

SLAT Ph.D.



PROGRAM DESCRIPTION

The SLAT doctoral program is an interdisciplinary program with 81 faculty members located in 18 collaborating departments. The program is designed to provide rigorous advanced training for researchers, teachers, and administrators concerned with second language learning, and teaching.

The SLAT Program has been recognized nationally as a superior interdisciplinary program. Several of our participating departments have been ranked in the top ten in the country, including Anthropology, East Asian Studies, Linguistics, and Speech, Language and Hearing Sciences.

APPLICATION PROCEDURES

Links to the online SLAT Ph.D. application can be found on our website:

slat.arizona.edu

Applicants are asked to submit:

- The completed online application for SLAT
- A statement of purpose
- GRE scores
- An example of scholarly writing
- Three letters of reference
- Transcripts from all post-secondary institutions.
- International students also must submit TOEFL scores.

More information on applying to our Ph.D. program may be obtained directly from the SLAT Program Office (GIDP-SLAT@email.arizona.edu, 520-621-7391) or <http://slat.arizona.edu/prospective-students/degree-requirements>. The application deadline for both domestic and international students is December 15 of the year preceding desired entry into the program.

FOR ADDITIONAL INFORMATION
SLAT GIDP

1103 East Second Street
Harvill Building 241
P.O. Box 210076
Tucson, AZ 85721-0076
Phone: 520-621-7391
Fax: 520-626-3313
<http://slat.arizona.edu>



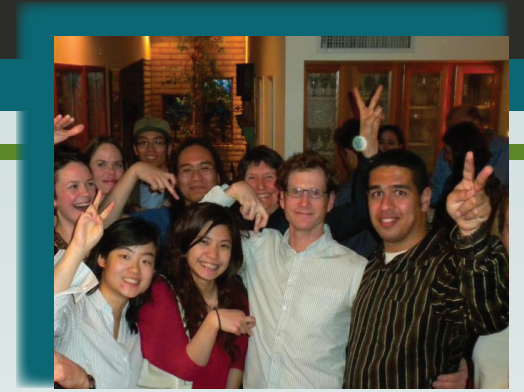
ARIZONA

Second Language Acquisition and Teaching Ph.D. Program



College of Letters, Arts and Science
College of Humanities
College of Science
College of Social and Behavioral Sciences
College of Education

slat.arizona.edu
Graduate Interdisciplinary Program



DEGREE REQUIREMENTS

All students entering the program hold a master's degree or its equivalent. Some post-baccalaureate coursework completed prior to admission is typically substituted for a portion of the degree requirements in consultation with the graduate advisor. Candidates are required to complete 27 units of core courses (including courses in second language acquisition theory, linguistics, psycholinguistics, sociolinguistics, research methods and statistics) and choose an 18-unit specialization from among the four SLAT specializations: L2 Analysis, L2 Use, L2 Processes and Learning, and L2 Pedagogical Theory and Program Administration. Detailed descriptions of major specializations may be found online at: <http://slat.arizona.edu/prospective-students/areas-specialization>.

In addition, students select a minor (9-15 units in most cases) from among the four SLAT specializations, technology, or from related fields such as specific foreign languages/literature (e.g., Spanish, French, German); Cognitive Science; Teaching, Learning & Sociocultural Studies; Educational Psychology; etc. Students must also complete a dissertation for a minimum of 18 additional units.



2016-2017 SLAT FACULTY

LOCATION

The University of Arizona is located in Tucson, a culturally lively and ethnically varied city of just over 1 million inhabitants in the metropolitan area. Situated in the Sonoran Desert in Southeastern Arizona at an altitude of 2,600 feet, Tucson provides easy access to many outdoor activities in the desert and in the mountains that surround the city. The 391-acre campus of the University of Arizona is conveniently located in the center of the city. The University is an active and expanding institution of more than 40,000 graduate and professional students enrolled in over 150 master's and professional programs and 95 doctoral programs. The University is a Research I institution which has been ranked among the top 50 universities in the nation. Its library has also been ranked by the Association of Research Libraries as one of the best large research libraries in North America. Moreover, the University houses nationally and internationally recognized organizations in the study of language, such as the Bureau of Applied Research in Anthropology; the Federal Court Interpreter Certification project; the Center for English as a Second Language; the Center for Educational Resources in Culture, Language and Literacy and the American Indian Language & Development Institute.

ANTHROPOLOGY

Jennifer Roth-Gordon, Ph.D., Stanford University
 Qing Zhang, Ph.D., Stanford University
 CENTER FOR ENGLISH AS A SECOND LANGUAGE
 Nick Ferdinandt, Ed.D., University of St. Thomas
 Sumayya Granger, Ph.D., University of Arizona
 Suzanne Panferov, Ph.D., Ohio State University
 Eddy White, Ph.D., Macquarie University

CLASSICS

Cynthia White, Ph.D., Catholic University of America
 COGNITIVE SCIENCE

Malcah Yaeger-Dror, University of Pennsylvania
 DISABILITY & PSYCHOEDUCATIONAL STUDIES

Shirin Antia, Ph.D., University of Pittsburgh
 Todd V. Fletcher, Ph.D., Oregon State University
 Samuel J. Supalla, Ph.D., University of Illinois

EAST ASIAN STUDIES

Wenhao Diao Ph.D. Carnegie Mellon University
 Kimberly A. Jones, Ph.D., University of Michigan
 Mariko Karatsu, Ph.D., University of Minnesota
 Feng-hsi Liu, Ph.D., University of California at Los Angeles

EDUCATIONAL POLICY STUDIES AND PRACTICE
 Francesca Lopez, Ph.D. University of Arizona

EDUCATIONAL PSYCHOLOGY

Mary McCaslin, Ph.D., Michigan State University
 EDUCATIONAL TECHNOLOGY

Betul Czerkawski, Ph.D., Hacettepe University
 ENGLISH

Dwight Atkinson, Ph.D., U. of Southern California
 Hayriye Kayi-Adar, Ph.D. University of Texas, Austin
 Jon Reinhardt, Ph.D., Pennsylvania State University
 Chritine Tardy Ph.D., Purdue University

FRENCH & ITALIAN

Robert A. Ariew, Ph.D., University of Illinois
 Dalila Ayoun, Ph.D., University of Florida
 Giuseppe Cavatorta, Ph.D., U. of California at Los Angeles
 Beatrice C. Dupuy, Ph.D., University of Southern California

GERMAN STUDIES

Peter M. Ecke, Ph.D., University of Arizona
 David J. Gramling, Ph.D., University of California at Berkeley
 Chantelle Warner, Ph.D., University of California at Berkeley
 Mary E. Wildner-Bassett, Ph.D., Ruhr University

LINGUISTICS

Diana Archangeli, Ph.D., Mass. Institute of Technology
 Andrew Barsz, Ph.D., Mass. Institute of Technology
 Thomas G. Bever, Ph.D., Mass. Institute of Technology
 Andrew Carnie, Ph.D., Mass. Institute of Technology
 Sandiway Fong, Ph.D., Mass. Institute of Technology
 Michael Hammond, Ph.D., U. of California at Los Angeles
 Heidi Harley, Ph.D., Mass. Institute of Technology

Simin Karimi, Ph.D., University of Washington
 Cecile M. McKee, Ph.D., University of Connecticut
 Janet Nicol, Ph.D., Mass. Institute of Technology
 Diane Ohala, Ph.D., University of Arizona
 Adam Ussishkin, Ph.D., U. of California at Santa Cruz
 Natasha Warner, Ph.D., University of California at Berkeley
 Andrew Wedel, Ph.D., U. of California at Santa Cruz
 Ofelia Zepeda, Ph.D., University of Arizona
 MIDDLE EASTERN & NORTH AFRICAN STUDIES
 Mahmoud Azaz, Ph.D., University of Arizona
 Samira Farwaneh, Ph.D., University of Utah
 Sonia S'hiri, Ph.D., The University of Edinburgh
 Kamran Talatoff, Ph.D., University of Michigan

PSYCHOLOGY

Kenneth I. Forster, Ph.D., University of Illinois
 Louann Gerken, Ph.D., Columbia University
 Rebecca Gomez, Ph.D., New Mexico State University
 RUSSIAN & SLAVIC STUDIES

Alexander Dunkel, Ph.D., New York University
 Grace E. Fielder, Ph.D., U. of California at Los Angeles
 George Gutsche, Ph.D., University of Wisconsin
 John R. Leafgren, Ph.D., University of Virginia

Liudmila Klimanova, Ph.D., University of Iowa
 SPANISH & PORTUGUESE

Ana Maria Carvalho, Ph.D., U. of California at Berkeley
 Sonia Colina, Ph.D., U. of Illinois

Javier Durán, Ph.D., University of Arizona
 Lillian Gorman, Ph.D. University of Illinois, Chicago
 Antonio Olarrea, Ph.D., University of Washington
 Miguel Simonet, Ph.D., U. of Illinois at Urbana-Champaign
 SPEECH, LANGUAGE & HEARING SCIENCES

Mary Alt, Ph.D., University of Arizona
 Leah Fabiano-Smith, Ph.D., Temple University
 TEACHING, LEARNING & SOCIOCULTURAL STUDIES
 Patricia Anders, Ph.D., University of Wisconsin at Madison

J. David Betts, Ph.D., University of Arizona
 Carol Brochin, Ph.D., University of Texas, San Antonio
 Mary Carol Combs, Ph.D., University of Arizona
 Leah Duran, Ph.D. University of Texas, Austin

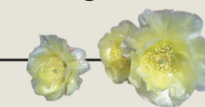
Carol Evans, Ph.D., University of Texas at Austin
 Perry Gilmore, Ph.D., University of Pennsylvania
 Toni Griego-Jones, Ed.D., University of Colorado
 Ana Christina DaSilva Iddings, Ph.D., U of Nevada, Las Vegas

Sheilah Nicholas, Ph.D., University of Arizona
 Iliana Reyes, Ph.D., University of California at Berkeley
 Eliane Rubenstein-Avila, Ed.D., Harvard University
 Kathleen Short, Ph.D., Indiana University

Leisy Wyman, Ph.D., Stanford University
 David B. Yaden Ph.D., University of Oklahoma

FINANCIAL SUPPORT

Sources for financial aid include: teaching positions in one of the language departments or the Center for English as a Second Language; graduate associate positions with the Center for Educational Resources in Culture, Language and Literacy; research associate positions with SLAT; and scholarships for in-state and/or out-of-state tuition. Decisions on the awarding of teaching positions are made by the cooperating departments in consultation with the SLAT chair. Awards are usually made in March and early April for the forthcoming academic year.



EVENTS AND RESOURCES

SLAT's collaborative environment culminates in a number of ongoing activities, including:

- The weekly SLAT Colloquium Series. The Series invites speakers from within and outside the UA community.
- The SLAT Interdisciplinary Roundtable, a two-day student-run conference held each spring. A major national figure in second language acquisition/teaching is brought in to give the keynote speech each year, and the conference includes a poster session in addition to talks by students and faculty from the UA and other institutions.
- SLAT also collaborates closely with the Center for English as a Second Language (CESL) and Center for Educational Resources in Culture, Language and Literacy (CERCLL), providing research opportunities for students and faculty. More information on these opportunities can be found at cercll.arizona.edu and cesl.arizona.edu.