

CURRICULUM VITAE (SHORT VERSION)

Susanne Elizabeth Carroll

RESEARCH PROFILE

Areas of research interest

Second language acquisition: processes of language acquisition in word segmentation, lexical activation and word recognition, perceptual salience and word learning, phonology-morphosyntax mappings, semantics-syntax mappings, gender acquisition, mass/count acquisition, interpretation of feedback and correction.

Languages investigated include English, French, German, Indonesian, Korean. Populations investigated include adult learners of various languages, child French immersion learners.

Syntax: reflexives (including referential reflexive forms), comparative dialect variation in the study of English infinitive complements (*for-to* infinitives), French dislocations.

Students supervised

Alqahtani, Salma. 2016. Ph.D. thesis, Department of Linguistics, Languages & Cultures, University of Calgary. *Number in Saudi Arabic: Acquisition and child-directed speech*.

Yerastov, Yuri. 2010. *'I'm done dinner': when synchrony meets diachrony*. Ph.D., Department of Linguistics, University of Calgary.

Pál, Andrea. 2000. *The role of cross-linguistic formal similarity in Hungarian-German bilingual learners of English as a foreign language*. D.Phil. Universität Potsdam.

Lee, JeungEun. 2014. *Acquiring English complex compound nouns: An L2 study of Korean learners*. M.A. thesis, Department of Linguistics, Languages & Cultures, University of Calgary.

Hracs, Lindsay. 2011. *The acquisition of information structure in Hungarian': The salience of position vs. prosody*. M.A. thesis, Linguistics Department, University of Calgary.

MacDonald, Danica. 2010. *Second language acquisition of English mass-count nouns by Koreans*. M.A. thesis, Linguistics Department, University of Calgary.

Widjaja, Elizabeth. 2010. *Second language acquisition order of Indonesian reduplication and numeral classifiers*. M.A. thesis, Linguistics Department, University of Calgary.

Shimada, Masako. 2006. *Reflexives in competition*. M.A. thesis, Linguistics Department, University of Calgary.

So, Wing Yee. 2006. *Container verbs in Chinese English interlanguage*. M.A. thesis, Linguistics Department, University of Calgary.

Key, Olivia. 2005. *English for Science and Technology (EST) – A needs analysis project at a center for basic research*. Magister (M.A.) thesis, Anglistik und Amerikanistik: Sprache und Kultur. Universität Potsdam.

Krosanova, Irina. 2003. *The acquisition of verb-meaning by children in first language acquisition: A critique of verb-island hypothesis of Michael Tomasello*. Magister (M.A.) thesis, Anglistik und Amerikanistik: Sprache und Kultur. Universität Potsdam.

Raffke, Gudrun. 2000. *Input in an ESL-classroom: An empirical study involving negation in English*. Schriftliche Hausarbeit im Rahmen der Ersten Staatsprüfung für

das Lehramt Sekundarstufe I/II.

Kühn, Jana. 1999. *Welchen Einfluß haben linguistische Variationen der Kreol „Torres Strait Broken“ auf die Einstellungen der Sprecher zu dieser Varietät auf die Anerkennung der Varietät als Mittel zur Bildung der Sprecher der Kreol*. Schriftliche Hausarbeit im Rahmen der Ersten Staatsprüfung für das Lehramt Sekundarstufe I/Primarstufe.

Post-doctoral fellows supervision

Dr. Yucel Yilmaz, Language Research Centre Post-doctoral Fellow (2008-2009).

Dr. Ruth Hanson, Language Research Centre Post-doctoral Fellow (2007-2008).

TEACHING

University of Calgary

Various courses on: language acquisition & language processing at both undergraduate and graduate level:

Descriptive and general linguistics

Bilingualism and related topics

Applied linguistics

Colloquia and Workshops: over 50 since 1983.

Teaching Units (in-house publications):

Seshadri, C.K., S. Carroll and R. Mougeon. 1976. "Verb errors of past tense. Part II: perfect." Franco-Ontarian Centre, O.I.S.E.

Seshadri, C.K., S. Carroll and R. Mougeon. 1975. "Verb errors of past tense: simple past." Franco-Ontarian Centre, O.I.S.E.

Mougeon, R., F. Mougeon and S. Carroll. 1975. "L'article THE." Franco-Ontarian Centre, O.I.S.E.

A. Doctoral thesis:

Carroll, S.E. 1981. *Notions fonctionnelles en grammaire transformationnelle : dislocations et structures topicalisées en français contemporain*. Unpub. Ph.D. thesis, Université de Montréal.

B. M.A. thesis:

Carroll, S.E. 1977. *Le bilinguisme chez les jeunes grecs de Montréal*. Unpub. Master's thesis, Université de Montréal.

C. Books and Chapters in Books

3. Carroll, S.E. 2001. *Input and evidence: The raw material of second language acquisition*. Amsterdam: John Benjamins. c. 400 p.

2. Gregory, M., Carroll, S., Rodriguez, L.A. 1986. *Lenguaje y situación: variedades del lenguaje y sus contextos sociales*. Fondo de cultura económica.

1. Gregory, M., and Carroll, S. 1978. *Language and Situation: language varieties and their social contexts*. London: Routledge and Kegan Paul.

(ii) Chapters in Books

13. Carroll, S.E., & Windsor, J.W. 2015. Segmental targets versus lexical interference: Production of second-language targets on first exposure with minimal training. In Hagen Peukert (ed.), *Transfer effects in multilingual language development*. HSLD4. Amsterdam, NL: John Benjamins 53-85.

12. Carroll, S.E. 2014. Processing 'words' in early stage SLA: A comparison of first

exposure and early stage learners. In ZH. Han & R. Rast (eds.), *First exposure to a second language acquisition*. Cambridge, U.K: Cambridge University Press, 107-138.

11. Carroll, S.E. 2012. First exposure learners make use of top-down lexical knowledge when learning new words. In K. Braunmüller, C. Gabriel, & B. Hänel-Faulhaber (eds.), *HSM13 Multilingual Individuals and Multilingual Societies*. Amsterdam, NL: Benjamins, 23-45.

10. Carroll, S.E. 2011. 'Acquisition' in grammatical development: What does word order tell us? In E. Rinke, & T. Kupisch (eds.), *The development of grammar: language acquisition and diachronic change. In honour of Jürgen M. Meisel*, 19-46. Hamburg Series on Multilingualism Vol. 11. Amsterdam, NL: Benjamins.

9. Carroll, S.E. 2008. Perceptual salience and segmentation: What do L2ers hear? In Petra Bernardini, Verner Egerland, & J. Granfeldt (ed.), *Mélanges plurilingues offerts à Suzanne Schlyter à l'occasion de son 65ème anniversaire*, 51-70. Lund, SV: Études Romanes de Lund, Lunds Universitet.

8. Carroll, S.E. 2007. The Autonomous Induction Theory. In B. VanPatten & J. Williams (eds.) *Theories in second language acquisition: An introduction*. Mahwah, N.J: Erlbaum, 155-73.

7. Carroll, S.E. 2005. Input and SLA: Adults' sensitivity to different sorts of cues to French gender. In R. DeKeyser (ed.), *Grammatical Development in Language Learning*. Best of Language Learning Series, Malden, Ma: Blackwell, 79-138.

6. Carroll, S.E. 2003. Commentary: Some general and some specific comments on Input Processing and Processing Instruction. In B. VanPatten (ed.), *Processing Instruction: Theory, research, and commentary*. Erlbaum, 293-309.

5. Carroll, S.E. 2000. Language contact from a developmental perspective. In H.L.C. Tristram (ed.), *Celtic Englishes II*. Heidelberg: Universitäts Verlag, 9-17.

4. Carroll, S.E. 1995. The Irrelevance of verbal feedback to language learning. In L. Eubank, L. Selinker, & M. Sharwood Smith (eds.), *The Current state of inter-language: Studies in honour of William E. Rutherford*. Amsterdam: John Benjamins, 73-88.

3. Carroll, S.E. 1982. Redoublement et dislocation en français populaire. In C. Lefebvre (ed.), *La Syntaxe comparée du français standard et populaire : approches formelle and fonctionnelle. Tome 1*, Montréal: Office de la Langue Française, 291-357.

2. Carroll, S.E. 1982. Les dislocations ne sont pas si populaires que ça. In C. Lefebvre (ed.), *La Syntaxe comparée du français standard et populaire : approches formelle et fonctionnelle. Tome 2*, Montréal: Office de la Langue Française, 211-46.

1. Mougeon, R., Canale, M., and Carroll, S.E. 1979. Acquisition of English prepositions by monolingual and bilingual (French/English) Ontarian students. In F. Eckman and G. Hastings (eds.), *Studies in First and Second Language Acquisition*, Rowley, Ma: Newbury House, 194-205.

D. Edited volumes or special issues

Editor, 2013. Special issue of *Second Language Research* on first exposure studies.

E. Refereed Journal Articles

30. MacDonald, D., & Carroll, S.E. submitted. Second language processing of English mass-count nouns by native speakers of Korean. *Glossa*.

29. Carroll, S.E. (2017) Explaining bilingual learning outcomes in terms of exposure and input. *Bilingualism: Language & Cognition* 20(1): 37-40. (author's response to commentary)

28. Carroll, S.E. (2017). Experience and input in bilingual language acquisition. *Bilingualism: Language & Cognition* 20(1): 3-16. (invited keynote article). doi:[10.1017/S1366728915000863](https://doi.org/10.1017/S1366728915000863)
27. Carroll, S.E., & Widjaja, E. 2013. Learning exponents of number on first exposure to an L2. *Second Language Research* 29(2): 201-229.
26. Carroll, S.E. 2013. Introduction to the special issue: Aspects of word learning on first exposure to a second language. *Second Language Research* 29(2): 131-144.
25. Carroll, S.E. 2012. When is input salient? An exploratory study of the Sentence Location Principle and word length. *International Review of Applied Linguistics (IRAL)* 50(1): 1-29.
24. Carroll, S.E. 2010. Explaining how learners extract ‘formulae’ from L2 input. In Daniel Véronique (ed.), ‘The processing of input in second language acquisition/Le traitement de l’input dans l’acquisition des langues étrangères’, special issue of *Language, Interaction, and Acquisition* 1(2):228-50 (December 2010).
23. Carroll, S.E. 2009. Re-assembling formal features in SLA: Beyond minimalism. Special issue of *Second Language Research* 25(2): 245-53.
22. Carroll, S.E. 2006. Shallow processing: A consequence of bilingualism or second language (L2) learning? Comments on “Grammatical processing in language learning”. Special issue of *Applied Psycholinguistics* 27(1): 53-56.
21. Carroll, S.E. 2004. Acquisition by Processing Theory: A theory of everything? *Bilingualism: Language & Cognition* 7(1): 23-5.
20. Carroll, S.E. 2004. Segmentation: Learning how to ‘hear’ words in the L2 speech stream. Special issue of *Transactions of the Philological Society: Empirical evidence and theories of representation in current research into second language acquisition* 102(2): 227-54.
19. Carroll, S.E. 2002. Induction in a modular learner. *Second Language Research* (special issue) 18(3): 224-49.
18. Carroll, S.E. 1999. Putting “input” in its proper place. *Second Language Research* 15(4):337-88.
17. Carroll, S.E. 1999. Adults' sensitivity to different sorts of input. *Language Learning* 49(1): 37-92.
16. Carroll, S.E. 1998. On processability theory and second language acquisition. *Bilingualism: Language and Cognition* 1(1):23-4.
15. Carroll, S.E. 1996. Parameter-setting in SLA: explanans and explanandum. *Behavioral and Brain Sciences* 19(4):720-1.
14. Carroll, S.E. 1995. The Hidden Danger in Computer Modelling: Remarks on Sokolik & Smith's connectionist learning model of French gender. *Second Language Research* 11(3):193-205.
13. Carroll, S.E., and Swain, M. 1993. Explicit and implicit negative feedback: an empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition*. 15(3):357-386. Reproduced 1996 by the University of South Africa.
12. Carroll, S.E. 1992. On cognates. *Second Language Research* 8(2):93-119.
11. Carroll, S.E., Roberge, Y., and Swain, M. 1992. The role of feedback in adult second language acquisition: error correction and morphological generalizations. *Applied Psycholinguistics*, 13(2), 173-198.
10. Carroll, S.E., and Meisel, J.M. 1990. Universals and second language acquisition: some comments on the state of current theory. Invited commentary on papers in *Studies in Second Language Acquisition*, 12(2) 201-208, a Special Issue, Roger Andersen (ed.).
9. Carroll, S.E. 1989. Language acquisition studies and a feasible theory of grammar. *The Canadian Journal of Linguistics*, 34(4), 399-418.

8. Carroll, S.E. 1989. Second language acquisition and the computational paradigm. *Language Learning* 39(4), 535-594.
7. Allen, P.J.B., and Carroll, S.E. 1988. Analytical and experiential dimensions in core French classrooms. *The Canadian Modern Language Journal*, 44(1), 43-64.
6. Allen, P.J.B., and Carroll, S.E. 1987. Evaluation of classroom processes in a Canadian core French program. In Graham Low (ed.), *Evaluation and Research in Education*, Multilingual Matters, 1(2):49-61.
5. Carroll, S.E. 1986. Reflexives and the dependency relation "R". *The Canadian Journal of Linguistics* 31(1), 1-43.
4. Carroll, S.E. 1986. On non-anaphor reflexives. *Revue Québécoise de Linguistique* 15(2), 135-166.
3. Carroll, S.E. 1983. Remarks on FOR-TO infinitives. *Linguistic Analysis* 12(4), 415-451.
2. Singh, R., D'anglejan, A., and Carroll, S.E. 1983. Elicitation of Inter-English. *Language Learning* 33(1):
1. Singh, R., and Carroll, S.E. 1979. L1, L2 and L3. *Indian Journal of Applied Linguistics* 5(1):51-63.

F. Published Conference Proceedings

12. Carroll, S.E., & Meisel, J.M. 2015. Input, learner populations and the human language-making capacity. In Cornelia Hamann & Esther Ruigendijk (eds.), *Language acquisition and development: Proceedings of GALA 2013*, 1-34. Newcastle, U.K: Cambridge Scholars Publishing.
11. MacDonald, D., & Carroll, S.E. 2013. Who has more? Second language processing of mass-count nouns. *Proceedings of the Annual Meeting of the Canadian Linguistic Association*.
<http://ling.uwo.ca/publications/CLA2013/CLA-ACL2013.htm>
10. Carroll, S., & Shea, C. 2007. Saliency, focus and second language acquisition. *CLF Cahiers de linguistique française en ligne* 28: 45-56. *Interfaces discours --- prosodie. Actes du 2^{ème} Symposium international IDP07 & Colloque Charles Bally*.
<http://clf.unige.ch/num.php?numero=28>
9. Carroll, S. 2007. The "micro-structure" of a learning problem: Prosodic prominence, attention, segmentation and word learning in a second language. *Proceedings of the Annual Meeting of the Canadian Linguistic Association*.
<http://ling.uwo.ca/publications/CLA2006/CLA-ACL2006.htm>
8. Carroll, S. 2006. Saliency, awareness and SLA. In Mary Grantham O'Brien, Christine Shea & John Archibald (eds.), *Proceedings of the 8th Generative Approaches to Second Language Acquisition Conference (GASLA 2006): The Banff Conference*. Somerville, Ma: Cascadilla Proceedings Project, 17-24.
7. Carroll, S. 2003. Comment est-ce qu'on interprète : « Ne dites...mais dites plutôt »? *Journée : Acquisition de la négation et de la portée en L1, L2, et pathologie du langage*. Université de la Sorbonne Nouvelle (Paris III), Paris, 12. April, 1996. *Revue Marges Linguistiques* 5/mai 2003. Electronic publication.
<http://www.marges-linguistiques.com>
6. Carroll, S. 2002. I-learning. In S. Foster-Cohen, T. Ruthenberg, & M.-T. Poschen (eds.), *Eurosla Yearbook*. Vol. 2. Amsterdam: Benjamins, 7-28.
5. Carroll, S., and Roberge, Y. 1998. On the acquisition of morphosyntactic systems. In P. Bhatt & R. Davis (eds.), *The linguistic brain*. Toronto: Canadian Scholars' Press, 103-19. (Invited paper to *Language and the Brain: models of linguistic performance*, February 23-24, 1990, University of Toronto.)

4. Carroll, S. 1998. Whose question was it anyway? *Forum - UG access in L2: reassessing the question*, L. Eubank (org.), SLRF' 98, University of Hawai'i at Manoa, 17th October, 1998. Electronic publication: <http://www.lll.hawaii.edu/nflrc/Networks/NW9/carroll.pdf>.
3. Carroll, S. 1988. Teaching words to learn a language. In *Awareness: Proceedings of the 1987 TESL Ontario Conference*, TESL Ontario.
2. Lapkin, S., and Carroll, S. 1987. The role of vocabulary in the development of communicative ability: some comments. In A. Valdman (ed.), *Proceedings from the Symposium on the Evaluation of Foreign Language Proficiency*, March 4-6, 1987, Indiana University, Bloomington, 253-60.
1. Carroll, S. 1980. The parenthetical nature of French dislocations. In H. Contreras and J. Klausenburger (eds.) *Proceedings of the 10th Annual Symposium on Romance Languages*. University of Washington.

G. Encyclopedia entries

- Carroll, S.E. 2013. The Autonomous Induction Theory. *The Routledge Encyclopedia of Second Language Acquisition*, Peter Robinson, editor. London: Routledge. (pp. 57-60).
- Carroll, S.E. 2012. Input processing in second language acquisition. In *The Encyclopedia of Applied Linguistics*, Marianne Gullberg & John Williams, editors. Carol A Chapelle, senior editor. Oxford, U.K: Blackwells.

H. Nonrefereed Articles

7. Carroll, S. 1998. The language acquisition device and linguistic competence: What's in, what's not. *Linguistics in Potsdam 4*: 38-71.
6. Carroll, S. 1997. Le point de départ : la notion d'input dans une théorie de l'acquisition d'une langue seconde. *Cahiers d'acquisition et de pathologie du langage, Numéro spécial : Processus d'acquisition en dialogue, 15*: 33-51.
5. Lapkin, S., and Carroll, S. 1988. L'apprentissage du lexique français en classe d'immersion. *Québec français 70*, 34-37.
4. Carroll, S. 1982. On FOR and the constituency of infinitives. *Toronto Working Papers in Linguistics 4*.
3. Mougeon, R., Savard, H., and Carroll, S. 1978. Le cheval de Troie de l'assimilation Welland : les mariages mixtes *L'Express de Toronto 3*, 42.
2. Mougeon, R., and Carroll, S. 1976a. Certains problèmes linguistiques des jeunes franco-ontariens, Part 1. *Working Papers on Bilingualism 9*.
1. Mougeon, R., and Carroll, S. 1976b. Certains problèmes linguistiques des jeunes franco-ontariens, Part 2. *Working Papers on Bilingualism 10*: 76-99.

I. Papers in Final Reports to funding agencies

2. Allen, P., Carroll, S., Burtis, J. and Gaudino, V. 1987. The core French observation study. In Harley, Allen, Cummins, and Swain (eds.) *The Development of Bilingual Proficiency: Final report*. Toronto: Modern Language Centre, O.I.S.E.
1. Swain, M., & Carroll, S. 1987. The immersion observation study. In Harley, Allen, Cummins, and Swain (eds.) *The Development of Bilingual Proficiency: Final report*. Toronto: Modern Language Centre, O.I.S.E.

J. Refereed or Invited Conference Papers

Plenary talks to international conferences

5. Carroll, S.E. & Meisel, J.M.. 2013. Input, learner populations and the human language-making capacity. *Generative approaches to language acquisition*. University

of Oldenburg, Sept 5 2013.

4. Carroll, S. 2011. Beyond representational deficits: Form-meaning mappings in SLA. *Generative Approaches to Second Language Acquisition (GASLA) 2011*, University of Washington, Seattle Washington, March 2011.
3. Carroll, S. 2006. "Salience, awareness and SLA". *Generative Approaches to Second Language Acquisition (GASLA) 2006*, Banff AB., April 28th 2006.
2. Carroll, S. 2006. "Conceptualising listening comprehension from an L2 acquisition perspective." *British Association of Applied Linguistics- SIG seminars*, Southampton, U.K., April 20th 2006.
1. Carroll, S. 2001. "Squaring the circle? Induction in a generative paradigm", *Eurosla 11*. Universität Paderborn, 28th September, 2001.

Simple (unpublished) conference presentations (career total = 43; last 5 years only)

43. Lee, JeongEun, & Carroll, S.E. 2016. Acquisition of English plural-non-head constraints by adult Korean learners. Annual Meeting of the *Canadian Linguistic Association*, University of Calgary, May 30, 2016.
42. MacDonald, D., & Carroll, S.E. 2013. Second language processing of English mass-count nouns by Koreans *Eurosla 2013*, University of Amsterdam, Amsterdam August 30th 2013.
41. MacDonald, D., & Carroll, S. 2013. Second-language processing of English mass-count nouns by Koreans. *Interdisciplinary Approaches to Multilingualism*, University of Calgary, Calgary, August 17, 2013.
40. MacDonald, D., & Carroll, S. 2013. Who has more? Second-language processing of mass-count nouns. Annual Meeting of the *Canadian Linguistic Association*, University of Victoria, June 2nd, 2013, Victoria B.C.