



The Linguistics Honours Handbook

This handbook provides detailed information about all aspects of the Honours Program. Among other matters it explains how to apply for admittance to fourth year. In it you will find guidance on matters like the role of the Honours Coordinator, assessment and written work requirements, the Thesis, unit details and so on. You should retain it as a guide to all aspects of the Honours Program.

If you require further information you should contact the Honours Coordinator,

Dr. David Bradley
phone: +61 3 9479 2362
room: DMBE 319,
email: d.bradley@latrobe.edu.au

1 Entrance into the Honours Program

Linguistics Honours basically consists of an additional fourth year, comprising two semester units and a thesis

1.1 Qualifying for Honours

Students who do well in first-year level studies receive a letter inviting them to consider taking Honours. If, at the end of your first year, you are interested in the possibility of eventually taking Honours you should plan your studies in Linguistics at second- and third-year level. Make sure you take a range of units and are on your way to fulfilling the requirements for a Linguistics major. A Linguistics major should include two first year units: *The Nature of Language A* or *The Nature of Language B*, and the second and third-year units: *Language in Society*, *Phonetics and Phonology*, *Semantics* and *Syntax*.

By the end of their studies at third-year level all students who intend to proceed to Honours level studies must

- have a Linguistics major totalling 130 credit points.
- preferably have at least 75% average in final results at first-and second year levels in Linguistics.
- normally have at least 75% average final results in all third-year units in Linguistics.

If you are hoping to enrol in Honours do make sure that you let one of us know about your interests. Because the invitations to enrol are generated by the Faculty (see below) it is important for us to ensure that they are sent out to people who are interested in enrolling. An informal meeting for students interested in enrolling in the Linguistics Honours Program is held in October each year. Intending Honours students are also invited to discuss their plans with the Honours Coordinator (Dr David Bradley, phone 9479 2362, email: d.bradley@latrobe.edu.au) or another staff member.

2 Enrolling in Honours

Students who complete their degree in Semester 2 with suitable results are sent an offer of enrolment from the Faculty of Humanities and Social Sciences in December, for enrolment on a specified date the following February. This offer may be deferred for a semester or a year. The enrolment is in fourth year Linguistics and does not specify what coursework is to be taken. Students may later withdraw from Honours and receive their normal degree. Mid-year entry to the Honours Program may also be arranged.

A list of previous theses is available from the Linguistics Administration Officer. Honours theses from previous years may be borrowed from the Linguistics office to see what kind of work is expected in a thesis. The office is located at DMBE 322, (DMBE = David Myers Building East). Phone 9479 2338 or email linguistics@latrobe.edu.au.

Students who have already graduated with a BA from La Trobe or with a BA degree from another university are also eligible to apply for admittance to the Honours Program. Students who have graduated with a BA degree from La Trobe and whose application to take fourth year is approved will be asked on successful completion of fourth year to surrender their BA degree prior to graduating with the BA (Honours) degree. Students with a BA degree from another university who are admitted to the Honours Program and complete their studies successfully will be awarded the La Trobe BA (Honours) degree.

Combined Honours degrees are also a possibility, and a number of successful combined Honours degrees have been arranged, including combinations of Linguistics with Anthropology, History, Drama, Philosophy, Cinema Studies and Sociology. Courses of study have to be worked out and approved in consultation with the Honours Coordinators of both programs involved.

3 Part-Time Study

Honours is a demanding course of study. The Program recognizes that because of personal or work commitments some students cannot devote themselves full-time to such a course of study.

Anyone in this position should take Honours part-time over two years. The standard part-time enrolment pattern is to take one first-semester unit and one second-semester unit in the first year of enrolment, and submit the thesis at the end of the second year. (A supervisor for a part-time student's thesis is usually arranged at the beginning of his or her second year.) Full-time enrolment is not advisable for any student who has to work more than a few hours per week or who has other commitments that will affect their ability to study. The Honours year is very demanding and students who have other commitments should strongly consider studying part-time.

4 Financial Assistance

Students who undertake Honours full-time may be eligible for Austudy. An Honours-year grant scheme is operated by the Equity and Access Unit. It is particularly designed to provide assistance for students who may find it difficult to proceed to Honours study. Details can be found at <http://www.latrobe.edu.au/eau/equity/9honyrgr.html> or they may be contacted on 9479 2900 or by email at equity@latrobe.edu.au. Application forms are available from the Equity and Access Unit; the closing date is early in January.

Linguistics Honours students are also often partly supported to attend relevant conferences.

5 Information for Honours Students

5.1 Noticeboard

Week to week information for Honours students (change of room, notice of seminars, text changes) as well as other information of interest to Honours students is posted on the Honours notice board. It is a good idea to get into the habit of glancing at the board whenever you pass by it.

5.2 Role of the Honours Coordinator

The Honours Coordinator is responsible for the day-to-day running of the Honours Program. The Honours Coordinator will set aside one office hour a week for consultation without appointment. Please feel free to contact the Honours Coordinator at other times if you need to. If, for any reason, you do not feel able to do this, problems can also be taken up with any other member of staff in the Linguistics Program.

5.3 Ethics Approval

If the thesis topic chosen requires the collection of data from people, the student must first obtain approval from the Faculty of Humanities and Social Sciences Human Ethics Committee **before** starting to collect data. The form must be filled out in conjunction with the supervisor, who also must sign it before it is submitted.

5.4 Timetable Arrangements

Class times will be arranged towards the end of November, and will be posted on the Honours noticeboard. Details of venues will be posted on the Honours noticeboard at the beginning of each semester.

5.5 Library Information

The library puts on an informative guide to research materials and procedures in the library early in semester 1. You will be advised of details of this talk. All participants in the Honours Program are advised to attend.

Honours students are entitled to a CAVAL card, which enables them to borrow books from other university libraries in Melbourne, including the University of Melbourne (Parkville), Deakin (Burwood), Monash (Clayton) and so on. This card is available from the Library loans desk. Students may find that books on reserve at La Trobe are available for borrowing from other libraries.

5.6 Part-Time

As mentioned above, the full-time Honours Program is too demanding to allow anyone to work part-time while undertaking it. Anyone who, for whatever reason, cannot devote themselves full-time to their studies in Honours year should enrol part-time. A student whose circumstances change during the year may apply to go part-time.

If the request is made during the first semester of the student's enrolment, they may take four semesters to complete the honours program. If the request is made early in their second semester they may take three semesters to complete

5.7 Program Seminars

Students are expected to attend the Linguistics Program seminars held approximately every two weeks. The seminars provide the opportunity to hear visitors, staff and postgraduate students talking about their work. In mid-September every Honours student makes a presentation on their thesis in one of these seminars.

5.8 Postgraduate Work and Scholarships

The Linguistics Program is committed to maintaining a strong postgraduate program. Any student doing well in fourth year (Honours 2A results or better) is eligible for enrolment in the MA or Ph.D postgraduate courses. Demand for scholarships has increased over recent years and they are now very competitive. As competition varies from year to year it is impossible to predict what result might be necessary to secure a scholarship. Postgraduate scholarship applications are due at the end of October.

5.9 Office Space

There is a shared office available for Linguistics Honours students, with computer facilities and Internet access.

5.10 Coursework Units

To complete the Honours Program, full-time students must take two single semester units at Honours level and submit a thesis at the end of the second semester. The units available are listed below. It is possible to organise enrolment in an Honours unit at another university with the permission of the Program Coordinator: you should consult the Honours Coordinator if you are interested in doing this.

In 2006 the following coursework units will be available for the Honours year:

Research Methods in Linguistics (LIN4RML)

Using a problem based learning approach, this course will involve 3 projects (2,500 words each) for assessment. The areas to be addressed are: descriptive linguistics, lexicography and corpus linguistics. Students will be introduced to the key methodological approaches in each sub-discipline, with an overview of the history of the development of each area. This subject will provide students enrolling in Honours with a firm methodological and practical grounding for their thesis.

An annotated bibliography and a research plan prepared in conjunction with the course should be submitted to thesis supervisors by mid-May.

Discourse Analysis (LIN4DAS)

Discourse Analysis will be run as a seminar-style course. Students will be expected to take responsibility for discussion within the class. Three approaches to discourse analysis make up the areas covered by the course:

- Language negotiating relationships (Conversation Analysis)
- Language encoding meaning (Discourse Analysis)
- Language expressing world view (Critical Discourse Analysis and beyond)

In addition to research projects relating to each of these areas (1500 words each), students will be expected to present two seminar papers during the course.

6. Assessment Procedures

6.1 Coursework Assessment

The written work requirement for each unit is 7,500 words. Unit Coordinators will advise students of the weighting of the different pieces of written work and class requirements. Unit Coordinators also set the submission dates for these pieces of written work but all written work for an Honours unit is to be submitted no later than the end of week fourteen. Extensions beyond that date must be approved by the Honours Coordinator. A student who is unhappy with the assessment of a particular essay may ask to have the piece remarked by a different lecturer. The request should be made in the first instance to the Unit Coordinator.

Submission of assessable work: Assessable work is submitted by placing it into one of the locked Essay Boxes, labelled according to both the lecturer's name and the subject code. These are located on the wall in the reception area of the Linguistics Program, 3rd floor, outside the office DMB E322. If you have serious grounds for requesting an extension (supported by a medical certificate or other evidence), please contact the Unit Coordinator, preferably on or before the due date.

The format for all assessable work is set out in §10. This includes details of the required footnoting, referencing and bibliographical methods to be used in all Linguistics essays. The guide also sets out the Linguistics policy on plagiarism, which is the university policy. Plagiarism is a very serious matter, and is to be avoided at all costs.

Please note that every piece of work must have a cover sheet which will be separately handed out but is also available on the Linguistics website; also note the policy on deductions for lateness: 10% of the marks for a given piece of work will be deducted per week or 2% per day. No work submitted after an assignment has been handed back in class will be accepted under any circumstances.

Double marking: All assessment worth 25% or more and which is given either an A grade or is failed (that is, granted a grade of N, less than 50 per cent), is marked by two people.

Return of assignments: Assignments are handed back in person by the Unit Coordinator. They may also be collected from your tutor during the tutor's office hours. After the subject is completed, work may be collected from the Linguistics Administration Officer on production of your student card. This conforms to the University's privacy guidelines.

6.2 Assessment of the Thesis

More information about choosing a topic, finding and working with a thesis supervisor and other practicalities associated with the thesis are discussed in §9.

Theses are normally due by 12 noon on the last Friday of the semester in which students will complete their honours year. There is some scope for flexibility in this matter depending on the circumstances, but all theses *must* be submitted by the end of the relevant exams period. (For part time students this may be the first semester.)

Students must submit two bound copies of their thesis to the Linguistics General Office. One copy will be returned to the student along with Examiners' comments and a mark. You can collect these from the Administration Officer. The other copy will be retained by the Linguistics Program.

6.3 Assessment Standards

Marks given in fourth year correspond to the following Honours results:

H1	80+	First Class Honours
H2A	70-79	Second Class Honours, Division A
H2B	60-69	Second Class Honours, Division B
H3	50-59	Third Class Honours
	<50	Recommended for Pass degree only

This means, in effect, that whereas the 'B' range in the BA was 70-79, in fourth year the 'B' range is 60-69.

H1 Descriptors

The Faculty of Humanities has agreed to adhere to the following descriptors for marks within the H1 grade.

- 95 plus** Outstanding achievement equivalent to the best scholarship in the academic field. Some material publishable. Awarded once in every 25 years. Exhibits rare interpretive and analytic insight.
- 90-94** Truly exceptional. Publishable in a quality refereed journal (with perhaps minor revision). Makes an original contribution to knowledge. Exceptional grasp of current critical and theoretical approaches to topic, and of research methodology. Exhibits rare interpretive subtlety. Extremely well written. Awarded once in every 10 years.
- 85-89** Outstanding work of a quality well above average for the Honours 1 grade. Has potential for publication in a quality refereed journal, with revision. Substantially original. Strong grasp of current critical and theoretical approaches to topic and of research methodology. Exhibits great interpretive subtlety. Very well written.

6.4 Weighting of components in final result

Each unit counts as 25% of a student's final result.

The two units together thus count as 50% of the final result.

The thesis counts for the remaining 50%.

6.5 Assessment procedures: final result

All members of the Linguistics Program understand that a great deal hinges upon the final result a student receives. The Program goes to great lengths to ensure that assessment procedures are fair, open and follow a due process.

In the case of the thesis the procedure is as follows. The thesis is assessed by two members of the academic staff chosen by the Honours Coordinator in consultation with other members of staff. (Supervisors are entitled to propose examiners to the Honours Coordinator, but are not themselves examiners of any theses they have supervised.) The Honours Coordinator receives the reports and marks of the two examiners. All theses are then reviewed by a panel normally made up of the Honours Coordinator and the Postgraduate Coordinator. This panel formally recommends a final mark for each thesis in the light of the reports they have received. These recommended final marks are presented to an Examiners' Board for approval. All students will receive examiners' comments on their essay and the agreed mark.

A student's final result is the aggregate of all marks received during the year. This mark has to be recommended by the Honours Coordinator to an Examiners' Board usually comprising all staff members who have taught or supervised in the Honours Program, and approved by that Board.

7 Information and Queries

Many initial inquiries can be directed to the program Administrative Officer. Other queries about the Honours Program should be directed to the Honours Coordinator:

Dr. David Bradley.

8 Keeping in Touch

Please inform all relevant parties (teachers, supervisor, Honours coordinator, Program Administrative Officer and the student centre) if you change your address or email. We can't help you if we can't contact you.

9 Writing the Honours Thesis

9.1 Introduction

As an Honours student you are required to write a thesis of fifteen thousand words. The thesis is the most important piece of work you will undertake in fourth year. It is worth 50% of your final result and it is a test of your ability to undertake independent research. You should think of it as a short thesis. In any postgraduate/scholarship application your thesis will be regarded as an important indication of your potential. All Honours students write a thesis of 15,000 words on a topic of their own choice. The final word count must be between 13,000 and 18,000 words. Tables, figures, references and examples should not be included in this calculation.

9.2 Finding a topic

If you would like to see the kinds of topics other people have written on, you can read some of the theses submitted in previous years. The Linguistics Program keeps a copy of all theses submitted and they may be consulted by contacting the program Administrative Officer.

In previous years, students have completed theses on a very wide variety of topics. We certainly do our best to accommodate the diversity of interests, and usually can, but in order that we may do this - in particular, find supervisors and markers - we need advance notice of your proposed topic. You should therefore give the Honours Coordinator a one paragraph outline, indicating if possible the texts/objects of study and the approach that you plan to adopt, as soon as possible, and no later than mid-January in the case of first semester entry or mid-July in the case of second semester entry. The Honours Coordinator will then proceed to consult other staff and find or confirm supervisors and markers, and report back to you if it appears that your proposed topic will have to be modified to some degree.

This brochure includes details of staff members' research interests: consult this before choosing a topic. It may give you some ideas, and some sense of what staff members are likely to be interested in supervising.

9.3 Supervision

You are welcome to approach members of staff to discuss potential topics and supervision, but the actual designation of supervisors is made by the Honours Coordinator. If you cannot think of a suitable supervisor the Honours Coordinator will try to find one for you. You should expect to see your supervisor once a fortnight during the teaching year in which you undertake your thesis.

Students will be assigned a supervisor by February where possible and should make preliminary contact with their supervisor as soon as possible. In any case, work on the thesis - especially exploratory reading - should commence during the summer vacation before the academic year starts. Students are encouraged to contact potential supervisors at the end of their third year and they may suggest possible supervisors to the Honours Coordinator. The allotment of supervisors is finally the responsibility of the Honours Coordinator as questions of staff availability and staff workloads have to be taken into consideration.

Students typically meet their supervisor approximately once a fortnight at a designated regular time. If you hand in work-in-progress to your supervisor you can expect to have it returned to you within a fortnight. If you want to discuss particular articles or books give your supervisor plenty of warning. You must give your supervisor reasonable time to provide feedback; in particular, a supervisor is unlikely to be able to provide feedback for work that is submitted less than three weeks before the due date. Your supervisor's role is to guide your investigations, suggest avenues of inquiry and to comment on whatever you write. A supervisor must not make any kind of substantive contribution to your work. Such work must be entirely your own. If, for any reason, you wish to change your supervisor you should first make contact with the Honours Coordinator.

Supervision is a process that varies from person to person, but certain rules need to be observed on both sides. You can expect close guidance from your supervisor at all stages of your research. You cannot expect your supervisor to supply basic ideas or to write your thesis

for you. The thesis is something generated out of your own interests, and produced by means of your own capabilities. The sooner you supply a draft of the thesis, the sooner you will receive detailed commentary on it. You cannot expect your supervisor to help you out without due warning. On the other hand, you are entitled to reasonable access to your supervisor throughout the year. If any problems occur, you must seek the advice of the Honours Coordinator or Program Coordinator without delay.

9.4 Timetable

Students must submit their thesis at the end of the appropriate semester. The submission date is absolutely final, and extensions are only granted under the most exceptional circumstances, and only if an Application for Special Consideration has been submitted through the Student Centre.

With the submission date in mind you should work around the following timetable:

- (i) Decide on an area of inquiry at the time of enrolment and inform the Honours Coordinator of this.
- (ii) Do your preliminary reading and research during the break before first semester begins. Work towards refining your topic over this period, and aim to have it finalised by the start of the academic year. Narrow down your topic early in first semester.
- (iii) You should meet your supervisor on average once a fortnight throughout the year. Your supervisor will read any work you submit and comment on it. Remember that the best way to write a thesis of this length is to break it into its component parts, and to work on it - and write it - one section at a time. In general, the sooner you start writing, the better.
- (iv) Aim to have a complete first draft finished by the last week of August (for full-time students).
- (v) Your supervisor will expect to read through the finished thesis before it is submitted. Allow adequate time for him or her to do this. Remember, however, that it is your thesis and the responsibility for what you say is yours alone.

10 Format and Referencing

10.1 Style and format

Your thesis must be written clearly and grammatically. Proof-read it carefully before you submit it. Marks will be lost for careless presentation: format and presentation are important aspects of the task you have been set and it is expected that you will present your argument in a professional manner. You are making an original contribution to the discipline and you should think of your thesis as potentially a publishable piece of work.

Your thesis should have the following sections:

Title page: Described on the final page of this handbook.

Table of Contents: Include chapter numbers and headings and also section numbers and headings.

Abstract: (About 150-200 words). You should state the purpose of the thesis and summarise the implications of your findings. You may also outline the organisation of the thesis by giving an indication of the contents of each chapter.

List of Abbreviations

List of Tables

Acknowledgements

(Maps etc. if relevant)

Body of the thesis: Give chapter numbers and headings, and section numbers and headings. Number notes by chapter, and include these either at the bottom of the page (footnotes) or at the end of the chapter. Notes and examples should be numbered and they **may** be numbered by chapter (e.g. 2.12 indicates the twelfth example in chapter 2).

Use morpheme-by-morpheme glosses for examples from languages other than English. Align glosses at the **beginning** of words.

Appendix: Include sample questionnaires, transcriptions, etc. Number appendices 1, 2, 3 etc. if there is more than one.

References: Follow the guidelines set out by the department. (You may refer to the LSA style sheet and the ALS style sheet).

For other information about preparation of the manuscript, consult your supervisor or the Honours Coordinator.

10.2 Referencing

Acknowledge all sources. Quotations should be given exactly as they appear in the source, even if they are erroneous. The writer can guarantee the accuracy of a quotation about which the reader may have doubts by using the insertion [sic]. For example:

‘...in the discipline of linguistics [sic] ...’

Brief quotations of a sentence or two are incorporated in the text and set off by single quotation marks. For example:

Borsley argues that ‘exical heads of the same class differ in the complements that they take...’ (1991:73). However, my research suggests ...

Double quotation marks are used for quotes within a quoted text.

Long quotations of more than five printed lines (three typewritten lines) are printed in small type, eg. font size 10, and left indented. For example:

Bates and MacWhinney developed the competition model. It differs from the UG model in concerning itself with how language is used (i.e., performance) rather than with how language is structured (i.e., competence). Gass (1996:336) summarises their findings as follows:

In sum, the research conducted within the Competition Model suggests that learners are indeed faced with conflicts between NL and TL cues and cue strengths. The resolution of these conflicts is such that learners first resort to their NL interpretation strategies and upon recognition of the incongruity between TL and NL systems, resort to a universal selection of meaning-based cues as opposed to word order (or syntax-based) cues. What then is involved in L2 processing, at least with regard to comprehension, is a readjustment of which cues will be relevant to interpretation and a determination of the relative strength of those cues.

When acknowledging a point without quoting directly, make clear what the source is contributing to your essay. For example:

Brown (1984:154) states that an early and provocative development in transformational theory was that of generative semantics, which attempted to answer some of the problems of meaning-changing transformations.

Original sources should be used whenever possible. Joint authors should be referenced as, e.g. Hogg & McCully (1987:52). Where there are more than two authors the reference should include the surname of every author the first time it appears. Later reference to the same work should include only the surname of the first author and the abbreviation “et al.”; e.g. Fromkin et al. (1984).

While you should attempt to trace all references to their original source, it is sometimes only possible to review an author’s work at second hand. In this case it must be made clear in the text that you are citing someone else’s version of that author’s work. For example:

... Smith’s experiments during the war (cited by Jones, 1948) led others to investigate ...
... in the late nineteenth century Hughlings Jackson proposed ... (Critchley, 1972).

Secondary sources are included in the reference list in the same manner as other works you have consulted. (See below.)

Do not use footnotes to give sources. Sources should appear in your References List. Explanatory notes should be used sparingly.

10.3 References

List all the works you have referred to in the text, alphabetically by author's surname, with surname first. Do not list works you have not made use of in the text. Underline (or italicise) book and journal titles only. Use the following format for books: Author(s), Name(s), Year, Title, Place of publication, Publisher. For journal articles, instead of publisher and place of publication, you must give the volume number of the journal and page numbers, as shown in the entry for Langacker below. For chapters or papers in books, use the format given in the Ferguson entry below. For dissertations provide as much information as possible (see the Russell entry below).

- Anderson, Stephen R. 1985. *Phonology in the twentieth century*. Chicago: University of Chicago Press.
- Ferguson, Charles A. 2000 Diglossia. In Wei, Li (ed) *The Bilingualism Reader*. London: Routledge, pp.65-80
- Brown, Keith 1984. *Linguistics today*. Bungay, Suffolk UK: Fontana.
- Fromkin Victoria, David Blair & Peter Collins. 1999. *An introduction to language*. (fourth Australian edition) Marrickville, NSW: Harcourt.
- Hogg, Richard & C. McCully. 1987. *Metrical phonology: a coursebook*. Cambridge: Cambridge University Press.
- Langacker, Ronald W. 1987. Nouns and verbs. *Language* 63:53-94.
- Russell, Annette S. 2000. Language shift and maintenance: a sociocultural approach. PhD dissertation, La Trobe University.

10.4 Linguistic Examples

Single word examples within the text should be underlined or in italics with their gloss placed within single quote marks. For example:

Kranki 'wrong, incorrect' has been borrowed from the English *cranky*.

Sentence examples from languages other than English should be clearly glossed to show all relevant information. An example is shown below. (Number any such examples consecutively throughout your essay.)

- (1) *Kae-ba* *ae-ta-sa* *kana-an-e?*
2SG-FOCUS where-LOC-ABL come-2SG-INDICATIVE
Where have you come from?'

11 Annotated Bibliography and Research Plan

As part of the process of writing your thesis two early steps are the preparation of an annotated bibliography and a research plan. These are hurdle requirements and should be completed as early as possible – certainly no later than mid-May.

They will be prepared in conjunction with LIN41RML and should be submitted to your thesis supervisor by mid-May.

The Annotated Bibliography

The annotated bibliography is intended to provide students with a thorough grounding in their area of interest. It forms the basis of the literature review section in the thesis, and students will still be required to submit an unannotated full bibliography as part of their thesis.

The annotated bibliography should consist of 20 critical appraisals of key texts (usually secondary material) that have been read in relation to the thesis topic. The bibliography should be arranged alphabetically, with few if any divisions by topic area. It should be absolutely consistent with the referencing style used in your thesis.

Paragraph-length annotations should be critical as well as descriptive – that is they should give information about the contents of the book or article, some analysis or comment on the argument, and some indication of its relevance to the thesis project.

A useful reference which provides a description of annotated bibliographies, and samples of annotations can be found on the following website:

<http://www.library.cornell.edu/okuref/research/skill28.htm>

The University, through the library, can provide students with access to Endnote software, which may assist students in preparing the bibliography and in organising their references throughout their research. The library also conducts regular training sessions about this software.

The research plan

Like the annotated bibliography, the research proposal should be submitted to your supervisor no later than mid-May.

Following is a list of points that should be covered in the research proposal.

1. A clear statement of the overall purpose of the proposed research.
2. A clearly focussed research question that is: (i) worth asking; (ii) capable of being answered.
3. A statement which neatly sums up how the study is significant.
4. Precise definitions of the key terms.
5. An awareness of key research which has already been carried out in the particular area, including (i) what conclusions were reached in this previous research, by whom and when; (ii) whether these conclusions are in agreement or conflict with each other; (iii) the main issues or controversies which surround the problem; (iv) significant gaps in previous research in this particular area.
6. An appropriate choice of research approach for the particular question or problem. This should include the method of data collection and analysis.
7. Consideration of ethical issues involved in carrying out the research such as whether informed consent needs to be obtained, and if so, how this will be done.

12 Staff Research Interests

Associate Professor David Bradley

Dr Bradley has conducted extensive research on endangered languages, sociolinguistics, historical linguistics, geolinguistics, language policy and phonetics/phonology in Southeast, East and South Asia over many years, especially on Tibeto-Burman languages.

Professor Randy LaPolla

Prof. LaPolla's work revolves around the recording and analysis (including comparative analysis) of Sino-Tibetan languages, and attempting to answer the question of why the languages of this language family are the way they are. A general interest in typology informs this work. From this work, he has also developed certain answers to more general theoretical questions, such as the nature of language and its function in communication.

Dr. Tonya Stebbins

Dr Stebbins is currently conducting research on the Papuan languages of East New Britain, Papua New Guinea. The goal of the program is to clarify the relationships among them and identify similarities between unrelated languages arising from language contact. Dr. Stebbins has also worked for several years with the Tsimshian Nation, on the Northwest Coast of Canada, and compiled the Sm'algyax Learners' Dictionary to support language maintenance. She has publications in the areas of linguistic typology, discourse analysis, conversation analysis, orthography development, language endangerment, and lexicography.

Dr. Marija Tabain

Dr Tabain's research focuses on the articulatory and acoustic aspects of speech production. She is particularly interested in how the grammar of an individual language influences the articulatory patterns that its speakers adopt. Her work focuses on both European and Aboriginal languages. Current projects include the effects of prosodic structure on segmental articulation and the effects of consonant phoneme inventory on speech production.

Your title

A thesis presented

by

your name

Linguistics Program

School of Communication, Arts and Critical Enquiry

Faculty of Humanities and Social Sciences

in partial fulfilment of the requirements for the degree of

Bachelor of Arts (Honours)

La Trobe University

Melbourne, Victoria

October 2004