

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.

2017-2018 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
Sunyoung Yang, Ph.D., University of Toronto

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
Susan Miller-Cochran, Ph.D., Arizona State University
Jon Reinhardt, Ph.D., Pennsylvania State University
Shelley Staples, Ph.D., Northern Arizona University
Christine Tardy Ph.D., Purdue University

FRENCH & ITALIAN

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
Denis Provencher, Ph.D., Pennsylvania State University

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

INFORMATION

Catherine Brooks, Ph.D., University of California, Riverside

LINGUISTICS

Diana Archangeli, Ph.D., Mass. Institute of Technology
Andrew Barss, Ph.D., Mass. Institute of Technology
Thomas G. Bever, Ph.D., Mass. Institute of Technology
Andrew Carnie, Ph.D., Mass. Institute of Technology
Maryia Fedzechkina, Ph.D., University of Rochester

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 Farwanch, Ph.D., University of Utah
Sonia S'hiri, Ph.D., The University of Edinburgh
Kamran Talattof, Ph.D., University of Michigan

PSYCHOLOGY

Louann Gerken, Ph.D., Columbia University
Rebecca Gomez, Ph.D., New Mexico State University
Vicky Lai, Ph.D., University of Colorado, Boulder

PUBLIC AND APPLIED HUMANITIES

Ken McAllister, Ph.D., University of Illinois, Chicago

RUSSIAN & SLAVIC STUDIES

Alexander Dunkel, Ph.D., New York University
Grace E. Fielder, Ph.D., U. of California at Los Angeles
John R. Leafgren, Ph.D., University of Virginia
Liudmila Klimanova, Ph.D., University of Iowa

SPANISH & PORTUGUESE

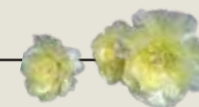
Ana Maria Carvalho, Ph.D., U. of California at Berkeley
Sonia Colina, Ph.D., U. of Illinois
Javier Durán, Ph.D., University of Arizona
Lillian Gorman, Ph.D. University of Illinois, Chicago
Antonio Olarrea, Ph.D., University of Washington
Miguel Simonet, Ph.D., U. of Illinois at Urbana-Champaign
Mary Alt, Ph.D., University of Arizona
Leah Fabiano-Smith, Ph.D., Temple University
Brad Story, Ph.D., University of Iowa

TEACHING, LEARNING & SOCIOCULTURAL STUDIES

Patricia Anders, Ph.D., University of Wisconsin at Madison
Carol Brochin, Ph.D., University of Texas, San Antonio
Jill Castek, Ph.D., University of Connecticut
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
Jill Koyama, Ph.D., Columbia University
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.