

Supplementary Material A - Languages reported by participants

Table A1. *List of Languages Reported by Participants, Ordered Alphabetically. Number of Participants Between Brackets*

List of languages reported by participants (number of participants between brackets)			
Afrikaans (8)	Gaelic (3)	Latvian (4)	Shona (3)
Albanian (3)	German (86)	Lithuanian (5)	Sindhi (1)
Arabic (12)	Greek (13)	Lombardo (1)	Sinhalese (1)
Badisch (1)	Gujarati (9)	Macedonian (1)	Slovak (3)
Banyankole (1)	Hainanese (1)	Malay (5)	Slovene (1)
Bengali (6)	Hakka (1)	Malayalam (2)	Somali (1)
Bisaya (1)	Hausa (2)	Maltese (2)	Sotho (2)
British Sign Language (2)	Hebrew (4)	Mandarin (15)	Spanish (118)
Bulgarian (11)	Hindi (21)	Marathi (3)	Swahili (2)
Calabrese (1)	Hungarian (5)	Marwari (1)	Swedish (7)
Cantonese (8)	Ibo (2)	Mauritian Creole (1)	Tagalog (4)
Chinese (9)	Icelandic (1)	Ndebele (2)	Tamil (6)
Cornish (1)	Indonesian (3)	Nepali (3)	Telugu (4)
Cypriot Greek (2)	Irish (2)	Norwegian (2)	Thai (2)
Czech (1)	Italian (52)	Pangasinan (1)	Tiv (1)
Danish (3)	Italian (Dialect of north centre-east of Italy) (1)	Pashto (2)	Turkish (4)
Dutch (6)	Japanese (16)	Persian (1)	Twi (1)
English (389)	Javanese (1)	Pidgin English (1)	Ukrainian (5)
Estonian (3)	Kannada (3)	Polish (17)	Urdu (25)
Ewe (1)	Khmer (1)	Portuguese (20)	Vietnamese (2)
Fante (1)	Kikuyu (1)	Punjabi (20)	Welsh (10)
Filipino (1)	Korean (7)	Romanian (10)	Yoruba (9)
Finnish (5)	Kutchi (2)	Russian (39)	Zulu (2)
Flemish (1)	Kyrgyz (1)	Scots (1)	
French (154)	Latin (3)	Scottish (2)	

Supplementary Material B - Questionnaires

Supplementary Material B contains the questions and scales that were included in the analyses reported in this manuscript.

1. *Language proficiency*

Please, list the languages/dialects you know in order from the one you know the most, including your native language/dialect and including English (maximum 4 languages):

1. Language/dialect 1: Please indicate the name of only one language _____
2. Language/dialect 2: Please indicate the name of only one language _____
3. Language/dialect 3: Do you have any knowledge of other languages/dialects apart from _____ [Language/dialect 1] and _____ [Language/dialect 2]? Yes No
4. [if applicable] Language/dialect 3: Please indicate the name of only one language _____
5. [if applicable] Language/dialect 4: Do you have any knowledge of other languages/dialects apart from _____ [Language/dialect 1], _____ [Language/dialect 2], and _____ [Language/dialect 3]? Yes No
6. [if applicable] Language/dialect 4: Please indicate the name of only one language _____

1.1. *Proficiency in [Language/dialect 1]*

1. Compare yourself with a highly proficiency speaker and rate your proficiency in _____ [Language/dialect 1]. Base your rating on a scale from 0 (no proficiency) to 10 (native's speaker knowledge) according to the following skills: reading, listening, writing, and speaking.
 - Reading: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Listening: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Writing: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Speaking: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
2. At what age did you start learning _____ [Language/dialect 1]? (if from birth, write 0): _____

1.2 *Proficiency in [Language/dialect 2]*

1. Compare yourself with a highly proficiency speaker and rate your proficiency in _____ [Language/dialect 2]. Base your rating on a scale from 0 (no proficiency) to 10 (native's speaker knowledge) according to the following skills: reading, listening, writing, and speaking.
 - Reading: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Listening: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Writing: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Speaking: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
2. At what age did you start learning _____ [Language/dialect 2]? (if from birth, write 0): _____

1.3 [if applicable] *Proficiency in [Language/dialect 3]*

1. Compare yourself with a highly proficiency speaker and rate your proficiency in _____ [Language/dialect 3]. Base your rating on a scale from 0 (no proficiency) to 10 (native's speaker knowledge) according to the following skills: reading, listening, writing, and speaking.

- Reading: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Listening: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Writing: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Speaking: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
2. At what age did you start learning _____ [*Language/dialect 3*]? (if from birth, write 0): _____

1.4 [if applicable] Proficiency in [*Language/dialect 4*]

1. Compare yourself with a highly proficiency speaker and rate your proficiency in _____ [*Language/dialect 4*]. Base your rating on a scale from 0 (no proficiency) to 10 (native's speaker knowledge) according to the following skills: reading, listening, writing, and speaking.
- Reading: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Listening: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Writing: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
 - Speaking: 0 (no knowledge) – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (native speaker)
2. At what age did you start learning _____ [*Language/dialect 4*]? (if from birth, write 0): _____

2. Language experience

2.1. Passive use of Languages

Now, we would like to learn how you passively use your languages on a typical day. With the COVID-19 crisis, your typical day might have changed. For example, it might be possible that right now you are working or learning from home. All these changes might have also altered how you use languages when you watch TV, read, listen to music or radio, browse on the internet, etc. Has the COVID-19 crisis modified your passive use of languages?

- Yes, my passive use of languages has changed since the COVID-19 crisis¹.
 No, my passive use of languages has not changed since the COVID-19 crisis.

Think about your passive use of languages (i.e., reading books or articles, watching movies or series, browsing on the internet, listening to music or radio). Estimate how much you use each language passively. Remember to write the name of each language. Give an answer for each language as a percentage. Remember that the sum of the percentages should add up to 100% (e.g., English 60%, Spanish 40%).

Name language 1: _____ / ___%
Name language 2: _____ / ___%
Name language 3: _____ / ___%
Name language 4: _____ / ___%

2.2. Active use of Languages

Now, we would like to learn how you actively use your languages on a typical day. With the COVID-19 crisis, your typical day might have changed. For example, it might be possible that right now you are working or learning from home. All these changes might have also altered how you use languages when you communicate with others. Has the COVID-19 crisis modified how you communicate with others?

- Yes, the way I communicate with others has changed since the COVID-19 crisis².
 No, the way I communicate with others has not changed since the COVID-19 crisis.

Think about your active use of languages (i.e., face to face conversations, phone/Skype conversations, writing messages, e-mails). Estimate how much you use each language actively. Remember to write the name of each language. Give an answer for each language as a percentage. Remember that the sum of the percentages should add up to 100% (e.g., English 60%, Spanish 40%).

Name language 1: _____ / ___%
Name language 2: _____ / ___%
Name language 3: _____ / ___%
Name language 4: _____ / ___%

¹ Participants who indicated an impact of COVID-19 in their passive use of languages reported their passive use of languages twice, (before the COVID-19 pandemic and during the COVID-19 pandemic). The questionnaire was slightly adapted to direct participants to report their passive use of languages before and during the COVID-19 pandemic.

² Participants who indicated an impact of COVID-19 in their active use of languages reported their active use of languages twice (before the COVID-19 pandemic and during the COVID-19 pandemic). The questionnaire was slightly adapted to direct participants to report their active use of languages before and during the COVID-19 pandemic.

2.3. Patterns of Language Use Questionnaire (Kalamala et al., 2020)³

Now, we would like to know how you use languages when you communicate with others: talking “face to face”, conversations via phone or internet, such as Skype, chats, etc. and in four different settings: home, work, school/university, free time.

The following questionnaire contains four sections, each of which pertains to a different setting (home, work, school/university, and free time). Since you have indicated that the way you communicate with others has not changed⁴ since the COVID-19 crisis, we would like to learn how you use your languages on a daily basis. While providing responses, please think of your typical day, and ignore less typical days, such as weekends, holidays, etc.

First, we want to know how you spend your time. For that, we would like you to indicate how many hours a day you spend typically:

1. At home (place where you live during most of the week, excluding sleeping time, remote work, and/or remote learning),
2. At work (place where you work, including remote work),
3. At school/university (place where you study, including remote learning and additional courses, e.g., language courses),
4. On your free time (time spent in any other places e.g., playing sports, visiting friends/family, going to the doctor).

Remember: do not include the time you are sleeping.

Remember: if you sleep on average between 6 and 8 hours, the total sum of hours should not exceed 16-18h.

- How many hours are you typically at home? (excluding sleeping time, remote work, and/or remote learning): ____
- How many hours are you typically at work? (including remote work). If you do not work, write 0: ____
- How many hours are you typically at school/university? (including remote learning and additional courses, as language courses). If you do not study, write 0: ____
- How many hours are you typically out when having free time? (all other places where you spend time on a daily basis, e.g., playing sports). If you do not spend time outside home, work, and/or school, write 0: ____

2.3.1. Home setting (place where you live during most of the week)

Do you use more than one language at home? You reported ____ [reported hours] at home. Yes No

Think of all the languages you use at home when you communicate with others: talking “face to face”, conversations via phone or internet, such as Skype, chats, etc. List the languages you use at home and try to estimate how many hours on a typical day you use them*

³ Participants who indicated an impact of COVID-19 in their active use of languages completed the Patterns of Language Use Questionnaire (Kalamala et al., 2020) twice. For each setting (home, work, school, free time), they reported their patterns of language use before the COVID-19 pandemic and during the COVID-19 pandemic. The number of hours spend on each setting was also reported twice (before the COVID-19 pandemic and during the COVID-19 pandemic). The questionnaire was slightly adapted to direct participants to report their patterns of language before and during the COVID-19 pandemic.

⁴ These instructions differed for participants who reported changes in their active use of languages as a result for the COVID-19 pandemic: “Since you have indicated that the way you communicate with others has changed since the COVID-19 crisis, we would like to learn how you used your languages before the COVID-19 crisis and how you use them during the COVID-19 crisis. While providing responses, please think of your typical day (before and during the COVID-19 crisis), and ignore less typical days, such as weekends, holidays, etc.”

*If you use some variant of a language, write it as a separate language.
Report the hours using only numbers.

Example:

Name language 1: English

Hours language 1: Around 3 hours a day

Name language 2: German

Hours language 2: Around 2 hours a day

	Languages at home. You reported ____ [hours reported] at home	
	Name language	Hours language
Language 1		
Language 2		
Language 3		
Language 4		

(if participants indicated the use more than one language at home)⁵ Assess to what degree the following statements are representative of your language use at home. Mark the corresponding number from 1 (never) to 9 (always).

- I use words in another language than the one I am currently speaking in. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I begin a sentence in one language and finish it in another. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I mix languages within one word, i.e., I blend an English word ending with a word from another language, or vice versa. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)

2.3.2. [if applicable] Work setting (place where you work)

Do you use more than one language at work? You reported ____ [reported hours] at work. Yes No

Think of all the languages you use at work when you communicate with others: talking “face to face”, conversations via phone or internet, such as Skype, chats, etc. List the languages you use at work and try to estimate how many hours on a typical day you use them*

*If you use some variant of a language, write it as a separate language.
Report the hours using only numbers.

Example:

Name language 1: English

Hours language 1: Around 3 hours a day

Name language 2: German

Hours language 2: Around 2 hours a day

⁵ The Likert scale was displayed twice (when applicable) for participants who reported the use of more than one language before and during the COVID-19 pandemic. For participants who reported the use of more than one language only before or during the COVID-19 pandemic, the Likert scale was displayed once, either for before the COVID-19 pandemic or for during the COVID-19 pandemic. This feature was applied to all settings.

	Languages at work. You reported _____ [hours reported] at work	
	Name language	Hours language
Language 1		
Language 2		
Language 3		
Language 4		

(if participants indicated the use more than one language at work) Assess to what degree the following statements are representative of your language use at work. Mark the corresponding number from 1 (never) to 9 (always).

- I use words in another language than the one I am currently speaking in. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I begin a sentence in one language and finish it in another. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I mix languages within one word, i.e., I blend an English word ending with a word from another language, or vice versa. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)

2.3.3. [if applicable] School/University setting (place where you study)*

* including additional courses, e.g., language course

Do you use more than one language at school/university? You reported _____ [reported hours] at school/university. Yes No

Think of all the languages you use at school/university when you communicate with others: talking “face to face”, conversations via phone or internet, such as Skype, chats, etc. List the languages you use at school/university and try to estimate how many hours on a typical day you use them*

*If you use some variant of a language, write it as a separate language.

Report the hours using only numbers.

Example:

Name language 1: English

Hours language 1: Around 3 hours a day

Name language 2: German

Hours language 2: Around 2 hours a day

	Languages at school/university. You reported _____ [hours reported] at school/university	
	Name language	Hours language
Language 1		
Language 2		
Language 3		
Language 4		

(if participants indicated the use more than one language at school/university) Assess to what degree the following statements are representative of your language use at school/university. Mark the corresponding number from 1 (never) to 9 (always).

- I use words in another language than the one I am currently speaking in. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I begin a sentence in one language and finish it in another. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I mix languages within one word, i.e., I blend an English word ending with a word from another language, or vice versa. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)

2.3.4. [if applicable] Free time setting (all other places where you spend your time on a daily basis).

For example, playing sports, visiting your friends and family, going to the doctor, etc.

Do you use more than one language in your free time? You reported _____ [reported hours] of free time. Yes
No

Think of all the languages you use in your free time when you communicate with others: talking “face to face”, conversations via phone or internet, such as Skype, chats, etc. List the languages you use on your free time and try to estimate how many hours on a typical day you use them*

*If you use some variant of a language, write it as a separate language.
Report the hours using only numbers.

Example:

Name language 1: English

Hours language 1: Around 3 hours a day

Name language 2: German

Hours language 2: Around 2 hours a day

	Languages during free time. You reported _____ [hours reported] of free time	
	Name language	Hours language
Language 1		
Language 2		
Language 3		
Language 4		

(if participants indicated the use more than one language in their free time) Assess to what degree the following statements are representative of your language use spending free time. Mark the corresponding number from 1 (never) to 9 (always).

- I use words in another language than the one I am currently speaking in. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I begin a sentence in one language and finish it in another. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)
- I mix languages within one word, i.e., I blend an English word ending with a word from another language, or vice versa. 1 (never) – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 (always)

2.4. Bilingual Switching Questionnaire (adapted from Rodriguez-Fornells et al., 2012)

Before, you reported the knowledge of the following languages:⁶

[Name language 1]

[Name language 2]

[Name language 3]

[Name language 4]

Apart from English, which of these languages do you use the most on a daily basis? (report only one) _____

Please, try to answer to what degree the following questions are representative of the manner you use to talk or speak in English and _____. Many of these questions ask you to report your tendency to switch or mix languages during a conversation. Switching and mixing languages is a characteristic of some bilingual contexts or environments. If you have doubts about how to rate yourself in the following questions, please try to compare your manner of speaking and talking with that of most people, or those who you know very well.

	Never (1)	Very infrequently (2)	Occasionally (3)	Frequently (4)	Always (5)
I do not remember or I cannot recall some words in _____ when I am speaking in this language					
I do not remember or I cannot recall some words in English when I am speaking in this language					
I tend to switch languages during a conversation (for example, I switch from English to _____ or vice versa).					
When I cannot recall a word in _____, I tend to immediately produce it in English.					
When I cannot recall a word in English, I tend to immediately produce it in _____.					
I do not realize when I switch the language during a conversation (e.g., from _____ to English) or when I mix the two languages; I often realize it only if I am informed of the switch by another person.					
When I switch languages, I do it consciously (R)					
It is difficult for me to control the language switches I introduce during a conversation (e.g., from _____ to English).					
Without intending to, I sometimes produce the word in English faster when I am speaking in _____.					

⁶ This question was displayed only for participants who had reported the knowledge of more than two languages in section 1 (Language proficiency). The selected language was subsequently displayed in the questionnaire statements. Participants who reported the knowledge of only two languages (one being English) completed the questionnaire with English and their other language.

	Never (1)	Very infrequently (2)	Occasionally (3)	Frequently (4)	Always (5)
Without intending to, I sometimes produce the word in _____ faster when I am speaking in English.					
There are situations in which I always switch between the two languages.					
There are certain topics or issues for which I normally switch between the two languages.					

Note. (R) = reversed-scored item

3. Sociodemographic questions

1. Please, indicate your gender: Male Female Other ⁷
2. Please, indicate your age: _____
3. Please indicate your highest degree of education: No high school diploma – High school diploma – Vocational qualification – A levels – Bachelor’s degree – Master’s degree – Doctorate
4. Please indicate your mother’s highest degree of education: No high school diploma – High school diploma – Vocational qualification – A levels – Bachelor’s degree – Master’s degree – Doctorate
5. Please indicate your father’s highest degree of education: No high school diploma – High school diploma – Vocational qualification – A levels – Bachelor’s degree – Master’s degree – Doctorate
6. Think of a ladder (see image) as representing where people stand in society. At the top of the ladder, are the people who are best off – those who have the most money, most education and the best jobs. At the bottom are the people who are worst off – who have the least money, least education and the worst jobs or no jobs. The higher up you are on this ladder, the closer you are to people at the very top and the lower you are, the closer you are to the bottom. Where would you put yourself on the ladder? Choose the number whose position best represents where you would be on this ladder.



7. What is your total household income per year, including all earners in your household (after tax) in GBP? If you need to convert from another currency you can find a converter [here](#): less than £10,000, £10,000–£15,999, £16,000–£19,999, £20,000–£29,999, £30,000–£39,999, £40,000–£49,999, £50,000–£59,999, £60,000–£69,999, £70,000–£79,999, £80,000–£89,999, £90,000–£99,999, £100,000–£149,999, more than £150,000.

⁷ For participants who reported “other”, the information regarding their gender was extracted from their Prolific information.

4. Executive Control Questionnaires

4.1. Attentional Control Scale (Derryberry & Reed, 2002)

Instructions: Please, read the following statements and indicate on a scale from 1 (almost never) to 4 (always), how frequently you experience these situations:

	Almost never (1)	Sometimes (2)	Often (3)	Always (4)
It's very hard for me to concentrate on a difficult task when there are noises around. (R)				
When I need to concentrate and solve a problem, I have trouble focusing my attention. (R)				
When I am working hard on something, I still get distracted by events around me. (R)				
My concentration is good even if there is music in the room around me.				
When concentrating, I can focus my attention so that I become unaware of what's going on in the room around me.				
When I am reading or studying, I am easily distracted if there are people talking in the same room. (R)				
When trying to focus my attention on something, I have difficulty blocking out distracting thoughts. (R)				
I have a hard time concentrating when I am excited about something. (R)				
When concentrating I ignore feelings of hunger or thirst.				
I can quickly switch from one task to another.				
It takes me a while to get really involved in a new task. (R)				
It is difficult for me to coordinate my attention between the listening and writing required when taking notes during lectures. (R)				
I can become interested in a new topic very quickly when I need to.				
It is easy for me to read or write while I'm also talking on the phone.				
I have trouble carrying on two conversations at once. (R)				
I have a hard time coming up with new ideas quickly. (R)				
After being interrupted or distracted, I can easily shift my attention back to what I was doing before.				
When a distracting thought comes to mind, it is easy for me to shift my attention away from it.				
It is easy for me to alternate between two different tasks.				
It is hard for me to break from one way of thinking about something and look at it from another point of view. (R)				

Note. (R) = reversed-scored item

4.2. Cognitive Flexibility Scale (Martin & Rubin, 1995)

Instructions: The following statements deal with your beliefs and feelings about your own behaviour. Read each statement and indicate the number that better represents your agreement with each statement according to this scale: (1) strongly disagree, (2) disagree, (3) slightly disagree, (4) slightly agree, (5) agree, (6) Strongly agree.

	Strongly disagree (1)	Disagree (2)	Slightly disagree (3)	Slightly agree (4)	Agree (5)	Strongly agree (6)
I can communicate an idea in many different ways.						
I avoid new and unusual situations. (R)						
I feel like I never get to make decisions. (R)						
I can find workable solutions to seemingly unsolvable problems.						
I seldom have choices when deciding how to behave. (R)						
I am willing to work at creative solutions to problems.						
In any given situation, I am able to act appropriately.						
My behaviour is a result of conscious decisions that I make.						
I have many possible ways of behaving in any given situation.						
I have difficulty using my knowledge on a given topic in real life situations. (R)						
I am willing to listen and consider alternatives for handling a problem.						
I have the self-confidence necessary to try different ways of behaving.						

Note. (R) = reversed-scored item

5. Multicultural Experience Survey (Leung & Chiu, 2010)

1. Please indicate whether your father was born outside the UK: Yes No
2. Please indicate whether your mother was born outside the UK: Yes No
3. Please indicate the extent of your exposure to a culture other than mainstream English culture from 0 to 10: 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
4. Please, list below your five closest friends (only first name), together with their nationality (e.g., Name: Peter; Nationality: English)

	Name	Nationality
Friend 1		
Friend 2		
Friend 3		
Friend 4		
Friend 5		

6. Social Bias Questionnaires

6.1. Group-Focused Enmity Scale (Zick et al., 2008)

Instructions: Please, indicate your agreement with the following statements according to the following scale: Fully disagree (1), rather disagree (2), rather agree (3), fully agree (4).

	Fully disagree (1)	Rather disagree (2)	Rather agree (3)	Fully agree (4)
Women should think stronger on the role as wives and mothers.				
It is more important for a wife to help her husband's career than to have one herself.				
Marriages between two women or between two men should be permitted. (R)				
It is disgusting when homosexuals kiss in public.				
As a result of their behaviour, Jewish people are not entirely without blame for being persecuted.				
Jewish people have too much influence in the UK.				
There are too many foreigners living in the UK.				
When jobs get scarce, the foreigners living in the UK should be sent (back) home.				
British re-settlers should be better off than foreigners because they are of British origin.				
It is right that Whites are leading the world.				
Begging homeless should be chased away from the pedestrian zone.				
The homeless in the towns are unpleasant.				
With so many Muslims in the UK, one feels increasingly like a stranger in one's own country.				
Immigration to the UK should be forbidden for Muslims.				
Those who are new somewhere should be content with less.				
Those who have always been living here should have more rights than those who came later.				
I feel uncomfortable in the presence of handicapped people.				
Sometimes I am unsure how to behave in face of handicapped people.				

Note. (R) = reversed-scored item

6.2. Neosexism Scale (Tougas et al., 1995)

Instructions: We would like to know your opinion on the following statements on a scale from 1 (strongly disagree) to 7 (strongly agree). Please choose the number that describes better your opinion.

	1 (Strongly disagree)	2	3	4	5	6	7 (Strongly agree)
Discrimination against women in the labor force is no longer a problem in the UK.							
I consider the present employment system to be unfair to women. (R)							
Women shouldn't push themselves where they are not wanted.							
Women will make more progress by being patient and not pushing too hard for change.							
It is difficult to work for a female boss.							
Women's request in terms of equality between the sexes are simply exaggerated.							
Over the past few years, women have gotten more from government than they deserve.							
Universities are wrong to admit women in costly programs such as medicine, when in fact, a large number will leave their jobs after a few years to raise their children.							
In order not to appear sexist, many men are inclined to overcompensate women.							
Due to social pressures, firms frequently have to hire underqualified women.							
In a fair employment system, men and women would be considered equal. (R)							

Note. (R) = reversed-scored item

7. Internal and External Motivation to Respond Without Prejudice Scales (Plant & Devine, 1998)

Instructions: The following questions concern various reasons or motivations people might have for trying to respond in nonprejudiced ways toward minorities (for example, Muslims, LGBTQ) or other groups (for example, people from different religions or ethnicity, people from a different social status). Some of the reasons reflect internal-personal motivations whereas others reflect more external-social motivations. Of course, people may be motivated for both internal and external reasons; we want to emphasize that neither type of motivation is by definition better than the other. In addition, we want to be clear that we are not evaluating you or your individual responses. All your responses will be completely confidential. We are simply trying to get an idea of the types of motivations that people in general have for responding in nonprejudiced ways. If we are to learn anything useful, it is important that you respond to each of the questions openly and honestly. Please give your response according to the scale below.

	1 (Strongly disagree)	2	3	4	5	6	7	8	9 (Strongly agree)
EM: Because of today's PC (politically correct) standards I try to appear nonprejudiced toward other people.									
EM: I try to hide any negative thoughts about other groups in order to avoid negative reactions from others.									
EM: If I acted prejudiced toward other groups, I would be concerned that other would be angry with me.									
EM: I attempt to appear nonprejudiced toward other groups in order to avoid disapproval from others.									
EM: I try to act nonprejudiced toward other groups because of pressure from others.									
IM: I attempt to act in nonprejudiced ways toward other groups because it is personally important to me.									
IM: According to my personal values, using stereotypes is OK. (R)									
IM: I am personally motivated by my beliefs to be nonprejudiced toward other groups.									
IM: Because of my personal values, I believe that using stereotypes about other groups is wrong.									
IM: Being non-prejudiced toward other groups is important to my self-concept.									

Note. EM = External Motivation; IM = Internal Motivation; (R) = reverse-scored item

Supplementary Material C - Correlation Matrix and Descriptive Statistics

Table C1. Correlation Matrix (Spearman's rho) and Descriptive Statistics for all Measures

	Prof	AoA	LangUse	Switch	Mix	Passive	Active	Multicult	Foc	Shift	Flex	Enmity	Neosex	IntMot	ExtMot	SocPos	Age	Income	Edu	EduM	EduF
1	1	0.75	0.09	0.08	0.08	-0.14	-0.09	0.13	0.17	0.06	0.10	-0.04	-0.01	0.02	-0.06	0.12	0.03	0.02	0.20	0.15	0.15
2		1	0.03	-0.01	0.01	-0.10	-0.07	0.05	0.14	-0.01	0.04	-0.03	-0.01	0.01	-0.01	0.06	0.00	0.04	0.15	0.15	0.16
3			1	0.21	0.80	-0.47	-0.62	0.23	0.03	0.04	-0.02	0.04	0.08	0.00	0.00	0.00	-0.05	-0.08	-0.02	0.05	0.07
4				1	0.46	-0.21	-0.23	0.26	-0.20	-0.05	-0.07	-0.01	0.01	-0.04	0.09	0.01	-0.18	0.00	0.00	0.05	0.02
5					1	-0.37	-0.47	0.26	-0.07	0.02	-0.01	0.00	0.05	-0.01	0.05	0.01	-0.15	-0.06	-0.05	0.06	0.08
6						1	0.70	-0.31	-0.06	-0.02	-0.03	-0.06	-0.09	-0.07	0.02	-0.03	0.04	0.06	-0.05	-0.07	-0.10
7							1	-0.32	-0.04	-0.01	0.02	-0.10	-0.14	0.03	0.04	0.04	0.09	0.11	0.01	-0.10	-0.08
8								1	0.00	-0.01	-0.04	-0.01	0.08	-0.01	-0.07	-0.02	-0.05	-0.07	0.05	0.07	0.06
9									1	0.51	0.46	-0.10	-0.08	0.15	-0.17	0.11	0.17	0.00	0.12	0.00	0.03
10										1	0.48	-0.07	-0.08	0.14	-0.06	0.11	0.05	0.10	0.10	0.01	0.02
11											1	-0.20	-0.19	0.27	-0.13	0.20	0.19	0.11	0.14	0.00	0.05
12												1	0.72	-0.54	0.36	0.11	0.10	-0.04	-0.07	0.05	0.07
13													1	-0.56	0.31	0.06	0.02	-0.09	-0.10	0.12	0.12
14														1	-0.35	-0.03	0.06	-0.01	0.13	-0.11	-0.05
15															1	0.01	-0.12	0.02	-0.06	0.06	0.01
16																1	0.21	0.34	0.22	0.07	0.15
17																	1	0.16	0.23	-0.22	-0.15
18																		1	0.17	0.06	0.06
19																			1	0.10	0.16
20																				1	0.61
21																					1
<i>Mean</i>	1.50	1.15	0.39	2.61	2.40	77.84	79.93	2.71	2.87	2.60	4.53	1.54	2.32	7.27	4.51	5.81	32.99	6.01	5.14	3.49	3.74
<i>SD</i>	0.35	0.43	0.31	0.61	1.99	16.20	16.34	1.16	0.44	0.47	0.57	0.48	1.09	1.57	1.94	1.37	11.12	2.78	1.02	1.70	1.80
<i>Min</i>	0.78	0.17	0.00	1.17	0.00	40.00	40.00	0.00	1.09	1.38	2.75	1.00	1.00	1.00	1.00	2.00	18.00	1.00	1.00	1.00	1.00
<i>Max</i>	2.00	2.00	1.56	4.42	9.00	100.00	100.00	4.00	4.00	3.88	6.00	3.61	6.82	9.00	9.00	9.00	73.00	13.00	7.00	7.00	7.00
<i>α</i>	–	–	–	.80	.86	–	–	.75	.80	.73	.80	.90	.88	.84	.83	–	–	–	–	–	–

Note. $n = 389$; *Prof* = language-proficiency entropy; *AoA* = AoA entropy; *LangUse* = language-use entropy; *Switch* = language switching; *Mix* = language mixing; *Passive* = percentage of passive use of the language with the highest percentage of passive use; *Active* = percentage of active use of the language with the highest percentage of active use; *Multicult* = multicultural experience; *Foc* = focusing; *Shift* =, shifting; *Flex* = cognitive flexibility; *Enmity* = group-focused enmity; *Neosex* = neosexism; *IntMot* = internal motivation; *ExtMot* = external motivation; *SocPos* = self-perceived social position; *Age* = participants' age; *Income* = household annual income; *Edu* = participants' education; *EduM* = maternal education; *EduF* = paternal education. α = Cronbach's alpha. $p < .05$ bolded.

Supplementary Material D - Multicultural Experience as a Covariate

Table D1. Loadings for the Bilingualism-Related Principal Component Analysis Without Multicultural Experience

	Language-use experience (Component 1)	Language-learning experience (Component 2)
Language-use entropy	0.84	
Switching	0.50	
Mixing	0.80	
Dominance in passive use	-0.72	
Dominance in active use	-0.81	
Language-proficiency entropy		0.94
AoA entropy		0.95
Variance explained	40%	26%

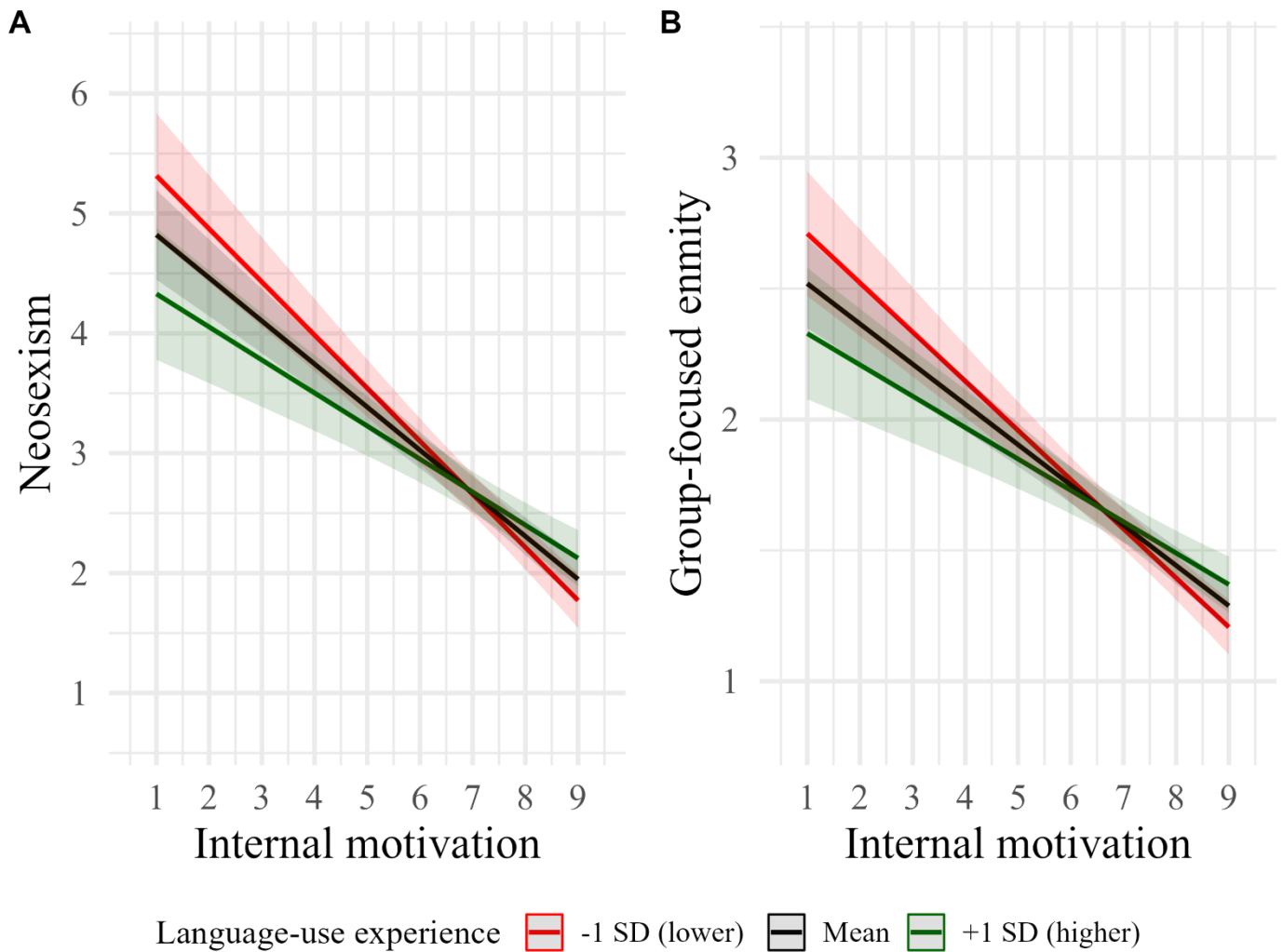
Table D2. Model Outputs for the Interactive Regression Models that Predict Neosexism and Group-Focused Enmity Controlling for Multicultural Experience

Predictor	Neosexism			Group-Focused Enmity		
	Estimate	95% CI	BF ₀₁	Estimate	95% CI	BF ₀₁
(Intercept)	0.23***	[0.10, 0.36]		0.03	[-0.10, 0.17]	
L. use	0.03	[-0.05, 0.11]	4.79	0.05	[-0.04, 0.13]	6.35
L. learn	-0.01	[-0.09, 0.07]	8.77	0.01	[-0.08, 0.09]	8.83
EC	0.01	[-0.07, 0.10]	1.09	0.00	[-0.08, 0.09]	0.67
IM	-0.52***	[-0.60, -0.43]		-0.50***	[-0.59, -0.41]	
EM	0.13**	[0.05, 0.22]		0.20***	[0.11, 0.28]	
Parental education	0.05	[-0.03, 0.13]	1.46	-0.01	[-0.09, 0.07]	5.69
Participant SES	0.02	[-0.05, 0.10]	8.65	0.10*	[0.02, 0.18]	
Sex	-0.36***	[-0.53, -0.20]		-0.05	[-0.22, 0.12]	0.25
Multicultural exp.	0.08	[-0.00, 0.16]	5.00	0.04	[-0.05, 0.12]	8.80
L. use : EC	0.00	[-0.08, 0.09]	7.30	-0.02	[-0.11, 0.06]	8.12
L. use : IM	0.12**	[0.04, 0.21]		0.11*	[0.02, 0.20]	
L. use : EM	-0.03	[-0.12, 0.05]	0.77	-0.01	[-0.10, 0.08]	3.55
L. learn : EC	0.01	[-0.07, 0.09]	7.11	0.05	[-0.04, 0.13]	7.44
L. learn : IM	-0.07	[-0.15, 0.02]	8.28	-0.13**	[-0.21, -0.04]	
L. learn : EM	-0.03	[-0.11, 0.06]	6.70	0.01	[-0.08, 0.10]	7.95
R ²	.438			.399		
Model's significance	F(15, 373) = 19.37, p < .001			F(15, 373) = 16.48, p < .001		

Note. $n = 389$; *L. use* = language-use experience; *L. learn* = language-learning experience; *EC* = executive control; *IM* = internal motivation to respond without prejudice; *EM* = external motivation to respond without prejudice; *SES* = socioeconomic status; *exp* = experience; *CI* = confidence intervals. Sex coded as 0 = male and 1 = female.

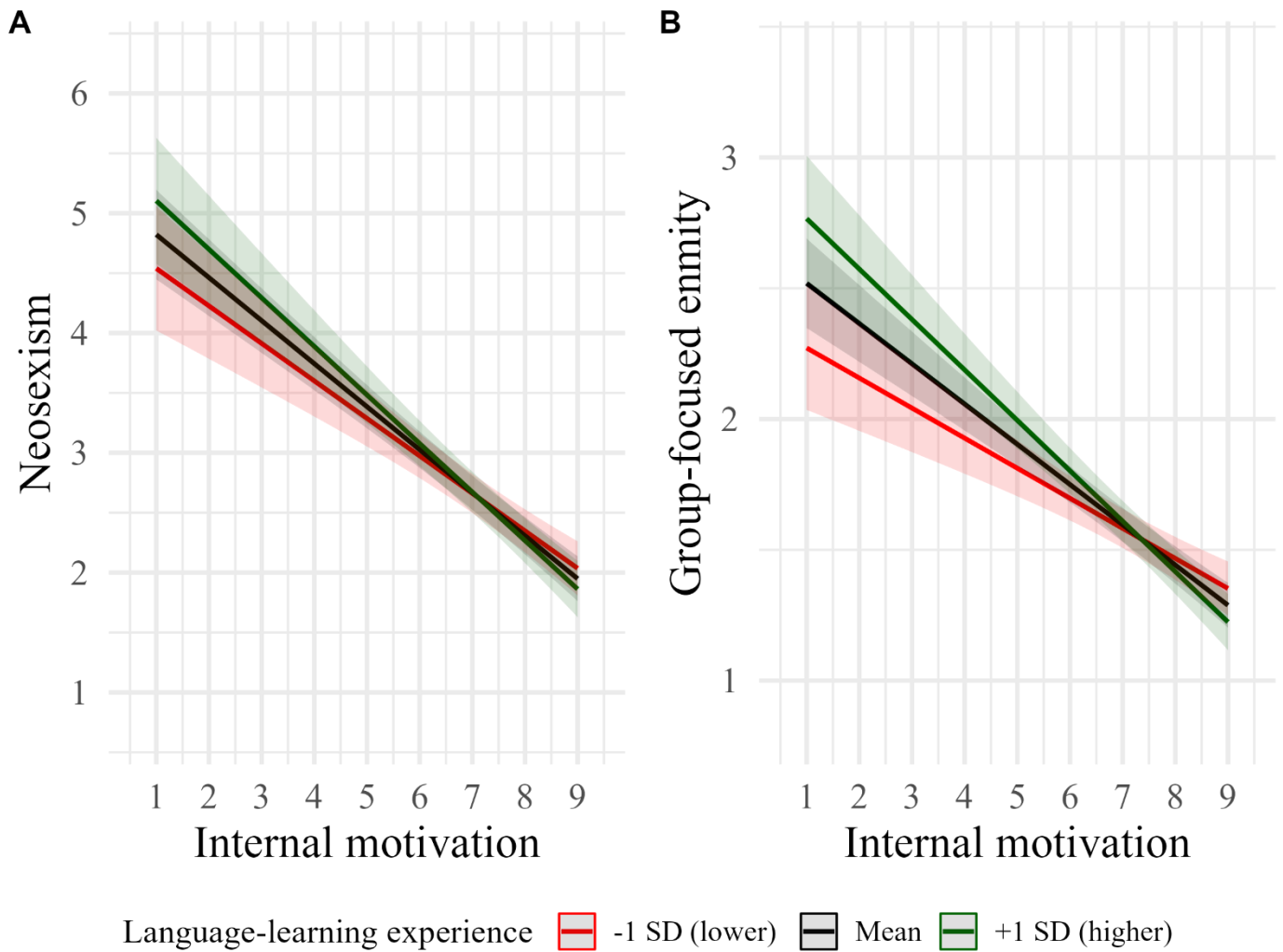
* $p < .05$; ** $p < .01$; *** $p < .001$.

Figure D1. Predicted Neosexism (Panel A) and Group-Focused Enmity (Panel B) as a Function of Language-use Experience and Internal Motivation, Controlling for Multicultural Experience



Note. Higher language-use experience (green line, +1SD in legend) reflects participants who had more balanced daily use of languages, who switched and mixed their languages more often, and who had lower active and passive dominance of one language over the other. Lower language-use experience (red line, -1SD in legend) reflects participants who had less balanced daily use of languages, who switched and mixed their languages less often, and who had higher active and passive language dominance. The average language-use experience (Mean in legend) is depicted by a black line. Higher values in the x-axis indicate higher internal motivation scores; higher values in the y-axis indicate higher neosexism (Panel A) and higher Group-Focused Enmity (Panel B). Language-use experience refers to the PCA scores. Internal motivation, neosexism, and group-focused enmity refer to the average internal motivation, neosexism, and group-focused enmity of participants, respectively. Ribbons represent 95% confidence intervals.

Figure D2. Predicted Neosexism (Panel A) and Group-Focused Enmity (Panel B) as a Function of Language-Learning Experience and Internal Motivation, controlling for Multicultural Experience.



Note. Lower language-learning experience (red line, -1SD) reflects participants with less balanced/more dissimilar proficiency and AoA across languages. Higher language-learning experience (green line, +1SD in legend) reflects participants with more balanced/similar proficiency and AoA across languages. The average language-learning experience (Mean in legend) is depicted by a black line. Language-learning experience refers to the PCA scores. Internal motivation, neosexism, and group-focused enmity refer to the average internal motivation, neosexism, and group-focused enmity of participants, respectively. Higher values in the x-axis indicate higher internal motivation scores; higher values in the y-axis indicate higher neosexism (Panel A) and higher Group-Focused Enmity (Panel B). Ribbons represent 95% confidence intervals.