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| **Name:** | Anna Samara |
| **Job title:** | Lecturer in Psychology |
| **Qualifications:** | BSc, MSc, PhD |
| **Telephone number:** | 44 (0) 20 8331 8107 |
| **Email Address:** | a.samara@gre.ac.uk |
| **Twitter Profile:** (optional) | https://twitter.com/Anna\_D\_Samara |
| **LinkedIn Profile:** (optional) |  |
| **Department:** | School of Human Sciences |
| **Gala name:** (staff id) | 001088071-2 |
| **Background/Biography:**   * Current position and how long you have been in post * Clinical/professional background if relevant * Teaching areas and professional interests * Other significant (optional e.g. significant | Dr. Anna Samara joined the School of Human Sciences in August 2019 as a Lecturer in Psychology. Prior to this, she held postdoctoral positions at UCL PALS (2014-2019) and the University of Liverpool (2016-2019).  Anna’s research mainly addresses questions about written (spelling) and spoken language acquisition through artificial language learning methods: experiments where child and adult participants learn experimenter-designed miniature languages.  Her teaching interests include developmental psychology, cognitive psychology, and research methods. |
| **Responsibilities within the university:**   * Outline position individually with brief description of duties | * Lecturer in Psychology, School of Human Sciences * Module Leader for Child Psychology & Education, Levels 6 & 7 * Personal Tutorial Lead |
| **Posts held previously:**   * Year From-To/Job title/Place of work/Duties & responsibilities | * **2016 – 2019:** Postdoctoral Research Associate, University of Liverpool; Honorary Research Associate, PALS, University College London   Postdoctoral Research Associate on an ERC funded project (PI: Ben Ambridge) investigating language development (retreat from overgeneralization) using artificial language learning methods.   * **2014-2016:** Postdoctoral Research Associate, PALS, University College London   Postdoctoral Research Associate on an ESRC funded project (PIs: Liz Wonnacott & Kenny Smith) investigating the acquisition of free/conditioned linguistic variation in children   * **2012-2013:** Teaching Assistant, School of Psychology, Bangor University * **2009-2012:** Marie Curie Early Stage Researcher/PhD student, School of Psychology, Bangor University   PhD candidate and Early Stage Researcher on a Marie Curie funded cross-linguistic project investigating literacy development in European languages. |
| **External recognition** (current and last 3 yrs)  **e.g;**   * As external Examiners * On external committees * Professional body/Membership * Editorial * Reviewer (e.g QAA, NMC etc) * Board membership (e.g. School, trusts) | * Memberships: Experimental Psychology Society * Reviewer: Cognition, Developmental Psychology; Dyslexia; Educational Psychology; First Language; Frontiers in Psychology; JEP: LMC; JECP; Language Learning, SSR |
| **Research/Scholarly interests** | Anna’s research addresses questions about literacy and language development and impairment.  One strand of work focuses on children’s spelling development and their ability to pick up on statistical patterns within and between sound and letter combinations: these patterns are replete in one’s orthography yet they are not always explicitly taught (e.g., “final consonants are more frequently doubled after single vowels than double vowels”; e.g. Jeff vs deaf). Previous and ongoing experiments use artificial lexicons to probe precisely what patterns young spellers can learn and under what circumstances, with the overall aim of shedding light onto underlying learning mechanisms.  Other work employs artificial language learning methods to explore various questions and theories about how we learn language. For example, recent work (with collaborators at UCL and Edinburgh) looked at whether children and adults can learn probabilistic social linguistic conditioning (i.e. learning that certain speakers are more likely to use some forms than others). Other ongoing experiments (with collaborators at Liverpool and UCL) investigate what types of linguistic input discourage children from producing ungrammatical sentences of the type “The funny clown laughed the man”.  Anna is also interested in causes of literacy impairment, e.g., the putative statistical learning difficulties of dyslexic adults. |
| **Recent funded Research/Enterprise Awards:**   * Year of grant/award, funding body, title of grant/project | -- |
| **Recent Publications:**   * (These MUST be Harvard referenced)   **Recent Conference Papers:**   * (These MUST be Harvard referenced)   **Link to Gala for published articles**   * (make sure it is up to date) | * Samara, A., Singh, D., & Wonnacott, E. (2019). Statistical learning and spelling: Evidence from an incidental learning experiment with children. *Cognition, 182*, pp. 25-30 * Samara, A., Smith, K., Brown, H., & Wonnacott, E. (2017). Acquiring variation in an artificial language: Children and adults are sensitive to socially conditioned linguistic variation. *Cognitive Psychology, 94*, pp. 85-114. * Smith, K., Perfors, A., Feher, O., Samara, A., & Wonnacott, E. (2017). Language learning, language use, and the evolution of linguistic variation. *Philosophical Transactions of the Royal Society, 372*, pp. 20160051. * Samara, A., & Caravolas, M. (2016). Artificial grammar learning in dyslexic and nondyslexic adults: Implications for orthographic learning. *Scientific Studies of Reading, 21*, pp.76-97. * Caravolas, M., & Samara, A. (2015). Learning to read and spell words in different writing systems. In A. Pollatsek & R. Treiman (Eds*.) Handbook of Reading,* 1st ed. New York, NY: Oxford University Press. pp. 326-343. * Samara, A., & Caravolas, M. (2014). Statistical learning of novel graphotactic constraints in children and adults. *Journal of Experimental Child Psychology, 121*, pp. 137-155   https://gala.gre.ac.uk/view/authors/7427.html |
| **Please attach a digital photograph in email reply** (if applicable)   * Passport style - a full head and shoulders portrait but with option to look happy! | |