
PHILLIP HAMRICK, PH.D.

Assistant Professor | Second Language Acquisition
Principal Investigator | Language and Cognition Research Laboratory
Lab Manager | Neurocognitive Research Program for the Advancement of the Humanities
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RESEARCH INTERESTS

second language acquisition, psycholinguistics, memory, implicit and explicit learning, statistical learning, research methods, individual differences

CURRENT POSITION

2013-present Assistant Professor, Kent State University
Department of English

2017-present Adjunct Assistant Professor (affiliated faculty), Kent State University
Department of Psychological Sciences

EDUCATION

2009-2013 Ph.D., Georgetown University (Linguistics, Applied concentration)

2008-2009 M.A., University of Wales, Bangor (Cognitive Linguistics)

2006-2008 M.A., Youngstown State University (English Linguistics)

2001-2005 B.A., Youngstown State University (English)

PUBLICATIONS

(*students)

Manuscripts in preparation

1. **Hamrick, P.**, *Pandza, N., & Ziegler, N. (in prep). Age of onset and sensitivity to statistical information in L2 formulaic sequences.
2. *Yadamsuren, O., *Pandza, N., & **Hamrick, P.** (in prep). Individual differences in declarative memory and L2 lexical abilities.

Manuscripts in submission

1. **Hamrick, P.**, Lum, J. A. G., & Ullman, M. T. (in submission). Child first language and adult second language are both tied to general-purpose learning systems. *Science*.

Peer-reviewed articles and chapters

1. *Ryan, K., **Hamrick, P.**, Miller, R., & Was, C. (2017). [Saliency, cognitive effort, and word learning: Insights from pupillometry](#). In S. Gass, P. Spinner, & J. Behney (Eds). *Saliency in second language acquisition*. Routledge.
2. **Hamrick, P.**, & Sachs, R. (2017). [Establishing evidence of learning in experiments with artificial linguistic systems](#). *Studies in Second Language Acquisition*.
3. **Hamrick, P.**, & Ullman, M.T. (2016). [A neurocognitive perspective on retrieval interference in L2 sentence processing](#). *Bilingualism: Language and Cognition*.
4. **Hamrick, P.** (2015). [Declarative and procedural memory abilities as individual differences in incidental language learning](#). *Learning and Individual Differences*, 44, 9-15.
5. Rebuschat, P., **Hamrick, P.**, Sachs, R., *Riestenberg, K., & Ziegler, N. (2015). [Triangulating measures of awareness: A contribution to the debate on learning without awareness](#). *Studies in Second Language Acquisition*, 37, 299-334.
6. **Hamrick, P.**, & *Pandza, N. (2014). [Competitive lexical activation during ESL spoken word recognition](#). *International Journal of Innovation in English Language Teaching and Research*, 3, 1-21.
7. **Hamrick, P.** (2014). [Recognition memory for novel syntactic structures](#). *Canadian Journal of Experimental Psychology*, 68, 2-7.
8. **Hamrick, P.** (2014). [A role for chunk formation in statistical learning of second language syntax](#). *Language Learning*, 64, 247-278.
9. **Hamrick, P.**, & Rebuschat, P. (2014). [Frequency effects, learning conditions, and the development of implicit and explicit lexical knowledge](#). In J. Connor-Linton & L. Amoroso (Eds.), *Measured language: Quantitative approaches to acquisition, assessment, processing, and variation*. Georgetown University Press: Washington, D.C.
10. Rebuschat, P., **Hamrick, P.**, Sachs, R., *Ziegler, N., & *Riestenberg, K. (2013). [Implicit and explicit knowledge of form-meaning connections: Evidence from subjective measures](#). In J. Bergsleithner, S. Frota, & J. Yoshioka (Eds.), *Noticing and Second Language Acquisition: Studies in Honor of Richard Schmidt*. (pp. 249-270). Honolulu: University of Hawai'i Press.
11. **Hamrick, P.**, & Rebuschat, P. (2012). [How implicit is statistical learning?](#) In P. Rebuschat & J. Williams (Eds.), *Statistical learning and language acquisition*. (pp. 365-382). Berlin: Mouton de Gruyter.
12. *Ziegler, N., *Seals, C., *Ammons, S., *Lake, J., **Hamrick, P.**, & Rebuschat, P. (2012). [Interaction in conversation groups: The development of L2 conversational styles](#). In K. McDonough & A. Mackey (Eds.), *Second language interaction in diverse educational contexts*. (pp. 269-292). John Benjamins.
13. **Hamrick, P.**, & Attardo, S. (2010). [A prototype approach to teaching auxiliary selection in the Italian passato prossimo](#). In S. de Knop, T. de Rycker, & F. Boers (Eds.), *Fostering language teaching efficiency through cognitive linguistics*. (pp. 277-292) Berlin: Mouton de Gruyter.
14. **Hamrick, P.** (2007). [Notes on some cognitive mechanisms of humor](#). In D. Popa & S. Attardo (Eds.), *New approaches to the linguistics of humor*. (pp. 140-150). Galati, Romania: Editura Academica.

Peer-Reviewed Encyclopedia Entries

15. **Hamrick, P.** (2014). [Six entries: Boundedness, Cognitive Representation, Cognitive Routine, Figure-Ground Organization, Network Model, Trajector-Landmark Organization](#). In S. Niemeier, C. Juchem-Grundmann, & D. Schonefeld (Eds.), *WSK: Cognitive Grammar*. Berlin: Mouton de Gruyter.

CONFERENCES

(*students)

1. *Yadamsuren, O., *Pandza, N., & **Hamrick, P.** (under review). Individual differences in declarative memory and L2 lexical abilities. Paper submitted to the *Second Language Research Forum*. Columbus, OH.
2. *Alexander, J., *Conley, J., *Giorgi, A., *Jones, T., *Pastushenkov, D., Pollock, J., & **Hamrick, P.** (2017). Relationships between memory and novel rule learning: Behavioral and electrophysiological evidence. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Portland, OR.
3. *Al Asady, A., *Whiteleather, H., & **Hamrick, P.** (2016). Rule complexity and memory abilities in L2 grammar learning. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Orlando, FL.
4. **Hamrick, P.**, & Sachs, R. (2016). Appropriate baselines and control groups in (semi-) artificial language learning experiments. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Orlando, FL.
5. *Whiteleather, H., & **Hamrick, P.** (2016). Declarative and procedural memory as individual differences in incidental second language learning. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Orlando, FL.
6. Sachs, R., & **Hamrick, P.** (2015). Using subjective measures to investigate the acquisition of implicit/explicit knowledge in aptitude-treatment interactions with feedback. Paper presented at the *Second Language Research Forum*. Atlanta, GA.
7. **Hamrick, P.**, & Ziegler, N. (2015). Experience or maturation in L1-L2 differences in formulaic sequence processing? Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Toronto, Canada.
8. *Ryan, K., & **Hamrick, P.** (2015). Speaker variability benefits for L2 word learning are task dependent. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Toronto, Canada.
9. *Ryan, K., & **Hamrick, P.** (2014). Speaker variability and complementary learning systems in L2 lexical development. Paper presented at the *Second Language Research Forum (SLRF)*.
10. *Ryan, K., *McClaren, K., *Sanchez, M., & **Hamrick, P.** (2014). The effects of word frequency and neighborhood density on decoding in listening. Paper presented at the *Kent State Graduate Research Symposium*. Kent, OH, USA.
11. **Hamrick, P.**, & *Pandza, N. (2014). Rapid development of memory for novel syntactic structures. Paper presented at the *Georgetown University Roundtable in Linguistics Conference (GURT 2014)*. Washington, DC, USA.
12. *Pandza, N., & **Hamrick, P.** (2014). Interactions between frequency and phonological similarity make lexical competitors competitive. Paper presented at the *Georgetown University Roundtable in Linguistics Conference (GURT 2014)*. Washington, DC, USA.

13. *Pandza, N., & **Hamrick, P.** (2014). What makes second language lexical competition so competitive? Paper to be presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Portland, Oregon, USA.
14. *Riestenberg, K., Sachs, R., **Hamrick, P.**, Ziegler, N., & Rebuschat, P. (2013). Triangulating measures of awareness. Paper presented at the *Second Language Research Forum (SLRF)*. Provo, Utah, USA.
15. Rebuschat, P., **Hamrick, P.**, Sachs, R., *Riestenberg, K., & Ziegler, N. (2013). Think-alouds and subjective measures of awareness in implicit learning research: A contribution to the Williams-Leow debate. Paper presented at *EuroSLA 2013*. Amsterdam, Netherlands.
16. **Hamrick, P.**, & *Sawyer, R. (2013). Recognition memory for natural language syntax under incidental learning conditions. Poster presented at the *Association for Psychological Science*. Washington, D.C., USA.
17. **Hamrick, P.** (2013). Statistical learning of second language syntax: A role for attention, memory, and chunk formation. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Dallas, Texas, USA.
18. Sachs, R., ***Hamrick, P.**, Rebuschat, P., *Riestenberg, K., & *Ziegler, N. (2013). Learners' implicit and explicit knowledge of form-meaning connections: Evidence from subjective measures. Paper presented at the *Conference for the American Association for Applied Linguistics (AAAL)*. Dallas, Texas, USA.
19. **Hamrick, P.** (2012, October). Associative chunk learning supports early phases of adult L2 syntactic development: Behavioral and computational evidence. Poster presented at the *Second Language Research Forum*. Pittsburgh, PA, USA.
20. Rebuschat, P., **Hamrick, P.**, Sachs, R., Riestenberg, K., & Ziegler, N. (2012, October). Using subjective measures to distinguish implicit and explicit knowledge: A contribution to the Williams-Leow debate. Poster presented at the *Second Language Research Forum*. Pittsburgh, PA, USA.
21. **Hamrick, P.**, & Rebuschat, P. (2012, March). Measuring the effects of frequency on the development of implicit and explicit lexical knowledge. Paper presented at the *Georgetown University Round Table of Linguistics (GURT)*. Washington, DC, USA.
22. Mahpeykar, N., **Hamrick, P.**, & Rebuschat, P. (2012, March). Blocking and learned attention in the L2 acquisition of temporal reference in Persian. Poster presented at the *Georgetown University Round Table of Linguistics (GURT)*. Washington, DC, USA.
23. **Hamrick, P.**, & Rebuschat, P. (2011). Statistical learning results in both implicit and explicit knowledge. Poster presented at the *Conference for the Association of Psychological Science*. Washington, DC, USA.
24. **Hamrick, P.** (2011, March). Frequency-tuned and probabilistic L2 vocabulary acquisition. Paper presented at the *Conference for the American Association for Applied Linguistics*. Chicago, Illinois, USA.
25. **Hamrick, P.**, & Attardo, S. (2009, March). Evaluating applied cognitive linguistics in Italian L2 instruction: Towards a pedagogical cognitive grammar. Paper presented at the *Conference for the American Association for Applied Linguistics*. Denver, Colorado.
26. **Hamrick, P.** (2008, April). Some baroque variations and a theme: Conceptual metaphors in Martin Amis' *Dead Babies*. Paper at the Conference for the Pennsylvania College English Association. Pennsylvania State University, State College, Pennsylvania, USA.

27. **Hamrick, P., & D'Agresti, A.** (2008, April). For love or money: Gender-based variations in perceptions of appropriateness of expressions of gratitude. Paper presented at *QUEST*. Youngstown State University. Youngstown, Ohio, USA.
28. **Hamrick, P., & Attardo, S.** (2008, March). An experimental evaluation of the effectiveness of cognitive grammar in the teaching of Italian as a foreign language. Paper presented at the *33rd LAUD Symposium: Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy*. University of Koblenz, Landau, Germany.
29. **Hamrick, P.** (2007, June). Cognitive mechanisms and humor. Paper presented at the *19th Conference of the International Society for Humor Studies*. Salve Regina University, Newport, Rhode Island, USA.

TEACHING: COURSES

Kent State University – TESL/English

Graduate courses

- Implicit and Explicit Language Learning
- Methodology of TESL
- Second Language Research Methods
- Second Language Listening and Speaking
- Language, Mind, and Brain
- Quantitative Methods and Skills for the Language Professions
- Theories in Second Language Acquisition
- Linguistics for the Language Professions

Undergraduate courses

- Adult Second Language Acquisition
- Child Second Language Acquisition
- College Writing II
- Fundamental English Grammar
- Linguistics

Anne Arundel Community College – Psychology

- Introduction to Psychology

Georgetown University – Linguistics

- Language Processing (TA)
- Research Methods and Design (TA)
- Second Language Acquisition and Bilingualism (TA)
- Introduction to Language
- Introduction to Psycholinguistics
- How Languages are Learned (TA)

Georgetown University – English as a Foreign Language

Section head and instructor

- Integrated Skills, low and high intermediate levels

GUEST LECTURES AND WORKSHOPS

- **“How memory can (and can’t) help you learn a second language”** for the Second Language Acquisition Colloquium at Truman State University, Spring 2017.
- **“Analyzing spectrographic information in language and music”** for the Department of Music, Kent State University, Spring 2017.
- **“The neurocognition of language learning: Roles for memory systems”** for the Research Brown Bag, Department of Modern and Classical Language Studies, Kent State University, Fall 2016.
- **“Acoustic analysis of sound”** for the Department of Music, Kent State University, Spring 2016.
- **“Roles of general cognitive processes in language”** invited lecture for the Psychology of Language Video Series, Cleveland State University. Funded by the Association for Psychological Science, Spring 2016.
- **“Memory and language abilities across the lifespan”** for Poetry and Science Course, Kent State University, Fall 2015
- **“Language learning and memory abilities across the lifespan”** for the Psychology of Language course grant application for the Association for Psychological Science; organizer Conor McLennan (Cleveland State University), Spring 2015.
- **“Using Praat spectrographic software for musical analysis”** for the Department of Music, Kent State University, Spring 2015.
- **“Mouse tracking and language research”**, organizer (presenter, Sara Incera, Cleveland State University), Department of English, Kent State University, Spring 2015.
- **“Declarative memory and syntactic development”** at the Cognitive Brown Bag Seminar, Department of Psychology, Kent State University, Spring 2014
- **“Memory and awareness in second language acquisition”** at the Research Brown Bag, Department of Modern and Classical Language Studies, Kent State University, Fall 2013
- **“Child acquisition of *wh*-questions: A role for frequent, lexically-specific constructions”** at Georgetown University, Fall 2012
- **“Psycholinguistic tools for language acquisition research: Superlab, CHILDES, and Matlab-based computational models”** at Georgetown University, Fall 2012
- **“Keeping the brain in mind: Connectionist models of language acquisition”** at Georgetown University, Fall 2011
- **“Developing priming and learning experiments in SuperLab”** at Georgetown University, Fall 2011
- **“CHILDES: Research methods for child language acquisition”** at Georgetown University, Fall 2011
- **“Neural networks and connectionism”** at Georgetown University, Spring 2010
- **“CHILDES: Child Language Data Exchange System”** at Georgetown University, Spring 2010
- **“SuperLab: An introduction to experimental equipment and software for psycholinguists”** at Georgetown University, Spring 2010
- **“Cognition, language, and international understanding”** at Rotary Club of Colwyn Bay, UK, November 2008
- **“What cognitive science offers education”** at Rotary Club of Brookfield, Ohio, July 2008
- **“Phrasal verbs in English”** at Lunghwa University of Science, Taiwan, June 2008

SERVICE TO THE UNIVERSITY

General Service

AY 2017-2018	TESL Program Chair
AY 2016-2017	Faculty Advisory Committee
AY 2015	TESL Program Chair
AY 2015	Chair Review Committee
AY 2014-2015	Faculty Advisory Committee
AY 2013-2014	Graduate Studies Committee

Advising and Mentoring

Ph.D. Committees

- Sara Incera (Department of Psychology, Cleveland State University)
- Kathryn Wissman (Department of Psychology, Kent State University)
- Yazid Al-Ismaïl (Modern and Classical Language Studies, Kent State University)

M.A. Portfolios

- Over 25 students, contact for names

Undergraduate Honor's Theses

- Emilee Beyer (TESL Program, Kent State University)

Laboratory Research Assistants

- Kelli Ryan, Kate McClaren, Erika Noark, Emily Rawlinson, Mialy Wells, Michael Bayer, Hagan Whiteleather, Teresa Jones, Jamieson Alexander, Rebecca Chou, Dmitrii Pastushenkov, Jacob Conley, Antonio Giorgi, Campbell Garth

SERVICE TO THE PROFESSION

Reviewer

Ad-hoc reviewer

- *Applied Psycholinguistics* (1)
- *The Modern Language Journal* (2)
- *Studies in Second Language Acquisition* (7)
- *Language Learning* (2)
- *Second Language Research* (1)
- *Statistical Learning and Language Acquisition* (1)
- *Second Language Acquisition Myths* (1)
- *Language and Music as Cognitive Systems* (1)
- *Humor: The International Journal of Humor Studies* (1)
- *Handbook of Cognitive Pragmatics* (1)

Grant reviewer:

- *National Science Foundation* (2016)
- *Language Learning Grants Program* (2015)

Conference abstract reviewer

- *American Association for Applied Linguistics* (1)
- *Implicit and Explicit Learning Conference* (1)
- *Second Language Research Forum* (1)
- *Georgetown University Roundtable in Linguistics* (1)
- *International Clinical Phonetics and Linguistics Association Conference* (1)

Professional Memberships

- **Member**, 2012-present American Association for Applied Linguistics
- **Member**, 2010-2013 Association for Psychological Science
- **Member**, 2009-2010 United Kingdom Cognitive Linguistics Association

AWARDS AND DISTINCTIONS

Internal Funding

- Teaching Development Grant, Kent State University
Integrating theory, research, and practice for language teachers in training.
Award: \$4,500
- Catalyst Grant, Kent State University
A study of world music listening as an intervention for Autism. Co-PI
Award: \$2,500

External Funding

- Tourette Association of America, under review (\$175,000), Co-Investigator, with Michael Ullman, Stewart Mosofsky, and Donald Gilbert
 - *Is procedural memory enhanced in Tourette Syndrome?*
- Swedish Research Council, awarded (\$400,000), International Collaborator, with Mikael Heimann, Michael Ullman, Rachel Barr, and Jarrad Lum
 - *Which neurocognitive learning and memory systems are associated with language development in 9- to 22-month-old children?*
- Language Learning Small Grant Program, Language Learning – Wiley, rejected (\$10,000)
- Developmental and Learning Sciences Grant, National Science Foundation, rejected, (\$75,597.45) with Conor McLennan and Sara Incera (Cleveland State University)
- Major Research Instrumentation Grant, National Science Foundation, rejected, (\$250,000) with Salvatore Attardo (Texas A&M University, Commerce)

Awards

- AAAL DeGruyter Award, American Association for Applied Linguistics, 2013 (\$800)
- Doctoral Fellowship, Linguistics Department, Georgetown University, 2009-2014 (\$20,000 pa.)
- Rotary Foundation International Ambassadorial Scholarship, Rotary Foundation International, 2008-2009 (\$23,000)
- Research Grant, Youngstown State University, 2008 (\$2,000)

- Graduate Fellowship, English Department, Youngstown State University, 2006-2008, (\$8000 pa.)

COMPUTATIONAL SKILLS

- **Statistics:** R, SPSS, Comprehensive Meta-Analysis, Microsoft Excel
- **Speech and Spectrographic Analysis:** Praat
- **Experimental Software:** E-Prime, PsychoPy, Superlab
- **Computational Models of Language and Cognition:** Oxlearn, Emergent PDP++, MatLab Neural Network Toolbox, PARSER, MDLChunker
- **Pedagogical:** Experience running electronic, web-based, and computerized courses/classrooms; highly proficient with Blackboard and similar internet-based educational tools; use of Power Point and Excel in regular class activities