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## 1. UNIVERSITY EDUCATION

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

## 2. HONOURS

- 2013- Included in the AcademiaNet database of outstanding female scientists (<http://www.academia-net.org>).  
2007- Fellow of the Royal Society of Edinburgh (FRSE)  
2007- Cavaliere dell'Ordine della Stella della Solidarietà Italiana  
2005- Fellow of the Royal Society of the Encouragement of Arts, Manufactures and Commerce (FRSA).

## 3. CURRENT POSITION

Professor of Developmental Linguistics and Director of the Centre *Bilingualism Matters*, University of Edinburgh

## 4. VISITING POSITIONS

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

## 5. MAJOR RESEARCH GRANTS (SINCE 2010 ONLY)

- 2018-21 ESRC: "Charting the impact of bilingualism on development in children with or without autism spectrum disorders" (with S. Fletcher-Watson).
- 2018-19 Carnegie Trust: "Language, place and identity: exploring children's linguistic and cognitive development in heritage and community languages" (with; B. Cohen, L. Jamieson and K. Tisdall, UoE; G. Munro, Philomena De Lima, UHI)
- 2017-19 Leverhulme Trust: "Bilingualism, pragmatic enrichment and reasoning biases" (with C. Cummins).
- 2016-21 NSF/Partnerships for International Research and Education (PIRE) "Translating cognitive and brain science in the laboratory and field to language learning environments" (international partner, PI J. Kroll, Penn State).
- 2014-19 EU Large-scale Integrated Research Project: "Advancing the European Multilingual Experience" (partner, with seven countries).
- 2016 Pearson Education: "Cognitive, motivational and demographic correlates of Progress test proficiency scores" (with T. Bak).
- 2013-16 Norwegian Research Council: "Transitivity alternations in English and Norwegian: experimental investigations" (with G. Ramchand, University of Tromsø).
- 2011-15 Economic and Social Research Council, UK: "First language attrition meets second language learning: interaction of linguistic and executive control factors in late bilinguals" (with F. Keller and T. Bak).
- 2012-15 EACEA Lifelong Learning project "School and family together for the integration of immigrant children" (partner, with four countries).
- 2010-12 EACEA Lifelong Learning: "Let's become a bilingual family" (partner, with four countries).
- 2009-10 Leverhulme Trust, UK: "Understanding language comprehension in bilingual children" (with L. Serratrice, University of Manchester).

## 6. INVITED ACADEMIC TALKS (SINCE 2010 ONLY)

60+ plenary addresses at international conferences; 45+ invited lectures.

## 7. SELECTED PUBLICATIONS (SINCE 2010 ONLY)

- Long, M., Horton, W.S., Rohde, H., and Sorace, A. 2018. Individual Differences in Switching and Inhibition Predict Perspective-Taking Across the Lifespan. *Cognition* 170: 25-30.
- Wolleb, A., Sorace, A. & Westergaard, M. 2017. Exploring the role of cognitive control in syntactic processing: evidence from cross-language priming in bilingual children. To appear in *Linguistic Approaches to Bilingualism*. DOI: [org/10.1075/lab.17002](https://doi.org/10.1075/lab.17002)
- Peristeri, E., Tsimpli, I.M., Sorace, A. and Tsapkini, K. 2017. Language interference and inhibition in early and late successive bilingualism. To appear in *Bilingualism: Language and Cognition*.
- Sorace, A. 2016. Referring expressions and executive functions in bilingualism. *Linguistic Approaches to Bilingualism*. DOI: [10.1075/lab.15055](https://doi.org/10.1075/lab.15055).
- Bak, T., Long, M., Vega-Mendoza, M. and Sorace, A. 2016. Novelty, challenge, and practice: the impact of intensive language learning on attentional functions. *PLoS ONE*, DOI: [10.1371/journal.pone.0153485](https://doi.org/10.1371/journal.pone.0153485).
- Azpiroz, M.I., Santesteban, M., Sorace, A. and Ezeizabarrena, M-J. 2016. Pronoun preferences of children in a language without typical third-person pronouns. *First Language*, DOI: [10.1177/0142723716679799](https://doi.org/10.1177/0142723716679799).
- Hampton, S., Rabagliati, H., Sorace, A. and Fletcher-Watson, S., 2016. Autism and bilingualism: A qualitative interview study of parents' perspectives and experiences. *Journal of Speech, Language and Hearing Research*. DOI: [10.1044/2016\\_JSLHR-L-15-0348](https://doi.org/10.1044/2016_JSLHR-L-15-0348).
- Garraffa, M., Beveridge, M. and Sorace, A. 2015. Linguistic and cognitive skills in Sardinian-Italian bilingual children. *Frontiers in Psychology*, vol. 6, article 1898.
- Vega-Mendoza, M., West, H., Sorace, A. and Bak, T. 2015. The impact of late, non-balanced bilingualism on cognitive performance. *Cognition* 137: 40-46.
- Chamorro, G., Sorace, A. and Sturt, P. 2015. What is the source of L1 attrition? The effects of recent re-exposure on Spanish speakers under L1 attrition. *Bilingualism: Language and Cognition*. DOI: [10.1017/S1366728915000152](https://doi.org/10.1017/S1366728915000152).
- Chamorro, G., Sturt, P. and Sorace, A. 2015. Selectivity in L attrition: differential object marking in Spanish near-native speakers of English. *Journal of Psycholinguistic Research*. DOI [10.1007/s10936-015-9372-4](https://doi.org/10.1007/s10936-015-9372-4).
- Sorace, A. 2015. The cognitive complexity of auxiliary selection: from processing to grammaticality judgements. In M. Rosemeyer and R. Kailuweit (eds.) *Auxiliary Selection Revisited: Gradience and Gradualness*, 23-42. Berlin: De Gruyter.
- Bak, T., Vega-Mendoza, M. and Sorace, A. 2014. Never too late? An advantage on tests of auditory attention extends to late bilinguals. *Frontiers in Psychology*, volume 5, article 485.
- Filiaci, F., Sorace, A. and Carreiras, M. 2013. Anaphoric biases of null and overt subjects in Italian and Spanish: a crosslinguistic comparison. *Language and Cognitive Processes*, doi: [10.1080/01690965.2013.801502](https://doi.org/10.1080/01690965.2013.801502).
- Unsworth, S., Argyri, F., Cornips, L., Hulk, A., Sorace, A. and Tsimpli, I. 2012. On the role of age of onset and input in early child bilingualism in Greek and Dutch. *Applied Psycholinguistics*, doi: [10.1017/S0142716412000574](https://doi.org/10.1017/S0142716412000574).
- Roehm, D., Sorace, A. and Bornkessel-Schlesewsky, I. 2012. Processing flexible form-to-meaning mappings: evidence for enriched composition as opposed to indeterminacy. *Language and Cognitive Processes*, doi: [10.1080/01690965.2012.712143](https://doi.org/10.1080/01690965.2012.712143).
- Serratrice, L., Sorace, A., Filiaci, F. and Baldo, M. 2011. Pronominal objects in English-Italian and Spanish-Italian bilingual children. *Applied Psycholinguistics*, doi: [10.1017/S0142716411000543](https://doi.org/10.1017/S0142716411000543).
- Sorace, A. 2011. Pinning down the concept of "interface" in bilingualism. *Linguistic Approaches to Bilingualism* 1: 1-33.

## 8. PUBLIC ENGAGEMENT

2008-present. Founder and Director of the research and information centre *Bilingualism Matters*. 17 branches established in Scotland, England, Norway, Greece, Italy, Germany, Croatia, the Netherlands, Slovenia, USA, France, and Spain. (see <http://www.bilingualism-matters.ppls.ed.ac.uk/> for details of activities and media coverage).