

Graduate Programs

POSTED 10/30/20

- **The Department of Cognitive, Linguistic, and Psychological Sciences (CLPS) at Brown University**

The Department of Cognitive, Linguistic, and Psychological Sciences (CLPS) at Brown University invites qualified applicants to apply to our Ph.D. programs for the 2021-2022 academic year. Located in Providence, Rhode Island -- a vibrant, affordable city close to Boston and New York -- Brown University offers interdisciplinary training in developmental science in state-of-the-art facilities. Successful applicants are guaranteed five years of full tuition, stipend, summer funding, and research and travel support.

The following faculty are available to train graduate students:

- **Daphna Buchsbaum** studies how children, as well as adults and non-human animals (such as dogs) develop a sophisticated understanding of both the physical and social world from relatively sparse and ambiguous information. <http://www.cocodevlab.com/>
- **Roman Feiman** studies conceptual development, language acquisition, and experimental semantics and pragmatics. His focus is on compositional meaning in language and thought. <https://sites.brown.edu/bltlab/>
- **James Morgan** investigates cognitive and environmental underpinnings of early language acquisition, with particular focus on speech perception and spoken word recognition. <http://babies.brown.edu/>
- **David Sobel** examines the development of reasoning and social cognition in both formal and informal learning environments. Topics of interest include causal and scientific reasoning, children's social cognition, selective learning, and learning from parent-child interaction. <https://www.brown.edu/research/labs/causality-and-mind/>

The CLPS department is home to several cutting-edge methodologies. Resources include:

- Eye tracking and 3D manual reach tracking
- Mobile infant laboratory for community testing
- Strong connections with Providence Children's Museum for on-site research and dissemination

For more information about the CLPS graduate program or to apply go to <http://www.brown.edu/Departments/CLPS/graduate>.

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- **Doctoral Program in Psychology, Developmental Psychology Training Area, The Graduate Center, City University of New York**

The Psychology Ph.D. program at the Graduate Center of the City University of New York invites applications to the **Developmental Psychology training area** for Fall 2021. Students accepted into the Developmental Psychology program represent a variety of undergraduate specializations including (but not limited to) psychology, education, linguistics, philosophy, literature, anthropology, sociology, and the natural sciences. Applicants to the Graduate Center must have earned a Bachelor's degree or equivalent from an accredited institution. An undergraduate major in psychology is not necessary for admission, but undergraduate courses in experimental psychology (or research methods) and statistics are required. All applicants must submit transcripts from all undergraduate and graduate institutions, a resume, letters of recommendation, and a personal statement of interests. *The GRE requirement is suspended for this application cycle.* The deadline for fall admissions is **December 1**, and interested students should apply to the Developmental Psychology training area. More information about applying can be found here: <https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Admissions>

Please direct any questions about our Ph.D. program to Dr. Lana Karasik, Admissions Chair Lana.Karasik@csi.cuny.edu or Professor Anna Stetsenko, Training Area Head, at AStetsenko@gc.cuny.edu.

We encourage you to contact the PI directly. Faculty who specialize in cognitive development include:

Dr. Sarah Berger – Dr. Berger studies the relation between cognitive and motor development, specifically how changing motor expertise shapes infants' problem-solving abilities and how cognition-action trade-offs reflect organization of attention in infancy. Another line of work examines the impact of sleep on motor problem solving in infancy.

Website: <https://csichildlab.wixsite.com/csichildlab>
Email: sarah.berger@csi.cuny.edu

Dr. Patricia Brooks – Dr. Brooks explores learning and development over the lifespan. One line of research examines individual differences in first language acquisition in children and second language learning in adults and focuses on how the input may be structured to promote learning. A second line of research explores ways to enhance student learning in college classrooms, especially with regards to supporting the development of media literacy and critical thinking skills.

Website: https://www.researchgate.net/profile/Patricia_Brooks3
Email: patricia.brooks@csi.cuny.edu

Dr. Kristen Gillespie-Lynch – Dr. Gillespie-Lynch uses a multi-method approach to investigate strengths and difficulties associated with autism across the lifespan. In collaboration with autistic people, she develops interventions to transform societal misconceptions about autism and help autistic people succeed. These supports include autism trainings that have been associated with decreased stigma and increased knowledge internationally, a participatory

mentorship program for autistic college students, and a summer game design program to help autistic teenagers develop job skills.

Website: https://www.researchgate.net/profile/Kristen_Gillespie-Lynch

Email: kristen.gillespie@csi.cuny.edu

Dr. Lana Karasik – Dr. Karasik studies the social and cultural factors that shape infant development. She examines how cultural beliefs, expectations about child development, and childrearing practices in and outside of the U.S. shape infants' daily experiences, and in turn, affect when infants acquire skills—manipulating objects, sitting, crawling, and walking—and how those skills change infants' social interactions and learning. To answer these questions, data are collected from caregivers using surveys, interviews, and observational measures and from infants using standard tasks and naturalistic assessments. Studies are conducted in the U.S. and abroad.

Website: www.karasiklab.org

Email: lane.karasik@csi.cuny.edu

Dr. Yana Kuchirko – Dr. Kuchirko examines sociocultural contexts of child development. In one line of research, she uses a variety of methods (interview, survey, observational) to focus on how children's early experiences in their everyday settings (home, neighborhood, school) vary across different cultural communities and relate to later educational outcomes. In a second line of research, she draws upon critical race theory to challenge majoritarian narratives about educational disparities and highlight the funds of knowledge that minoritized children bring to school settings.

Website: www.culturelabbc.com

Email: yana.kuchirko@brooklyn.cuny.edu

Dr. Jennifer Wagner – Dr. Wagner's work examines social and cognitive development in infants and young children using eye-tracking, physiological responses (pupillometry, cardiac measures, skin conductance), and neural measures. This work spans typically-developing children as well as those at risk for later developmental difficulties, such as infant siblings of children with autism. Recent work in Dr. Wagner's lab with infants at high and low risk for autism is looking at relations between social attention and physiological responding in the first year of life and asking whether these early markers might be predictive of later social and emotional development and adaptive functioning.

Website: <http://www.csibabylab.com>

Email: jennifer.wagner@csi.cuny.edu

Additional faculty in the Developmental Psychology training area study a broad range of topics using a variety of measures, and more information can be found at our website:

<https://developmentalpsychology.ws.gc.cuny.edu/faculty/>

The Graduate Center is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate Center prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY's historic mission of educating the "children of the whole people," we work to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education.

- **PhD positions in language at the University of Arizona**

Several language faculty in the Departments of Psychology and Speech Language and Hearing Sciences at the University of Arizona (<https://psycholinguistics.sites.arizona.edu/>) are soliciting applications for PhD students to begin in the fall of 2021.

A PhD position is available at the Cognitive Neuroscience of Language Laboratory (website: <https://neurolang.lab.arizona.edu/>) directed by Dr. Vicky Lai within the Department of Psychology. Our current research focuses are figurative language, emotional language, and the interface between the two, across the life span. We primarily use ERP and fMRI methods, though other techniques such as TMS (MR compatible), pupillometry, and machine learning are available through collaborations with other faculty in Psychology, Biomedical Engineering, and School of Information. Interested applicants should contact Dr. Vicky Lai at tzuyinlai@arizona.edu and apply here <https://psychology.arizona.edu/academics/apply-graduate-program> by **December 1, 2020**.

A PhD position is available in the Child Cognition Lab (<https://www.childcognitionlab.arizona.edu>) directed by Dr. Rebecca Gomez. Our current research focuses on infant and child language acquisition at the interface of language and cognitive processes. I am particularly interested in how language acquisition changes as children acquire knowledge of language and as memory abilities develop. Specific areas of interest are statistical learning and word learning. See our publications here <https://psychology.arizona.edu/users/rebecca-gomez>. Interested applicants should contact Dr. Rebecca Gomez at rgomez@arizona.edu and apply here <https://psychology.arizona.edu/academics/apply-graduate-program> by **December 1, 2020**.

A PhD position is available at the Language and Neuroimaging Research Laboratory directed by Dr. Aneta Kielar (website: <http://akielar.faculty.arizona.edu/>) within the Department of Speech

Language and Hearing Sciences. The focus of the laboratory is neural basis of language and neurogenic language disorders. We conduct multidisciplinary research that spans several areas including cognitive neuroscience, linguistics and cognitive science. Successful candidates will have an opportunity to conduct research using high density EEG system, fMRI and rTMS. Interested applicants should contact Dr. Aneta Kiear at akielar@email.arizona.edu and apply here <https://apply.grad.arizona.edu/users/login>. More information about PhD Program can be found here: <https://slhs.arizona.edu/students/phd-program>. The application deadlines are **February 1st, 2021** for the Fall semester and September 1st for the Spring Semester.

The University of Arizona is committed to meeting the needs of its multi-varied communities by recruiting diverse faculty, staff, and students. The University of Arizona is an EEO/AA-M/W/D/V Employer. As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds.

Tucson has been rated “the most affordable large city in the U.S.” and was the first city in the US to be designated as a WorldCity of Gastronomy by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). With easy access to both a vibrant arts and culture scene and outdoor activities ranging from hiking to rock climbing to birdwatching, Tucson offers a bit of something for everyone.

- **PhD positions at the University of Colorado Boulder**

The lab of Dr. Albert Kim of the University of Colorado-Boulder (<https://www.colorado.edu/lab/kimlab/>) announces openings for Ph.D. students. This message solicits applications for a student who would join a collaborative initiative with Dr. Jared Novick of the University of Maryland, which combines EEG and eye-tracking methods to investigate the role of attention and cognitive control in sentence processing. The student would be supported by a National Science Foundation award entitled "Direct Impacts of Executive Functions on Language Comprehension: Evidence from Eye Movements and Electrophysiology". The student on this project would be based at CU Boulder and primarily advised by Dr. Kim but would interact frequently with and receive methodological and theoretical training from Dr. Novick and other team members who are based in Maryland.

In addition to the project described above, we also encourage applications from students with interests other aspects of the Kim Lab's research, including the role of prediction in language comprehension, individual differences in sentence processing, and the neurocognitive mechanisms of human language generally.

Prospective students should apply to the Ph.D. program in the Cognitive Area of The

Department of Psychology & Neuroscience, at CU Boulder, selecting Dr. Kim as primary mentor. Deadline for application is **December 1, 2020**. See here for more information about the application process: <https://www.colorado.edu/cognitive-psychology/graduate-study/prospective-students>

- **PhD Program in Speech-Language-Hearing Sciences at CUNY's Graduate Center**

The Ph.D. Program in Speech-Language-Hearing Sciences at the Graduate School and University Center of the City University of New York invites students to apply for the 2021-2022 academic year. Attached and below you find an informational flyer about our program. The application deadline is **January 1st, 2021**. The doctoral program is designed to prepare scholars and researchers to contribute to the field of human communication and its disorders. Program requirements include coursework, laboratory experience, and research activities under the supervision of our internationally recognized faculty (Mira Goral, Brett Martin, Klara Marton, Loraine K. Obler, Richard G. Schwartz, Valerie Shafer, Douglas Whalen, among others). We offer our students various 5-year fellowship packages. More information is available on our website: <http://www.gc.cuny.edu/SLHSciences>.



The City University of New York, The Graduate Center



Pursue Your Doctorate

at the Ph.D. Program in
**Speech-Language-Hearing
Sciences**
in the Heart of
Midtown Manhattan

What Distinguishes Our Program

State-of-the-Art Research Facilities and Instrumentation:
Electrophysiology, Eye Tracking, Functional MRI, Otoacoustic Emissions, Ultrasound

Broad Spectrum of Research Interests: Aging, Aphasia, Autism, Bilingualism, Central Auditory Processing, Cochlear Implants, Cognition, Dyslexia, Endangered Languages, Hearing Loss, Language Development, Specific Language Impairment

Collaborative Ties with other Universities and Institutes:
NYU, Boston VA Aphasia Research Center, Columbia University, Center for Multilingualism Across the Lifespan at the University of Oslo, University of Warsaw, University of Eichstätt-Ingolstadt, Montefiore Hospital, Haskins Laboratories, & others

Laboratories

Audiology & Auditory Evoked Potentials: Dr. Brett Martin
Child Language: Dr. Richard Schwartz
Cognition & Language: Dr. Klara Marton
Developmental Neurolinguistics: Dr. Valerie Shafer
Hearing Science: TBD
Neurolinguistics: Dr. Loraine K. Obler
Speech Perception & Production: Dr. Douglas H. Whalen





What Distinguishes Our Students

Teaching Opportunities at the Undergraduate and Master's level at over 20 CUNY Colleges: (e.g., Brooklyn, Lehman, Queens)

Multi-Cultural Backgrounds: Our students come from the U.S., Europe, Asia, South America, Middle East, Africa, and other locales

Doctoral Research Awards: From National Science Foundation, National Institutes of Health, American Speech-Language-Hearing Association, Autism Speaks, & others

Alumni hold Faculty and Postdoctoral Positions at Prestigious Institutions: CUNY, Teacher's College, Weil-Cornell Medical College, St. John's University, MIT, Northwestern University, Eye and Ear Institute, & others



Faculty

 Mira Goral Executive Officer/Professor	 Richard Schwartz Presidential Professor
 Brett Martin Associate Professor	 Valerie Shafer Professor
 Loraine K. Obler Distinguished Professor	 Douglas H. Whalen Distinguished Professor

Doctoral Faculty include: Dr. Alison Behrman, Dr. Jason Bishop, Dr. Dianne Bradley, Dr. Patricia Brooks, Dr. Peggy Conner, Dr. Linnea Ehri, Dr. Nancy Eng, Dr. Eva Fernandez, Dr. Stanley Belfand, Dr. Sima Gerber, Dr. Simon Hennis, Dr. John Locke, Dr. Michelle MacRoy-Higgins, Dr. Klara Marton, Dr. Robert Melara, Dr. Michael Newman, Dr. Lucas Ferra, Dr. Liat Szegler-Gardner, Dr. Shlomo Silman, Dr. Carol Silverman, Dr. Vivien Tarterer, Dr. Ofer Tchernichovski, Dr. Virginia Valian, Dr. Suzanne van der Feest, Dr. Barbara Weinstein

Contact Us

Address: 365 5th Avenue, New York, NY 10016
Phone: 212-817-8800
Email: speech@gc.cuny.edu
Website: <http://www.gc.cuny.edu/SLHSciences>
Application Deadline: January 1



- **PhD positions in Bilingualism, Language and Cognitive at the University of Texas at El Paso**

The [Language Acquisition and Bilingualism](#) concentration of the University of Texas at El Paso (UTEP) seeks highly qualified applicants for our Ph.D. program in Psychology for Fall 2021. The concentration includes five core faculty members in Psychology, as well as three core faculty members in Linguistics, and affiliated faculty members in Speech Language Pathology. Our programs of research cover various aspects of cognition, including **language and bilingualism, memory and attention**. Furthermore we examine these processes *across the lifespan*, from childhood to late adulthood. Our [research laboratories](#) incorporate a variety of techniques, including response time and error rate analysis, standardized assessments, eye tracking, ERP, acoustic analysis, and audiometric measures. We also implement a variety of advanced analytic techniques.

The Ph.D. program provides world-class training in experimental approaches to theoretical and applied research problems. Our Ph.D. students are fully funded with teaching assistantships, research assistantships, and/or fellowships. UTEP is located on the U.S.-Mexico border and offers a unique bicultural and bilingual environment. (Read: if you are interested in Bilingualism, UTEP is the place to be!) El Paso is an up-and-coming, but still inexpensive, safe, and sunny place to live.

Interested candidates are encouraged to contact individual faculty members for informal inquiries. Admission requirements can be found [here](#), and the application can be found [here](#).

[Cognition and Aging Lab](#), directed by **Dr. Ashley Bangert** (asbangert2@utep.edu), studies the mechanisms of timing, attentional control and event cognition, the impact of normal and pathological aging on cognition and learning, individual differences and processes that mitigate age-related declines, and the relationships between timing, action, and cognition.

[Bilingual Cognition Lab](#), directed by **Dr. Wendy Francis** (wfrancis@utep.edu), studies the functional organization of bilingual memory, transfer processes in human memory, the representation of and access to words and concepts in long-term memory, and the impact of working in <https://sites.google.com/view/languageandcommunicationlab> a less fluent language on memory performance.

[Language and Communication Lab](#), directed by **Dr. Iva Ivanova** (imivanova@utep.edu), studies bilingualism, language production, language comprehension, conversation, and working memory. Current projects focus on how bilinguals mimic each other's words in each of their two languages in dialogue (bilingual lexical alignment), how we understand ungrammatical sentences, how bilingual speakers control their two languages, and to what extent producing language involves working memory.

The Children's Learning Project directed by **Dr. Christine Potter** (cepotter2@utep.edu) studies the role of experience in early language development in domains such as speech perception, statistical learning, and early word knowledge. Using a variety of behavioral and observational approaches (e.g., eye-tracking, preferential looking, and interactive tasks), we explore learning

across different communities and environments, including bilingual infants, toddlers, and adults.

PROBAR (Psycholinguistic Research On Bilingualism and Reading) Lab, directed by [Dr. Ana Schwartz \(aischwartz@utep.edu\)](#), studies bilingual reading with an emphasis on the cognitive interactions that uniquely shape bilingual reading proficiency. The lab applies eye-tracking methods as well as educational/classroom research to further our understanding of how literacy develops across two languages.

- **FULLY FUNDED FOUR-YEAR PHD STUDENTSHIPS: University of Edinburgh**

UKRI CENTRE FOR DOCTORAL TRAINING IN NATURAL LANGUAGE PROCESSING

Based at the University of Edinburgh: in conjunction with School of Informatics and School of Philosophy, Psychology and Language Sciences.

Applications are now sought for the CDTs third Cohort of students to start in September 2021. Deadlines:

Non UK : **27th November 2020**

UK : 29th January 2021

The CDT in NLP offers unique, tailored doctoral training comprising both taught courses and a doctoral dissertation over four years. Each student will take a set of courses designed to complement their existing expertise and give them an interdisciplinary perspective on NLP. The studentships are fully funded for the four years and come with a generous allowance for travel, equipment and research costs. The CDT brings together researchers in NLP, speech, linguistics, cognitive science and design informatics from across the University of Edinburgh. Students will be supervised by a world-class faculty of over 60 supervisors and will benefit from cutting edge computing and experimental facilities, including a large GPU cluster and eye-tracking, speech, virtual reality and visualisation labs. The CDT involves a number of industrial partners, including Amazon, Facebook, Huawei, Microsoft, Naver, Toshiba, and the BBC. Links also exist with the Alan Turing Institute and the Bayes Centre.

A wide range of research topics fall within the remit of the CDT:

- * Natural language processing and computational linguistics
- * Speech technology
- * Dialogue, multimodal interaction, language and vision
- * Information retrieval and visualization, computational social science
- * Computational models of human cognition and behaviour, including language and speech processing
- * Human-Computer interaction, design informatics, assistive and educational technology
- * Psycholinguistics, language acquisition, language evolution, language variation and change

* Linguistic foundations of language and speech processing.

The next cohort of CDT students will start in September 2021 and is now open for applications. Around 12 studentships are available, covering maintenance at the research council rate^ (currently £15,285 per year) plus tuition fees.

Studentships are open to all nationalities and we are particularly keen to receive applications from women, minority groups and members of other groups that are underrepresented in technology. Applicants in possession of other funding scholarships or industry funding are also welcome to apply – please provide details of your funding source on your application.

Applicants should have an undergraduate or master's degree in computer science, linguistics, cognitive science, AI, or a related discipline; or have a breadth of relevant experience in industry/academia/public sector, etc. Further details, including the application procedure, can be found at: <http://web.inf.ed.ac.uk/cdt/natural-language-processing>

Also check out the PhD program in the Institute for Language, Cognition, and Computation, which includes a variety of topics in computational cognitive science. Details at <http://web.inf.ed.ac.uk/ilcc/study-with-us/studentships/linguistics-speech-technology-cognitive-science>

-- Application Deadlines --

Early application is encouraged but completed applications must be received at the latest by: 27th November 2020 (non UK applicants) or 29th January 2021 (UK applicants).

-- CDT in NLP Open Day --

Find out more about the programme by attending the PG Virtual Open Week 9-13 November when the CDT in NLP will be hosting an event – date/time to be advised.

You can join our postgraduate events mailing list at:

<https://www.ed.ac.uk/studying/postgraduate/open-days-events-visits/open-days/postgraduate-virtual-open-days>

-- Enquiries --

Please direct any enquiries to the CDT admissions team at: cdt-nlp-info@inf.ed.ac.uk.

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- **The University of Oslo (UiO) is now accepting international applications for its Master's programme in Linguistics.**

The two-year master's programme in linguistics at the University of Oslo specializes in general linguistics, covering a variety of theoretical orientations, and including foci on typology, theoretical syntax, formal semantics and pragmatics, experimental phonetics and phonology, language contact and language change (historical linguistics). Methodologically,

it incorporates a range of different approaches, including fieldwork and elicitation techniques, language documentation, linguistic anthropology, psycholinguistic experimentation, and corpus linguistics. The department has also recently established a research group on 'super linguistics', the application of linguistic methodology to objects of study beyond natural language (including gestures, emoji, and dance). Regional foci of research within the department include the Pacific region, the Indian subcontinent, Ethiopia, the languages of Scandinavia, and languages of North America; students are particularly encouraged to carry out projects that combine theoretical questions with empirical data, as well as projects that involve the theoretical analysis of lesser-described languages.

More information on the Master's programme can be found at:

<<https://www.uio.no/english/studies/programmes/linguistics-master/>>

Check your admission requirements by following this link:

<<https://www.uio.no/english/studies/programmes/linguistics-master/admission/>>

*** Tuition fees ***

The MA programme in Linguistics is free of charge, also for international students.

(Please note that the University of Oslo has an obligatory semester fee of approx. 75 Euro for all of its students, which includes membership in the student welfare organisation SiO.)

*** Application deadlines ***

Non-EU/EEA applicants: **1 December 2020**

EU/EEA/Swiss applicants: 1 March 2021

Nordic citizens: 15 April 2021

The study programme starts in August 2021.

*** Contact ***

For further information about the academic programme, please visit our website (above) or contact the linguistics programme coordinator: Prof. Patrick Georg Grosz

<p.g.grosz@iln.uio.no>

For further information about the admission requirements, please contact:

frontoffice@iln.uio.no

POSTED 10/16/20

- **University of Illinois at Chicago recruiting PhD student(s) in Hispanic Linguistics and Cognitive Psychology**

Kara Morgan-Short is recruiting 1-2 new PhD students to begin working with her next year. If you are interested in applying to PhD programs to study linguistic and cognitive aspects of second language acquisition using behavioral and/or event-related potential methods, reach out to Professor Morgan-Short. She can accept PhD students either in Hispanic Linguistics or Cognitive Psychology. The Hispanic Linguistics program also offers a MA degree. All programs offer teaching assistantships to students, which cover their tuition and provide a 9-month stipend and benefits. Students should also take a look at the research of the other fantastic faculty research in these programs.

Interested students can learn more about her lab's research here:

<https://hip.uic.edu/profiles/morgan-short-kara/>

For more information on the programs in Hispanic Linguistics, see:

<https://hip.uic.edu/programs/span/acad/grad/>

For more information on the program in Cognitive Psychology, see:

<https://psch.uic.edu/academics/graduate-studies/>

- **SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders (JDP-LCD)**

We are now accepting applications for our Ph.D. program. Admissions information (and deadlines) can be found on our website at <http://slhs.sdsu.edu/phd/admissions/application/>

The **SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders** (JDP-LCD) is designed to educate a new generation of scientists who are interested in applying state-of-the-art research skills to the study of language and communicative disorders. Our interdisciplinary program, the only program of its kind in California, provides training in normal (spoken and signed) language, language disorders, multilingualism, and in the neural bases of language learning, use, and loss. Our doctoral program ranked fourth on the Faculty Scholarly Productivity Index rankings compiled by Academic Analytics and released by The Chronicle of Higher Education in 2007. The National Research Council (NRC) ranked our doctoral program among the top ten in the nation in their most recent rankings. The majority of our graduates hold university faculty positions or research scientist positions in labs here in the US and abroad.

GOALS:

1. To provide doctoral training in the study of language and communicative behavior with an interdisciplinary focus that integrates state-of-the-art knowledge from the fields of

communicative disorders, cognitive science, neurosciences, psychology and linguistics represented by the expertise of core faculty from SDSU and UCSD.

2. To prepare professionals, educated in the interface between behavioral and cognitive neuroscience methodologies, who will provide critical leadership in research and health services.

3. To prepare Ph.D.-level scientists in the field of language and communicative disorders to serve as faculty in university programs and scientists in a variety of settings to carry out much-needed research on the processes of language development, disorders, assessment and intervention.

4. To prepare researchers to carry out much-needed research in communicative behavior and disorders in bilingualism.

ASHA CLINICAL CERTIFICATION:

Although this is a research Ph.D. program, the School of Speech, Language, and Hearing Sciences at SDSU offers a separate clinical graduate program in Speech-Language Pathology. It may be possible to complete a CF or obtain academic and clinical training concurrently with doctoral studies. Access to clinical training is not automatic nor is it guaranteed.

RESOURCES AND SUPPORT:

Our program at SDSU resides in a clinical, research, and academic building with state-of-the-art Speech-Language and Audiology clinics, high-tech labs, and great instructional facilities. These resources, combined with the outstanding facilities at UCSD, provide doctoral students with the best possible training environment. Several different funding sources are used to support doctoral students including program scholarships, graduate assistantships, in-state and out-of-state fee support, and faculty grants. Some doctoral students receive funding from our NIH doctoral training grant (NIDCD T32 DC00731) "[Neurocognitive Approaches to Communication Disorders \(2017-2022\)](#)". Contact [Dr. Tracy Love](#) for more information regarding this training grant.

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- **Fully funded four-year PhD studentships in Natural Language Processing at University of Edinburgh**

UKRI CENTRE FOR DOCTORAL TRAINING IN NATURAL LANGUAGE PROCESSING

Based at the University of Edinburgh: in conjunction with School of Informatics and School of Philosophy, Psychology and Language Sciences.

Deadlines:

v Non UK : **27th November 2020**

v UK : **29th January 2021**

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The CDT brings together researchers in NLP, speech, linguistics, cognitive science and design informatics from across the University of Edinburgh. Students will be supervised by a world-class faculty of over 60 supervisors and will benefit from cutting edge computing and experimental facilities, including a large GPU cluster and eye-tracking, speech, virtual reality and visualisation labs.

The CDT involves a number of industrial partners, including Amazon, Facebook, Huawei, Microsoft, Naver, Toshiba, and the BBC. Links also exist with the Alan Turing Institute and the Bayes Centre.

A wide range of research topics fall within the remit of the CDT:

- Natural language processing and computational linguistics
- Speech technology
- Dialogue, multimodal interaction, language and vision
- Information retrieval and visualization, computational social science
- Computational models of human cognition and behaviour, including language and speech processing
- Human-Computer interaction, design informatics, assistive and educational technology
- Psycholinguistics, language acquisition, language evolution, language variation and change
- Linguistic foundations of language and speech processing.

Around 12 studentships are available, covering maintenance at the research council rate[^] (currently £15,285 per year) plus tuition fees.

Studentships are open to all nationalities and we are particularly keen to receive applications from women, minority groups and members of other groups that are underrepresented in technology. Applicants in possession of other funding scholarships or industry funding are also welcome to apply – please provide details of your funding source on your application.

Applicants should have an undergraduate or master's degree in computer science, linguistics, cognitive science, AI, or a related discipline; or have a breadth of relevant experience in industry/academia/public sector, etc.

Further details, including the application procedure, can be found at: <https://edin.ac/cdt-in-nlp>

CDT in NLP Open Day

Find out more about the programme by attending the PG Virtual Open Week 9-13 November when the CDT in NLP will be hosting an event – date/time to be advised. Click [here](#) to join mailing list.

Enquiries

Please direct any enquiries to the CDT admissions team at: cdt-nlp-info@inf.ed.ac.uk. Visit <https://www.ukri.org/skills/funding-for-research-training/> for more information.

- **PhD Positions, Learning Theory and Speech Timing (University of Oregon Linguistics)**

The University of Oregon Department of Linguistics and Spoken Language Research Laboratories are looking for new PhD students to begin in fall 2021. Positions are available in the Speech & Language Lab (<https://spl.uoregon.edu>) and the Usage-based Linguistics Lab (<https://blogs.uoregon.edu/ubl原因/pubs/>) to work on speech timing patterns and computational learning theory (respectively) from a usage-based perspective. Those interested in computational learning theory should contact Dr. Vsevolod (Volya) Kapatsinski at vkapatsi@uoregon.edu. Those interested in speech timing patterns should contact Dr. Melissa (Lisa) Redford at redford@uoregon.edu.

The Department of Linguistics funds PhD positions for five years through a combination of instructional and research assistantships. Applicants should hold a Bachelor's or Master's degree in a relevant area of cognitive science (Linguistics, Psychology, Computer Science, Cognitive Science). Statistical and computational skills are a plus.

*The application deadline is **December 1, 2020***

(<https://blogs.uoregon.edu/ubl原因/pubs/>)

GRE scores are optional this year

The Spoken Language Research Laboratories provide students with extensive shared experimental facilities. These include access to a subject pool (shared with Psychology), nine behavioral test stations equipped with E-prime and serial port button boxes, an SR Research Eyelink 1000 eyetracker, two sound booths with recording equipment, a dyadic interaction facility, and two child testing rooms equipped with recording equipment and high-speed video cameras.

The Department of Linguistics and the Spoken Language Research Laboratories are proud to have developed outstanding faculty strength in laboratory phonology, corpus linguistics and experimental linguistics, in addition to the department's traditional strength in language description and historical-functional syntax. Aside from the labs mentioned above, the SLRL currently include the following:

- Dr. Melissa Baese-Berk, specializing in second language speech perception and production (<https://www.speechperceptionproductionlab.com/>)

- Dr. Kaori Idemaru, specializing in phonetic cue weighting and statistical learning (<https://lts.uoregon.edu/faculty/kaori-idemaru>)
- Dr. Tyler Kendall, specializing in sociophonetics and corpus development (<https://blogs.uoregon.edu/lvclab/>)
- Dr. Charlotte Vaughn, specializing in the perception of sociophonetic variation and perceptual learning (<https://pages.uoregon.edu/cvaughn/research.html>)

Researchers at the SLRL work closely and may co-advise students with other faculty in the linguistics department, including Prof. Eric Pederson (gesture), Prof. Kris Kyle (corpus linguistics, natural language processing, second language lexicogrammatical development) and language description/documentation specialists (Profs. Daniels, Gildea, Payne, Perez Baez). The collaborative culture at the UO is illustrated by external collaborations between SLRL members and faculty in psychology and neuroscience, including Profs. Dare Baldwin and Caitlin Fausey (first language acquisition) in the Department of Psychology, and Profs. Santiago Jaramillo and Michael Wehr (auditory neuroscience in rodents).

The Department of Linguistics has a vibrant research community, with 25 current PhD students, weekly working groups on Cognitive and Experimental Linguistics, and on Language documentation & revitalization, as well as a weekly colloquium series. The Department is also characterized by exceptional collegiality exemplified by our weekly Beverages for Linguists gatherings.

- **PhD program in Purdue Speech, Language, and Hearing Sciences**

The [Department of Speech, Language, and Hearing Sciences \(SLHS\) at Purdue University](#) invites applications for our Ph.D. program. The Purdue SLHS program is among the largest and highest-ranked of its kind and is home to leading research faculty, outstanding facilities and resources, and, *most importantly, a supportive training environment for our graduate scholars.*

Faculty engage graduate scholars in interdisciplinary research on normative and disordered processes in speech, language, voice, swallowing, and hearing. Doctoral students are fully funded through a variety of sources including, individual fellowships (at the university and national level), our [NIH training grants](#), research assistantships, and teaching assistantships. Students receive individually-tailored training for academic careers, and our program has placed nearly all of its recent graduates in academic and postdoctoral positions following their degree.

Prospective applicants are encouraged to contact potential faculty mentor(s) directly. [Visit this document](#) for individual faculty who are recruiting this year. Application instructions can be accessed [here](#). Applicants should apply by **December 1st** to ensure fullest consideration for funding.

We are committed to preparing the next generation of scientists that reflects the diversity of our national and global community. We welcome applicants from diverse and under-represented backgrounds, broadly construed.

- **Georgia Tech**

Hsiao-Wen Liao, Ph.D., Assistant Professor of Psychology at Georgia Tech, is recruiting PhD students for Fall 2021. Students will be funded through teaching assistantship. This year, she is am looking for students who are interested in imagery induction research using VR (students with some knowledge an experiences in programming and VR research are preferred), socioemotional determinants of health in older adults with MCI, or lifespan development of motivation in immigrants. Visit the lab website (<https://sites.gatech.edu/laolab/>) for more information. Students are encouraged to get in touch with Dr. Liao via email at liao@gatech.edu for questions and to learn more about projects under development and future directions.

POSTED 9/22/20

- **USC Keck School of Medicine Master of Science in Narrative Medicine program**

The Narrative Medicine program is a one-year (on campus) program designed to strengthen and to reshape the ways institutions and individuals understand the relationships among clinical medicine, public health, and social justice, as well as to reaffirm and learn from the intimate, interpersonal experiences of the clinical encounter.

The MS in Narrative Medicine program is not only an excellent gap year option for pre-health students who have a strong foundation in the sciences, but it is also a unique opportunity for students in the humanities, arts, and social sciences who are interested in the ethical implications of narrative and storytelling for individual and community wellness and the clinical encounter between doctor and patient.

The program will:

- Provide practical experience in applying narrative medicine principles through community outreach and service, thus fostering the principles of social justice and inclusivity.
- Train students to implement narrative methods in medical education, training, and practice, as well as in fields outside of healthcare.

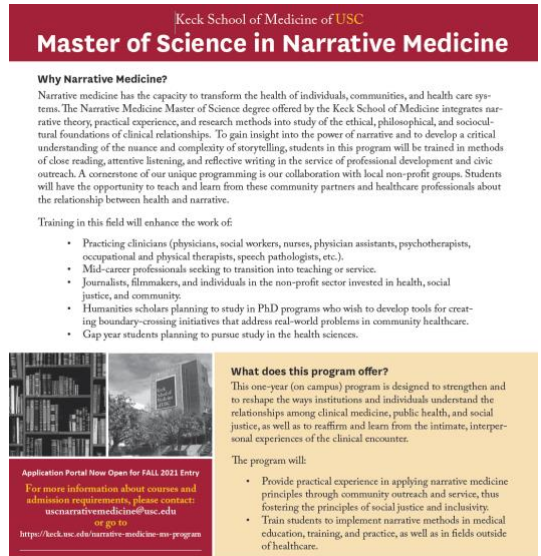
The Keck School of Medicine of USC MS in Narrative Medicine program is now available via the Progressive Degree pathway.

Current USC juniors and seniors with a 3.2 GPA or higher may apply for the MS degree in Narrative Medicine via the Progressive Degree Program pathway. Please see Progressive Degree information attached.

For those unfamiliar with narrative medicine, this Ted Talk by Dr. Rita Charon, founder and originator of the field, provides some insight.

<https://youtu.be/24kHX2HtU3o?t=280>

Please visit our website at keck.usc.edu/narrativemedicine/ for more information. Email us at uscnarrativemedicine@usc.edu for more information and to sign up for future virtual information sessions.



Keck School of Medicine of USC
Master of Science in Narrative Medicine

Why Narrative Medicine?
Narrative medicine has the capacity to transform the health of individuals, communities, and health care systems. The Narrative Medicine Master of Science degree offered by the Keck School of Medicine integrates narrative theory, practical experience, and research methods into study of the ethical, philosophical, and sociocultural foundations of clinical relationships. To gain insight into the power of narrative and to develop a critical understanding of the nuance and complexity of storytelling, students in this program will be trained in methods of close reading, attentive listening, and reflective writing in the service of professional development and civic outreach. A cornerstone of our unique programming is our collaboration with local non-profit groups. Students will have the opportunity to teach and learn from these community partners and healthcare professionals about the relationship between health and narrative.

Training in this field will enhance the work of:

- Practicing clinicians (physicians, social workers, nurses, physician assistants, psychotherapists, occupational and physical therapists, speech pathologists, etc.).
- Mid-career professionals seeking to transition into teaching or service.
- Journalists, filmmakers, and individuals in the non-profit sector invested in health, social justice, and community.
- Humanities scholars planning to study in PhD programs who wish to develop tools for creating boundary-crossing initiatives that address real-world problems in community healthcare.
- Gap year students planning to pursue study in the health sciences.

What does this program offer?
This one-year (on campus) program is designed to strengthen and to reshape the ways institutions and individuals understand the relationships among clinical medicine, public health, and social justice, as well as to reaffirm and learn from the intimate, interpersonal experiences of the clinical encounter.

The program will:

- Provide practical experience in applying narrative medicine principles through community outreach and service, thus fostering the principles of social justice and inclusivity.
- Train students to implement narrative methods in medical education, training, and practice, as well as in fields outside of healthcare.

Application Portal Now Open for FALL 2021 Entry
For more information about courses and admission requirements, please contact: uscnarrativemedicine@usc.edu
or go to <http://keck.usc.edu/narrative-medicine-ms-program>

Rita Charon, MD, PhD, who originated the field, describes narrative medicine as
“ a rigorous intellectual and clinical discipline to fortify healthcare with the capacity to skillfully receive the accounts persons give of themselves - to recognize, absorb, interpret and be moved to action by the stories of others ”

- **PhD positions in UConn's Language & Cognition Program**

The [Language & Cognition](#) faculty at the University of Connecticut's [Department of Psychological Sciences](#) are soliciting applications for PhD students to begin in the fall of 2020.

The Language & Cognition group is part of the Perception-Action-Cognition division, one of 6 highly interactive divisions within the department. We have a strong track record in interdisciplinary research with work spanning from theory and computational modeling to empirical cognitive and neuroscience research. Our work is animated by a focus on the interplay between new cognitive science insights and the classical foundation in the computational theory of mind in a broad range of domains (e.g., brain plasticity, embodied cognition, event dynamics, reading, music cognition, dynamical systems methods). Our group is a core member of three interdisciplinary graduate training programs: Neurobiology of Language (launched with NSF IGERT funding), Science of Learning & Art of Communication (funded by an NSF NRT training grant), and the Cognitive Neuroscience of Communication (funded by an NIH pre- and postdoctoral training grant). Facilities include state-of-the-art MRI, high-density EEG, tDCS, TMS, eyetracking and other behavioral techniques, as well as access to computing clusters, lab space, and a dynamic program of colloquia, internal talk series and interest groups. We have strong collaborative links to researchers outside of UConn as well as our colleagues in Linguistics, Speech, Language, & Hearing Sciences, Philosophy, Biomedical Engineering, Educational Psychology, and UConn Health and the Medical School. Typically, students are funded through a mix of fellowships and Teaching and Research Assistantships, and our students have an excellent recent track record competing for external and internal fellowships. UConn is home to a vibrant community of faculty and students and expects to see major growth in research activity over the next decade.

The Language & Cognition faculty, and their interests, include:

[Gerry Altmann](#) (Director, CT Institute for the Brain and Cognitive Sciences). Sentence processing and prediction; the mapping between language and vision; event cognition.

[Christian Brodbeck](#) Cognitive neuroscience of language, speech perception, EEG/MEG.

[Roeland Hancock](#) (Associate Director, Brain Imaging Research Center). Neurochemistry and neuromodulation; Neurobiology of sentence processing; Auditory Processing.

[Fumiko Hoefft](#) (Director, Brain Imaging Research Center). Brain development; various neuroimaging methods; machine learning; individual differences; literacy acquisition; dyslexia.

[Ed Large](#) Auditory neuroscience; music psychology; dynamical systems.

[Jim Magnuson](#) (Director, NSF NRT training program in Science of Learning & Art of Communication). Neurobiology and psychology of language; spoken language understanding; computational modeling; language and learning over the lifespan; science communication.

Emily Myers (Co-Director, NIH training program in the Cognitive Neuroscience of Communication). Speech perception; cognitive neuroscience of speech and language; aphasia; second language acquisition.

Ken Pugh (President, Haskins Laboratories). Reading; reading disorders; neurobiology of language.

Jay Rueckl Neurobiology and psychology of reading; implicit and explicit memory; statistical learning; computational modeling and dynamical systems.

Whit Tabor Sentence processing; theory of grammar; dynamical systems; neural networks; language change; group coordination.

Eiling Yee Semantic memory and the neural representation of concepts; spoken word recognition and situated/embodied language processing.

Next steps: Contact a potential faculty advisor from the list above, explore [UConn](#) and the [application procedure](#). Application deadline: **December 1, 2020**.

- **PhD positions Bilingualism, Language and Cognition at UT El Paso!**

Iva Ivanova's Language and Communication Lab within the Bilingualism, Language and Cognition Area at the University of Texas at El Paso Department of Psychology is accepting applicants to the UTEP Psychology PhD program (how to apply). The lab investigates bilingual and monolingual lexical, syntactic and discourse processing with a variety of methods, with NSF funding to investigate bilingual lexical alignment. Current projects are listed here, and lab facilities are described here. PhD students are fully funded with teaching assistantships, research assistantships, and/or fellowships.

The Bilingualism group at UTEP (Consortium for Scientific Research on Bilingualism) has faculty members from several departments with active research programs addressing bilingualism from a multitude of perspectives. PhD students in the Language and Communication Lab can be co-advised by Consortium faculty with compatible interests.

UTEP is a hotspot for research on bilingualism. It is located on the U.S.-Mexico border and offers a unique bicultural and bilingual environment. This makes it easy to recruit Spanish-English bilinguals with a diverse range of experiential and proficiency characteristics, as well as English and Spanish monolinguals from the same community for comparison.

And, El Paso is a friendly place with a unique culture. It is getting hip but still inexpensive, one of the safest US cities, and sunny three hundred days a year.

Interested candidates are encouraged to contact Iva Ivanova (imivanova@utep.edu) for informal inquiries.

Applications must be submitted by **December 1st, 2020**.

- **North Carolina State University - Graduate Program in Lifespan Developmental Psychology**

We are seeking qualified applicants for our doctoral program in Lifespan Developmental Psychology at North Carolina State University, and we would appreciate your assistance in bringing our program to the attention of potential students. The program as well as the Department of Psychology has an active and growing group of faculty with expertise in development across the lifespan and particular strengths in the intersections among emotion, social cognition, and everyday cognitive functioning. Students in the program obtain a strong grounding in theory, research, and methodology in Lifespan Development, and are supported through graduate research and teaching assistantships.

Lifespan Developmental Psychology Faculty:

Jason Allaire

Everyday cognitive functioning of older adults; antecedents of individual differences in basic cognitive functioning; cognitive interventions; short-term intraindividual variability; health disparities (<https://faculty.chass.ncsu.edu/jcallair>)

Lynne Baker-Ward

Understanding the processes through which children come to interpret, remember, and share their salient personal experiences, with applications to children's testimony; autobiographical memory and well-being **Note: Dr. Baker-Ward will not be accepting students for AY 2021. (<https://mindlab.wordpress.ncsu.edu/>)

Daniel Grün

Emotional and cognitive development in adulthood and old age, such as empathy, well-being, emotional complexity; and historical, cultural, and biological influences on emotional development across the lifespan (<https://acelab.wordpress.ncsu.edu/>)

Amy Halberstadt

Emotional experience and expression as embedded within family, school, and cultural contexts, and as related to social justice and inequalities; affective social competence (<http://www4.ncsu.edu/~halbers/index.html>)

Dana Kotter-Grün

Socioemotional development in adulthood and old age; age stereotypes and ageism, perceptions of aging; well-being and self-regulation
**Note: Dr. Kotter-Grün will not be accepting students for the 2021/22 academic year

Kelly Lynn Mulvey

Social-cognitive development; intergroup attitudes; stereotyping and prejudice; theory of mind; social exclusion; resource allocation; social justice; gender; race and ethnicity; peer group

dynamics; STEM engagement for underrepresented groups (<https://sites.google.com/ncsu.edu/mulveysocialdevelopmentlab>).

Shevaun Neupert

Daily stressors and their associations with affect, physical health, and memory across the lifespan; socioeconomic disparities in health; statistical techniques for examining change and intraindividual variability (go.ncsu.edu/wellbeinglab)

We encourage our students to engage in collaborations with research labs in other programs that also have developmental interests. Affiliated faculty with developmental interests include:

Jeni Burnette -- Mindsets and their role in self-regulation and goal achievement using a wide variety of research designs, ranging from interventions to basic experimental methods to longitudinal surveys (<http://jeniburnette.com/>)

Jing Feng—Human attention and cognition, with applications of cognitive principles to human factors; individual differences and age-related changes in attention and spatial skills, as well as the effects of cognitive training; aging and driving, driver distraction and the design of information displays (<http://www4.ncsu.edu/~jfeng2/>)

Mary Haskett—Bidirectional relations between parenting and children’s social-emotional functioning, with a particular interest in how these relations operate within families experiencing child maltreatment (<https://faculty.chass.ncsu.edu/mehasket>)

Elan Hope -- Assets-based approach to investigate identity, ideology, and behavioral factors that promote academic, civic, and psychological well-being for racially marginalized adolescents and emerging adults (<http://www.elanhope.com/>)

Chris Mayhorn—Memory, decision making, human-computer interaction, home medical device design (<https://faculty.chass.ncsu.edu/cbmayhor>)

Anne McLaughlin—Human learning and the application of training, particularly age-related changes in cognition; maintenance of cognitive abilities and the application of feedback during training (https://psychology.chass.ncsu.edu/faculty_staff/acmclaug)

Kate Norwalk -- Social dynamics of elementary and middle school students, the impact of students’ classroom social dynamics on their social, behavioral, and academic functioning, and ways in which teachers can leverage these naturally occurring dynamics to improve classroom functioning and student outcomes. (<https://faculty.chass.ncsu.edu/knorwal>)

Vanessa Volpe – racial/ethnic health disparities; racism; strengths-based and critical approaches, psychophysiology and intensive longitudinal data; Black and Latinx adolescents, emerging, and young adults (<https://faculty.chass.ncsu.edu/vvvolpe>)

Interested students are encouraged to find out more about our program at:
<https://psychology.chass.ncsu.edu/Lifespan/>

NCSU is located in Raleigh, a dynamic city representing the eastern point of the research triangle. It is consistently rated as one of the best places to live in the US:

<http://www.raleighnc.gov/government/content/PubAffairs/Articles/AccoladesRaleigh.html>

The deadline for applications is **December 1**. For more information, please contact Shevaun Neupert, area coordinator (shevaun_neupert@ncsu.edu).

- **The Department of Language Science at the University of California, Irvine, invites applications for Fall, 2021, for our language science doctoral program** (<https://grad.uci.edu/academics/degree-programs/phd/LanguageSciencePHD.php>).

UCI is located in Orange County, CA, between Los Angeles and San Diego, and just minutes from the ocean. We are a Department of Language Science that merges the cross-disciplinarity of linguistics, psychology, and cognitive neuroscience with a focus on computational and experimental studies of language development, semantics and pragmatics, syntax, speech, and bilingualism. As the first of its kind in the country, our program provides a new approach to the science of language, enabling exciting opportunities for deep collaboration and cutting edge cross-fertilization. Our aim is to prepare students to be at the forefront of change in the field, empowering them to be the future leaders driving innovation. Our faculty bring expertise in innovative technologies for quantitative, neuroscientific, and behavioral approaches to language science.

We anticipate adding a number of new faculty by Fall, 2021 who will add to existing strengths and contribute to the breadth of our graduate program. Language Science graduate training incorporates curricular flexibility, development of technical communication skills, and prioritization of research early in the graduate career. We welcome applications from students who wish to develop cross-disciplinary collaborations across different faculty research programs. New students will join a cohort of 11 graduate students and two post doctoral fellows.

We encourage prospective students to contact faculty for specific information about their labs or Judith Kroll (judith.kroll@uci.edu), graduate director, for more general information about the program. The deadline for applications is **December 1, 2020**.

The core language science faculty include:

Richard Futrell (rfutrell@uci.edu): linguistics, natural language processing, Bayesian modeling, information theory

Gregory Hickok (greg.hickok@uci.edu): neuroanatomy of language, neural plasticity, neuroimaging, cognitive neuroscience

Judith Kroll (judith.kroll@uci.edu): bilingualism, cognition, language processing, cognitive neuroscience

Lisa Pearl (lpearl@uci.edu): language development, linguistics, computational sociolinguistics, cognitive modeling

Gregory Scontras (gscontra@uci.edu): formal semantics, computational and experimental studies of meaning, heritage languages

Affiliated language science faculty include:

Alyssa Brewer (aabrewer@uci.edu): neuroimaging of visual perception, visual deficits, neurological disorders

Brandy Gatlin (gatlinb@uci.edu): language, reading, writing, cultural and linguistic diversity, measurement and assessment, instruction

Young-Suk Kim (youngsk7@uci.edu): Language, cognition, reading, writing, development, bilingual & biliteracy acquisition, dual language learners, English learners

J. Zoe Klemfuss (jklemfus@uci.edu): narrative development; children's autobiographical memory; sociocontextual influences on children's narrative, memory, and well-being; children's eyewitness abilities

Glenn Levine (glevine@uci.edu): applied linguistics, theoretical linguistics, foreign language pedagogy, German-Jewish literature, Yiddish language and literature

Elizabeth Peña (edpena@uci.edu): bilingualism, language impairment, language development, assessment bias and measurement

Rubén G. Rumbaut (rrumbaut@uci.edu): international immigration, refugee movements, bilingualism and language loss, educational and occupational achievement

Sameer Singh (sameer@uci.edu): large-scale machine learning, information extraction, natural language processing, probabilistic programming, interactive machine learning, distributed & parallel inference, semi-supervised learning

Julio Torres (torresju@uci.edu): heritage and second language acquisition, bilingualism, cognition, task-based language learning, curriculum & instruction

Kai Wehmeier (wehmeier@uci.edu): logic, philosophy of logic and language, early analytic philosophy, philosophy of mathematics

Emeritus Faculty

Virginia Mann (vmann@uci.edu): reading ability, speech perception

Bernard Tranel (bhtranel@uci.edu): linguistic theory, phonology, phonetics, morphology, Optimality Theory, Romance languages, French linguistics, tone languages, Margi, Mixtec