

**Pamela Fuhrmeister**  
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## Education

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- 2020 Ph.D., Speech, Language, and Hearing Sciences  
University of Connecticut  
Dissertation title: *Neural correlates of native-language  
speech perception and non-native speech sound learning*  
Advisor: Dr. Emily Myers
- 2011 M.A., Applied Linguistics  
Texas Tech University
- 2009 B.A., German  
Texas Tech University

## Professional experience

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- 2020- Postdoctoral researcher, Universität Potsdam

## Grants and other awards

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- 2020 Finalist, Isabelle Y. Liberman Award (\$1250)
- 2019 University of Connecticut Doctoral Dissertation Fellowship (\$2000)
- 2018 - **National Science Foundation Research Traineeship Fellowship,**  
2019 University of Connecticut, Science of Learning and Art of Communication
- 2018 **Summer Fellowship,** Connecticut Institute for the Brain and Cognitive  
Sciences (\$5000)
- 2015 - **National Science Foundation IGERT Fellowship,** University of  
2017 Connecticut, IGERT: Language Plasticity – Genes, Brain, Cognition, and  
Computation
- 2016 **NSF IGERT Innovation Incentive Grant** (\$2,030)
- 2015 **NSF IGERT Innovation Incentive Grant** (\$2,500)
- 2009 **Fulbright Scholarship Finalist**

- 2008        **Alexander Scholarship**, awarded by the Texas Tech University German Department (\$1000)
- 2007        **Study Abroad Competitive Scholarship**, awarded by the Texas Tech University Study Abroad Office (\$550)

## Publications

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**Fuhrmeister, P.**, Schlemmer, B., & Myers, E.B. (2020). Adults show initial advantages over children in learning difficult non-native speech sounds. *Journal of Speech, Language, and Hearing Research*. [https://doi.org/10.1044/2020\\_JSLHR-19-00358](https://doi.org/10.1044/2020_JSLHR-19-00358)

**Fuhrmeister, P.**, Smith, G., & Myers, E.B. (2020). Overlearning of non-native speech sounds does not result in superior consolidation after a period of sleep. *The Journal of the Acoustical Society of America*, 147(3), EL289-294. <https://doi.org/10.1121/10.0000943>

**Fuhrmeister, P.** & Myers, E.B. (2020). Desirable and undesirable difficulties: influences of variability, training schedule, and aptitude on non-native phonetic learning. *Attention, Perception, and Psychophysics*, 82(4), 2049-2065. <https://doi.org/10.3758/s13414-019-01925-y>

**Fuhrmeister, P.** (2019). Interference in memory consolidation of non-native speech sounds. In S. Fuchs, J. Cleland, & A. Rochet-Capellan (Eds.), *Speech Production and Perception: Learning and Memory* (pp. 207-243). Berlin: Peter Lang. <https://doi.org/10.3726/b15982>

Luthra, S., **Fuhrmeister, P.**, Molfese, P. J., Guediche, S., Blumstein, S. E., & Myers, E. B. (2019). Brain-behavior relationships in incidental learning of non-native phonetic categories. *Brain and language*, 198, 104692. <https://doi.org/10.1016/j.bandl.2019.104692>

**Fuhrmeister, P.** and Myers, E. B. (2017). Non-native phonetic learning is destabilized by exposure to phonological variability before and after training. *The Journal of the Acoustical Society of America*. 142(5), EL448-EL454. doi: 10.1121/1.5009688

## Presentations

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**Fuhrmeister, P.** and Myers, E.B. (2019, August). Structural neural correlates of native-language speech perception and non-native speech sound learning. Poster presented at the 2019 meeting of the Society for the Neurobiology of Language, Helsinki, Finland.

**Fuhrmeister, P.** (2018, November). Einflüsse von Schlaf und Variabilität auf das Lernen von neuen Phonemen in einer Fremdsprache. Invited talk at the colloquium for corpus linguistics and phonetics at the Humboldt Universität zu Berlin, Berlin, Germany.

**Fuhrmeister, P.** and Myers, E.B. (2018, November). Helping the rich get richer: Aptitude and challenging learning conditions facilitate overnight improvement of non-native phonetic learning. Poster presented at the 2018 meeting of the Psychonomic society, New Orleans, Louisiana, USA.

**Fuhrmeister, P.**, Myers, E.B., Bowles, A., and Harper, D. (2018, October). Memory consolidation in learning L2 speech contrasts. Paper presented at the 37<sup>th</sup> Second Language Research Forum, Montreal, Quebec, Canada.

Luthra, S., **Fuhrmeister, P.**, Molfese, P.J., Guediche, S., Blumstein, S.E., and Myers, E.B. (November, 2017). Brain-behavior relationships in implicit learning of non-native phonetic categories. Poster presented at the 2017 meeting of the Society for the Neurobiology of Language, Baltimore, Maryland, USA.

**Fuhrmeister, P.** and Myers, E.B. (2017, June). Perception of native language speech sounds does not predict non-native speech sound learning. Poster presented at the June 2017 meeting of the Acoustical Society of America, Boston, Massachusetts, USA.

**Fuhrmeister, P.** (2017, January). The role of native language interference in perceptual learning of non-native speech sounds. Paper presented at the 5<sup>th</sup> International Winter School Speech Perception and Production: Learning and Memory, Chorin, Germany.

Luthra, S., **Fuhrmeister, P.**, Guediche, S., Blumstein, S., and Myers, E.B. (2016, November). Neural Correlates of Task-Irrelevant Perceptual Learning of Non-Native Speech Sounds. Poster presented at the November 2016 meeting of the Psychonomic Society, Boston, Massachusetts, USA.

**Fuhrmeister, P.**, Earle, F.S., Rueckl, J., and Myers, E.B. (2016, May). Visual and auditory native language interference in perceptual learning of non-native speech sounds. Poster presented at the May 2016 meeting of the Acoustical Society of America, Salt Lake City, Utah, USA.

## **Service**

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Ad hoc reviewer for *PeerJ*, *Journal of Phonetics*, and *Applied Psycholinguistics*

## Teaching and mentoring

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### *MENTORING*

2015-2020                      Mentored between one and five undergraduate research assistants each semester in the lab and supervised them during experiment design, data collection, and (poster) presentations

### *INSTRUCTOR OF RECORD*

Spring 2018                    Introduction to Phonetic Principles  
University of Connecticut

Spring 2011                    Beginning German I: Comprehensive 1<sup>st</sup> Year Review  
Texas Tech University

Fall 2010                        Beginning German I: Comprehensive 1<sup>st</sup> Year Review  
Texas Tech University

### *TEACHING ASSISTANTSHIPS*

Spring 2010                    Intermediate German II  
Texas Tech University

Fall 2009                        Intermediate German I  
Texas Tech University

## Skills

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R programming: statistical analyses (e.g., generalized linear mixed effects models using lme4, non-linear mixed effects regression models using nlme), data wrangling and visualization using tidyverse, exploratory and confirmatory factor analysis, structural equation modeling, cluster analysis

Brain imaging software: Freesurfer, AFNI

Praat for acoustic analysis of speech

Experiment presentation software: E-Prime, OpenSesame, PsychoPy

Languages: English (native), German (fluent), Spanish (low-intermediate), French (survival)