

Katrina Connell, Ph.D.

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🌐 [Website](#) [click](#)

EDUCATION

Doctorate of Philosophy in Linguistics

University of Kansas

2017

Master of Arts in Second Language Studies

University of Hawai'i at Manoa

2013

Bachelor of Arts in Linguistics and Chinese

University of Maryland

2011

ACADEMIC POSITIONS

Lab Manager and Research Coordinator ([The Brain Tracking Lab](#))

Penn State University

Department of Spanish, Italian, and Portuguese

2018 - present

Instructor

Penn State University

Linguistics Program

2019 - 2020

Instructor

Penn State University

Department of Spanish, Italian, and Portuguese

2019 - 2020

Post-Doctoral Research Fellow

The Hong Kong Polytechnic University

Department of Chinese and Bilingual Studies

2017-2018

SELECT EYE-TRACKING EXPERIENCE

2018-present

Trained over 20 undergraduate and 3 graduate students on the use of the EyeLink eye-tracking systems, both EyeLink 1000 Plus and Portable Duo systems. Conducted troubleshooting for scripts and trackers in person as well as remotely on 6+ occasions while students were collecting data abroad

Spring 2022

Provided Experiment Builder visual-world eye-tracking task with 2 picture displays to Penn State faculty member and a training program to teach undergraduate/graduate students how to collect eye-tracking data with EyeLink Portable Duo

Summer 2021

Remotely consulted on an eye-tracking analysis of child data collected on an EyeLink 1000 for Dr. Alisa Baron (University of Rhode Island) assisting with data exporting in Data Viewer and conducted data processing and statistical analysis. [Click here for publication](#)

Spring 2020

Assisted in the setup of a new SR Research Portable Duo system at the request of SR Research for a Penn State faculty member

Spring 2019

Brought 4 students to a school in Puerto Rico with the EyeLink Portable Duo. Trained them on the equipment while collecting data from 7 children (ages 4-18) on a visual-world eye-tracking task

Fall 2017

Optimized the EyeLink setup in the lab at the Hong Kong Polytechnic University to allow for experiments utilizing audio by changing display computer to an iMac. Trained research staff on the equipment and how to collect data. Created a training manual to ensure continued use of the equipment after departure

2015-2016

Conducted visual-world eye-tracking task in Beijing, China with a desktop EyeLink 1000 Plus and successfully changed the established setup to use my personal MacBook Pro as the display computer when the provided equipment did not function. Collected 6 participants in the US data with a tower mounted EyeLink

TECHINICAL SKILLS

Eye-tracking equipment:

- EyeLink I and II in desktop, tower, head-mounted and the Portable DUO System

Eye-tracking software:

- Experiment Builder
- Data Viewer

Experiment implementation:

- Experiment Builder,
- Psychopy
- OpenSesame

Programming languages:

- Praat Scripting (extensive experience)
- HTML and CSS (intermediate experience) click [here](#) or [here](#) for example work
- Visual Basic (limited experience)
- Python (learning in progress)
- JavaScript (limited experience)

Eye-tracking methodologies:

- visual world (extensive experience)
- reading (intermediate experience)
- pupilometry (limited experience)
- language production (limited experience)

Data processing and statistical analysis:

- R (extensive experience),
- Python (learning in progress)

Document Preparation:

- LaTeX (extensive experience)
- Word (extensive experience)

Acoustical analysis software:

- Praat (extensive experience)
- Audacity (limited experience)

Image and video editing:

- Gimp (intermediate experience)
- Adobe Premier Pro (limited-intermediate experience)

WORKSHOPS AND INVITED CLASS LECTURES

2020	What R We Doing?: A Combined Visual World and R Remote Introductory Workshop Series The Pennsylvania State University - Fall Semester A remote 15 week workshop series held as an introduction to the visual world paradigm as well as the basics of data processing in R using Tidyverse.
	Eye Tracking in the Time of Corona: Remote collection of visual world eye-tracking data The University of Florida - October A remote lecture given in the Online Data Collection course (taught by Dr. Edith Kaan) as an overview of the current remote eye-tracking methods and the method developed by our lab
2019	What R We Doing?: A Combined Visual World and R Introductory Workshop Series The Pennsylvania State University - Fall Semester A 15 week workshop series held as an introduction to the visual world paradigm as well as the basics of data processing in R using Tidyverse
2018	Eye Tracking for Linguistic Research The Pennsylvania State University - March A workshop given as an introduction to eye-tracking for linguistic research with a focus on hands-on experience calibrating the SR Research EyeLink eye tracker
	Visual world Eye-tracking Data Processing and Analysis The Hong Kong Polytechnic University - April A workshop given as an introduction to exporting eye-tracking data and basic data preparation in R as well as the advantages and disadvantages of various statistical analyses.
2017	Visual World Eye-tracking Design and Implementation The Hong Kong Polytechnic University - April A workshop given as an introduction to the major design concerns of visual world eye tracking studies and the SR Research Experiment Builder software for implementation
	Eye Tracking for Linguistic Research The Hong Kong Polytechnic University - March, November A workshop given as an introduction to eye-tracking for linguistic research with a focus on hands-on experience calibrating the SR Research EyeLink eye tracker
2016	Models of Spoken Word Recognition The University of Kansas - September A series of lectures given in the Psycholinguistics II (taught by Dr. Annie Tremblay) course as an overview of the current models of spoken word recognition

RESEARCH

PRIMARY FIELDS OF INTEREST

Psycholinguistics (with focus on lexical access), eye-tracking, research methodology, second language acquisition, speech perception

JOURNAL ARTICLES (* denotes SR Research EyeLink was used)

- * Baron A., **Connell K.** and Griffin ZM. (2022) Grammatical Gender in Spoken Word Recognition in School-Age Spanish-English Bilingual Children. *Front. Psychol.* 13:788076. doi: 10.3389/fpsyg.2022.788076
- * Yao, Y., **Connell, K.**, Politzer-Ahles, S. (Under Review) Hearing emotion in two languages: A pupillometry study of bilinguals' perception of affective cognates. *Bilingualism: Language and Cognition*
- * Puscama, M., **Connell, K.**, Pinzon-Coimbra, J., Rembalsky, J., Xu, G., Guo, T., Valdés Kroff, J., Bajo, M. T., and Dussias, (Manuscript in Preparation) P. Lexical prediction on the basis of phonological alternation in L1 and L2 English: A visual-world eye-tracking investigation.

- * **Connell, K.**, Hüls, S., Martínez-García, M., Qin, Z., Shin, S., Yan, H., and Tremblay, A. (2018) Effects of native language on the use of segmental and suprasegmental cues to stress in English word recognition. *Language Learning*, 68(3), 635-668.
- Tremblay, A., Namjoshi, J., Spinelli, E., Broersma, M., Cho, T., Kim, S., Martínez-García, M. T., and **Connell, K.** (2017). Experience with a second language affects the use of fundamental frequency in speech segmentation. *PLOS One*, 12, e0181709.

CONFERENCE PROCEEDINGS

- * **Connell, K.**, M. Gabriela Puscama, Joana Pinzon-Coimbra, Julia Rembalsky, Gloria Xu, Jorge R. Valdés Kroff, María Teresa Bajo Molina, and Paola E. Dussias. (2021). “Phonologically Cued Lexical Anticipation in L2 English: A Visual World Eye-Tracking Study.” Proceedings of the 45th annual Boston University Conference on Language Development. Boston University : Remote.
- Connell, K.**, Tremblay, A., and Zhang, J. (2016). “The timing of acoustic vs. perceptual availability of segmental and suprasegmental information.” Proceedings of the 2016 Tonal Aspects of Language Conference. Buffalo, NY: University at Buffalo.
- Namjoshi, J., Tremblay, A., Spinelli, E., Broersma, M., Martínez-García, M. T., **Connell, K.**, Cho, T., and Kim, S. (2015). “Speech segmentation is adaptive even in adulthood: Role of the linguistic environment.” In the Scottish Consortium for ICPhS 2015 (Eds.), Proceedings of the 18th International Congress on Phonetic Sciences. Glasgow, Scotland: University of Glasgow.

CONFERENCE PRESENTATIONS

- * **Connell, K.**, Puscama, M., Pinzon-Coimbra, J., Rembalsky, J., Xu, G., Guo, T., Valdés Kroff, J., Bajo, M. T., Dussias, P. (2020) Phonologically cued lexical anticipation in L2 English: A visual world eye-tracking study. Poster presented virtually at the 45th Boston University Conference on Language Development, Boston University, November
- Rodrigo-Cristobal, L., **Connell, K.**, Harrington, K., Miller, D., Pelella, M., Dieck, M. and Dussias, P. (2020) The role of input in learning Spanish variation by native Spanish speakers. Poster presented virtually at the 50th Linguistic Symposium on Romance Languages, University of Texas at Austin, June.
- * Politzer-Ahles, S., **Connell, K.**, and Hsu, Y. (2018). Third-tone sandhi is incompletely neutralizing in perception as well as production: Evidence from visual world eye tracking. Poster to be presented at the 1st Annual Hanyang International Symposium on Phonetics and Cognitive Sciences of Language, Hanyang University, May.
- * **Connell, K.**, Tremblay, A., and Zhang, J. (2018). “The timing and speed of use of tones and segments in L1- and L2-Chinese lexical access”. Abstract presented at the 2018 Architectures and Mechanisms of Language Processing - Asia, University of Hyderabad, February.
- * **Connell, K.**, Hüls, S., Martínez-García, M., Qin, Z., Shin, S., Yan, H., and Tremblay, A. (2016). “Effects of native language on the use of segmental and suprasegmental cues to stress in English word recognition: An eye-tracking study”. Poster presented at the 5th Joint meeting of the Acoustical Society of America and the Acoustical Society of Japan, Honolulu, November.
- Connell, K.**, Tremblay, A., and Zhang, J. (2016). “The timing of acoustic vs. perceptual availability of segmental and suprasegmental information.” Poster presented at the 2016 Tonal Aspects of Language Conference. Buffalo, NY: University of Buffalo, May.
- * **Connell, K.**, Hüls, S., Martínez-García, M., Qin, Z., Shin, S., Yan, H., and Tremblay, A. (2016). “Time course of Chinese and Korean listeners’ use of stress in English word recognition. Paper presented at the International Symposium on the Acquisition of Second Language Speech, Aarhus, June.
- Namjoshi, J., Tremblay, A., Spinelli, E., Broersma, M., Martínez-García, M. T., **Connell, K.**, Cho, T., and Kim, S. (2015). “Speech segmentation is adaptive even in adulthood: Role of the linguistic environment.” Paper presented at the 18th International Congress on Phonetic Sciences, University of Glasgow, August.

TEACHING EXPERIENCE

Instructor - Graduate	SPAN 497 : What R We Doing? - Summer 2021 The Pennsylvania State University This course serves as an introduction to R and R studio, with a focus on using R and the Tidyverse package for data processing and data management using the dplyr, tidyr, rmarkdown and ggplot2 packages to preprocessing and format real data for data visualization and later statistical analysis.
Instructor - Undergraduate	LING 001 : The Study of Language - Spring 2020, Remote: Fall 2020, Spring 2021 The Pennsylvania State University This course serves as an introduction to the study of language and linguistics. The topics include historical linguistics, sociolinguistics, phonetics, syntax, language and the mind, language in the brain, and language acquisition. Linguistics 110: Language and the Mind - Summer 2014, 2015, 2017 University of Kansas This course serves as an introduction to the study of language and linguistics. The topics include historical linguistics, sociolinguistics, phonetics, syntax, language and the mind, language in the brain, and language acquisition.
Graduate Teaching Assistant	Linguistics 110: Language and the Mind - Fall 2013, 2016 University of Kansas This course serves as an introduction to the study of language and linguistics. The topics include historical linguistics, sociolinguistics, phonetics, syntax, language and the mind, language in the brain, and language acquisition. Linguistics 437: Psycholinguistics I - Spring 2014 University of Kansas This course serves as a survey of major psycholinguistic methods and prominent classic studies. The topics include but are not limited to speech segmentation, word recognition, sentence processing with an overview of relevant methods such as eye-track, priming and self-paced reading.

OTHER

FELLOWSHIPS AND AWARDS

2017	Dissertation Fellowship Award The Department of Linguistics, The University of Kansas
2016	Travel Award The Linguistic Society of America
2015-2016	Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Project Title: "The Timing of Segmental and Suprasegmental Information in Lexical Access: An L1 and L2 Investigation" Amount: 30,144 USD for travel costs to China, living expenses, subject payment

LINGUISTIC PROFILE

Native proficiency in English

Intermediate proficiency in Mandarin Chinese (HSK level 3)

SUPPORTING DOCUMENTS

Additional supporting documents such as teaching evaluations, workshop feedback, and sample scripts and training materials can be found at the link below or by [clicking here](#)

More information about myself can also be found at my website at the link below or by [clicking here](#)

Supporting Materials: <https://katconnell213.github.io/KatrinaConnell/SupportingMaterials>

Website: <https://katconnell213.github.io/KatrinaConnell/index.html>

REFERENCES

References will be provided upon request.