

Pamela Fuhrmeister, PhD

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Education

- 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

- 2020- Postdoctoral researcher, Universität Potsdam

Grants and other awards

- 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

Fuhrmeister, P. (submitted). Examining group differences in between-participant variability in non-native speech sound learning.

Fuhrmeister, P., & Bürki, A. (under review). Delta plot analyses do not reflect individual differences in selective inhibition during picture-word interference tasks.

Fuhrmeister, P., Madec, S., Lorenz, A., Elbuy, S. & Bürki, A. (under review). Behavioral and EEG evidence for inter-individual variability in late encoding stages of word production.

Fuhrmeister, P. & Myers, E.B. (under review). Structural neural correlates of individual differences in categorical perception.

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*, 63(8), 2667-2679.
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

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 37th 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 5th 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

Ad hoc reviewer for *PeerJ*, *Journal of Phonetics*, *Applied Psycholinguistics*, and *The Journal of the Acoustical Society of America*

Teaching and mentoring

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
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INSTRUCTOR OF RECORD

Spring 2018	Introduction to Phonetic Principles University of Connecticut
Spring 2011	Beginning German I: Comprehensive 1 st Year Review Texas Tech University
Fall 2010	Beginning German I: Comprehensive 1 st Year Review Texas Tech University

TEACHING ASSISTANTSHIPS

Spring 2010	Intermediate German II Texas Tech University
Fall 2009	Intermediate German I Texas Tech University

Skills

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)