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03/03/2022

PROFESSIONAL & UNIVERSITY SERVICES

2021-	**Research Associate, University of Vienna –** As part of EU project ZeroPM: Discovering critical knowledge gaps in non-experts understanding of risks associated with persistent, mobile and toxic (PMT) chemicals, through a mental model approach. Using background in Communication Psychology to design and test best practice labels and messaging for specific groups pertaining to PMT risks. PIs: Prof. Sabine Pahl, Dr Mat White.
2019-2021	**Research Associate, University of Wisconsin-Madison** - Designing and conducting research on effects of language and labelling on human behaviour with children and adults; managing student research and projects. PIs: Prof. Haley Vlach, Prof. Gary Lupyan.
2018-2019	**Research Assistant, University of Edinburgh** - Collecting and analyzing NIRS data for language processing in adults and infants in the Wee Science lab. Implementation and collection of EEG data with adults and children in goal and error processing. PIs: Dr Hugh Rabagliati, Dr Lauren Hadley.
2017-2018	**Research Assistant, AThEME, University of Edinburgh** - Providing methodological and statistical support to researchers on the project; conducting research related to cross-culture interactions. PI: Prof. Holly Branigan.
2017	**British Psychological Society, Scottish UG conference, University of Edinburgh** - Session chair and abstract reviewer for the conference.
2015-2018	**Athena SWAN SAT, University of Edinburgh** - Psychology student representative for departmental silver and school-level bronze awards.
2014-2018	**Bilingualism Matters, University of Edinburgh** - Research representative for public dissemination events.
2014-2015	**Language at Edinburgh, University of Edinburgh** - Committee member.

EDUCATION

2014-2018	**PhD in Psychology, UNIVERSITY OF EDINBURGH** Thesis Title: The role of labelling and interaction in the development of linguistic category coherence. Supervisors: Prof. Martin Pickering, Prof. Holly Branigan, Prof. Antonella Sorace. Viva date: 25/10/2018.
2013-2014	**MSc Cognitive Neuroscience, UNIVERSITY OF YORK** (Pass with Distinction) Dissertation Title: The Neural Correlates of Event Duration and Imageability Processing in Sentence Comprehension. Supervisor: Prof. Silvia Gennari.
2010-2013	**BSc (Hons) Psychology with Linguistics, KINGSTON UNIVERSITY** (First Class) Dissertation Title: Eye-tracking of socially ambiguous scenes of bullying and social aggression. Supervisors: Dr. Sabira Mannan, Dr. Muthanna Samara.

TEACHING & TUTORING EXPERIENCE

2019-2021	Managing research projects with undergraduate researchers (UW-Madison).
2017-2018	Statistics in R tutor: Research methods and statistics with R (University of Edinburgh).
2017-2018	Python tutor: Introduction to Computer Programming; Intermediate Python (University of Edinburgh).
2016-2018	PPLS Writing Centre tutor and running of Psychology of Writing workshops (University of Edinburgh).
2015-2018	Psychology Tutor: Introduction to Psychology; lead tutor on Language lab (University of Edinburgh).

EXPERIMENTAL & STATISTICAL SKILLS

Methods: Behavioural (in-lab & online), Survey, Eye-tracking, fMRI, FNIRS, EEG.
Programming: Python, OpenSesame, PsychoPy, jsPsych; E-Prime; Labvanced.
Analysis: R, SPSS, MatLab, FSL (fMRI), Homer2 (fNIRS).
Open science: Scripts/outputs available on OSF (osf.io/57agn).

GRANTS & SCHOLARSHIPS

2016	Grindley Grant, Experimental Psychology Society	£500
2014-2018	University of Edinburgh Research Support Grants (x8)	£4000
2014	European Commission Bursary, AThEME project	£52,470

PAPERS & MANUSCRIPTS

Published:

Suffill, E., Kutasi, T., Pickering, M. J., & Branigan, H. P. (2021). Lexical alignment is affected by addressee but not speaker nativeness. *Bilingualism: Language and Cognition*, 1-12.

Suffill, E., Branigan, H., & Pickering, M. (2019). Novel labels increase category coherence, but only when people have the goal to coordinate. *Cognitive Science*, *43*(11), e12796.

Kutasi, T.*, **Suffill, E**.*, Gibb, C., Sorace, A., Pickering, M., & Branigan, H. (2018). Shared representation of passives across Scottish Gaelic and English: Evidence from structural priming, *Journal of Cultural Cognitive Science,* 1-8. (*denotes joint first authors).

Under review:

Suffill, E., Schonberg, C., Vlach, H., & Lupyan., G. (under review at Journal of Experimental Child Psychology). A link between knowledge of superordinate words and later inductive reasoning.

In prep:

Suffill, E., & Vlach, H. (in prep). When does it stop being blue? Color vocabulary shapes children's and adults' color category boundaries.

Suffill, E., & Lupyan, G. (in prep; submitting to Cognitive Science). How do verbal labels promote representational alignment between people?

Suffill, E., Branigan, H. P. & Pickering, M. J. (in prep; submitting to Bilingualism: Language &Cognition). Does dyadic interaction increase alignment across speakers in L1-L2 speaker communities?

CONFERENCE PROCEEDINGS

Suffill, E., & Lupyan, G. (2020). Verbal labels promote representational alignment in the absence of communication. Proceedings of the 42nd Annual Meeting of the Cognitive Science Society (pp. 3101-3107).

Zettersten, M., **Suffill, E.**, & Lupyan, G (2020). Nameability predicts subjective and objective measures of visual similarity. Proceedings of the 42nd Annual Meeting of the Cognitive Science Society (pp. 787-793).

Suffill, E., Branigan, H., & Pickering, M. (2018). Novel labels increase category coherence, but only in contexts that promote alignment. 24th Architectures and Mechanisms of Language Processing (p. 81).

Suffill, E., Branigan, H., & Pickering, M. (2017). Interaction in L2 does not produce more L1-like categories (but goal-orientated interaction might). 23rd Architectures and Mechanisms of Language Processing (p. 212).

Suffill, E., Branigan, H., & Pickering, M. (2016, August). When the Words Don't Matter: Arbitrary labels improve categorical alignment through the anchoring of categories. Proceedings of 38th Annual Meeting of the Cognitive Science Society (pp. 100-106).

Gibb, C., **Suffill, E.**, Pickering, M. J., & Branigan, H. P. (2015). Priming the passive construction from Scottish Gaelic to English. 21st Architectures and Mechanisms of Language Processing (p. 50).

PRESENTATIONS

Suffill, E., & Vlach, H. (April, 2021). When does it stop being blue? Children's and adults' categorization of color categories. Poster presented at SRCD 2021 Biennial Meeting (virtual meeting).

Suffill, E., & Lupyan, G. (August, 2020). Verbal labels promote representational alignment in the absence of communication. Poster presented at Proceedings of the 42nd Annual Meeting of the Cognitive (virtual meeting).

Suffill, E., Branigan, H., & Pickering, M. (2018, September). Novel labels increase category coherence, but only in contexts that promote alignment. Poster presented at 24th Architectures and Mechanisms of Language Processing (Berlin, Germany).

Suffill, E., Branigan, H., & Pickering, M. (2017, September). Interaction in L2 does not produce more L1-like categories (but goal-orientated interaction might). Poster presented at 23rd Architectures and Mechanisms of Language Processing (Lancaster, UK).

Suffill, E., Branigan, H., & Pickering, M. (2017, July). Speaking in English, sorting in Chinese: Interaction in L2 can reinforce existing categories in L1. Poster presented at Proceedings of the 39th Annual Meeting of the Cognitive Science Society (London, UK).

Suffill, E., Branigan, H., & Pickering, M. (2016, August). When the Words Don't Matter: Arbitrary labels improve categorical alignment through the anchoring of categories. Oral presentation at Proceedings of 38th Annual Meeting of the Cognitive Science Society (Philadelphia, USA).