

Isabelle Dautriche

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EMPLOYMENT

- 2019 – **Researcher**, *CNRS, Aix-Marseille University*, Marseille, France.
2016 – 2018 **Post-Doctorate**, *University of Edinburgh*, Edinburgh, Scotland (UK).
Parental leave (Jul 2018 – Feb 2019).
Parental leave (Oct 2015 – Mar 2016).
2013 – 2015 **French Khan Academy**,
www.khan-academy.fr.
Made hundreds of instructional videos in mathematics (middle school to university levels).
2009 – 2011 **Reservoir Engineer**, *TOTAL oil & gas, Exploration & Production*, Indonesia.

EDUCATION

- 2012 – 2015 **PhD Cognitive Sciences**, *University Paris V*, France.
Thesis title: "Weaving an ambiguous lexicon"
Advisor: Anne Christophe
Distinction: "Très honorable avec félicitations à l'unanimité du jury" (highest distinction)
2011 – 2012 **M.Sc. Cognitive Sciences**, *ENS - Ecole Normale Supérieure*, Paris, France.
Thesis title: "Toddlers Default to Canonical Surface-to-Meaning Mapping When Learning Verbs"
Advisor: Anne Christophe
with Highest Honors (ranked 1st/37)
2004 – 2009 **Engineering degree in Mathematics and Modeling**, *INSA*, Toulouse, France.
Thesis title: "Modeling phonemic categorization using supervised HMM"
Advisor: Emmanuel Dupoux

GRANTS & AWARDS

- 2016 – 2019 **ESRC Future Research Leaders** – £201,756
2016 **FYSSSEN Post-doctoral grant** – 48,000€
2016 **Robert J. Glushko Dissertation Prize** – \$10,000
2013 - 2015 **PhD Fellowship from the Direction Générale de l'Armement** – 62,600€

TEACHING

- 2019 **Lecturer: UE Language (on the Lexicon)** (M. Sc Cognitive Science, Aix-Marseille)
2017 **Lecturer: First Language Acquisition** (Honours and M. Sc)
2013 - 2015 **Lecturer: Introductory course in mathematics and statistics for cognitive scientists** (M.Sc Cognitive Sciences, Ecole Normale Supérieure), Designed this course in 2013 from scratch

PEER-REVIEWED JOURNAL PUBLICATIONS

(* indicates shared first-authorship)

- Chemla E., **Dautriche I.**, Buccola B. & Fagot J. (2019), Constraints on the lexicons of human languages have cognitive roots present in baboons (*Papio papio*), *Proceedings of the National Academy of Science*, 116(30), 14926-14930
Gibson E., Futrell R., Piantadosi S., **Dautriche I.**, Mahowald K., Bergen L. & Levy R. (2019), How Efficiency Shapes Human Language. *Trends in Cognitive Science*.
Chemla E., Buccola B. & **Dautriche I.** (2019), Connecting content and logical words, *Journal of*

Semantics

- Buccola B.*, **Dautriche I.*** & Chemla E. (2018), Competition and symmetry in an artificial word learning task. *Frontiers in Psychology*, 9, 2176
- Mahowald K., **Dautriche I.**, Gibson E., & Piantadosi S.T. (2018), Word forms are structured for efficient use, *Cognitive Science* 42(8), 3116-3134
- Dautriche I.**, Fibla L. & Christophe A. (2018), Learning homophones in context: Easy cases are favoured in the lexicon of natural languages span. *Cognitive Psychology*, 104, 83-105.
- Dautriche I.***, Mahowald K.*, Gibson E., Christophe A. & Piantadosi S.T. (2017), Words cluster phonetically beyond phonotactic regularities. *Cognition*, 163, 128-145.
- de Carvalho, A., **Dautriche I.**, Lin, I., & Christophe, A. (2017). Phrasal prosody constrains syntactic analysis in toddlers. *Cognition*, 163, 67-79.
- Dautriche I.**, Mahowald K., Gibson E. & Piantadosi S.T. (2016), Wordform similarity increases with semantic similarity: an analysis of 100 languages. *Cognitive Sciences*, 1-21
- Dautriche I.** & Chemla E. (2016), What Homophones Say about Words. *PLoS ONE* 11(9) e0162176. doi:10.1371/journal.pone.0162176
- Dautriche I.**, Chemla E. & Christophe A. (2016), Word learning: homophony and the distribution of learning exemplars. *Language Learning and Development*, 12:3, 231-251
- de Carvalho A. **Dautriche I.** & Christophe A. (2016), Preschoolers use phrasal prosody online to constrain syntactic analysis. *Developmental Science*, 19:2, pp. 235-250
- Dautriche I.**, Swingley D. & Christophe A. (2015), Learning novel phonological neighbors: syntactic category matters. *Cognition*, 143, 77-86.
- Dautriche I.** & Chemla E. (2014), Cross-situational word learning in the right situations. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 40(3), 892 - 903.
- Dautriche I.***, Cristia A.*, Brusini P., Yuan S., Fisher C. & Christophe A., (2014), Toddlers default to canonical surface-to-meaning mapping when learning verbs. *Child Development*, 85: 1168-1180.
- Gutman A., **Dautriche I.**, Crabbé B. & Christophe A. (2014), Bootstrapping the syntactic bootstrapper: Probabilistic labelling of prosodic phrases. *Language Acquisition*, 22(3), 285?309

WORK SUBMITTED AND IN PREPARATION

(data collected and advanced version of the manuscript available on request)

- de Carvalho A.*, **Dautriche I.*** & Christophe A. (in revision), Toddlers flexibly interpret novel verbs in different syntactic contexts.
- Dautriche I.**, Goupil L., Smith K. & Rabagliati H. (submitted), Knowing how you know: Two-year-olds monitor the source of their lexical knowledge
- Dautriche I.**, Goupil L., Smith K. & Rabagliati H. (submitted), Metalinguistic abilities in two-year-old children
- Dautriche I.**, Rabagliati H. & Smith K. (in prep), Explicit confidence judgements influence word learning strategies
- de Carvalho A. & **Dautriche I.** (in prep), English-learning 20-month-olds can use negative sentences to constrain their interpretation of novel word meanings
- Barrault A, Havron, N., de Carvalho, A., **Dautriche I.** & Christophe, A. (in prep) When predictions fail: Adults but not children stop predicting upcoming syntactic categories in unreliable contexts.
- van Heugten M., **Dautriche I.**, de Carvalho A. & Christophe A. (in prep), The flexibility of morphosyntactic processing across development

PEER-REVIEWED CONFERENCE PROCEEDINGS PAPERS

- Dei, D., Piccini, P., **Dautriche I.**, Van Heugten, M., & Cristia, A. (2016). La reconnaissance des mots dans la parole accentuée : Une étude en laboratoire et à l'extérieur [Mispronunciations slow down word recognition: A study using touchscreens in the lab and the real world]. *In Proceedings of the joint JEP-TALN-RECITAL meetings (Vol. 1: Journées d'Etudes sur la Parole)*. Paris, France, 607-614.

- Synnaeve G., **Dautriche I.**, Boerschinger B., Johnson M. & Dupoux E. (2014), Unsupervised Word Segmentation in Context. *COLING 2014*
- Dautriche I.**, Saint-Dizier P, (2009), A Conceptual and Operational Model for Procedural Texts and its Use in Textual Integration, *IWCS8 conference, Tilburg, Pays Bas*

BOOK CHAPTERS

- de Carvalho, A., **Dautriche, I.**, Millotte, S., & Christophe, A. (in press). Early perception of phrasal prosody and its role in syntactic and lexical acquisition. In P. Prieto, N. Esteve-Gibert. *Prosodic Development in First Language Acquisition*. John Benjamins (TILAR Series)
- Brusini, P., de Carvalho, A., **Dautriche I.**, Gutman, A., Cauvet, E., Millotte, S. & Christophe, A. (in press). Bootstrapping lexical and syntactic acquisition. In M. Kail, M. Hickman & E. Veneziano, *Sources of variations in first language acquisition: Languages, contexts, and learners*, John Benjamins.
- Christophe, A., **Dautriche I.**, de Carvalho, A. & Brusini, P. (2016) Bootstrapping the syntactic bootstrapper. In J. Scott & D. Waughtal (Eds). *Proceedings of the 40th Boston University Conference on Language Development*. (pp. 75-88). Somerville, MA; Cascadilla Press.
- van Heugten, M., **Dautriche I.**, & Christophe, A. (2014). Phonological and prosodic bootstrapping. In: P. Brooks, V. Kempe, & J. G. Golson (Eds), *Encyclopedia of Language Development*. Thousand Oaks, CA: SAGE Publications Inc, 447-451.

INVITED TALKS

- 2020 University of Zurich, Zurich, Switzerland (invited seminar)
- 2020 Workshop on Experimental approaches to language universals in structure and meaning, Utrecht, Netherlands (Keynote speaker – CANCELLED Covid-19)
- 2018 University of Lancaster, Lancaster, UK (invited seminar)
- 2017 Institut des Sciences Cognitives, Marc Jeannerod, Lyon, France (invited seminar)
- 2017 Laboratoire de Psychologie Cognitive, Université Aix-Marseille, France (invited seminar)
- 2017 Institut Jean Nicod, Ecole Normale Supérieure, France (invited talk on lexical ambiguities)
- 2017 University of Edinburgh, UK (invited talk in Edinburgh Lectures in Language Evolution)
- 2014 MIT, Ted Gibson's lab, Boston, USA (invited seminar)
- 2014 University of Edinburgh, Centre for Language Evolution, UK (invited seminar)
- 2013 University of Rochester, F. Jaeger's lab, Rochester, USA (invited seminar)

CONFERENCE PRESENTATIONS

(delivered by me otherwise mentioned)

- Dautriche I.** (2020 – CANCELLED Covid-19). Metalinguistic abilities in two-year-old children *Talk accepted at ICP*
- de Carvalho, A. & **Dautriche I.** (2019). English-learning 20-month-olds can use negative sentences to constrain their interpretation of novel word meanings. *Talk accepted at the 44th Boston University Conference on Language Development - BUCLD. Boston, MA - USA* (presented by de Carvalho A.)
- Barrault, A., Havron, N., **Dautriche I.**, de Carvalho, A., & Christophe, A (2018). When predictions fail: Adults and children stop predicting upcoming syntactic categories in unreliable contexts. *Poster presented at the 43rd Boston University Conference on Language Development - BUCLD. Boston, MA - USA; November, 2nd 2018* (presented by Barrault A.)
- Dautriche I.**, Goupil L., Smith K. & Rabagliati H. (2018), Toddlers' eye-movements reflect (un)certainly about their knowledge of a word's meaning, *Poster presented at the Budapest Conference on Cognitive Development, Budapest, Hungria*

- de Carvalho, A., **Dautriche I.**, He, A. X., Lidz, J., & Christophe, A. (2016). The acquisition of word meanings: interactions between parsing and learning. *Talk presented at the 20th biennial meeting of the International Congress on Infant Studies - ICIS. New Orleans, USA*
- Dautriche I.**, Fibla L. & Christophe A. (2015), Learning homophones: syntactic and semantic contexts matter, *talk delivered at the 40th Boston University Conference on Language Development, USA*
- de Carvalho, A.*, **Dautriche I.*** & Christophe A., Toddlers flexibly interpret novel verbs in different syntactic contexts (2015), *Poster presented at the Society for Research on Children Development, USA.*
- Dautriche I.**, Swingley D. & Christophe A. (2014), Learning phonological neighbors: syntactic category matters, *talk delivered at the 39th Boston University Conference on Language Development, USA*
- de Carvalho, A., **Dautriche I.**, & Christophe, A. (2014). Phrasal Prosody constrains online syntactic analysis in two-year-old children. *talk delivered at the 39th Boston University Conference on Language Development, USA*
- Synnaeve G., **Dautriche I.**, Boerschinger B., Christophe A., Johnson M. & Dupoux E. (2014), Context helps in learning to segment words: evidence from a modeling study. *Poster presented at the 39th Boston University Conference on Language Development, Boston, USA*
- Dautriche I.**, Mahowald K., Gibson E., Christophe A. & Piantadosi S. T. (2014), Lexical clustering in efficient language design, *talk delivered at AMLaP, Edinburgh, Scotland*
- de Carvalho, A., **Dautriche I.**, Christophe, A. (2014). Toddlers exploit prosodic structure online to constrain syntactic analysis. *talk delivered at AMLaP, Edinburgh, Scotland*
- de Carvalho, A., **Dautriche I.** & Christophe A. (2013), Three-year-olds use prosody to constrain syntactic analysis, *talk delivered at the 38th Boston University Conference on Language Development, USA.*
- Gutman A., **Dautriche I.**, Crabbé B., & Christophe A., (2013), Prosody as a means of acquiring syntactic categories and building a syntactic skeleton, *Poster presented at the Budapest Conference on Cognitive Development, Budapest, Hungria*
- Dautriche I.**, Cristia A., Brusini P., Yuan S., Fisher C. & Christophe A., (2012), The role of prosody in toddlers' interpretation of verbs' argument structure, *Poster presented at the 37th Boston University Conference on Language Development, Boston, USA*

SUPERVISION

- 2020 Estelle Hervé (M.Sc Cognitive Science)
- 2019 Rebekah Oakley (RA), Rachel Kindellan (RA)
- 2018 Serene Siow (M.Sc Psychology), Olga Botsoglou Filopoulou (M.Sc Linguistics), Jenny Chim (RA)
- 2017 A. Hall (RA), J. Brought (RA)
- 2015 L. Fibla (UG)
- 2014 A. de Carvalho (M.Sc), S. Gharbi (M.Sc), C. Ledoux (UG), H. Dumont (UG)
- 2013 JE. Bergemer (M.Sc), A. de Carvalho (M.Sc)

REVIEWING ACTIVITY

Nature Communications, Cognitive Science, Cognition, Child Development, Developmental Science, Language, Journal of Memory and Language, Language Learning and Development, Journal of Speech, Language, and Hearing Research, Language Acquisition, AMLaP, CUNY, CogSci