

## BIOGRAPHICAL SKETCH

NAME	Emmanuel Dupoux	ADDRESS
BORN	Nov 30 <sup>th</sup> 1964, Paris	Laboratoire de Sciences Cognitives et Psycholinguistique (L.S.C.P.)
NATIONALITY	French	ENS-EHESS-CNRS; 29 rue d'Ulm, 75005 Paris.
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		POSITION/TITLE
www.syntheticlearner.net		Professor, Ecole des Hautes Etudes Sciences Sociales

### EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Ecole des Hautes Etudes en Sciences Sociales	Habilitation à Diriger des Recherches	1997	Cognitive Psychology
Ecole Nationale Supérieure des Télécom.	Engineering	1992	Telecommunication
Ecole des Hautes Etudes en Sciences Sociales	Ph.D	1989	Cognitive Psychology
University of Orsay, Paris XI	Diplôme d'Etudes Approfondies	1986	Computer Science
University P. et M. Curie, ParisVI6	Maitrise	1985	Applied Mathematics

### *Personal statement*

I am broadly interested in the *psychological mechanisms* enabling the young infant to acquire language and reasoning in his/her linguistic and social environment, and in the lasting *cognitive impact* these early acquisitions can have throughout development and adulthood.

I endorse the view that human cognition is simultaneously the product of a cultural process, the result of a biological evolution, and an information-processing ability. Consequently, I view cognitive studies as an inherently cross-disciplinary enterprise (see my book with Jacques Mehler, "Naître Humain"). Starting from my initial training in computer science and psycholinguistics, I studied speech and language perception in adults and infants using methods inspired by comparative linguistics (cross-linguistic comparisons) and tools drawn from experimental psychology (perceptual judgments, reaction times measurements) and neuroscience (brain imagery, brain deficits). More recently, thanks to an ERC advanced grant, I explore ways in which big data, can be brought to bear to the study of cognitive development. This project, built on collaborations with linguistic anthropology and computer science (team's affiliation with INRIA), uses machine learning techniques on naturalistic recordings of infants-parents interactions across different cultures in order to construct quantitative models of early language acquisition.

At the institutional level, as a director of Laboratory in Cognitive Science and Psycholinguistics, of the Master of Cognitive Science (CogMaster), and as advisor at the Département d'Etudes Cognitives (ENS), I have strived to connect colleagues across disciplinary frontiers with the aim of building innovative collaborations and providing students from different horizons with high quality multidisciplinary training on the study of human cognition.

### *Experience*

#### *Employment*

- Directeur d'Etudes, EHESS, (Full Professor), 2001-present.
- Maître de Conférence (Associate Professor), EHESS, 1996-2001.
- Researcher (Assistant Professor) at CNRS and France Telecom (Corps des Telecom), 1991-1996.
- Post-Doc-doc at the Cognitive Science department, University of Arizona, Tucson, USA, 1989 - 1991.
- Elève Fonctionnaire Stagiaire, Ecole Normale Supérieure, 1984-1988.

## □ Major responsibilities

- Head of the research team "Computational Models of Cognitive Development" at L.S.C.P. since 2012, affiliated to INRIA since 2017.
- Head of the Cognitive Engineering program at the Institute of Technology and Innovation, 2013- (Paris Sciences Lettres).
- Creator and director of the Master in Cognitive Science (CogMaster), 2004-2013 (EHESS-ENS-Paris Descartes).
- Director of L.S.C.P., 1998-2009 (CNRS, EHESS, ENS)

## Contribution to Science

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### □ Language-specific listening

Learning to speak a second language late in life is notoriously difficult. With colleagues in psycho- and neurolinguistics, I have shown that many of these difficulties also exist in perception, resulting in language-specific *phonological illusions*: speakers of a language with simple Consonant-Vowel (CV) syllables like Japanese 'hear' illusory vowels inside illegal consonant sequences (CC) in order to conform to the pattern of the language ("Christmas" heard as /kurisumasu/). I have found similar effects in the perception of contrastive stress ("bébe" vs. "bebé" in Spanish) by speakers of languages with fixed stress like French or Finnish. I have shown with brain imagery and perceptual analyses that these effects happen early in speech processing and are already present in 14 month olds.

1. Dupoux, E., Pallier, C., Sebastian, N. & Mehler, J. (1997). A distressing "deafness" in French? *Journal of Memory and Language*, **36**(3), 406-421 [414 citations<sup>1</sup>]
2. Dupoux, E., Kakehi, K., Hirose, Y., Pallier, C. & Mehler, J. (1999). Epenthetic vowels in Japanese: A perceptual illusion? *Journal of Experimental Psychology-human Perception and Performance*, **25**(6), 1568-1578. [553 citations]
3. Peperkamp, S. & Dupoux, E. (2002). A typological study of stress "deafness". In C. Gussenhoven & N. Warner (eds) *Laboratory Phonology 7*, 4-1, (pp 203-240). [181 citations]
4. Jacquemot, C., Pallier, C., LeBihan, D., Dehaene, S. & Dupoux, E. (2003). Phonological grammar shapes the auditory cortex: A functional magnetic resonance imaging study. *Journal of Neuroscience*, **23**(29), 9541-9546. [204 citations]
5. Dupoux, E., Parlato, E., Frota, S., Hirose, Y. & Peperkamp, S. (2011). Where do illusory vowels come from? *Journal of Memory and Language*, **64**(3), 199-210. [51 citations]

### □ Early social preferences

Infants quickly learn how to interact with other humans around them. With colleagues in philosophy of mind and social psychology, I have shown that 10-month-olds prefer interacting with an agent that displays a pro-social as opposed to an anti-social behavior towards a third party. I have also shown that 6-month-old infants prefer interacting with agents that speak their native language as opposed to a foreign language or the native language spoken with a non-native accent. These results support the existence of mechanisms enabling infants to evaluate conspecifics based on their actions and language, to guide subsequent interactions towards prosocial agents who speak their native language, and to constrain learning of moral and social norms.

1. Kinzler, K., Dupoux, E., & Spelke, E. (2007). The native language of social cognition. *Proceedings of the National Academy of Science*, **104** (30), 12577-12580. [446 citations]
2. Dupoux, E., & Jacob, P. (2007). Universal moral grammar: a critical appraisal. *Trends in Cognitive Science*, **11**, (9), 373-378. [91 citations]
3. Buon, M., Jacob, P., Margules, S., Brunet, I., Dutat, M., Cabrol, D. & Dupoux, E. (2014). Friend or foe? Early social evaluation of human interactions *PloS One*, **9**(2), e88612 [12 citations]

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<sup>1</sup> According to Google Scholar

## □ *Plasticity in second language learning*

How can the human brain support several languages at once? With colleagues from neuroscience and sociolinguistics, I have investigated the functional and neural plasticity in second language learning, and found that in adults, learning a language late yields very idiosyncratic recruitments of brain regions. In addition, within a single processing level, some aspects of the second language are easily acquired (like phonological *rules*) and others with difficulty or not at all (like phonological *categories*). When a second language is acquired early (like in mixed bilinguals), I found that the majority of bilinguals never fully acquire some phonological categories of one of the languages, although adopted children till 5 years of age can functionally forget their native phonology and adopt the host phonology.

1. Dehaene, S., Dupoux, E., Mehler, J., Cohen, L., Paulesu, E., Perani, D., van de Moortele, P., Lehericy, S. & LeBihan, D. (1997). Anatomical variability in the cortical representation of first and second language. *Neuroreport*, **8**(17), 3809-3815. [656 citations]
2. Pallier, C., Dahan, S., Poline, J., LeBihan, D., Argenti, A., Dupoux, E. & Mehler, J. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, **13**(2), 155-161. [378 citations]
3. Dupoux, E., Sebastian-Galles, N., Navarrete, E. & Peperkamp, S. (2008). Persistent stress "deafness": The case of French learners of Spanish. *Cognition*, **106**(2), 682-706. [192 citations]
4. Darcy, I., Peperkamp, S. & Dupoux, E. (2007). Bilinguals play by the rules. Perceptual compensation for assimilation in late L2-learners. *Laboratory Phonology*, **9**, (pp 411-442). [51 citations]
5. Dupoux, E., Peperkamp, S., & Sebastian-Galles, N. (2010) Limits on bilingualism revisited: Stress 'deafness' simultaneous French-Spanish bilinguals. *Cognition*, **114**:2, 266-275. [80 citations]

## □ *Early language bootstrapping*

When they learn their first language, human infants have to acquire a multilayered system including phonological, morphological, syntactic, semantic and pragmatic components. This raises a logical puzzle since these levels are interdependent in complex ways. Recently, with my colleagues in linguistics and machine learning, I have explored how this learning puzzle can be solved by constructing computational models that learn simultaneously approximate and mutually constraining representations for each linguistic levels. I have also quantitatively assessed the hypothesis that parents help language learning through the use of a special register (Infant Directed Speech, previously called '*motherese*'), with surprising results: when parents speak to their children, the phonetics of speech seems to be more variable, and hence harder to categorize.

1. Peperkamp, S., Le Calvez, R., Nadal, J.P. and Dupoux, E. (2006). The acquisition of allophonic rules: statistical learning with linguistic constraints. *Cognition*, **101**, B31-B41 [108 citations]
2. Varadarajan, B., Khudanpur, S. & Dupoux, E. (2008). Unsupervised Learning of Acoustic Subword Units. In Proceedings of ACL-08: HLT, (pp 165-168) [70 citations]
3. Martin, A., Peperkamp, S. & Dupoux, E. (2013). Learning Phonemes with a Proto-lexicon. *Cognitive Science*, **37**, 103-124. [32 citations]
4. Fourtassi, A. & Dupoux, E. (2014). A Rudimentary Lexicon and Semantics Help Bootstrap Phoneme Acquisition. In Proceedings of the 18th Conference on Computational Natural Language Learning (CoNLL), (pp 191-200) Association for Computational Linguistics. [11 citations]
5. Martin, A., Schatz, T., Versteegh, M., Miyazawa, K., Mazuka, R., Dupoux, E. & Cristia, A. (2015). Mothers speak less clearly to infants: A comprehensive test of the hyperarticulation hypothesis. *Psychological Science*, **26**(3), 341-347. [25 citations]

## *Contribution to Community*

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□ *Director of LSCP, advisor for the Departement d'Etudes Cognitives*

I became director of LSCP in 1998, taking over from Jacques Mehler's laboratory. In my 12 years as director, the LSCP recruited 6 young researchers covering a wide set of background (respectively, psycholinguistics, linguistics, neurosciences, experimental psychology, philosophy of mind, neuropsychology), doubling its size (3 to 7) and sending some of its members to start new teams. The LSCP was consistently ranked within the top labs of the 27th section of CNRS (Cerveau, Cognition Comportement), and received an A+ rating from the AERES agency in 2009. Seeking to establish a local community with critical mass in cognitive science, I decided to move the LSCP to the Ecole Normale Supérieure, where together with Daniel Andler and the Institut Jean Nicod, we seeded a new Département d'Etudes Cognitives. Under a variety of positions, I helped setting up this Department and its establishment into a Labex (Institut d'Etudes Cognitives -- 5 research units, 60 permanent researchers).

#### □ *Creator and director of the Master in Cognitive Science (CogMaster)*

In 2004, in collaboration with D. Andler, I established a two year master in Cognitive Science based on the former DEA de Sciences Cognitives (EHESS, Paris 6). The aim was two fold. First, opening up cognitive science to a wide variety of students. We structured the first year into 5 specialties (biology, linguistics, philosophy, psychology, mathematics), while the second year was interdisciplinary and research based. The second aim was to network research teams in the Paris area. During my 9 years of directorship, the Master grew into a nationally visible program, offering more than 1000 hours of teaching to more than 100 students, and networking 100 research teams. This master was awarded an A+ by the AERES in 2009. My new involvement into Cognitive Engineering in Paris Sciences Lettres aims at opening up possible outlets for students besides academia, as well as linking up a new community interested by applications in Cognitive Science.

#### □ *Fondation Cognition*

Together with Jean Lorenceau and other colleagues in Grenoble, Marseille, and Bordeaux, we have been involved in helping the cognitive science community at the national level. Indeed, cognitive Scientists tend to be isolated if not marginalized inside laboratories belonging to more mainstream disciplines within life science, social science or computer science. After a few setbacks (eradication of the interdisciplinary section 44 in CNRS), we created the Fondation Cognition, which both a think tank and a nation-wide network of experts in cognitive science (370 labs, 1700 researchers). I also helped in setting up the Institut Carnot Cognition, which draws on the Foundation's network to propose opportunities for contractual applied research in cognition to industry and social partners.

### *Additional information: Research activities*

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#### □ *Grants and research support (past 5 years)*

- Agence Nationale pour la Recherche (French Ministry of research) - Transatlantic Platform "Digging into Data": "Analysis of Children's Language Experiences Around the World. (ACLEW)"; (Coordinating PI<sup>2</sup>: M. Soderstrom; Tool Development Manager, co-PI: E. Dupoux), (2017–2020. 5 countries; Total budget: 1.4M€)
- European Research Council, Advanced Grant: ERC-2011-AdG-295810 BOOTPHON 'A computational approach to early language bootstrapping' (PI: E. Dupoux, 2012-2017; 2194k€)
- Fondation de France (Interactions socio-linguistiques chez le nourrisson : Comportement et cerveau) (PI: E. Dupoux; 2012-2014, 100k€)
- Agence Nationale pour la Recherche (French Ministry of research) "Bootstrapping Language Acquisition: An Integrative Approach"; (PI: S. Peperkamp), (2010–2014. 250k€)

#### □ *Invitations as visiting researcher*

- Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, 2011-2012 (Hosted by Pr. A. Cutler).
- University College London, UK, 2005-2006 (hosted by Pr H. van der Lely).
- Short term invited researcher: University of Kyoto, Japan, Summer 2003; Max Planck Institute for Psycholinguistics, Nimegen, Nov 92; Institute for Research in Cognitive Science, Upenn, Philadelphia, USA,

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<sup>2</sup> PI: Principal Investigator

Feb 93; Rutgers Center for Cognitive Science, USA, fall 93, university of Arizona, summer 1992 and 1993.

#### □ *Current collaborations*

- Nuria Sebastian, (Psycholinguistics) Research group in cognitive neurosciences, University of Barcelona, Spain
- Reiko Mazuka (Developmental Psycholinguistics) Human Learning research Group, Riken, Tokyo, Japan
- Mark Johnson (Natural Language Processing), CLaS, Univ Maquarie, Sydney, Australia
- Hynek Hermansky (Automatic Speech Recognition), CLSP, University of Baltimore, MD, USA
- Francis Bach (Machine Learning), SIERRA, INRIA, Paris

#### □ *Hosted researchers (past 5 years)*

- Mark Johnson (Maquarie Univ; Chaire Blaise Pascal, automne 2013) -- 7 publications
- Robert Daland (UCLA; sabbatical, autumn 2013) -- 1 paper
- Paul Smolensky (JHU; sabbatical, summer 2016) -- 1 paper

#### □ *Organisation of International Conference Symposia & Workshops (past 5 years)*

- JSALT Workshop "Discovering Grounded Linguistic Units for Languages without Orthography" CMU, 2017 (PI)
- Challenge and Special Session "Zero Resource Speech Processing II", ASRU, 2017 (PI)
- Workshop "Models of Naive Physics and Machine Learning", NIPS, Barcelona, 2016 (co-PI)
- Symposium "Models of early language acquisition" ICIS 2014, Berlin (PI)
- Challenge and Special Session "Zero Resource Speech Processing", INTERSPEECH 2015, Dresde (PI)
- Workshop on "Zero Resource Speech Technologies and Models of Early Speech Acquisition", Ecole Normale Supérieure, Paris, July 2012 (PI)
- Workshop on "Zero Resource Speech Technologies and Models of Early Speech Acquisition", John Hopkins University, Baltimore, July 2012 (co-PI)

#### □ *Invited talks at international conferences (past 7 years)*

- Learning in Machines and Brains (CIFAR) invited talk, 2017, Paris.
- CBMM (Center for Brain Mind and Machine) Workshop on Speech representation, perception and recognition. Invited talk. Feb 02-03, 2017, MIT
- CBMM (Center for Brain Mind and Machine) Workshop. Invited talk. June 20-22, 2016, Sestri Levante
- Keynote at ASRU (IEEE Automatic Speech Recognition and Understanding Workshop), Dec 8-12, 2013, Olomouc.
- Invited talk "Quantitative Large-Scale Approaches to Early Language Acquisition", DUCOG, May 24, 2014. Dubrovnik
- Keynote lecture. "Early Language Acquisition: Data & Models", ICML, McGill (June 2009)

### *Additional information: Teaching activity*

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#### □ *Courses (current)*

- 2014-: Cognitive Engineering (Pre-doctoral, ITI PSL) [80h]
- 2014-: Introduction to Cognitive Science (Licence PSL, L2) [8h]
- 2011-: Theoretical Cognitive Science (Master in Cognitive Science, M1/M2) [8h]
- 2006-: Basics Concepts in Cognitive Science (Master in Cognitive Science, M1). [24h]
- 2011-: Computational models of cognitive development (EHES Seminar) [32h]

□ *Supervision/advising*

- Nine postdoc supervised since 2009 (three current). All except the three current ones have obtained an academic position.
- Twenty-one PhD supervised or co-supervised since 1999 (3 current). Ten of them have a researcher position in academia, industry or medical school.
- Fourty seven master or engineering students have been supervised since 1994 (8 current); 21 have followed up with a PhD.

□ *Prime d'encadrement doctoral*

- PES (2011-2014)
- PEDR 2015-2018

*Additional information: Community activity*

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□ *Reviewing and expertise*

- *Invited Editor for international conferences*: Interspeech, NIPS, ACL, etc (around 5-10 papers per conferences, 2 conferences per year)
- *Reviewer for* Frontiers in Psychology, Cognitive Science, Cognition, Transactions in Acoustics Signal Processing and Language, Speech Communication, etc. (around 4 papers per year)
- *Invited expert for* ERC, ANR (around 2 per year)
- Member of the *Editorial Board* for: Mathématiques, Informatique et Sciences Humaines, L'Année Psychologique, Frontiers in Psychology.

□ *Jury*

- HDR and PhD comittee (around 1/year)
- Comité de suivi de thèse (around 1/year)
- Master's thesis reviewer (around 2/year)

□ *Other responsibilities*

- Executive board of the IRIS-PSL (research initiative program) "Sciences des Données et Données des Sciences", and of the Almerys Industrial Chair (2016-).
- Senior board member of DARCLE ([www.darcle.org](http://www.darcle.org))
- Elected Member of the SIGMORPHON Executive Committee (Association for Computational Linguistics Special Interest Group, <http://www.sigmorphon.org/>), 2017-
- Executive board of the Cognition Foundation (2013-) and of the organizing committee for the Tremplin Carnot Cognition (2015-2016)
- Executive board of the Département Etudes Cognitives, Ecole Normale Supérieure (2004-2013)
- Executive Board of the graduate school (Ecole Doctorale) Cerveau Cognition Comportement, Univ. Pierre & Marie Curie, EHESS, ENS (2009-2013).
- Member of the Scientific Committee of the Human Sciences Department in CNRS (2001-2002)
- Member of the scientific committee of the ATIPE grants: from neurobiology to cognition, Life Science Department, CNRS. (2000-2003)

*Additional information: Diffusion / valorisation*

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□ *Oral Presentations (last 4 years)*

- intervention orale au Machine Learning Meetup Jan 2015 et Nov 2015
- intervention Intelligence artificielle et naturelle, 17 nov, 2016 - Ecole de Médecine, "Opium Philosophie"

- organisation of the Colloquium "Innovation and Cognition" Nov, 2015 (Ministère Recherche Paris)
- organization of the Brain Camp "Cog'Innov" (<http://events.fondation-cognition.fr/event/>)
- *Electronic media*
  - Team website ([www.syntheticlearner.net](http://www.syntheticlearner.net)). Project description (>9K unique pagesviews, >1k paper download)
  - blog ([bootphon.blogspot.fr](http://bootphon.blogspot.fr)) Ideas and comments on machine learning and cognitive development (>10k unique page views since creation in March 2014)
- *Patents*
  - Soleau: CALAP, test de diagnostic de l'aphasie. Jacquemot, Dupoux, Bachoud-Lévi. Soleau 527986, Institut National de la Protection Industrielle, 12 January 2015.
  - Patent: Méthode d'évaluation des troubles acquis du langage. Jacquemot, Dupoux, Bachoud-Lévi (2016). FR1654259-1000347038. INPI 12/05/16.
- *Software ([www.github.com/bootphon](http://www.github.com/bootphon))*
  - ABXpy: optimized pipeline used for evaluating sub-word representations.
  - TDE: evaluation tool for spoken term discovery
  - abkhazia: recipes for putting speech databases in a standardized, auto-validated, format, with kaldi recipes for ASR and ABXpy recipes for evaluating sub-word representations
  - ABnet: Deep neural network for unsupervised learning of sub-word representations
- *Databases*
  - the Articulation Index LSCP (revised corpus) LDC2015S12
  - The Buckeye corpus speech recognition layer
- *Engineering Challenges/Benchmarks*
  - the ZeroResource Speech Challenge 2015 (ZeroSpeech2015, [www.zerospeech.com/2015](http://www.zerospeech.com/2015))
  - the ZeroResource Speech Challenge 2017 (ZeroSpeech2017, [www.zerospeech.com/2017](http://www.zerospeech.com/2017))
  - the Intuitive Physics Benchmark (IntPhys, [www.intphys.com](http://www.intphys.com))

## *Appendix: Complete list of work*

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- *Bibliometry (as of Nov 2016)*
  - One book, one edited book, 148 published articles: 81 in peer reviewed international journals (psychology, linguistics, neuroscience, cognitive science), 39 in peer reviewed international conference proceedings (speech & language engineering, computational linguistics), 28 as book chapters, opinions, other proceedings.
  - Google Scholar. 10855 citations, h-index=51; Web of Science: 36.1 citations per item, h-index=34 (see Google Scholar profile: <https://scholar.google.fr/citations?user=94c1abIAAAAJ>)
- *Books*
  - Mehler, J., & Dupoux, E. (1990). *Naître humain*. Odile Jacob, Paris. Traduit et publié en Anglais (Blackwell), Chinois (Yuan-Liou Publishers), Espagnol (Alianza), Italien, (Mondadori), Grec (Alexandria) & Portugais (Piaget).
  - Dupoux, E. (éditeur, 2002). *Cerveau, Langage et Développement Cognitif*, Odile Jacob, Paris. Traduit en anglais chez MIT Press (2001), Cambridge, MASS.
- *Peer reviewed international journal articles*
  1. Ludusan, B., Cristia, A., Martin, A., Mazuka, R. & Dupoux, E. (2016). Learnability of prosodic boundaries: Is infant-directed speech easier? *Journal of the Acoustical Society of America*, **140(2)**, 1239-1250.
  2. Ludusan, B. & Dupoux, E. (2016). The role of prosodic boundaries in word discovery: Evidence from a computational model. *Journal of the Acoustical Society of America*, **140(1)**, EL1.
  3. Linzen, T., Dupoux, E. & Goldberg, Y. (2016). Assessing the ability of LSTMs to learn syntax-sensitive dependencies. *Transactions of the Association for Computational Linguistics*, **4**, 521-535.
  4. Dunbar, E. & Dupoux, E. (2016). Geometric constraints on human speech sound inventories. *Frontiers in Psychology*, **7(1061)**.

5. de Diego-Balaguer, R., Schramm, C., Rebeix, I., Dupoux, E., Durr, A., Brice, A., Charles, P., Cleret de Langavant, L., Youssov, K., Verny, C., Damotte, V., Azulay, J.P., Goizet, C., Simonin, C., Tranchant, C., Maison, P., Rialland, A., Schmitz, D., Jacquemot, C., Fontaine, B. & Bachoud-Lévi, A.C. (2016). COMT Val158Met Polymorphism Modulates Huntington's Disease Progression. *Plos One*, **11(9)**, e0161106.
6. Gvozdic, K., Moutier, S., Dupoux, E. & Buon, M. (2016). Priming Children's Use of Intentions in Moral Judgement with Metacognitive Training. *Frontiers in Language Sciences*, **7(190)**.
7. Martin, A., Schatz, T., Versteegh, M., Miyazawa, K., Mazuka, R., Dupoux, E. & Cristia, A. (2015). Mothers speak less clearly to infants: A comprehensive test of the hyperarticulation hypothesis. *Psychological Science*, **26(3)**, 341-347.
8. Cristia, A., Minagawa-Kawai, Y., Vendelin, I., Cabrol, D. & Dupoux, E. (2014). Responses to vocalizations and auditory controls in the human newborn brain. *Plos One*, **9(12)**, e115162.
9. Cristia, A., Minagawa-Kawai, Y., Egorova, N., Gervain, J., Filippin, L., Cabrol, D. & Dupoux, E. (2014). Neural correlates of infant dialect discrimination: A fNIRS study. *Developmental Science*, **17(4)**, 628-635.
10. Buon, M., Jacob, P., Margules, S., Brunet, I., Dutat, M., Cabrol, D. & Dupoux, E. (2014). Friend or foe? Early social evaluation of human interactions *PloS One*, **9(2)**, e88612.
11. Buon, M., Dupoux, E., Jacob, P., Chaste, P., Leboyer, M. & Zalla, T. (2013). The role of causal and intentional reasoning in moral judgment in individuals with High Functioning Autism. *Journal of Autism and Developmental Disorders*, **43(2)**, 458-70.
12. Buon, M., Jacob, P., Loissel, E. & Dupoux, E. (2013). A non-mentalistic cause-based heuristic in human social evaluations. *Cognition*, **126(2)**, 149-155.
13. Cristia, A., Dupoux, E., Hakuna, Y., Lloyd-Fox, S., Schuetze, M., Kivits, J., Bergvelt, T., van Gelder, M., Filippin, L., Charron, S. & Minagawa-Kawai, Y. (2013). An online database of infant functional Near InfraRed Spectroscopy studies: A community-augmented systematic review. *PLoS One*, **8(3)**, e58906.
14. Martin, A., Peperkamp, S. & Dupoux, E. (2013). Learning Phonemes with a Proto-lexicon. *Cognitive Science*, **37**, 103-124.
15. Minagawa-Kawai, Y., Cristia, A., Long, B., Vendelin, I., Hakuno, Y., Dutat, M., Filippin, L., Cabrol, D. & Dupoux, E. (2013). Insights on NIRS sensitivity from a cross-linguistic study on the emergence of phonological grammar. *Frontiers in Language Sciences*, **4(170)**, 10.3389/fpsyg.2013.00170.
16. Ngon, C., Martin, A., Dupoux, E., Cabrol, D. & Peperkamp, S. (2013). Nonwords, nonwords, nonwords: Evidence for a proto-lexicon during the first year of life. *Developmental Science*, **16(1)**, 24-34.
17. Kinzler, K.D., Dupoux, E. & Spelke, E.S. (2012). "Native" objects and collaborators: Infants' object choices and acts of giving reflect favor for native over foreign speakers. *Journal of Cognition and Development*, **13(1)**, 1-15.
18. Jacquemot, C., Dupoux, E., Robotham, L. & Bachoud-Lévi, A.C. (2012). Assessing specificity in rehabilitation: a meta-analysis and case study. *Behavioural Neurology*. **25(2)**, 73-101.
19. Cova, F., Dupoux, E. & Jacob, P. (2012). On doing things intentionally. *Mind and Language* **27(4)**, 378-409.
20. Minagawa-Kawai, Y., van der Lely, H., Ramus, F., Sato, Y., Mazuka, R. & Dupoux, E. (2011). Optical Brain Imaging Reveals General Auditory and Language-Specific Processing in Early Infant Development. *Cerebral Cortex*, **21(2)**, 254-261.
21. Minagawa-Kawai, Y., Cristia, A., Vendelin, I., Cabrol, D. & Dupoux, E. (2011). Assessing signal-driven mechanisms in neonates: Brain responses to temporally and spectrally different sounds. *Frontiers in Language Sciences*, **2(135)**.
22. Minagawa-Kawai, Y., Cristia, A. & Dupoux, E. (2011). Cerebral lateralization and early speech acquisition: A developmental scenario. *Developmental Cognitive Neuroscience*, **1(3)**, 217-232.
23. Mazuka, R., Cao, Y., Dupoux, E. & Christophe, A. (2011). The development of a phonological illusion: A cross-linguistic study with Japanese and French infants. *Developmental Science*, **14(4)**, 693-699.
24. Jacquemot, C., Dupoux, E. & Bachoud-Lévi, A.C. (2011). Is the word-length effect linked to subvocal rehearsal? *Cortex*, **47(4)**, 484-493.



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