the soft power era	Sorace	Festival event	Edinburgh	Edinburgh International Festival	General public	-
20/09/2014	Open studies talk	Sorace	Talk	University of Glasgow	-	General public	-
25/09/2014	Early years conference	Sorace	Talk	Edinburgh	-	General public	-
26/09/2014	Meet the Experts at Explorathon	Sorace	Drop-in event	Edinburgh	Beltane Public Engagement Network	General Public	-
19/11/2014	The Genius of Language	Sorace	Festival talk	Canterbury, Kent	-	General public	-
04/12/2014	One brain, two languages: bringing up a bilingual child	Sorace	Talk	The Counting House, West Nicolson Street, Edinburgh	Ragged University	General public	-
15/04/2015	Me and granny are learning Spanish: is it ever too late to learn a second language?	Sorace & Bak	Festival	Summerhall, Edinburgh	Edinburgh International Science Festival	General public	50
01/08/2015	Is the brain more like a chest of drawers or more like Facebook?	Bak	Summer school	University of Warwick / Open University	-	General public	1525
15/08/2015	Not so native now	Sorace	Public talk	Edinburgh Fringe Festival	-	General public	60
20/08/2015	The gift of bilingualism: speaking in many tongues	Sorace	Public talk	Edinburgh International Book Festival	Craigmillar Books for Babies	General public	70
23/08/2015	Being bilingual	Caenepeel	Public talk	Pregnancy and Parents Centre	-	General public	20
25/09/2015	Explorathon: meet the researchers	Gibb, Bonfieni, Suffil (PhD students)	Drop-in event	National Museum Scotland	ATHEME (EU FP7)	General public	70
18/11/2015	Oslo Norwegian language Council	Sorace	Invited talk	Oslo Norwegian language Council	-	General public	50
24/11/2015	Being bilingual	Caenepeel	Public talk	Pregnancy and parents centre	-	General public	70

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
11-12/03/2016	Language Show Live Scotland	Branigan, Heycock, Marinis, Sorace, Sufill	Information stand and seminars	SECC, Glasgow, UK	AThEME (EU FP7)	General public	200+
29/03/2016	Who wants to be a multilingual	Bak, Sorace	Interactive public talk	Edinburgh International Science Festival	-	General public	80
01/04/2016	Edinburgh Science Festival event on multilingualism	Bak	Festival	Edinburgh	Edinburgh Science Festival	General public	-
14/04/2016	Languages across the lifespan	Bak, Long, Sorace	Workshop	Yakety Yak Language Café	-	Older language learners	40
27/04/2016	Languages across the lifespan	Bak, Long, Sorace	Workshop	Yakety Yak Language Café	-	Older language learners	40
21/05/2016	Not available	Sorace	General audience talk	-	-	Sardinian community in Pisa	25
01/08/2016	Cabaret of Dangerous ideas	Bak	Fringe Show	Edinburgh	Beltane Network / Fringe Festival	General public	-
30/09/2016	EU Researcher's Night, Explorathon	Sorace, Branigan, Sufill & ATHeME	Show	Edinburgh	-	General public and researchers	200
19/11/2016	Plurilinguisme et Structures d'Accueil de l'Enfance en Europe, Café Bilingue,	Sorace	Talk	University of Paris Descartes, Paris, France	-	General public	-
14/01/2017	Leith Labs Explores NY Resolutions	Long	Talk	Ocean Terminal, Edinburgh, UK	-	General public	15
01/02/2017	BM-related talk	Bak	Invited talk	Oslo	-	General public	-
22/02/2017	Learning Language Through Theatre	BM Centre	Theatre workshops	University of Edinburgh, Edinburgh, UK	-	General public	50
10/03/2017	Language Show Live Scotland	Sorace	Show / talks	SECC, Glasgow, UK	AThEME project	General public	200
13/03/2017	Neuroscience in Society: The young, the old and the ones in between	Long	Talk	Royal Institution, London, UK	-	General public	20
18/03/2017	Native Scientist	Przybycien	Workshop	Ocean Terminal, Edinburgh, UK	Native Scientist	General public	-
27/04/2017	Moscow, Italian Cultural Institute	Sorace	Public talk	Italian Cultural Institute, Moscow	-	General public	50

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
14/08/2017	In Praise of Useless Languages	Sorace	Fringe Show , CODI Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50
23/08/2017	Is Monolingualism Making Us Ill?	Bak	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50
25/08/2017	Twitter Q&A	Sorace & Bak	Online Q&A	Online / BM Office	-	General public	20
03/09/2017	ESCOP workshop on social media	Sorace	invited talk	Online / Potsdam	ESCOP	General public	-
08/09/2017	Revitalisation workshop	Sorace	invited talk	Edinburgh	AHRC	General public	35
29/09/2017	Explorathon - EU Researcher's Night	Przybycien	Drop-in event	Ocean Terminal, Edinburgh, UK	Beltane Network	General public	60
26/10/2017	Multilingualism: An Investment For A Better Society	Sorace	public talk	Cabaret Voltaire, Edinburgh	Ragged University	General public	25
04/11/2017	Edinburgh Gaelic Festival Fair	Przybycien	Festival	Grassmarket Community Centre, Edinburgh, UK	Edinburgh Gaelic Festival	General public	40
06/11/2017	Polish Embassy in Rome	Sorace	Public talk	Rome, Polish Embassy	-	General public	80
09/11/2017	Supporting Children with Language Disorders in Primary Gaelic-Medium Schools	Chondrogianni	Talk	University of Edinburgh, Edinburgh, UK	Edinburgh Gaelic Festival	General public	10
23/01/2018	Edinburgh, Scottish Italian Circle	Sorace	Talk	Edinburgh	Scottish Italian Circle	General public	20
20/02/2018	Bilingual Training	Przybycien	Workshop	School of Sport & Exercise, University of Edinburgh, Pleasance, Edinburgh, UK	Festival of Creative Learning, Theatre Sans Accents	General public	8
23/02/2018	Bilingual Training	Przybycien	Workshops	School of Sport & Exercise, University of Edinburgh, Pleasance, Edinburgh, UK	Festival of Creative Learning, Theatre Sans Accents	General public	20
05/04/2018	Bilingualism Matters @ Edinburgh International Science Festival	Sorace	Talk	RZSS, Edinburgh	RZSS	General public	50
25/04/2018	Bridging the divide: science and public understanding of bilingualism	Sorace	Talk	Utrecht	-	General public	60
09/05/2018	Antonella Sorace - Investing in Multilingualism	Sorace	Talk	Chicago, Northwestern University	Chicago, Northwestern University	General public	50
15/06/2018	Are Refugee Languages Welcome?	Sorace	Talk	University of Edinburgh	Refugee Festival/ Scottish Refugee Council	General public	40
08/08/2018	Monolinguals, Where Are You? (Cabaret of Dangerous Ideas 2018)	Sorace	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
13/08/2018	Ditch the Classroom; Speak in Tongues! (Cabaret of Dangerous Ideas 2018)	Bak	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50
16/08/2018	Ditch the Classroom; Speak in Tongues! (Cabaret of Dangerous Ideas 2018)	Bak	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50
19/08/2018	Monolinguals, Where Are You? (Cabaret of Dangerous Ideas 2018)	Sorace	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane Network / Fringe Festival	General public	50
07/09/2018	Bilingualism Matters 10th Anniversary Annual Event	Sorace	Networking event	Informatics Forum, Edinburgh	-	General audience	100
28/09/2018	Trinity Academy Festival of languages	Byerly	Drop-in event	Trinity Academy, Edinburgh	-	General public	200
29/09/2018	Explorathon - EU Researcher's Night	Chondrogianni	Drop-in event	Ocean Terminal, Edinburgh, UK	-	General public	40
30/09/2018	Part of the general audience event "Language learners in Anglophone contexts", the talk title was "Language, Cognition and Identity: Exploring the Determinants of Successful Bilingualism in Heritage and Community Languages"	Sorace	Talk	Oxford, stakeholders conference	-	General audience	90
03/11/2018	Edinburgh Gaelic Festival Fair	Przybycien	Drop-in event	Grassmarket Community Centre, Edinburgh, UK	Edinburgh Gaelic Festival	General public	40
07/11/2018	Why Gaelic Matters	Sorace	Talk	University of Edinburgh	Edinburgh Gaelic Festival	General public	40
08/11/2018	Supporting Children with Language Disorders in Primary Gaelic-Medium Schools	Chondrogianni	Talk	University of Edinburgh	Edinburgh Gaelic Festival	General public	5
09/11/2018	Language Show London (Language Show Live 1)	Sorace	Talk & drop-in event	Olympia, London	-	General public	200
09/11/2018	Language Show London (London Show Live 2)	Sorace	Talk & drop-in	Olympia, London	-	General audience	-
10/11/2018	Language Show London	Przybycien	Drop-in event	Olympia, London	-	General public	200
11/11/2018	Language Show London	Przybycien	Drop-in event	Olympia, London	-	General public	200
30/11/2018	Engaging with bilingual families: ten years on	Sorace	Talk	Edinburgh	ENGAGE Public Engagement Conference	Academic & general audience	30

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
01/12/2018	Edinburgh Multilingual Stories Festival 1	Sorace	Talk	-	-	General audience	700
02/12/2018	Edinburgh Multilingual Stories Festival 2	Sorace	Talk	-	-	General audience	-
25/01/2019	RSA Rawthmells Friday Conversations: Storytelling is good for bilingual brains	Sorace	Talk	The Steps, Rawthmells (RSA House), London	RSA	General public; RSA Fellows	30
09/02/2019	BHASHA: the Glasgow Language Festival	Sorace	Festival	Mitchell Library, Glasgow	The Bangladesh Association Glasgow	General public	40
23/04/2019	Why bilingualism matters: from research to society and back again	Sorace	Talk	National Tsing Hua University, Taiwan	-	General public	100
29/04/2019	More than one language: myths, science, and implications for society	Sorace	Talk	Chuo University, Tokyo	-	General audience	80
18/05/2019	Languages Shaping Our Lives	Bak	Workshop	Haddington, East Lothian	Luminate Festival 2019	General audience	25
07/06/2019	BM Annual Event	Sorace	Event	ECCI, Edinburgh	-	General audience	55
28/06/2019	Art Speaks All Languages	Refugee Group	Exhibition	University of Edinburgh	Scottish Refugee Festival	General audience	50
04/08/2019	Is a bilingual just two monolinguals in one brain?	Sorace	Talk	University of Edinburgh	RSE Curious Programme	General audience	40
08/08/2019	Is a bilingual just two monolinguals in one brain?	Sorace	Talk	University of Edinburgh	RSE Curious Programme	General audience	41
18/08/2019	Sex, Drugs and Bilingualism	Bak	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane	General audience	50
04/08/2019	Is a bilingual just two monolinguals in one brain?	Sorace	Talk	Royal Society Edinburgh, George Street, Edinburgh	RSE	General audience	40
18/08/2019	Sex, Drugs and Bilingualism	Bak	Fringe Show	New Town Theatre, George Street, Edinburgh	Beltane	General audience	50
27/09/2019	Explorathon	Przybycien	Drop-in event	Botanic Gardens, Edinburgh	Beltane	General audience	50
25/10/2019	Più di una lingua – perché il bilinguismo fa bene a tutte le età	Sorace	Talk	Trondheim, Norway, Italian community (ITAT)	Italiani a Trondheim	General audience	25

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
05/11/2019	Not available	Sorace	Talk	Scottish-Italian Circle	-	General audience	-
09/11/2019	Multilingual book swap	Sorace	Book Swap	Summerhall, Edinburgh	ESRC Festival of Social Science	General audience	100
09/11/2019	Multilingual Stories from Scottish Schools - an exhibition of art works exploring languages created by school children from Edinburgh	Sorace	Exhibition	Summerhall, Edinburgh	Festival of Social Science	General audience	200
10/11/2019	Kinetic Reading: Language Learning Through Movement	Futro	Dance workshop	Summerhall, Edinburgh	Creative Multilingualism	General audience	10
15/11/2019	London Language Show (3 days)	Sorace	Show	Olympia, London	Language Show	General audience	500
16/11/2019	London Language Show - Busting myths: the real benefits of learning languages	Sorace	Panel discussion	Olympia, London	Speak to the Future campaign	General audience	50
16/11/2019	London Language Show - Language learning: the younger, the better?	Sorace	Talk	Olympia, London	Language Show	General audience	50
23/11/2019	Language, place and identity in children's bilingualism with community languages	Sorace	Talk	-	Chartered Institute of Linguists (supporting language professionals worldwide)	General audience	60
28/11/2019	Piu' di una lingua: miti e fatti sul bilinguismo nell'arco della vita"	Sorace	Talk	Macerata, Italy	conference for professionals dealing with children	General audience	100
05/12/2019	The Cabaret of Dangerous Ideas: What changes when you become bilingual?	Sorace	Fringe Show	The Stand, Edinburgh	Beltane - CODI	General audience	30
31/01/2020	RSA-Finnish Institute Glasgow	Sorace	Talk	CCA Glasgow	The Finnish Institute	General audience	40
21/02/2020	International Mother Language Day Celebration	Sorace	Talk	City Chambers, Edinburgh	Edinburgh and Lothians Regional Equality Council & City of Edinburgh Council	General audience	25
01/05/2020	Language learning across the lifespan: myths, science, and science fiction	Sorace	Online talk	London	LLC	General audience	287

Mixed audiences

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
04/10/2014	Glasgow, National Parent Teacher Forum	Sorace	Talk	Glasgow	-	Parents and Teachers	-
14/05/2015	Early years information session	Caenepeel	Talk	Cowgate nursery (Mimo)	-	School pupils & parents	-
30/09/2015	Not available	-	Schools information talk	Stanwell Nursery Edinburgh	-	Parents and teachers	20
10/11/2015	SOFT project	Robinson, Sorace	Public talk	Scottish Story Telling Centre	SOFT (EC lifelong learning)	Parents and teachers	300
01/02/2016	Schools information session	Chondrogianni	Talk	Dalry Primary School Nursery, Edinburgh, UK	Dalry Primary	School pupils & parents	-
27/02/2016	DUE LINGUE, TANTI VANTAGGI: PERCHE' IL BILINGUISMO FA BENE AI BAMBINI	Sorace	Invited talk	Tiggiano Italy	-	Parents and teachers	-
09/03/2016	Bilingualism = much more than two languages	Sorace	Schools information talk	Edinburgh Craigmount High School cluster	-	Parents and teachers	-
14/03/2016	Bilingualism = much more than two languages	Sorace	Schools information talk	Edinburgh Cowgate Nursery	-	Parents and teachers	-
09/04/2016	Not available	Sorace	Talk	Hong Kong	-	Teachers, speech therapists, researchers	50+
22-23/04/2016	Information on bilingualism with minority languages	Sorace	Plenary at conference	Galway National University of Ireland	-	General public and researchers	100+
22/11/2016	Early years information session	Sorace	public talk	St David's Primary, Edinburgh, UK	-	Parents and teachers	-
28/11/2016	Trondheim Branch Launch	Sorace	Branch launch and training, public talk	Trondheim, Norway	-	Academics and general public	-
31/01/2017	Schools information session	Chondrogianni	Invited talk	Dalry Primary School Nursery, Edinburgh	Dalry Primary	School children/ parents/ teachers?	-
02/03/2017	Not available	Sorace	public talk	Copenhagen, ECIS conference	-	Teachers, language practitioners	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
15/03/2017	La Settimana Del Chervello	Sorace	Talk	Nuoro, Sardinia: "Settimana del Cervello" (by Skype)	-	General audience and health practitioners	20
06/04/2017	Teaching Young Learners	Sorace	Workshop	IATEFT, Glasgow	Pearson	Teachers, educators, language practitioners	40
03/10/2017	Early years information session	Bak	Talk	Stanwell Nursery, Edinburgh	-	Parents and teachers	20
05/10/2017	Los Angeles, launch of BM@UCR	Sorace	Invited talk & training	University of California, Riverside, USA	UCR	Branch staff, general public	80
06/10/2017	European week of Languages Event	Przybycien	Talk	Broughton High School, Edinburgh	Broughton High School	Pupils and teachers	100
16/10/2017	Jumping Languages	Przybycien	Festival	Summerhall, Edinburgh	Trumpet and Kite Festival	Children 5+ and families	30
17/10/2017	Jumping Languages	Przybycien	Festival	Summerhall, Edinburgh	Trumpet and Kite Festival	Children 5+ and families	30
30/11/2017	European Languages Council	Bak	Conference	Fondation Universitaire, 11 rue d'Egmont, Brussels	-	Mixed audience	-
01/12/2017	Not available	Sorace	-	-	-	Parents and teachers	-
08/02/2018	INDIGO childcare	Sorace	Talk	Indigo childcare, Glasgow, Indigo School	-	Parents and teachers	15
21/02/2018	International Mother Tongue Day Celebration	Sorace	Keynote	Edinburgh City Chambers	ELREC	General public, teachers, parents, Council	40
26/02/2018	Schools information session	Sorace	Talk	James Gillespie High School, Edinburgh	-	Parents and teachers	20
10/03/2018	Festival delle Lingue	Sorace	Talk	Rovereto, Italy	-	General public, parents, teachers, officials	40
16/03/2018	Not available	Sorace	-	Dundee, SUIL workshop	-	Teachers, researchers	-
17/03/2018	SCILT Family Languages event	Sorace & Brewster	Talk & Stand	Glasgow	SCILT	Teachers, parents	40
21/03/2018	Not available	Sorace	Talk	Edinburgh, St Augustin School	-	Parents and teachers	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
04/05/2018	Schools information session	Przybycien	Talk	Bun-sgoil Taobh na Pàirce, Edinburgh Gaelic Primary School	-	Pupils and teachers	80
09/01/2019	Schools information session	Sorace	Talk	George Heriot's School	-	Pupils and teachers	200
11/01/2019	Why Gaelic Matters: The View from Research	Sorace	Talk	Portree Gaelic Primary school, Isle of Skye	-	Parents and teachers	30
10/05/2019	Why language learning opens the mind: old prejudices, trendy myths, and new research	Sorace	Talk	British Academy, London	British Academy	Academics and general audience	150
12/06/2019	SOILLSE event	Sorace	Talk	-	-	Gaelic teachers; policy makers	-
26/09/2019	RSE@Schools	Sorace	Talk	Inverness schools (2 talks)	Royal Society Edinburgh	Parents, school pupils and general audience	50
26/09/2019	RSE@Schools	Sorace	Talk	Inverness schools (2 talks)	Royal Society Edinburgh	Parents, school pupils and general audience	50
27/09/2019	RSE@Schools	Sorace	Talk	Stirling schools (2 talks)	Royal Society Edinburgh	School pupils, school pupils and general audience	125
27/09/2019	RSE@Schools	Sorace	Talk	Stirling schools (2 talks)	Royal Society Edinburgh	School pupils, school pupils and general audience	125
07/11/2019	Edinburgh Multilingual Stories Festival (4 days)	Bak	Pop-up exhibition	Summerhall, Edinburgh	MEITs project	Schools & general audience	1000
11/11/2019	Schools information session	Sorace	Talk	St Joseph's R.C. Primary School, 39 Saughton Rd, Edinburgh	-	Parents and teachers	20

Branch events

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
06/06/2014	Branch launch Rijeka	Sorace	Branch launch and training	Rijeka, Croatia	-	General audience	-
27/09/2014	Launch of Bilingualism Matters in the Netherlands	Sorace	Branch launch and training	Drongo Festival, Netherlands	-	General audience	-
16/10/2014	Edinburgh, official launch of Bilingualism Matters Centre	Sorace	Centre launch	University of Edinburgh	-	General audience	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
26/11/2014	Launch of Bilingualism Matters in Slovenia	Sorace	Branch launch and training	Nova Gorica, Slovenia	-	General audience	-
28/11/2014	Launch of Bilinguismo Conta @ Milano	Sorace	Branch launch and training	Milan, Italy	-	General audience	-
10/12/2014	Launch of Bilingualism Matters @ Penn State	Sorace	Branch launch and training	Penn State, USA	-	General audience	-
23/02/2018	Launch of new branch at Granada	Sorace	Branch launch and training	University of Granada, Spain	-	General audience	40
22/03/2018	Branch launch East of England	Sorace	Talk	University of Essex	University of Essex	General audience	50
04/06/2018	Launch of new branch in Israel	Sorace	Branch launch and training	Bar Ilan University, Israel	-	General audience	-
27/07/2018	Branch launch Tübingen	Sorace	Branch launch and training	Old Auditorium (Alte Aula) of the University of Tübingen	University of Tübingen	General audience	60
25/09/2018	Branch launch Poznan	Sorace	Branch launch and training	Lubranski Hall, Adam Mickiewicz University	Adam Mickiewicz University, Poznań, Poland	General audience	80
27/09/2018	Branch launch Krakov	Sorace	Branch launch and training	-	Jagiellonian University, Krakow	General audience	80
18/03/2019	Branch launch Chicago	Sorace	Branch launch and training	Chicago, USA	Chicago consortium	General audience	20
19/03/2019	Branch launch Chicago	Sorace	Branch launch and training	Kasbeer Hall, 25 E. Pearson St, Loyola University, Chicago, USA	Chicago consortium	General audience	70
30/03/2019	Branch launch South Carolina	Sorace	Branch launch	R2i2 Conference Center, University of South Carolina, USA	University of South Carolina	General audience	60
17/04/2019	Branch launch Hong Kong	Sorace	Branch launch	Centre for Sign Linguistics and Deaf Studies at The Chinese University of Hong Kong	Centre for Sign Linguistics and Deaf Studies at The Chinese University of Hong Kong	General audience	40
11/10/2019	Branch launch Waterloo, Canada	Sorace	Branch launch	Wilfrid Laurier University, Canada	Wilfrid Laurier University, Canada	General audience	70
01/11/2019	Branch launch London	Sorace	Branch launch	Warburg Institute, Woburn Square, London	London BM consortium	General audience	70

Policy makers

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
26/11/2015	Building a sustainable framework for BSL in Scottish schools	Sorace	Workshop	Glasgow Scottish universities insight institute	SUII / Heriot Watt, British Deaf Association, National Deaf Children's Society, Scottish Council on Deafness	Policy makers, deaf community, educators	50
01/01/2016	Information event for the Scottish Government Health Directorate	Bak	Talk	Scottish Government Health Directorate in Edinburgh	-	Policy makers	-
01/01/2016	Information event for the Scottish Government Trade and Commerce Directorate in Glasgow	Bak	Talk	Scottish Government Trade and Commerce Directorate in Glasgow	-	Policy makers	-
25/04/2016	Bilingualism : implications for cognition, health and well-being	Bak	Workshop	Scottish Government health directorate	Invited by SG	Civil servants	30
01/09/2016	Consultation for the European Commission Multilingualism Panel	Bak	Consultation	Brussels	-	EU policy makers	-
07/12/2016	Bilingualism: An Investment for Life	Sorace	Public talk, public event with policy makers	Goethe University Frankfurt, Frankfurt, Germany	-	Policy makers	-
01/01/2017	Consultation for the European Commission Multilingualism Panel	Bak	Consultation	Brussels	-	EU Policy makers	-
10/03/2017	UCMLS Action Plan proposals launch	Chondrogianni	Networking event	Glasgow City Chambers, Glasgow, UK	UCMLS	Policy makers	-
15/03/2017	Scottish Parliament CPG on China	Sorace	Public talk	Scottish Parliament, China Cross-Party Group, Edinburgh, UK	-	MSPs and members of the China CP group, policy makers	20
13/10/2017	Speaking to a global future - Symposium 2017	Bak	Symposium with expert panel	Language Live, London	-	Policy makers	-
27/10/2017	Bilingualism with minority languages: myths, science and realistic implications	Sorace	Talk	Cookstown, N. Ireland	ALTRAM	Policy makers & teachers	40
27/10/2017	Not available	Sorace	Talk	Belfast	ALTRAM	Policy makers, teachers	-

Date	Event title	Lead	Event type	Venue	Organiser/ partner	Primary audience	People
01/06/2018	Cross Party Group on Gaelic Plan	Sorace	Talk	Scottish Parliament, Edinburgh, UK	Bòrd na Gàidhlig	Policy makers	30
23/11/2018	Not available	Sorace	Talk	Stuttgart, IFA-WIKA workshop	-	Political scientists, German government	-
25/03/2019	Bilingualism Matters: A Global Initiative	Sorace	Talk	American Councils, Washington DC, USA	American Councils	Policy makers	30
09/05/2019	Not available	Sorace	Talk	FCO, Cross-Whitehall Group	-	Policy makers	-
07/11/2019	Not available	Sorace & Bak	Talk	Scottish Government	-	Policy makers	-
14/11/2019	Not available	Sorace	Talk	Tallinn, Estonia, conference on multilingualism	-	Policy makers	-
14/02/2020	Not available	Sorace	Talk	London, FCO Diplomatic Academy	-	Civil servants	-

APPENDIX 3: Transcript of online interview (via email) with Professor Judith Kroll – Bilingualism Matters USA network

Interview with Judith F. Kroll
Professor of Language Science
University of California, Irvine
Lab Website: <https://bilingualismmindbrain.com/>

General information on the Penn State, Riverside and Irvine centres

Q1: Could you describe your personal role within the US branches (Penn State, Riverside and Irvine)?

A1: I am a cognitive psychologist and psycholinguist. My research takes a cognitive neuroscience approach to second language learning and bilingualism. I joined the faculty at the University of California, Irvine in July, 2019, following three years at the University of California, Riverside and 22 years at Penn State University, where I was the Director of Penn State's Center for Language Science, a cross-disciplinary research center that spanned psychology, linguistics, cognitive neuroscience, and communication sciences and disorders. Penn State was the first US branch of Bilingualism Matters, launched in December, 2014. When I moved to UC Riverside, we then established the first branch of BM in California in October, 2017. There is not yet a branch at UC Irvine, but the intention is to create a UC-wide consortium, with UC Irvine as the hub. At both Penn State and UC Riverside, I co-directed the branch of BM and initiated the initial bid to join the BM network.

See <https://cls.la.psu.edu/bilingualism-matters> for more information about the Penn State branch, <https://sites.psu.edu/bilingualismmatters/> for a recent newsletter and update on events

See <https://ideasandsociety.ucr.edu/programs/bilingualism/> for more information about the UC Riverside branch.

Q2: What originally made you interested in creating the US centres and joining the Bilingualism Matters network?

A2: The Center for Language Science (CLS) at Penn State (<https://cls.la.psu.edu/>) is a cross-disciplinary center with a focus on language learning and bilingualism. By 2014 when the CLS joined the BM network, it was arguably the premier location in the US for research on bilingualism. At the same time, the location in central Pennsylvania is largely monolingual and English speaking, but with many international students who speak English as a second language with community needs associated with bilingualism that were not being addressed. In 2010, the faculty within the CLS created an international network for research on bilingualism with the support of the US National Science Foundation. A training grants was subsequently awarded through the PIRE program (Partnerships for International Research and Education) to enable students at Penn State (and then also at UC Riverside and UC Irvine when I left Penn State), to conduct research on bilingualism in the US and abroad. This network enabled comparative studies of bilingualism and language learning across unique language contexts with different language pairings and distinct communities of language experience and linguistic diversity. By 2014, the existing support at Penn State was for research and training but not for outreach or translation. The incentive to join the BM network was to create a network that would address both local and global aspects of bilingual language experience, that would enable outreach to the community, that would bridge research and student training to enable translation of research findings, and that would increase awareness of community needs. In 2015, shortly after the Penn State BM branch was launched, Edinburgh became a partner in a

second PIRE grant awarded to Penn State to contribute to this effort. That grant, for \$5M, is in effect until 2022 (see <https://pire.la.psu.edu/> and <https://sites.uci.edu/pirelangsci/>).

In 2017, the American Academy of Arts and Sciences published a report, Bridging America's Language Gap: A Call to Action, to highlight the critical state of language learning in the U.S. The report makes clear that the state of language diversity, particularly as we see it in Southern California, is central to the future of language learning. The location makes us uniquely positioned to address the consequences of linguistic and cultural diversity. Many of our students are heritage speakers of Spanish and other languages, having grown up in homes where English was not the home language and where they were abruptly switched to English when they entered school. Heritage speakers represent the predominant form of bilingualism in the U.S. Still, the situation across the country is dismal — there is an overwhelmingly English-only attitude that prevents most school-aged children from having any language instruction other than English. But the politics (even with the passage of Proposition 58 in 2016 in California to enable dual-language education) make it very difficult for children raised in a home where English is not the dominant language to maintain their home language. And in the research domain, heritage bilingualism has received relatively little notice.

In addition to variation at the level of individual languages, a number of minoritized groups in the United States speak an English variety that differs from the mainstream White middle class English that tends to be valued and promoted in U.S. society, especially in schools. These other varieties include African American and Latinx English, which are often stigmatized when certain linguistic features are not shared with White middle class English. In the school context, for example, when differences are seen as problematic, children who use languages other than English or who use nonmainstream dialects of English are at high risk for misdiagnosis with language or literacy disabilities.

The student population in California represents the reality of linguistic diversity, yet their lived experiences as bilinguals, second language learners, and dialect speakers is an untapped resource. The study of linguistic diversity can help us achieve a better understanding of the capacity of the human brain. At the same time, we can harness the expertise and insights that our students bring to such questions. Thus, we aim to bring awareness to the reality and value of linguistic diversity — in the classroom, in language science research, and by joining the BM network.

For more information on the report issued by the American Academy of Arts and Sciences see: <https://www.amacad.org/project/language-learning> and <https://www.amacad.org/publication/statelanguages-us-statistical-portrait> . My Penn State colleague Paola Dussias and I wrote one of the whitepapers that contributed to the report: https://www.amacad.org/sites/default/files/media/document/2019-02/KrollDussias_April%205.pdf and I note that BM is mentioned in that report. The subsequent publication of that report is included as an attachment to this message.

Q4: Could you describe the financial model of the US centres?

A4: I don't think there is a uniform financial model. Each US university that has become part of the BM network has obtained funds to initially launch their respective branches, bring Antonella to the US to train faculty and students, and arrange the MOU with the University of Edinburgh. Beyond the initial launch, my impression is that the various US branches have access to a diverse set of resources that either associated directly with those universities or with efforts on the part of faculty to seek external funding that might include BM.

Relationship with the Edinburgh Centre

Q5: How would you describe the relationship between the US centres and the Edinburgh Centre?

A5: There is frequent and direct contact between the branches associated with the BM network. There is a Dropbox folder that is used to share materials, reports, etc. In 2018, we participated in the 10th

anniversary conference in Edinburgh. I have attached the presentation to this report. It is largely a summary of what I have described above.

Q6: This could relate to regularity of engagement, knowledge exchange, provision of shared materials, etc.

Q7: From the point of view of the US centres, what stands out about the public engagement activities and expertise of the Edinburgh Centre?

Q8: What valuable training or materials has the Edinburgh Centre provided the US centres?

Q9: Do the public engagement activities of the US centres have a particular focus/area of expertise?

Q10: Does the Edinburgh Centre provide any resources/training specific to that focus/area of expertise, e.g., presentation slides, handouts etc.?

A 6-10: I am going to address these questions together. There is transparent communication between the branches and the network hub in Edinburgh. There is sharing of materials and ideas in the form of reports, newsletters, etc. **But here is the point that is critical in my view: The amazing growth of the BM network to the level that exists in 2020 can be attributed to the idea that it provides a model but not a fixed template.** BM is dynamic and flexible, with different branches accommodating the many varied forms in which multiple languages spoken in local communities represent different interests and needs, the concerns about language experience that change across the lifespan, and the connections between different contexts of outreach, be they educational, clinical, or commercial. By enabling each university to develop a specific model that is best suited to the pressing needs and available resources at that location, BM provides an organic basis on which the network can develop and self-correct over a longer period of time. In my own experience, the contrast between Pennsylvania and California is helpful. Each have thriving network efforts but in very different environments. Likewise, the focus of faculty and student research and the way that the research on bilingualism can be used as a basis for dispelling the mythology about bilingualism in the public sphere will differ from site to site. That is a notable strength of the BM network.

Impact on public discourse

Q11: Please note that we are particularly interested in events that are making an impact on public discourse and public understanding about bilingualism and language learning (e.g., art events, festivals, activities aimed at parents and families). For any events mentioned, if possible, please could you also describe the impact from the engagement?

A11: See also the 2016 meeting of the American Association for the Advancement of Science at which there was a symposium, Bilingualism Matters, in which Antonella and others presented the diverse range of talks on bilingualism, drawing out the consequences for public discourse with science and with the public more broadly. This is the top annual meeting in the US for all of science and garners a great deal of interest by the press.

Q12: In what way is the engagement of the BM branches beneficial to students at US universities and does it help them with their public engagement abilities?

A12: There is a great deal to say on this but I will focus on two points for now. The first is that many of our students come from the bilingual communities we are trying to reach. For them, it is not only experience with public engagement, but also a means to relate their life experience to their professional and academic development. In this sense, it is transformative and empowering. The second point, at least within the US context, is that there is a concern among the federal funding agencies (e.g., NSF, NIH) that graduate training include opportunities for translational research and engagement beyond the

laboratory. Many of the students we train will not find themselves in academic positions like their faculty mentors so it is crucial that early in their training they have opportunities to integrate these experiences into their training to determine how best to direct their efforts before they find themselves seeking employment. There are two benefits to be had. The students gain skills that will be important in any context in which they find themselves. The research itself will benefit from the bidirectionality of the integrated training and engagement. By opening conversations with communities outside of the university, we have an opportunity to bring the science to the public in a way that is informed by their experience.

Q13: Professor Antonella Sorace gave a talk to the American Councils for International Education in Washington D.C. in March 2019. We believe you played a crucial role in initiating contact and would like to hear why you found this to be an important opportunity and what benefits it might have for public engagement in the United States?

A13: Yes, I have had contact with the directors of the American Councils who are leading researchers in close communication with policy making bodies in the US. There are two areas of focus of particular interest to BM. One is a focus on study abroad and international education. The other is on dual language immersion schooling. This group has been visionary in leading others across the US to do the research that is needed and to share it with all stakeholders.

Q14: We have heard there is a plan for organising a Bilingualism Matters consortium encompassing several US centres. Could you tell us more about this?

A14: As mentioned above, there is a plan to develop a UC-wide consortium that will enable us to exploit the efforts on dual language education and language diversity in the community in California. I note that the UC network of ten universities is among the very top universities in the entire country.