

ANTONELLA SORACE
Laurea, MA, PhD, FBA, FRSE, FRSA
University of Edinburgh, School of Philosophy, Psychology and Language Sciences
3 Charles Street, Edinburgh EH8 9AD, Scotland, UK
email: a.sorace@ed.ac.uk; www.lel.ed.ac.uk/~antonell/

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

- 2024- Fellow of the American Association for the Advancement of Science (AAAS)
2024- Honorary Member of the Linguistic Society of America
2022- Included in *Who's Who*
2020- Fellow of the British Academy
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, University of Edinburgh; Director of *Bilingualism Matters*; Honorary Professor, University College London

4. VISITING POSITIONS

- 2018 Visiting Fellow, Utrecht University.
2009-12 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)

- 2021-23 ERASMUS+: "Teacher Education about Multilingualism (TEAM)" (as international partner).
2021-22 FIRAH: "Understanding the impact of bilingualism for autistic children" (as co-investigator).
2020-21 UNA-EUROPA: "A Linguistic Investigation of Hate Speech: How to identify it and how to avoid it (ALIHAS)" (as senior international partner).
2019-22 SSHRC: "Bilingualism Matters in the Waterloo Region and Canada" (as international partner).
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

130+ invited plenary addresses at international conferences; 120+ invited lectures; 30+ invited courses at international schools

7. SELECTED PUBLICATIONS (LAST FOUR YEARS ONLY)

- Garraffa, M., Sorace, A., and Vender, M. 2023. *Bilingualism Matters: Language Learning over the Lifespan*. Cambridge: Cambridge University Press.
- Davis, R., Rabagliati, H., Montgomery, L., Sorace, A., and Fletcher-Watson, S. 2023. Measuring the Relationship between Bilingual Exposure and Social Attentional Preferences in Autistic Children. *Languages* 8: 27. <https://doi.org/10.3390/languages8010027>
- D'Angelo, F. and Sorace, A. 2022. The additive effect of metalinguistic awareness in third or additional language acquisition. *International Journal of Bilingualism and Bilingual Education*, DOI: 10.1080/13670050.2022.2064710
- Ni Chéileachair, F., Chondrogianni, V., Sorace, A., Paradis, J. and Correia de Aguiar, V.M. 2022. Developmental language disorder in sequential bilinguals: Characterising word properties in L2 spontaneous speech. *Journal of Child Language*, doi:10.1017/S0305000922000241.
- Xia, L., Bak, T., Vega-Mendoza, M., and Sorace, A. 2022. A longitudinal investigation of the effects of language instruction versus immersion on cognitive functions in young adult Chinese speakers learning English. *Studies in Second Language Acquisition*. DOI: <https://doi.org/10.1017/S0272263122000158>.
- Montgomery, L., Chondrogianni, V., Fletcher-Watson, S., Rabagliati, H., Sorace, A., and Davis, R. 2021. Measuring the impact of bilingualism on executive functioning via inhibitory control abilities in autistic children. *Journal of Autism and Developmental Disorders*, <https://doi.org/10.1007/s10803-021-05234-y>.
- Peace-Hughes, T., de Lima, P., Cohen, B., Jamieson, L., Tisdall, K. and Sorace, A. 2021. What do children think of their own bilingualism? Exploring bilingual children's attitudes and perceptions. *International Journal of Bilingualism*, DOI: 10.1177/13670069211000853.
- Repnik, K., Chondrogianni, V. and Sorace, A. 2021. Linking disambiguation and retention in a developmental eye-tracking study with monolingual and multilingual children. *Journal of Experimental Child Psychology* 206, DOI:10.1016/j.jecp.2020.105072
- Digard, B. & Sorace, A. 2021. Bringing together autism and bilingualism research: language matters. *Linguistic Approaches to Bilingualism*. doi.org/10.1075/lab.21071.dig
- Sorace, A. 2020. L1 attrition in a wider perspective. *Second Language Research* 36: 203-206.
- Garraffa, M., Obregon, M., O'Rourke, B. and Sorace, A. 2020. Language and cognition in Gaelic-English young adult bilingual speakers: a positive effect of school immersion program on attentional and grammatical skills. *Frontiers in Psychology*, Volume 11 | Article 570587 ; doi: 10.3389/fpsyg.2020.570587.
- Kubota, M., Chevalier, N., and Sorace, A. 2019. How bilingual experience and executive control influence development in language control among bilingual children. *Developmental Science*, DOI: 10.1111/desc.12865.
- Bonfieni, M., Branigan, H., Pickering M. and Sorace, A. 2019. Cognitive control in bilinguals: effects of language experience and individual variability. *Bilingualism Language & Cognition*, <https://doi.org/10.1017/S1366728918001086>
- Bonfieni, M., Branigan, H., Pickering M. and Sorace, A. 2019. Language experience modulates bilingual language control: the effect of proficiency, age of acquisition, and exposure on language switching. *Acta Psychologica* 193: 160-170.

8. PUBLIC ENGAGEMENT

2008-present. Founder and Director of the public engagement nonprofit organization *Bilingualism Matters*. 33 branches in the UK, Europe, US, Middle East, China, and Australia (see <https://www.bilingualism-matters.org/> for activities and media coverage). In this capacity I have given more than 800 general audience talks, events, and media interviews.