Curriculum Vitae

Alex de Carvalho, PhD

Associate Professor of Psychology
Université de Paris
Laboratoire de Psychologie du Développement et de l'Éducation de l'enfant (LaPsyDÉ)
La Sorbonne, 46 rue Saint-Jacques, 75005 Paris, France
e-mail: alex.de-carvalho@u-paris.fr
webpage: http://www.lscp.net/persons/decarvalho/

Education

2014 – 2017 **PhD Cognitive Sciences**, *École Normale Supérieure de Paris – PSL University*, France.
Thesis title: "The role of phrasal prosody and function words in the acquisition of word meanings"
Advisor: Anne Christophe
Distinction: Highest Honors

2012 – 2014 **M.A. Cognitive Sciences**, *École Normale Supérieure de Paris*, France
Thesis title: "The impact of syntactic context in the interpretation of novel verb meanings"
Advisor: Anne Christophe
With Highest Honors (ranked 1st / 52 students)

2007 – 2011 **B.A. in Linguistics/Education**, *Federal University of Rio de Janeiro* - Brazil
With Highest Honors

Additional training

June-July 2015 **Linguistic Society of America – Summer Linguistic Institute**, U of Chicago, USA
Classes: Syntax-Phonology Interface – *Instructor: Caroline Féry;*
Intonational Phonology and Prosodic Typology – *Instructor: Sun-Ah Jun;*
Word Prosody – *Instructor: Larry Hyman*;
From Input to production through perception: Making the most of extant data in early language acquisition research – *Instructors: Amanda Seidl & Alex Cristia*

March 2015 **School of Advanced Studies of ANPOLL International Psycholinguistics Congress**
UFRJ & PUC-Rio – Rio de Janeiro/Brazil – 2015
Classes: The evolution of the faculty of language - *Instructor: Robert Berwick*;
The study of learning mechanisms in the brain - *Instructor: Randy Gallistel*;
Language, Self, and Mental Health - *Instructor: Wolfram Hinzen*;
Domain General and Domain Specific Mechanisms in Real-time Grammatical Computation
Instructor: Colin Phillips

June 2014 **ESCOP Summer School on Language** - Summer school of the European Society for Cognitive Psychology. BCBL San Sébastian/Spain

Sep-Oct 2013 **4th summer school on "Speech Production and Perception: Speaker-Specific Behavior"**
Aix-en-Provence, France

Oct 2008 IV ISBRA : IBRO Summer school of Neuroscience. Rio de Janeiro, Brazil

Employment

    Since Sep 2019   **Associate Professor of Psychology,** *Université de Paris* (France)
Feb 2018 – Aug 2019 **Post-doctorate**, *University of Pennsylvania*, Philadelphia (USA)
Oct 2017 – Feb 2018 **Post-doctorate**, *Laboratoire de Sciences Cognitives et Psycholinguistique,* Paris
Feb 2009 – July 2010 **Pedagogical Director Assistant**, Dice English Course & Travels Ltda, Rio de Janeiro

Grants & Awards

2020 – 2021 **CAPES-Brazil Visiting Professor Fellowship** – R$20,000
2020 – 2021 **Fyssen Research Grant** – 34,560€
2018 – 2019 **UPenn University Research Foundation (URF) Grant,** – $38,198
2018 – 2020 **Post-Doctoral Grant from the Fyssen Fondation** – 50,000€
2014 – 2017 **PhD fellowship from École Normale Supérieure** – 62,600€
2012 – 2014 **Master fellowship from École Normale Supérieure** – 24,000€
2011 – 2012 **Ampère Excellence fellowship – ENS, Lyon,** – 12,000€
2008 – 2010 **Undergraduate fellowship for research studies – CNPq, Brazil,** – R$7,200
    2015   **Society for Language Development Student Award**
2013 – 2017 **Paula Menyuk Travel Award –** *BUCLD:* Nov 2013, 2014, 2015, 2017
2013 – 2016 **GDR Neuroscience of development Travel Award –** Sep 2013, 2014, Oct 2015, May 2016

Teaching Activities

Spring 2021 **Language Acquisition and Processing** – 9h (+In charge of the curricula - Responsable d'UE)
@ École Normale Supérieure, EHESS and Université de Paris – Paris, France.
for graduate students in Cognitive Science (COGMASTER: Research Master in Cognitive Science)

Fall 2020 **Cognitive and Social Development** – 6h (+In charge of the curricula - Responsable d'UE)
@ Université de Paris – Paris, France.
for graduate students in Developmental Psychology (DEV Master)

Fall 2020 **Research Methods in Dev Psychology** – 9h (+In charge of the curricula - Responsable d'UE)
@ Université de Paris – Paris, France.
for graduate students in Developmental Psychology (DEV Master)

Fall 2020 **Cognitive Science and School Learning** – 9h
@ Université de Paris – Paris, France.
for psychologists working in the national public schools in France (PsyEN – level = 2nd year of grad school).

Fall 2020 **ODEV4 : NEUROEDUCATION : from the lab to the classrooms** – 4h
@ Université de Paris – Paris, France.
public : 4th year undegraduate students in Psychology

Fall 2020 **Developmental Psychology** – 102h
@ Université de Paris – Paris, France.
for undergraduate students in Psychology (L2 and L3 i.e., third, and fourth year)

Fall 2020 & Spring 2021 **TER-L DEV5A: Methods in Experimental Research** – 24h
@ Université de Paris – Paris, France.
for undergraduate students in Psychology (L3, Senior Students, i.e., fourth year)

Fall 2020 **Introduction to Psychology** – 9h (+In charge of the curricula - Responsable d'UE)
@ Université de Paris – Paris, France.
for first year undergraduate students in Linguistics

Fall 2020 **Applying Cognitive Sciences in the classrooms and beyond** – 72h
@ Université de Paris – Paris, France.
public : teachers and professionals working in the public schools in France, enrolled in the DU Neuroeducation

Spring 2020   **Doing Literature Review like a Pro** – 20h
@ Ecole normale supérieure & Université de Paris – Paris, France.
for graduate students in Linguistics, Psychology and Computer Science (Cogmaster)

Spring 2020   **Methods in Experimental Research** – 12h
@ Université de Paris – Paris, France.
for undergraduate students in Psychology (L3, Senior Students, i.e., fourth year)

Fall 2019   **Developmental Psychology** – 68h
@ Université de Paris – Paris, France.
for undergraduate students in Psychology (L2 and L3 i.e., third, and fourth year)

Fall 2019   **Applying Language Science to the Classroom and Beyond** – 48h
@ Université de Paris – Paris, France.
for teachers working at the public schools in France (DU Neuroeducation)

Fall 2019   **Language Acquisition** – 6h
@ Université de Paris – Paris, France.
for psychologists working at the public schools in France

Spring 2018   **Eye Movements in Perception, Language and Cognition** – 6h
@ University of Pennsylvania – Philadelphia, France.
for graduate students in Linguistics, Psychology and Computer Science

2015 - 2017   **Language Acquisition and Processing** – 64h
@ École Normale Supérieure – Paris, France.
for graduate students in Cognitive Science (COGMASTER: Research Master in Cognitive Science)

2016 - 2017   **Practical Workshop in Human Experimentation** – 32h
@ École Normale Supérieure – Paris, France - (COGMASTER)

2014 - 2015   **Tools for Linguistic transcription and analysis** – 17h
@ Université Paris Descartes – Sorbonne Paris Cité
for graduate students in Linguistics (Sciences du Langage: signes, discours et monde contemporain)

Fall 2014   **"Biaises in Research" Workshop** - Journée d'études "Le biais de l'expérimentateur" – 12h
@ École Normale Supérieure – Paris, France (COGMASTER)

Summer 2013 **Advanced Topics in Language Acquisition** – 39h
@ UFRJ - Federal University of Rio de Janeiro (Brazil)
for graduate students from the Experimental linguistics program (POSLING)

2010 – 2011 **Portuguese Language** – 144h
@ Université Michel de Montaigne, Bordeaux III (France)
for undergraduate students in humanities and employees of the University

2010 – 2011 **Portuguese & Brazilian language, culture and civilization** – 336h
@ Lycée François Magendie, Lycée de Graves, Collège Julles Ferry, Bordeaux (France).
for students of middle and high school levels

Supervision of students

Supervision of 15 graduate students + 30 undergraduate students

- Graduate Students:

***Victor Gomes** : PhD Student in Psychology at University of Pennsylvania (co-supervision by me (20%) and Professor John Trueswell (80%) since Sep 2020).
***Maiara Sá** : PhD Student in Psycholinguistcs at Universidade Federal do Rio de Janeiro (co-supervision by me (50%) and Professor Aniela França from since Jan 2020).
***Kate Barbara de Mendonça Leal** : PhD Student in Psycholinguistcs at Universidade Federal do Rio de Janeiro (co-supervision by me (50%) and Professor Aniela França from since Jan 2020).
***Mariette Marant** (Master 1 in Cognitive Science – Université de Paris – 288h, from September 2019 until June 2020)
***Violette Bigot** (Master 1 and 2 in Psychology - MasterDEV – Université de Paris – 576h, from September 2019 until June 2021)
***Laura Texido** (Master 1 in Psychology - MasterDEV – Université de Paris – 288h, from September 2019 until June 2020)
***Matthias Lebreton** (Master 1 and 2 in Psychology - MasterDEV – Université de Paris – 576h, from September 2019 until June 2021)

***Amandine Poirier** (Master 1 in Developmental Psychology - MasterDEV – Université de Paris – 288h, from September 2020 until June 2021)
***Samantha Dominguez** (Master 1 in Developmental Psychology - MasterDEV – Université de Paris – 288h, from September 2020 until June 2021)
***Agnès Oros** (Master 1 in Cognitive Science - École Normale Supérieure – 140h, from February 2020 until June 2020)
***Cécile Crimon** (Master 1 in Cognitive Science - École Normale Supérieure – 140h, from September 2017 until February 2018)
***Axel Barrault** (Master 1 and Master 2 in Cognitive Science - École Normale Supérieure – 840h, from January 2016 until July 2017)
***Monica Barbir** (Master 1 in Cognitive Science - École Normale Supérieure – 140h, from September 2014 until January 2015)
***Fosca Al-Roumi** (PhD Student in Astrophysics - École Normale Supérieure de Lyon– 35h October, 2014)

- Undergraduate Students:

*Mariem DIANÉ, *Sakina DAFRANE, *Laura Charbit (L3 in Psychology, i.e., fourth year student – Université de Paris – 105h, November 2020 until May, 2021)
*Mariam AHDADA (L3 in Psychology, i.e., fourth year student – Université de Paris – 105h, November 2019 until May, 2020)
*Laura Charbit (L2 in Psychology, i.e., third year student – Université de Paris – 62h, Jan-to-Oct, 2020)
*Sidonie Desenonges (L2 in Psychology, i.e., third year student – Université de Paris – 62h, Jan-to-OctG, 2020)
*Mareah Ghriani (L2 in Psychology, i.e., third year student – Université de Paris – 62h, Dec-to-Jan, 2020)
*Joséphine Levy (L2 in Psychology, i.e., third year student – Université de Paris – 62h, Dec-to-Jan, 2020)
*Clementine Eyrolles (L2 in Psychology, i.e., third year student – Université de Paris – 62h, Dec-to-Jan, 2020)
*Inès Mentec (Candidate for an Engineering degree – ENSTA Paris - Ecole Nationale Supérieure de Techniques Avancées, supervised at University of Pennsylva – 420h, May-to-August, 2019)
*Neha Goswami : (Candidate for B.A in Engineering - University of Pennsylvania – 280h, jan-may, 2019)
*Alice Zhou : (Candidate for B.A in Engineering - University of Pennsylvania – 280h, jan-may, 2019)
*Vanessa Makuvaro : (B.A in Engineering - University of Pennsylvania – 280h, jan-may, 2019)
*Bosede Ajiboye (Candidate for B.A in Economics and Cognitive Science – College of Arts and Sciences, University of Pennsylvania – 280h, Jan-to-May, 2019)
*Yiyi (Yelina) Chen (Candidate for B.A in Economics and Cognitive Science – College of Arts and Sciences, University of Pennsylvania – 280h, June-to-August, 2018)
*Elisabeth Le Maitre (L2: Second year of undergraduate studies in Cognitive Science – PSL Research University – 320h, Feb-to-July, 2017)
*Sylvie Maillot (L3: Last year of undergraduate studies in Biology – École Normale Supérieure – 320h, May-to-July, 2016)
*Cécile Crimon (L3: last year of undergraduate studies in Linguistics – Université Sorbonne Paris VII – 200h, February-to-July, 2016)
*Camille Fuzier (Engineering Student in Physics – École Supérieure de Physique et de Chilie Industrielles - ESPCI-ParisTech, 154h June-to-July, 2015)
*Lola Turgis-Moy (L3: last year of undergraduate studies in Linguistics – Université Paris III Sorbonne Nouvelle – 130h, April-to-July, 2015)
*Héloise Athéa (L1: first year of undergraduate studies in Science and Phylosophy – Université Paris Sorbonne – 21h, May, 2016).
*Emma Bent; (L3: last year of undergraduate studies in Geosciences – École Normale Supérieure – 35h, September-to-October, 2016)
✓ L3: last year of undergraduate studies in Biology – École Normale Supérieure – 35h:

*Antoine Picard, **Félicie Lorenc**; **Philippine Furge; Clemence Elmira** (October-November, 2016)

*Timothée Vigié; **Adrien Bouscal**; **Raphaëlle Pradal** (from September until October, 2015)

Organization of scientific workshops, conferences and congresses

Since Sep 2019 **Convener, organizer of the LaPsyDÉ Scientific Focus**
Interdisciplinary weekly seminars (at Université de Paris & La Sorbonne) - Paris - France
Invited speakers: *Ira Noveck* (CNRS), *Stefano Palminteri* (Inserm-ENS), *Jean-François Bonnefon* (Toulouse School of Economics CNRS), *Carlo Barone* (Sciences Po, Paris), *Hugo Mercier* (IJN ENS, Paris), *Daphné Bavelier* (University of Geneva) and many others.

August 2018 to August 2019 **Convener, organizing committee of the Integrated Language Science and Technology (ILST) Interdisciplinary weekly seminars (at UPenn)** - Philadelphia - USA
Invited speakers: Jesse Snedeker (*Harvard*), *Sudha Arunachalam* (NYU), *Thomas Graf* (Stony Brook University), *Kathy Hirsh-Pasek* (Temple Univ), and many others.

March 2015 **Member of the organizing and scientific committee of *The 3rd ANPOLL International Psycholinguistics Congress in honor of Jacques Mehler*.** Rio de Janeiro, Brazil.
Invited speakers: *Randy Gallistel and Rochel Gelman* (RuCCS, USA), *Robert Berwick* (MIT, USA), *Colin Phillips* (U. Maryland), *Marina Nespor and Jacques Mehler* (SISSA, Italy), *Emmanuel Dupoux*, *Anne Christophe and Alejandrina Cristia* (ENS,EHESS,CNRS-France), *Rushen Shi* (UQAM, Canada), *Marcela Peña* (PUC, Chile), *Thierry Nazzi* (CNRS, France), *Wolfram Hinzen* (ICREA, U. Barcelona) and many others: https://ipcinrio.sciencesconf.org

March 2014 **Member of the organizing and scientific committee of the 13th Forum of Cog Sciences**,
Paris – France. *Humans, Animals and Machines*: *the crossroads of intelligences*.
Invited speakers: Jean-Claude Ameisen, Philippe Schlenker, Pierre-Yves Oudeyer, Martin Girufa, Nicolas Rougier, Joël Fagot. (see e.g., http://youtu.be/Ye9AsPARSIk)

March 2013 **Member of the organizing committee of the 12th Forum of Cognitive Sciences**,
Paris – France. Q*uand la conscience fait science - When consciousness makes science*.

Feb-April 2016 **Convener, organizing committee of the Workshop "How to use R for scientific publications"**
Invited speaker: Page Piccinini. *Ecole Normale Supérieure, Paris*.

Jan 2016 **Organizer of the Workshop "How to fund your PhD project"**
for graduate students from region Ile-de-France, Paris.

Sep 2015 **Convener, organizing committee of the poster presentations of the *Annual welcome day of the Department of Cognitive Sciences at Ecole Normale Supérieure, Paris*.**

Institutional Responsibilities

Since 2020 **Co-Manager of the development and implementation of the new national preschool language assessment of the Department of Evaluation, Foresight and Performance of the French Ministry of Education (DEPP – Direction de l'évaluation, de la prospective et de la performance).**

Since 2020 **Administrator of the Association for Research in Neuroeducation (Montreal, Canada).**
https://www.associationneuroeducation.org/actualites

Since 2019 **Associate Researcher of the Brazilian Network of Science for Education (Brazil).**
http://cienciaparaeducacao.org

2015 - 2016 **Vice-president and co-founder of the DEC-Life association.**
DEC Life is an official Association financially supported by the *Department of Cognitive Sciences at Ecole Normale Supérieure* to promote and manage all kinds of department-wide scientific, cultural and social activities.

2015 - 2017 **Co-Manager of the partnership between the *Laboratoire de Sciences Cognitives et Psycholinguistique* and the public preschools in Paris to conduct experiments with children.**

2014 - 2017 **Webmaster of the Babylab of the *École Normale Supérieure*.**

2012 - 2014 **Master students' representative in the Pedagogical Council of the *Cogmaster*** (Research Master in Cognitive Science), Ecole normale supérieure, Université Paris Descartes, EHESS, Paris – France.

Reviewing Activity

https://publons.com/researcher/1590004/alex-de-carvalho

Psychological Science; Psychological Review; Child Development, Language Acquisition; Journal of the Acoustical Society of America (JASA); Frontiers in Psychology; Lingua; Infancy; Cognition; Cognitive Science; Applied Psycholinguistics; Society for Research on Child Development (SRCD); Language and Speech; Language, Learning and Development; MPaL (Many paths to Language) Workshop; Boston University Conference on Language Development (BUCLD)

Major Collaborations

Topic: Development of tools to identify children at risk for language acquisition and learning how to read.
Development of pedagogical solutions for education

Collaborators: : *Kathy Hirsh-Pasek* (Temple University, USA)
Roberta Golinkoff (University of Delaware, USA)
Aquiles Iglesias (University of Delaware, USA)
Jill de Villiers (Smith College, USA)
Thierry Nazzi (INCC, CNRS – France)

Ranka Bijeljac-Babic (INCC, CNRS – France)
John Trueswell (University of Pennsylvania, USA)
Anne Christophe (Ecole normale supérieure, PSL University - Paris, France)
Alejandrina Cristia (Ecole normale supérieure, PSL University - Paris, France)

Topic: Prosodic bootstrapping
Collaborators: *Jeffrey Lidz* (Full professor, University of Maryland, USA),
Isabelle Dautriche (Early Career Research Fellow, University of Edinburgh)
Anne Christophe (Ecole normale supérieure, PSL University - Paris, France)
Séverine Millotte (CNRS - Université Bourgogne Franche-Comté - UMR 5022 -Dijon, France)

Topic: The real-time interpretation of nouns and verbs
Collaborators: *Sandra Waxman* (Full professor, Northwestern University, USA)

Topic: Interactions between parsing and learning
Collaborators: *John Trueswell* (Full professor, University of Pennsylvania, USA)

Topic: Scalar Implicatures: pragmatic inferences on word processing
Collaborators: *Anne Reboul* & *Tatjana Nazir* (Senior Research Scientist, CNRS - Lyon)

Topic: The acquisition of negation

Collaborators: *Sudha Arunachalam* (Associate professor, Boston University (moving to NYU), USA),
Angela Xiaoxue He (Research Assistant Professor, The Brain and Mind Institute, The Chinese University of Hong Kong, CHINA)

Publications

International peer-reviewed journals:

de Carvalho, A., Crimon, C., Barrault, A., Trueswell, J., & Christophe, A. (in press). "*Look! It is not a bamoule!*" 18- and 24-month-olds can use negative sentences to constrain their interpretation of novel word meanings. *Developmental Science*. https://doi.org/10.1111/desc.13085

Kolberg, L., **de Carvalho, A**., Babineau, M., Havron, N., Fiévet, A-C., Abaurre, B., & Christophe, A. (in press). *"The tiger is hitting! The duck too!"* 3-year-olds can use prosodic information to constrain their interpretation of ellipsis. *Cognition*. https://doi.org/10.1016/j.cognition.2021.104626.

Havron, N., Babineau, M., Fiévet, A-C., **de Carvalho, A**., & Christophe, A. (in press). Syntactic prediction accounts for language processing and language learning. *Language Learning*.

de Carvalho, A., Dautriche, I., Fiévet, A-C., & Christophe, A. (2020). Toddlers exploit referential and syntactic cues to flexibly adapt their interpretation of novel verb meanings. *Journal of Experimental Child Psychology.* Volume 203, 105017.
DOI : https://doi.org/10.1016/j.jecp.2020.105017

Babineau, **de Carvalho, A.**, Trueswell, J., & Christophe, A. (2020). Familiar words can serve as a semantic seed for syntactic bootstrapping. *Developmental Science*. 00:e13010. https://doi.org/10.1111/desc.13010

de Carvalho, A., He, A. X., Lidz, J. & Christophe, A. (2019). Prosody and function words cue the acquisition of word meanings in 18-month-old infants. *Psychological Science*, (January, 22), 1-14. (Cited 17 times) https://doi.org/10.1177/0956797618814131

de Carvalho, A., Babineau, M., Trueswell, J. C., Waxman, S. R., & Christophe, A. (2019). Studying the Real-Time Interpretation of Novel Noun and Verb Meanings in Young Children. *Frontiers in Psychology*, *10:274*(February), 1–16. (Cited 4 times) http://doi.org/10.3389/fpsyg.2019.00274

de Carvalho, A., Dautriche, I., Lin, I., & Christophe, A. (2017). Phrasal prosody constrains syntactic analysis in toddlers. *Cognition*, 163(6), 67-79. doi:10.1016/j.cognition.2017.02.018. (Cited 36 times)

de Carvalho, A.*, Reboul, A.*, Van der Henst, J-B., Chelyus, A., Nazir, T. (2016). Scalar Implicatures: The Psychological Reality of Scales. *Frontiers in Psychology*. 7:1500. doi: 10.3389/fpsyg.2016.01500. (Cited 12 times)

de Carvalho, A., Dautriche, I., Christophe, A. (2016). Preschoolers use phrasal prosody online to constrain syntactic analysis. *Developmental Science, 19*(2), 235-250. (Cited 40 times)

de Carvalho, A., Lidz, J., Tieu, L., Bleam, T., & Christophe, A. (2016). English-speaking preschoolers can use phrasal prosody for syntactic parsing. *Journal of the Acoustical Society of America*, 139(6), EL216-EL222 (Cited 15 times)

Havron, N., **de Carvalho, A.**, Fiévet, A.-C., & Christophe, A. (2019). Three- to Four-Year-Old Children Rapidly Adapt Their Predictions and Use Them to Learn Novel Word Meanings. *Child Development*, *90*(1), 82–90. http://doi.org/10.1111/cdev.13113 (Cited 14 times)

Brusini, Dehaene-Lambertz, van Heugten, **de Carvalho,** Goffinet, Fiévet, & Christophe (2017). Ambiguous function words do not prevent 18-month-olds from building accurate syntactic category expectations: An ERP study. *Neuropsychologia,* 98, 4-12. doi.org/10.1016/j.neuropsychologia.2016.08.015. (Cited 17 times)

o *In progress*:

de Carvalho, A., & Trueswell, J. (in prep). The role of phrasal prosody to constrain online parsing in English

de Carvalho, A., Trueswell, J., & Christophe, A. (in prep). Children fail to revise their syntactic analysis, even when their initial interpretation is driven by prosodic cues.

de Carvalho, A., & Dautriche (in prep). English-learning 20-month-olds can use negative sentences to constrain their interpretation of novel word meanings.

de Carvalho, A., Gomes, V., & Trueswell, J. (in prep). English-learning preschoolers can use negative sentences as a tool to encode and remember the boundaries of a word's meaning.

de Carvalho, A., Gomes, V., & Trueswell, J.(in prep). Assessing the role of Language knowledge and Cognitive Control skills in children's ability to revise garden-path sentences.

Book chapters:

de Carvalho, A., Dautriche, I., Millotte, S., & Christophe, A. (2018). 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), 17-35. (Cited 6 times) https://doi.org/10.1075/tilar.23.02car

Brusini, P., **de Carvalho, A.,** Dautriche, I., Gutman, A., Cauvet, E., Millotte, S. & Christophe, A. (2018) Bootstrapping lexical and syntactic acquisition. In M. Kail, M. Hickman & E. Veneziano, *Sources of variations in first language acquisition: Languages, contexts, and learners*. Trends in Language Acquisition Research, John Benjamins, 22, pp. 63-80. https://doi.org/10.1075/tilar.22.04bru

Proceedings, national peer-reviewed journals:

Christophe, A. Dautriche, I., **de Carvalho, A.,** & Brusini, P. (2016). Bootstrapping the Syntactic Bootstrapper. In: J. A. Scott & D. Waughtal (Eds.), *Proceedings of the 40th Annual Boston University Conference on Language Development*. 75-88. (Cited 7 times). http://www.lingref.com/bucld/40/BUCLD40-06.pdf

Gomes, V., & **de Carvalho, A**., (2019). "Look up!" Using easy words to explain how we learn hard words and other aspects of language, an interview with Lila Gleitman. *Revista LinguíStica*. p. 12-20. http://www.lscp.net/persons/decarvalho/Articles/Gomes_&_de_Carvalho_2019.pdf

de Carvalho, A., & Cristia, A. (2015). The discovery of the native language in the young child. *Revista LinguíStica*. Vol 11, n 1, June 2015, p. 57-70. http://www.letras.ufrj.br/poslinguistica/revistalinguistica/wp-content/uploads/2015/08/revista-linguistica-v11-n1-artigo2.pdf

França, A., **de Carvalho, A.,** Lage, A., de Sa, M (2014) The acquisition of coordination of PPs and the acquisition of recursion of PPs: how to fare the development of these computations? *Revista da Abralin / Brazilian Association of Linguistics*, 13 (2), p. 333-350. (Cited 4 times)

de Carvalho, A., França, A (2011). Improvement of techniques to study early language development. In: *Proceedings of the 16th Congreso Internacional de La Asociación de Lingüística y Filología de América Latina. Alcalá, Spain.* p.2953-2960. (Paper written in Portuguese)

de Carvalho, A., Costa, M., França, A (2011). New strategies for the production of scalar implicature. In: *Proceedings of the 16th Congreso Internacional de La Asociación de Lingüística y Filología de América Latina. Alcalá, Spain.* p.1255-1260. (Paper written in Portuguese)

Machado, A., Souza, M., Sampaio, T., **de Carvalho, A** (2011). Speech perception: natural and environmental influences on language acquisition. *In: Proceedings of the 4th Scientiarum historia - 4° Congresso de história das ciências e das técnicas e epistemologia.* (1).p. 67-73. (Paper written in Portuguese)

Media Coverage:

By Emmanuelle Bastide (2021). Emission 7 Milliards de Voisins (RFI). Comment le langage vient aux enfants? https://www.rfi.fr/fr/podcasts/7-milliards-de-voisins/20210520-comment-le-langage-vient-aux-enfants

By Fleur Mongibeaux (2017) - *La Maison des Maternelles (France 5 television)*. Le rôle des intonations des phrases pour apprendre le sens des mots. October, 2017. http://sapience.dec.ens.fr/babylab/media/television/maison_maternelles_2017.mp4

By Clémence Girard (2016) – *Science et Vie* Magazine, Bébés et déjà Savants. In: Réussir à l'École. Les leçons des neurosciences. Hors Serie 278, Mars 2017, 37-43.
http://sapience.dec.ens.fr/babylab/media/presse/2017_scienceetvie.pdf

By Mathilde Demoisel (2015) – ARTE Television

By Catherine Marchi (2014) - Children's language decrypted – Magazine Parents – Paris.
http://www.parents.fr/Best-of-Mag/Pediatrie/Reportage-au-BabyLab-le-langage-des-enfants-decrypte

By Miriam Paço – AgN/CT (2008) - The perception of consonants by newborns. (On Olhar Virtual – Argumento) - Agência virtual de notícias UFRJ - Centro de Tecnologia, Rio de Janeiro, 14 nov. - Brazil.
http://www.olharvirtual.ufrj.br/2006/index.php?id_edicao=152&codigo=3

Invited Talks

April, 2021 – *The Harvard Lab for Developmental Studies speaker series,* **Department of Psychology –
            Harvard University – USA**
Invited by Anthony Yacovone et Jesse Snedeker
Title : Evaluating the role of phrasal prosody in the acquisition of syntax and word meanings in young children

January, 2021 – *Dept of Linguistics*, **Universidade Federal do Rio de Janeiro - BRAZIL**
Invited by Aleria Lage & Aniela França
Title : Children do not revise their initial syntactic interpretations even when they are guided by prosodic cues

June, 2020 – *Dept of Psychology*, **University of Milano-Bicocca - Italie**
Invited by Mariateresa Guasti
Title : Phrasal Prosody and function words guides young children in the discovery of syntax and word meanings

February, 2019 – *Dept of Communicative Sciences and Disorders*, **New York University (NYU) - USA**
Invited by Professors Sudha Arunachalam and Ailís Cournane
Title : The understanding of negative sentences in young children

January, 2018 – *Department of Linguistics, School of Communication*, **Ulster University, Belfast – UK**
Invited by Professors Jacopo Romoli and Juliana Gerard
Title: Phrasal prosody cues the acquisition of syntax and word meanings in infants

October, 2015 - *The Language Development and Language Processing Lab*, **University of Pennsylvania**
Invited by Professor John Trueswell
Title: The relationship between prosodic and syntactic structures affects children's syntactic analysis and impacts their learning

July, 2015 - *Language Acquisition Lab*, **University of Illinois / Champaign, IL – USA**
Invited by Professor Cynthia Fisher
Title: Infants can use phrasal prosody as a cue to learn syntax and word meanings.

November, 2014 - *Linguistics Departmental seminar*, **University of Maryland / College Park, MD – USA**
Invited by Professor Jeffrey Lidz
Title: Bootstrapping early lexical and syntactic acquisition.

October, 2014 - *Perspectives on Language Development Symposium* / **Nijmegen - Netherlands**
Title : Computing a syntactic skeleton with phrasal prosody and function words.

September, 2013 - *II Int Conference of the School of Languages and Literatures - CIFALE.* **Brazil**
Invited by Professor Marcus Maia
Title : The Cognitive Development of Infants.

Conference Presentations

In International peer-reviewed conferences:

o   **Talks**:

de Carvalho, A., Gomes, V., and Trueswell, J. (2021). English-learning preschoolers use negative sentences to constrain novel word meanings. *The 34th Annual CUNY Conference on Human Sentence Processing.*

Kolberg, L., **de Carvalho, A.**, Havron, N., Babineau, M., Fiévet, A-C., Abaurre, B., & Christophe, A. (2020). *"The tiger is hitting! The duck too!"* 3-year-olds can use prosodic information to constrain their interpretation of ellipsis. *45th Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 7th 2020.

de Carvalho, A., Dautriche, I., Christophe, A., & Trueswell, J. (2019). Infants' comprehension of negative sentences while learning word meanings. *The 44th Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 10, 2019.

de Carvalho, A., Feiman, R., & Nordmeyer, A., (2019). Young children's comprehension of negation and its challenges for language acquisition. Symposium principal de la *44th Boston University Conference on Language Development - BUCLD*. November, 10, 2019. **Chair & organizer: Alex de Carvalho**.

de Carvalho, A., Trueswell, J., & Christophe, A. (2018). Preschoolers fail to revise their syntactic analysis, even when their initial interpretation is driven by prosodic cues. *43rd Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 2nd 2018.

Babineau, M., **de Carvalho, A.,** Trueswell, J., & Christophe, A. (2018). Bootstrapping syntactic acquisition with a semantic seed. *43rd Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 3rd 2018.

de Carvalho, A., Barrault, A., & Christophe, A. (2017). "Look! It is not a bamoule!" 18-month-olds understand negative sentences. *42nd Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 3rd 2017.

de Carvalho, A., Dautriche, I., He, A. X., Lidz, J., & Christophe, A. (2016). The acquisition of word meanings: interactions between parsing and learning. *20th biennial meeting of the International Congress on Infant Studies - ICIS*. New Orleans, LA - USA; May, 2016

de Carvalho, A., He, A. X., Lidz, J., & Christophe, A., (2015). 18-month-olds use the relationship between prosodic and syntactic structures to constrain the meaning of novel words. *40th Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 2015

de Carvalho, A., He, A. X., Dautriche, I., Lidz, J., & Christophe, A., (2015). Phrasal prosody helps infants to access the syntactic structure of sentences. In: the 12th *Generative Approaches to Language Acquisition Conference (GALA 12)* - University of Nantes, Nantes (France), September 10-12, 2015.

de Carvalho, A., Dautriche, I., Christophe, A. (2014). Phrasal Prosody constrains online syntactic analysis in two-year-old children. *39th Boston University Conference on Language Development - BUCLD*, Boston (USA), 7-9 November.

de Carvalho, A., Dautriche, I., Christophe, A. (2014). Toddlers exploit prosodic structure online to constrain syntactic analysis. *AMLaP Conference – Architectures and Mechanisms for Language Processing*. Edinburgh, Scotland, 4-6 September.

de Carvalho, A., Dautriche, I., Christophe, A. (2013). Three-year-olds use prosody online to constrain syntactic analysis. *38th Boston University Conference on Language Development - BUCLD*, Boston (USA), 1-3 November.

de Carvalho, A., Dautriche, I., Christophe, A., (2015). Two-Year-Olds correctly adjust their syntactic interpretations following the information provided by different syntactic contexts. **In:** *the 3rd International Psycholinguistics Congress: Domain Specificity in Language Acquisition and Processing in honor of Jacques Mehler* – Rio de Janeiro, Brazil, 16-24 March 2015.

de Carvalho, A., Dautriche, I., Christophe, A., (2013) Children's use of prosody to compute syntactic structure on-line. *4th International summer school on Speech Production and Perception: Speaker-Specific Behavior*. Aix-en-Provence (France), 30 Sep – 4 Oct.

de Carvalho, A., Costa, M., França, A. (2011) The children's cognition of scalar implicatures. *Primer Encuentro de Grupos de Investigación sobre Procesamiento del Lenguaje* – PROLEN. Buenos Aires (Argentine), 4 – 6 Mai.

o   **Posters:**

de Carvalho, A., Crimon, C., Christophe, A., & Trueswell, J. (2019). 24-month-olds (and adults) exploit negative sentences to constrain their interpretation of novel word meanings. *32nd Annual CUNY Sentence Processing Conference*, Boulder, CO – USA; 29-31 Mars.

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. *43rd Boston University Conference on Language Development - BUCLD*. Boston, MA - USA; November, 2nd 2018.

de Carvalho, A., Trueswell, J., & Christophe, A. (2018). Children fail to revise their syntactic analysis, even when their initial interpretation is driven by prosodic cues. *31st Annual CUNY Sentence Processing Conference*, Sacramento, CA – USA; March 15-17.

de Carvalho, A.*, Dautriche, I.* & Christophe, A. (2015). Toddlers flexibly interpret novel verbs in different syntactic contexts. *Society for Research in Child Development 2015 Biennial Meeting - SRCD.* Pennsylvania - USA; March 19-21.

de Carvalho, A., Costa, M., França, A. (2011). Strategies of oral productions using scalar implicatures by children. *The VIIth International Conference of the Brazilian Linguistics Association (Abralin).* Curitiba (Brazil). February

de Carvalho, A., França, A. (2010). Early language development: high-amplitude sucking paradigm. *First International Psycholinguistics Congress.* Rio de Janeiro (Brazil). March

Oral presentations in other conferences, seminars and workshop

de Carvalho, A., (Mars, 2021). Apprendre à parler et à lire : que nous apprennent les sciences cognitives ?. Cycle de conférences "la neuroéducation est-elle une nouvelle science pour l'école ?". Université Ouverte. *Université de Paris.*

de Carvalho, A., Dautriche, I., Christophe, A. (2014). The impact of syntactic context during toddlers' online processing of a novel verb argument structure. *Journée du GDR Neurosciences Cognitives du Développement*, Paris, (France). September 26th, 2014. (Talk)

de Carvalho, A., Dautriche, I., Christophe, A. (2013). Three year-olds process phonological phrase boundaries to constrain the online syntactic analysis of spoken sentences. *Journée du GDR Neurosciences Cognitives du Développement*, Paris, (France). July 4th, 2013. (Talk)

de Carvalho, A. Rodrigues, L. (2010) Francês Língua Estrangeira (FLE): novas perspectivas de ensino para crianças de 6 a 10 anos. *X Symposium des études supérieures et de recherches en lettres néo-latines.* UFRJ. Rio de Janeiro (Brazil). (Talk)

Skills

- **Languages**

Portuguese: Native speaker
French: Near-native
English: Advanced level
Spanish : Read: advanced, written and spoken: intermediary.
Italian: Beginning.

- **Computer**

Software's knowledge: Python, Praat, R, MatLab-Psychtoolbox, Habit, Statistica, Psychopy, OpenSesame, Audacity, Photoshop, Adobe Premier Elements, E-prime, etc.