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Review article

A survey of SLA doctoral programs in Canada and the USA

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The increasing interest in second language acquisition (SLA) has sharpened the focus on SLA research. While most university linguistic programs and departments offer at least a course in SLA, not all offer the opportunity to concentrate on SLA research. This article provides an overview of the programs/departments offering opportunities for SLA research. These programs range from ones offering a PhD. in Second Language Acquisition to those which provide a strong research basis while concentrating primarily on teaching. The programs are reviewed with respect to their key features as well as pertinent student centred information.

I Introduction

The European Union is considering a common language; English has become a global language; endangered languages are being taught as second languages in an attempt to revive them. In the USA, along with the recent political response to bilingual education and the increasing militancy of English Only movements, there has been a renewed interest in second language acquisition (SLA). While considerable focus has been placed on the field of second language (L2) learning and teaching with the development of new or revised certification programs and changes in public school programs, there has also been a resulting increased awareness of the need for research into second language acquisition.

This increased interest in language learning raises the question of where a prospective student could pursue a doctoral program in SLA. What programs are currently available to provide graduate training in

the foundations for SLA research? Second language acquisition by its very nature is a highly interdisciplinary field having its own research agenda while closely tied with linguistics, psychology, anthropology and education. This field of inquiry can be divided into two branches, those same two branches that traditionally have been applied to the field of linguistics in general: theoretical and applied.

Theoretical research focuses on the general principles and processes that comprise an individual's knowledge of a second language, while applied research is concerned with the learning and teaching of second languages. Second language acquisition research, whether theoretical or applied, contributes to our understanding of cognition, as well as language and the relationships between language, society, culture and the individual. However, there appears to be a lack of consensus as to where SLA belongs. Clearly second language learning and teaching is an area under applied linguistics and would be found in an applied program or department, or within a school of education. However, SLA research has implications for second language teaching that may be more apparent than other so-called theoretical areas. While this survey of graduate education in SLA is not an exposition on the place of the discipline in linguistics, it is interesting to note that several institutions draw a strict line between theoretical and applied fields, locating SLA in applied. They advise prospective students interested in SLA to see programs under applied linguistics or education/TESOL.

In the USA and Canada – the geographical area covered in this survey – institutions that offer training at the doctoral level in SLA can be roughly divided into four main categories. There are programs that are strongly focused on SLA research and, in fact, offer a PhD in SLA; ones that offer PhDs in Linguistics with an SLA focus or concentration; ones that provide a theoretical foundation but emphasize second language teaching methodology rather than theoretical research; and, finally, ones that focus on TESOL but do include some theory. Programs whose concern is narrowly with second language learning and teaching are not considered in this survey.

In evaluating graduate education in SLA there are several factors that should be considered. First, and I feel foremost, there is the degree to which the program draws upon faculty and resources outside of the department that houses the program. It may be difficult for a single

department to encompass the range of expertise inherent to a truly interdisciplinary field, unless it specifically identified itself as a department of second language acquisition, of which there are several. Another factor that is important to consider is the number of faculty involved, because a program with a small faculty limits students' exposure to different approaches, theoretical orientations, and research areas. In addition, one would ideally want a program with a strong theoretical foundation, since original research in the acquisition of second language (L2) phonology, syntax, semantics, or language use requires depth of training in phonology, syntax, semantics, and sociolinguistics.

Moreover, while a student may not need access to language learners of the languages he or she is interested in researching, having that resource available would be advantageous in the absence of funding for fieldwork away from the university. Finally, location becomes an important consideration from two perspectives: first because of access to second language learners and, secondly, because of access to faculty and facilities at neighbouring institutions.

In selecting programs to consider for this article, several guides and directories on graduate programs were consulted to determine the schools offering graduate degrees in linguistics and/or second language acquisition.¹ After compiling a list of these programs, each program was checked to see if the program offered a doctorate. Programs offering only master's degrees were not considered. After narrowing down the field to only those schools offering doctoral degrees, each school's website was consulted to determine whether the program had second language acquisition as a possible focus. This left 31 programs to be considered.

Appendices 1 and 2 summarize key features of 31 American and Canadian doctoral programs offering a concentration in SLA. In addition to these 31 programs, there are several (not listed in the appendices) that have a strong first language acquisition focus as well as faculty interested in SLA. Among them is the City University of New

¹There are a number of guides and directories available including Peterson's Graduate Schools in the US, Princeton Review's Complete Guide of Graduate Programs in the Arts and Sciences, and the Independent Publishing Group's Directory of Graduate Programs in Arts and Humanities. These are updated yearly. There is also a website GradSchools.com that lists programs and schools. Finally, the Linguist List (<http://linguistlist.org>) maintains a list of linguistics programs.

York (CUNY). With respect to SLA, CUNY's stated interest is in language teaching, but the university has a number of faculty working on first language acquisition and several who list SLA as a research interest. The University of Minnesota is also primarily focused on first language acquisition, but has faculty who work on SLA, as well as language teaching. Their resources include the Center for Advanced Research on Language Acquisition (CARLA), which currently is focused on research related to second language teaching, learning, and assessment. In addition, there are several schools where SLA is not a major research area but which offer a strong theoretical foundation and have at least one faculty member with SLA as a research interest. Notable schools in this category include Rutgers, the University of California at San Diego, Harvard, Purdue, and the University of Southern California. All have strong linguistics programs.

No survey of linguistics programs would be complete without mention of Massachusetts Institute of Technology. MIT's 16-member department has had a phenomenal impact on the way we view linguistics today. Focused on generative grammar, the department's primary research involves the development of formal models of language. Their program includes the traditional core areas of theoretical linguistics, notably phonology, morphology, syntax, and semantics. They also offer an interdisciplinary psycholinguistics track with the Department of Brain and Cognitive Sciences. In addition to providing a strong theoretical foundation, MIT has two faculty members working on second language acquisition.

The information presented in Appendices 1 and 2 was culled from on-line sources. It is therefore limited by the accuracy and currency of program-sponsored websites. Websites vary in the information they provide, their manner of organization, and in how up-to-date they are kept. A few of the 31 programs are discussed individually below, either because they are representative of their classification or because of some noteworthy feature. In particular, programs offering PhDs in SLA are discussed in greatest detail. In an effort to ensure the currency and accuracy of each of the individual programs discussed, each program discussed below was contacted via email. Follow-up emails were sent to those programs not replying to the initial request.

II Programs offering a PhD in second language acquisition

Among programs with a strong emphasis on SLA research are several that offer PhDs in SLA rather than in Linguistics in general. These include Carnegie Mellon, the University of Hawaii, the University of Iowa and the University of Arizona. Michigan State University has announced a new doctoral program in Second Language Studies that includes an SLA tract. While these programs address SLA research, they all have a strong L2 teaching component.

The PhD Program in SLA at Carnegie Mellon is based in the Department of Modern Languages. It has a strong interdisciplinary orientation, drawing on faculty from Modern Languages, Psychology, English and Philosophy. The 33 faculty members currently involved in the program represent seven languages in addition to English: German, Spanish, French, Italian, Russian, Chinese and Japanese. Students at Carnegie Mellon also have access to the faculty and resources at the University of Pittsburgh. Research initiatives at Carnegie Mellon focus on two major areas: second language literacy and contexts of learning. The former addresses cross-linguistic variation in lexical processing, the development of *kanji* among learners of Japanese, teacher feedback to L2 writing and the analysis of Japanese scientific research genres in academic settings. Current research at Carnegie Mellon in classroom-based learning in different contexts includes oral and written fluency in French, reading processes in Japanese and acquisition of Japanese and Spanish in elementary schools.

Applicants are expected to bring to the program a level of proficiency sufficient for research in a language other than English. A unique requirement at Carnegie Mellon is that every student in the program teaches one language course per semester.

The University of Hawaii's PhD in SLA is offered through the Department of Second Language Studies. Previously this was a department of English as a Second Language, but the name was changed in 2000 to reflect the department's broader focus. The department itself has 14 full-time faculty whose specializations directly involve second language acquisition. In addition to the departmental faculty, the 28 member graduate program's faculty include specialists from Anthropology, East Asian Languages, Hawaiian and Indo-Pacific Languages, Linguistics, Educational Psychology, Teacher Education,

and Curriculum Studies. The program offers four areas of specialization: second language analysis, second language learning, second language use and second language pedagogy. While the PhD program is focused on research, they also offer an MA in ESL, which focuses on teaching. In addition to these graduate degrees, the department administers an Advanced Graduate Certificate in Second Language Studies, which is aimed at those who have an MA or PhD or those who are working on post-graduate degrees in related fields. There are externally funded centres associated with the department that help provide financial support for graduate students. These include: the National Foreign Language Resource Center, the Center for Second Language Research and the Center for Advanced Language Study.

The University of Iowa also offers a PhD in SLA, an interdisciplinary degree under the aegis of FLARE (Foreign Language Acquisition Research and Education). Students take courses depending on their interests from the departments of Asian Languages, Curriculum and Instruction, French and Italian, German, Linguistics, Psychological and Quantitative Foundations, Rhetoric, Spanish and Portuguese, and Speech Pathology and Audiology. Of the over 20 associated faculty members connected with FLARE, nine of them are in linguistics. There are also linguists in the departments of French, Spanish and Portuguese and East Asian languages working on SLA. The program building on a theoretical core of phonology and syntax offers three areas of specialization: SLA-linguistics, SLA-programmatic (designed for students interested in language program direction) and SLA-technology.

The University of Arizona offers a PhD in Second Language Acquisition and Teaching (SLAT). This is a large interdisciplinary program of over 60 faculty members with appointments in 15 departments from the College of Humanities, the College of Science, the College of Social and Behavioral Science, and the College of Education. The departments involved include Anthropology, Classics, East Asian Studies, English, French and Italian, German Studies, Linguistics, Near Eastern Studies, Psychology, Russian and Slavic Languages, Spanish and Portuguese, Special Education and Rehabilitation, Speech and Hearing Sciences, Teaching and Teacher Education, and Language, Reading and Culture. There are four areas of specialization: L2 analysis focuses on phonology, morphology and syntax and the development

of theory and the formal analysis of SLA; L2 use and discourse analysis addresses socio-cultural factors and includes language variation and language planning; L2 processes and learning deals with the cognitive, linguistic and social process of SLA; and L2 pedagogical theory and program administration is the fourth area of specialization. The University of Arizona also publishes the *Arizona Working Papers in SLA and Teaching*. The criteria for admission includes evidence of successful prior experience in language teaching.

The newest doctoral program under this heading is a PhD in Second Language Studies (SLS) offered by Michigan State University. This new PhD program in SLS has two possible tracts: (1) SLA and (2) SLA and Language Teaching. They have a core faculty of eight with 23 affiliated faculty from the Departments of Communication, Psychology, Spanish and Portuguese, English, Counseling, Educational Psychology and Special Education, as well as Linguistics and Germanic, Slavic, Asian and African Languages. For the SLS program, a proficiency in the language of specialization is required. For the second tract in SLA and Language Teaching preference is given to prior second/foreign language teaching experience. This new program is admitting students from Fall 2005 onwards.

Michigan State University continues to offer a PhD in linguistics from their Department of Linguistics and Germanic, Slavic, Asian and African Languages. Among the languages studied are Amharic, Arabic, Hebrew, Chinese, Japanese, German, Hausa, Kiswahili, Vietnamese, Korean, Tagalog, Hindi, Kazakh and Russian. There are 24 members of the department with an additional 10-12 affiliated faculty. Their program focuses on SLA, theoretical linguistics, cognitive science, literary studies, cultural studies and language pedagogy. They also offer an MA in TESOL. Student research is supported by the Center for the Enhancement of Linguistic Student Research.

III Programs offering PhDs in Linguistics with an SLA focus/concentration

While many of the programs that train students in the field of SLA include pedagogy, some programs either exclude pedagogy or offer language teaching as a separate area of study within a different department.

Four such schools in the USA are Boston University, Indiana University, the University of Illinois at Urbana-Champaign and the University of Washington, while in Canada McGill University and the University of Toronto would fall within this category.

Indiana University has one of the oldest linguistics programs in the USA, granting degrees since around 1948, and becoming established as a department in 1960. The department has 14 faculty members with adjunct faculty in the Departments of Speech and Hearing, Psychology, Mathematics, Spanish, East Asian Languages, French, Germanic Studies and Slavic Languages. In addition to SLA, the department's strengths include African linguistics, computational linguistics, phonetics, phonology, cognitive science, semantics, syntax, applied and field linguistics. There is an additional program in TESOL (Teaching English to Speakers of Other Languages) and applied linguistics. The curriculum at Indiana University provides a broad foundation in linguistic theory, requiring graduate students regardless of specialization to take a course in language acquisition. Currently most of the SLA research is being carried out by the Program in TESOL and Applied Linguistics.

The Department of Linguistics at McGill University in Montreal offers a PhD in Linguistics. Specialization in generative SLA is possible both at the course level and for thesis supervision. In addition, the department is involved with a cross-disciplinary language acquisition program. There are 12 faculty members involved in the Language Acquisition Program. These include faculty from linguistics, psychology, education, and communication sciences and disorders. Faculty members currently are working within the following language families: Amerindian, Austronesian, Celtic, Chukotko-Kamchatkan, East Asian, Germanic, Romance and Slavic. McGill specifically indicates that it does not offer training or supervision in language teaching. Prospective students interested in Applied Linguistics or TESL are referred to the school of education.

The University of Illinois at Urbana-Champaign offers a PhD in Linguistics with six possible sub-specializations: computational linguistics, historical linguistics, phonology/phonetics, psycholinguistics/neurolinguistics, sociolinguistics and syntax. Although SLA is not specifically mentioned as a sub-specialization, it is subsumed within

psycholinguistics/neurolinguistics. There is the additional opportunity to work in second language acquisition through the university's Second Language Acquisition and Teacher Education program (SLATE). SLATE is a multidisciplinary, nondegree granting body with faculty from both the College of Education and the College of Liberal Arts and Sciences including five faculty members from Linguistics. Other scholars involved in SLATE are in the departments of East Asian Languages and Culture, French, Germanic Languages and Literature, Slavic Languages and Literature, and Spanish, Italian and Portuguese. Students receive a doctorate from their home Department but can earn a Certificate of Advanced Study in Second Language Acquisition and Teacher Education. In addition to sponsoring departmental course work, SLATE invites well-known guest lectures in the field to come to campus.

The University of Illinois at Urbana-Champaign also offers an excellent opportunity to work with less commonly taught languages. Currently the department supports classes in the African languages of Bamana, Lingala, Swahili, Kiswahili, Wolof and Zulu. This is in addition to the Department's offerings in Arabic, Hebrew, Hindi and Sanskrit.

The remainder of the programs offering an SLA focus/concentration include language teaching pedagogy in their programs, including four Canadian schools: Simon Fraser University, the University of Ottawa, the Université du Québec à Montréal (UQAM) and the University of Victoria.

The University of California at Los Angeles (UCLA) has an inter-departmental program in Applied Linguistics, which includes SLA, discourse and language teaching. Their strong theoretical orientation with an emphasis on field methods, as well as, African and American Indian languages is supported by 29 faculty members. Four faculty have regular appointments in Applied Linguistics/TESL while the remainder are drawn from Anthropology, East Asian Languages and Cultures, Education, Linguistics, Neuroanatomy, Psychology, and Sociology, among others. There are also a number of faculty holding joint appointments with Linguistics and Applied Linguistics/TESL. While the program is administered by the Department of Applied Linguistics and TESL, its focus is on preparing students for research rather than

training language teachers. Language acquisition courses are offered under Linguistics, Education and Psychology as well as Applied Linguistics/TESL. Students have access to several language labs including the phonetics lab, the psycholinguistics/neurolinguistics lab and the computational linguistics lab. The department houses the Forum for Language Acquisition Exchange (FLARE), which is a student-run group providing discussions and presentations. This group promotes networking between the students and faculty interested in SLA, as well as, supporting conferences for graduate students.

The University of Georgia has an interdisciplinary program that is drawn from nine departments in the College of Arts and Sciences and three departments in the College of Education. There are separate PhD degrees in TESOL and Foreign Language Education offered through the Department of Language Education in the College of Education. They cite four specializations in applied areas, which include historical linguistics, cognitive linguistics, language variation and SLA. They are particularly interested in training college-level language teachers, although the focus of the SLA concentration is declared to be on linguistic theories and practices. The SLA specialization requires coursework done in French, Spanish, German or in an African or Asian language offered at the University of Georgia. English may also be used to satisfy the language coursework requirement. In addition to the 31 faculty members involved in the program, there are several language labs available. The University of Georgia also houses the Linguistics Atlas Projects, which contain one of the largest collections of linguistic data in the USA.

The Department of Linguistics at the University of Pittsburgh has as its strengths Native American languages, Descriptive linguistics, Hispanic linguistics and applied linguistics. The applied area has a TESOL orientation. Faculty teaching SLA courses have a background in educational psychology and/or theoretical linguistics as well as language teaching experience. Resources include the English Language Institute and the Less-Commonly-Taught Languages Center, which offers courses in languages such as Swahili, Arabic, Irish and Quechua. The department's Language Processing and Acquisition Lab is currently researching the acquisition of English or Hebrew by Russian immigrants. In addition to 10 faculty members in linguistics and nine

affiliated professors, students at the University of Pittsburgh have access to the faculty and resources at Carnegie Mellon.

The Departments of Linguistics at both the University of Oregon and Rice University focus on language description and functionalist approaches to grammar. The University of Oregon offers three areas of specialization. These are descriptive linguistics and fieldwork, language and cognition and second language acquisition. Research has involved Native American languages, Tibeto-Burman, Austronesian and Slavic languages, as well as languages of Southeast Asia, South Asia and Africa. There are eight faculty members who are currently pursuing six SLA research projects. While SLA is not one of Rice University's primary foci, three of the 15 faculty members include SLA (along with applied linguistics) as an additional research area. Their primary areas involve cognitive linguistics, usage-based approach to grammar, and field linguistics on the languages of North and South America, Austronesia, Australia, Africa, Europe and East Asia, typology, phonetics and phonology, discourse analysis, sociolinguistics, language change, and language and the mind.

Simon Fraser University's Department of Linguistics offers seven major research areas. Their applied linguistics specialization is directed towards research into language learning and teaching. Both courses and research focus on second language acquisition, second language pedagogy, applied phonetics, quantitative research methods as well as computer assisted language learning. In addition to applied linguistics, students at Simon Fraser may specialize in computational linguistics and cognitive science, discourse analysis and pragmatics, First Nations languages, morphology, phonetics and phonology, and syntax and semantics. The program provides a good theoretical foundation for work in SLA research. Six of the 18 faculty members work within the applied linguistics specialization. With their current staff, the department is not admitting students interested in specializing in first language acquisition or sociolinguistics.

IV SLA programs with a primary concentration on teaching

Although Pennsylvania State University, and the University of Michigan in the USA and l'Université Laval and the University of

Toronto/Ontario Institute for studies in Education (OISE) in Canada have their primary SLA emphasis on language teaching, they do also offer opportunities for SLA research. The Department of Languages, Linguistics and Translation at l'Université Laval offers concentrations in theoretical and descriptive linguistics, language and society, translation, and language teaching methodology (*didactique des langues*). The language teaching concentration includes both theoretical and applied aspects of SLA, focusing on the acquisition of French and English. Their work in SLA draws on several perspectives: generative grammar, sociocultural, and psycholinguistic. Their faculty of 37 includes eight in SLA.

The University of Toronto's department of Linguistics offers a theoretical foundation in linguistics and has several faculty members working on SLA. What is unique about Toronto is the merger between the OISE and the faculty of the University of Toronto (UT) in 1966. OISE/UT offers a number of graduate degrees including a PhD in Second Language Education. Studies in Second Language Education (SLE), offered under the Department of Curriculum, Teaching and Learning at OISE/UT, focuses on curriculum, instruction, learning and policies for education in second or foreign languages. The program is linked with the resources and research of the Modern Language Center from which it draws most of its faculty. While primarily concerned with teaching, the program allows students to take course work in a limited number of departments at the University of Toronto including linguistics. It would be possible to design a program drawing on UT's theoretical foundation and OISE's second language focus. Admission is to OISE/UT and requires an MA thesis or strong research paper as well as two years professional experience.

V Student information

Appendix 2 summarizes admissions requirements and funding sources for each of the 31 programs. While all programs would prefer students to have a background in linguistics, most will accept students with degrees in other fields. A notable exception to this is Simon Fraser in regards to their applied concentration. Simon Fraser will only admit students for the applied linguistics concentration if they have a strong

background in general linguistics. In other departments, entering students who lack a strong foundation in linguistics are required to take a number of entry-level courses to provide them with sufficient background. Several programs require a Master's degree. Those schools that allow students into their programs with a Bachelor's degree usually award a Master's upon completion of required coursework, even though most do not accept students into their programs who seek a terminal Master's degree. The MA is seen as one step on the way to a PhD, not an end in itself. Programs requiring an MA as a prerequisite ask for a thesis as evidence of research ability. Programs not requiring an MA ask for a writing sample, an article in linguistics if possible.

All PhD programs surveyed here require a knowledge/proficiency in at least one language other than English. The University of Florida, the University of Iowa, Carnegie-Mellon, and Michigan State University (for track 2: SLA and Language Teaching) require that language proficiency be established before admission into their programs. As Canada is an officially bilingual nation, it is expected that their universities will use either or both English and French. L'Université Laval requires proficiency in French for admission; whereas, UQAM requires a reading and speaking knowledge of French in addition to a reading and oral comprehension knowledge of English. The University of Arizona is unusual in expecting applicants to have prior language teaching experience, but TESL experience could satisfy this requirement. Michigan State University also prefers applicants with second/foreign language teaching experience for their SLA and Language Teaching tract.

Programs vary as to funding from full support for all admitted students to funding primarily for continuing students. There are various forms of fellowships and merit-based support from various levels within a university ranging from departmental to university-wide. The opportunity for funding increases if a student is able to teach beginning language classes, since most programs have Teaching Assistantships (TAs) available in connection with the language programs offered by their institution. Other funding sources include Research Assistantships (RAs), which involve working with faculty on specific research projects; fellowships, which generally do not require work outside of graduate study; and tuition waivers. Most fellowships and assistantships also include tuition remission. In addition to internal funding sources,

the opportunities for external funding also exist. The individual universities maintain financial offices that are able to provide external funding sources available to students, including international students. All the departments make an effort to provide some form of funding for their students, although funding may be limited for first year students.

VI Conclusion

There exist a number of schools in the USA and Canada offering opportunities for students interested in SLA. This list is by no means exhaustive, as many schools offering PhDs in linguistics may have at least a member of the faculty working in this area. This survey provides an overview of programs and suggests possible criteria for evaluating them. While there is no one perfect program for developing SLA research, each of the schools in this survey has made a significant contribution to the field. Anyone of these programs will provide a perspective student with the foundation necessary for research into SLA.

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Appendix 1 Programs

Institution	Department/Program name(s)	Degree(s) offered	Number of faculty	Faculty research interests*	Special facilities or resources
Boston University	Program in Applied Linguistics (interdisciplinary)	PhD in Applied Linguistics; MA in Applied Linguistics	10; seven associated	Discourse studies; language disorders; American Sign Language research project	Graduate students run the annual BU on Language Development; Proceedings are published
Carnegie-Mellon	Modern Languages	PhD in SLA	33 with 12 in linguistics	SL literacy; Contexts of learning	Access to University of Pittsburgh
Georgetown	Linguistics; SLA focus in other departments in addition to linguistics	PhD in Linguistics; MA in TESL; MA in Linguistics	18	Models of inter-language systems; Cognitive variables in SLA; Input, interaction and SLA	Georgetown University Round Table on Languages and Linguistics (annual conference)
Indiana University	Linguistics; Additional programs in TESOL and Applied	PhD in Linguistics; MA in Linguistics	14	Connectionist models; Language aptitude; L2 writing; Pragmatics	
Louisiana State University	Linguistics (interdepartmental across seven departments)	PhD in Linguistics; MA in Linguistics	16; five affiliated	Psycholinguistics; Applied French and Spanish linguistics	Language Variation Lab Speech Physiology and Acoustics Lab
McGill	Linguistics; PhD Language Acquisition Program	PhD in Linguistics; MA in Linguistics	12 in acquisition option with four in linguistics	Language impairment in bilinguals; Acquisition of derivational morphology; Acquisition of phonology;	
MIT	Linguistics and Philosophy	PhD in Linguistics	16	Universal Grammar	Publishes <i>MIT Working Papers in Linguistics</i>

Michigan State University	Second Language Studies	PhD in SLS	Eight core faculty; 23 affiliated	Language and the brain; language transfer; Adult language acquisition	English Language Center; Center for Language Education and Research; Less Commonly Taught Languages Program
Pennsylvania State University	Linguistics and Applied Language Studies Program (interdisciplinary)	PhD in Applied Linguistics; MA in TESL	21; seven affiliated	Second language processing; L2 pragmatics	Center for Language Acquisition
Rice	Linguistics	PhD in Linguistics	15; seven in related areas	Cognitive linguistics and foreign language teaching; Tense and aspect	
Simon Fraser University	Linguistics	PhD in Linguistics; MA in Linguistics	18 with six in applied	Phonetics; Computer-assisted language learning; First Nations languages	
University of Arizona	Second Language Acquisition and Teaching	PhD in SLA	Over 60 from 15 departments	L2 analysis; L2 use; L2 processing; L2 pedagogical theory	Publishes <i>Arizona Working Papers in SLA</i>
UCLA	Linguistics Applied Linguistics	PhD in Linguistics; PhD in Applied Linguistics; MA in Linguistics	20 in linguistics; four in applied; 17 associated	Cross-linguistic first and second language acquisition; Cognition in second language acquisition; Social and psychological factors in second language acquisition	FLARE (Forum for Language Acquisition Research Exchange); Phonetics Lab; Psycholinguistics lab

(continued)

Appendix 1 continued

Institution	Department/Program name(s)	Degree(s) offered	Number of faculty	Faculty research interests*	Special facilities or resources
University of Delaware	Linguistics; Interdepartmental Cognitive Science Program	PhD in Linguistics; MA in Linguistics	14; 23 in related areas	Syntax; Phonology	Five labs for study of language acquisition, processing and neurolinguistics
University of Florida	Various including Anthropology, English, Germanic and Slavic languages, Romance Languages, Communication Sciences and Disorders, and African and Asian languages	PhD in Linguistics; MA in Linguistics	26	Cross-cultural language use; SL discourse; Code-switching; Acquisition of tones	Institute for Advanced Study of Communication Processes; Language Learning Center
University of Georgia	Interdisciplinary Linguistics Program drawn from nine departments in College of Arts and Sciences and three from College of Education	PhD in Linguistics; MA in Linguistics	31	Theoretical basis of SLA	Linguistic Atlas Projects
University of Hawaii	Second Language Studies	PhD in SLA; MA in ESL; Advanced Graduate Certificate in SLS	28 (14 in department)	Interlanguage syntax; Japanese SLA; Child SLA	National Foreign Language Resource Center; Center for Second Language Research; Center for Advanced Language
University of Illinois at Champaign-Urbana	Linguistics; Multidisciplinary SLATE program	PhD in Linguistics; Certificate in SLATE	15 in Linguistics; 28 affiliated linguistics faculty in SLATE.	Psycholinguistics; Neurolinguistics	

University of Iowa	Foreign Language Acquisition, Research, and Education	PhD in SLA	20; nine in linguistics	Morphology, Syntax, Psycholinguistics
University of Kansas	Linguistics	PhD in Linguistics; MA in Linguistics	Eight	Phonology; Phonetic representations in SLA; Acquisition of verb argument structure
Université Laval	Languages, Linguistics, and Translation	PhD in Linguistics; MA in Linguistics	37; eight in SLA	Mid-America Linguistics Conference; Publishes <i>Kansas Working Papers in Linguistics</i>
University of Michigan	Linguistics (interdisciplinary)	PhD in Linguistics	29	Generative grammar; Psycholinguistics; Sociolinguistics
University of Oregon	Linguistics	PhD in Linguistics; MA in Linguistics	Eight	Syntax; Phonology
University of Ottawa	Linguistics	PhD in Linguistics; MA in Linguistics	11	Effects of age on acquisition of phonology; Acquisition of tone
University of Pittsburgh	Linguistics	PhD in Linguistics; MA in Linguistics	10 in linguistics; nine affiliated	Bilingualism; Neurolinguistics; Phonetics; Psycholinguistics
Université du Québec à Montréal	Linguistics and Language Teaching Methodology	PhD in Linguistics	31	Second language sentence processing; Interlanguage variability
				Access to Carnegie-Mellon; Language Processing and Acquisition Lab
				Intercultural; Communication; Acquisition of vocabulary
				Reading in L2

(continued)

Appendix 1 continued

Institution	Department/Program name(s)	Degree(s) offered	Number of faculty	Faculty research interests*	Special facilities or resources
University of South Carolina	Interdepartmental Linguistic Program drawn from seven departments including Anthropology, English, Languages, Literature and Cultures and Psychology	PhD in Linguistics; MA in Linguistics; Certificate in TEFL	Seven in SLA; 24 combined	Syntax; L2 writing; Foreign language acquisition	Second Language Research Group
University of Toronto	Linguistics	PhD in Linguistics; MA in Linguistics	12	Psycholinguistics; Bilingualism; Syntax	Ontario Institute for Studies in Education (OISE)
OISE/UT	Second Language Education Program	PhD in SLE	Seven core faculty		
University of Victoria	Linguistics	PhD in Linguistics; MA in Linguistics	19; eight adjunct	Indigenous languages of the Americas; Chinese as L2; L2 reading processes; Optimality Theory	
University of Washington	Linguistics	PhD in Linguistics; MA in Linguistics	14; 21 adjunct	Phonetics-phonology; Syntax; Morphology; Semantics	Speech and Hearing Sciences Lab; Language Learning Center
University of Wisconsin	English	PhD in English Language and Linguistics	Seven	Syntax; Phonology	

Note: * Research interests listed as areas within SLA when no specific research is mentioned.

Appendix 2 Student information

School	Requirements	Admitted	Support ^a	Tuition ^b	Deadline ^c	Contact
Boston University	MA in English, foreign language, Linguistics or related field			28,512/yr	Jan. 15	linguist@bu.edu www.bu.edu/linguistics/applied
Carnegie-Mellon	Proficiency in second language BA		Fellowship funding (must teach one course/semester)	28,200/yr	Feb. 1	Modlang-admissions@andrew.cmu.edu ml.hss.cmu.edu/ml/curriculum/ gradstudies/sla
Georgetown	BA	Fall only	Two university fellows/year; TA and RAships	25,728/yr	Jan. 2	lxgradprog@georgetown.edu www.georgetown.edu/departments/ linguistics
Indiana University	BA	13 in 2002		R 1836; N 7486	Jan. 15	lingdept@indiana.edu www.indiana.edu/~lingdept/~tesol
Louisiana State University	BA/BS 1000 GRE	Fall, summer and spring	Limited TA and RAships; Fellowships	R 1918; N 4568	Feb. 15	ramirez@lsu.edu www.artsci.lsu.edu/ling
McGill	BA in linguistics; 3.5 GPA	20% acceptance rate	RA, Taships, fellowships and fee waivers	R 2968; N 9691/yr	Jan. 15	gradprogram.linguistics@mcgill.ca www.arts.mcgill.ca/programs/linguistics
MIT	BA	Fall only	Limited funding	29,600/yr	Jan. 2	web.mit.edu/linguistics/www/program
Michigan State University	MA in linguistics or related field	Fall 2005	GAships: TA and RAships	R 2619; N 5303	Jan. 3	sis@msu.edu www.msu.edu/user/sls
Pennsylvania State University	BA		GAships: TA and RAships	R 5005; N 9915	Feb. 1	lals@lin.ufl.edu http://lals.la.psu.edu

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Appendix 2 continued

School	Requirements	Admitted	Support ^a	Tuition ^b	Deadline ^c	Contact
Rice	BA	Fall only	Stipend and tuition waiver	19,700/yr	Feb. 1	ling@rice.edu http://linguistics.rice.edu
Simon Fraser University	MA in Linguistics		Limited fellowships and TAships	4413/yr	Feb. 1	cjackson@sfu.ca www.sfu.ca/linguistics/
University of Arizona	MA; Prior language teaching experience		18 in 2002-03	R 12,644/yr	Feb. 1	azslat@u.arizona.edu www.coh.arizona.edu/slat/
UCLA	MA	7-10/yr Fall	Merit-based support; Fellowships; TA and RAships	R 6317; N 18807/yr	Dec. 15	lyn@humnet.ucla.edu www.linguistics.ucla.edu
University of Delaware	BA	Fall recommended	Assistantships and fellowships	R 7086; N 19,792/yr	Mar. 1 (Feb. 1 recommended)	stomioka@udel.edu www.ling.udel.edu
University of Florida	Proficiency in second language; BA		Fellowships; Limited assistantships	R 2463; N 9294	Jan. 1	jwubbel@lin.ufl.edu www.lin.ufl.edu
University of Georgia	BA; 1200 GRE	Fall for financial aid	Limited assistantships	R 1884; N 6645	Jan. 1	gradling@uga.edu www.linguistics.uga.edu
University of Hawaii	MA	Limit of 5/year Fall and Spring	TA and RAships	R 2232; N 5304	Feb. 1 for Aug.; Sept. 1 for Jan.	chaudron@hawaii.edu www.hawaii.edu/sls
University of Illinois at Champaign-Urbana	BA		Two fellowships for new students; 3 GAships; Limited TAships	R 6692; N 18,692	Jan. 15	deptling@uiuc.edu www.linguistics.uiuc.edu http://slate.lang.uiuc.edu SLATE@uiuc.edu

University of Iowa	MA; GPA 3.5; Know two languages	Fall only	Limited assistantships; Tuition fellowships	R 2844; N 7861	Mar. 1	linguistics@uiowa.edu www.uiowa.edu/~intl/ACAD/flarehome.html
University of Kansas	MA in linguistics	Fall and Spring	First year fellowships	R 4308; N 10638/yr	Dec. 1	linguistics@ku.edu www.linguistics.ku.edu
Université Laval	MA in Linguistics; Knowledge of French		Fellowships and research assistantships	3000	Mar. 1	lli@lii.ulaval.ca www.fl.ulaval.ca/lii/AugerP.htm
University of Michigan	BA	Fall only	5-year funding packages	R 6373; N 12,906	Jan. 1	linguistics@umich.edu www.lsa.umich.edu
University of Oregon	MA in linguistics	Fall	TAships	R 2986; N 4578	Feb. 1	delancey@darkwing.uoregon.edu http://logos.uoregon.edu
University of Ottawa	MA in linguistics; Knowledge of French		Financial aid for international students available	4,182	Feb. 15	lingdept@uottowa.ca www.arts.uottowa.ca/linguistique
University of Pittsburgh	MA in linguistics		Teaching fellowships and GAships	R 11,744; N 22,910/yr	Jan. 15	lingpitt@pitt.edu www.linguistics.pitt.edu
Université du Québec à Montréal	MA in Linguistics; Knowledge of French	Financial aid only in Fall	Some funding for international students	276/credit	Mar. 1	scilang@er.uqam.ca www.er.uqam.ca/nobel/linguist

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Appendix 2 continued

School	Requirements	Admitted	Support ^a	Tuition ^b	Deadline ^c	Contact
University of South Carolina	BA	Financial aid only in Fall	Limited GA and TAships	R 3105; N 8721	Jan. 15	linguistics@sc.edu www.cla.sc.edu/LING
University of Toronto; OISE/UT	MA in Linguistics		Guaranteed funding for doctoral students from internal and external awards; TAships; RAships	8983/yr	Jan. 15	lingdept@chass.utoronto.ca www.chass.utoronto.ca/linguistics/ gradstudy@oise.utoronto.ca www.oise.utoronto.ca
University of Victoria	MA in Linguistics		Some funding for all graduate students	1633	Jan. 15	linguist@uvic.ca Web.uvic.ca/ling/
University of Washington	MA		Limited funding for 1st year	R 2274; N 5515/ quarter	Feb. 15	phoneme@u.washington.edu http://depts.washington.edu/lingweb
University of Wisconsin	BA		Fellowships 1st year not eligible for TAships	R 3796; N 11,431	Dec. 20	jjdrummy@wisc.edu www.wisc.edu/English/html

Notes: a TA = Teaching Assistant; RA=Research Assistant; GA = Graduate Assistant; b R=Resident, N = Nonresident; tuition is per semester unless otherwise noted; tuition for Canadian universities is given in Canadian dollars; c Deadline given for fall admission and financial aid; deadlines may be later if not applying for financial aid.