1. INTRODUCTION: LINGUISTICS, LANGUAGES AND CULTURES, AND APPLIED LINGUISTICS AT THE AUSTRALIAN NATIONAL UNIVERSITY

Welcome to the Graduate Field of Linguistics. This Graduate Field includes in all graduate students (PhD, MPhil, MA, Graduate Diplomas) within the area of linguistics, languages and cultures, and applied linguistics at the Australian National University. Congratulations on your successful application.

The Australian National University has an international reputation in the fields of linguistics, languages and cultures, and applied linguistics, supporting researchers who work on a broad range of topics connected with these fields. Some examples of these topics include:

- Language description
- The theoretical modelling of language as a system (phonological, morphological and syntactic theory)
- Language variation and change
- Language meaning (semantics)
- The relationship between language and culture, the social context of language
- Analysis of conversation and everyday interaction in a variety of settings
- The theory and practice of teaching modern languages
- Documentation and revitalisation of endangered languages

While working on your research degree you will be working with some of the leading scholars from these areas. However, the strength of linguistics, languages and cultures and applied linguistics at ANU has also depended upon the large, active and varied body of committed graduate students it has succeeded in attracting. You are now a valued part of that student body. The Graduate Program will provide you with a forum for regular academic and social interaction with other research students working on topics related to language and culture and linguistics. For information about the Linguistics, Languages and Culture @ AN, see http://linguistics.anu.edu.au

This Research Induction Guide is specifically written for graduate students undertaking research only degrees (PhD and MPhil). For graduate students who are enrolled in a Masters or Graduate Diploma Program, there are other information guides available (e.g. An Information Guide to Graduate Coursework in Applied Linguistics), although you may find that much of this information is also relevant to students taking postgraduate degrees that include coursework.

The purpose of this guide is to provide an overview of the Graduate Field of Linguistics and its associated schools, departments and centres, and to provide you with more general information about life as a research student at ANU. Please read it carefully — it has been
designed to address the issues that are of most pressing concern to graduate research students. It should, though, be read in conjunction with the ANU’s more general guide, the Graduate Research Online Handbook (available at http://studyat.anu.edu.au/2009/graduate_research.html)

1.1 Graduate Field of Linguistics
You are now a member of Graduate Field of Linguistics. At The Australian National University, graduate teaching and research is organised into a number of graduate studies fields. The purpose of our graduate studies field — Graduate Field of Linguistics — is to coordinate graduate studies and to facilitate academic and social interaction among research students and staff working in the disciplines of languages, linguistics and applied linguistics. This coordination is particularly important in disciplines such as ours where graduate students and staff are located in more than one college, school, department or centre. We have academics and students in a variety of academic units in both the College of Arts and Social Science (CASS) and in the College of Asia and Pacific (CAP).

Each graduate studies field has a Graduate Convenor — usually a member of academic staff in the field. The Graduate Convenor for Linguistics is an important source of guidance and support (both academic and personal) for graduate students in all schools, departments and centres. The Graduate Convenor changes each year. They will either be located in CASS or CAP. Do not hesitate to contact the Convenor if you have any problems relating to your graduate study. You will meet the Graduate Convenor at the Induction Day (see 3.5).

The Graduate Field of Linguistics is governed by a Board of Studies, comprising academic staff from all the program’s associated departments and centres, plus student representatives. The board meets several times each year. If you have any issues you want raised with the Board of Studies, contact either your student representative or the Graduate Convenor.

The Graduate Field of Linguistics has a small budget to assist with administration and other costs involved in running the program. Much of this is used to fund events bringing together students from across the program. We use this money, among other things, to fund the Induction day and the Graduate Student Conference. If you have any ideas for events, seminars or weekends away, please discuss them with your student representatives or the Graduate Convenor.

1.2 Academic Programs/Departments/Centres and the Graduate Field of Linguistics
As a graduate student of languages, linguistics or applied linguistics, you are a member of Graduate Field of Linguistics, but you are enrolled as a student in one of the schools, departments or centres within either the College of Asia and Pacific (CAP) or the College of Arts and Social Sciences (CASS). For information concerning research interests of the academics within the Graduate Field of Linguistics, go to the Linguistics, Languages and Cultures @ANU web page at http://linguistics.anu.edu.au.

The areas associated with the Graduate Field of Linguistics are:
The School of Language Studies is located in the Baldesin Precinct Building. It is a research and teaching school, providing both undergraduate and postgraduate courses, supervising postgraduate research at Masters, MPhil and PhD level. In the School of Language Studies students can develop their understanding of a specific language (e.g. Spanish, Italian, French, German) or explore language theory, description or structure (linguistics) or apply understanding of languages in specific contexts (e.g. language acquisition, language learning, sociolinguistics, translation, language planning, forensics).

The Department of Linguistics, Research School of Pacific and Asian Studies is located in the Coombs Building. It is a major centre for research on the indigenous languages of the Pacific Islands and Island Southeast Asia. It offers a PhD by thesis only. The research program is multi-faceted. An emphasis on language description and fieldwork goes hand in hand with a strong engagement with theoretical issues in the study of discourse, grammar, lexicon and language change. Many of the theses completed in the Department have been analytical grammars of individual languages which at the same time address questions of general interest. The Department has been a leader in research on the history of the Austronesian and Papuan languages and in the study of Pacific pidgins.

The Faculty of Asian Studies, is also located in the Baldesin Precinct Building. It offers a range of undergraduate and postgraduate courses, that cover East Asia, Southeast Asia, South Asia, West Asia, and the islands of Oceania. Fields of study include Asian History, Asian Religions, Contemporary Asian Societies, Asian Politics, International Relations, Pacific Studies, and Security Studies. Research in the Faculty is concerned with the advancement of knowledge in its disciplines, in both theoretical and applied areas, and covers a wide range of topics. Faculty members regularly contribute to leading academic and professional journals, and publish books, monographs and working papers.

The Centre for Arab & Islamic Studies is located in its own building. It offers a range of undergraduate and postgraduate courses that focus on the study of Middle Eastern and Central Asian contemporary politics, history, culture, political economy, economics, and the religion of Islam within the broader framework of the changing global order. It is possible to study Arabic, Persian and Turkish.

1.3 Understanding the different roles of the different areas
It is crucial that you understand from the start the differences between the Graduate Field of Linguistics and the school, department, centre of college in which you are enrolled, and the functions of each with respect to you as a graduate student. In particular, your course requirements (including Annual Report and progress review procedures) and entitlements (including resources and fieldwork funding) are the responsibility of your department and not of the Graduate Field of Linguistics as a whole. This means that both requirements and
entitlements for graduate students may vary somewhat across the graduate studies field. However, the various programs in the Graduate Field of Linguistics work hard to keep such differences to a minimum.

It is your school/department/area/centre, then, which is responsible for most day-to-day issues affecting you as a graduate student. As well as taking responsibility for your course requirements, it will also provide you with basic resources (room, computing facilities and so on). Queries about both entitlements and resources are best directed, in the first instance, to your supervisor or the Graduate Administrator of your program.

The Graduate Field of Linguistics, on the other hand, aims to provide an intellectual and pastoral environment within which students can thrive. It is responsible for any research student in the area of language and culture research, linguistics research or applied linguistics research. The Board of Studies considers applications for admission to the program, channeling them to the most appropriate school, department or centre, monitors student progress, and organises activities such as the induction seminars and the graduate conference. Perhaps most importantly, however, it acts to safeguard and promote the well-being of all students in the graduate studies field. If you are unable to resolve any problem or sort out any query at the departmental level, the Graduate Convenor for Linguistics should be your next port of call.

2. GETTING STARTED
2.1 Enrolment
Your offer letter will advise you of dates when you must attend the university in person to complete your enrolment. It will also set out the documentary evidence that you are required to present when you enrol. Your course and scholarship (if you have one) start from the date of your enrolment. You will receive a student card, which also functions as your library card. All information for current students is set out at the following web site (http://www.anu.edu.au/graduate/current/)

2.2 Induction and orientation
Once you have formally enrolled, you should see the administrator in your school/department/program with responsibility for graduate students. That person will arrange:

- Allocation of an office/work-space.
- Introduction to other students and relevant members of staff.
- Advice about photocopying, computers and administrative procedures in the department.
- Advice about setting up an email account.

You should also, at this point, arrange to meet with your supervisor and the Head of your School or Department. These people will provide you with:

- Advice about Departmental and graduate seminars.
- Advice about your rights and responsibilities as a research student.
- Initial discussion about the composition of your supervisory panel.
Different schools/departments/programs will have specific procedures for the induction of new students.

3. COURSE REQUIREMENTS

3.1 PhD thesis
The Degree of Doctor of Philosophy Rules (Postgraduate Research Guide) state that candidates are required to:

- carry out independent research involving a comprehensive study of a scope and size that could normally be expected to be completed in the equivalent of 3 years’ full-time study;* and
- make a substantial contribution to learning and demonstrate a capacity to relate the research done by the candidate to the broader framework of the discipline.

The rules also state that the thesis must be an original work which sets out an account of the research you have done during your course; and that the thesis must be a ‘connected piece of writing’. PhD theses must be no longer than 100,000 words (this is strictly enforced!).

3.2 Master of Philosophy (MPhil) thesis
MPhil is a supervised research degree. Theses generally take 1 – 1.5 years (and up to a maximum of two years) full time and must be no longer than 60,000 words. To qualify for admission to the degree, a candidate is required to demonstrate ability to carry out, under guidance, research of a high standard, and to relate the research to the broader framework of the discipline within which it falls.

3.3 Linguistics, Languages and Cultures Seminar Series
This is a joint School of Language Studies, Faculty of Asian Studies and RSPAS seminar series. Speakers are invited to give a talk on a topic of interest to everyone in the Graduate Field of Linguistics. There are generally 5 or 6 seminars per year, held on Fridays from 3.30 – 5pm. The seminars are always well-attended and we often go for a drink or a meal afterwards. So please keep the evening free as this is a good chance to meet other staff and students. You will be sent an email regarding this Seminar series. Make sure you are on the email list for graduate research students.

3.4 Seminars and workshops
In addition, there are a number of other research groups, seminars and meetings in linguistics and applied linguistics. Graduate students in the Graduate Field of Linguistics are encouraged to attend meetings that are relevant to their area of research. (Please see Attachment at the end of this document that lists seminars and meetings.)

3.5 Induction Day
An Induction Day for the Graduate Field of Linguistics is held every year, generally at the beginning of April after everyone has enrolled. You will be sent an email advertising the event.

4. THE RESEARCH TIME-LINE
Good management of time is essential for successful completion of a research thesis. Invest some time early on in planning how you will manage your time. You should discuss your proposed timeline with your supervisor as early as possible. This is particularly crucial for students who need to undertake fieldwork for whom time can easily be lost if they do not move quickly to make the necessary arrangements. Sometimes visas and the like can take a long time to get! Remember to gain ethical clearance as early as possible as this can cause delays if left too late.

PhD students on scholarships should note that scholarships are typically provided for only three years. Limited extensions to scholarship may be possible but only for an additional six months. You should therefore aim to complete your thesis within the three (and up to three and a half) year period.

5. SUPERVISION
Having a supervisor with whom you can work effectively makes an enormous difference to your quality of life and effectiveness as a research student. Details of rights and responsibilities of both supervisor and student, and examples of ‘best practice’ in supervision, are set out in the Guidelines for Supervision and Candidature of Doctoral Research Students (http://www.anu.edu.au/graduate/current/phd_supervision/)

5.1 Appointment of the supervisory panel.
At ANU, all research students have a supervisory panel. You must have a main supervisor (Chair of the panel) plus at least two advisers for PhD students and one adviser for Master degree students. There may also be two people serving as your joint supervisors. Together, these people make up the supervisory panel. You will normally have already made contact with a potential supervisor. You will now work with this person to finalise your topic and the membership of the supervisory panel. It is worth spending some time early on ensuring that you have an effective and balanced supervisory panel. There is no need to rush into this, though you should aim to have a full panel in place within three to six months of your commencement in the Program. If you have any concerns about the setting up of the supervisory panel and supervisory arrangements, you should discuss it with the Graduate convenor as soon as possible.

Ordinarily, your main supervisor will be an academic member of staff in the School/Program/Department in which you are located. Preferably, your supervisor should have expertise in your area of research. However, this is not absolutely essential, and if you think that you could work most effectively with someone who does not fall into this category do not hesitate to have a chat with that person. Bear in mind that some students feel constrained by working with supervisors whose work is too close to their own. Feel free to discuss issues relating to the selection of your supervisor with your Head of School or Department, or with the Graduate Convenor for Linguistics. You are encouraged to be pro-active in the selection of your supervisory panel.
Every student works differently and so does every supervisor. Consequently it is advisable that you sit down with your supervisor at the very beginning of your course and work out together some ‘ground rules’ on how you want supervision to proceed. Keep in mind that your relationship with your supervisor is likely to vary according to which stage you are at in your research degree. Things that might be thrashed out at this point include

- Deciding on how often you should meet and what form these meetings will take
- Making an annual plan and deciding on how the student’s progress will be monitored, evaluated and reported within this period
- Clarifying the candidate’s and the supervisor’s respective expectations of the supervision process
- Ascertaining whether your supervisor is happy to have you drop in for quick ‘chats’ or whether he/she prefers to see you less often for more substantial discussion on written work you have provided.
- Deciding how often to meet with the full supervisory panel.

The Code of Practice (COP) (see the following web site http://policies.anu.edu.au/policies/code_of_practice_supervision_in_higher_degrees_by_research/policy) suggests that ‘best practice’ is for candidates and supervisors to meet fortnightly, and at the most monthly. The role of the advisers is to provide you with wider contacts and to broaden the expertise of the panel. Here, once again, relevant regional and theoretical expertise is desirable, but supervisory panels can also benefit from the presence of someone who brings an informed ‘outsider’s’ perspective to your research project. In the early months of your course it is a good idea to meet with a wide range of academic staff members in the Research Program with a view to selecting your advisers. Advisers can also be members of academic staff in other Schools or Departments (anthropologists, historians, political scientists, psychologists) or people working in other institutions. It is worth bearing in mind that well-chosen advisors may be able to help you with a specific aspect of your research (e.g. an expertise in a subfield of linguistics or a particular theoretical orientation) that may be outside your supervisor(s)’ main focus. Be aware also that people on your supervisory panel may well be able to help you in the future by providing references, information about positions available, and opportunities for publishing and collaboration.

If at any stage you wish to change supervisor or adviser you are entitled to request a change, even if they are not happy about it. You can also add additional people to your panel if you feel this will assist you. Discuss it with the Graduate Convenor for Linguistics or with the Convenor of your Program. If you are not comfortable about discussing your problem with these people (perhaps they are on your panel!) you should talk to the Associate Dean (Postgraduate) in the College of Arts and Social Sciences (if you are located in CASS) or the Associate Dean (Graduate and Research) in the College of Asia and the Pacific (if you are located in CAP). You should also note that supervisory problems can be raised as part of your pre-fieldwork review, your annual reviews or your progress review (see 7.1-7.3). Don’t let supervisory problems drag on; it is in everyone’s interest that they are resolved as quickly as possible!
5.2 Role and responsibilities of the student
Creating a positive working relationship with your supervisor involves some responsibilities on your part. These include:

- Setting reasonable deadlines and sticking to them.
- Staying in touch and keeping your supervisor and adviser informed of your progress, especially when you are having problems.
- Making your expectations clear.
- Providing written work in a format that is readable.
- Maintaining professionalism by not being overly sensitive about criticism or disagreement.
- Being willing to discuss and review any problems that may emerge in your relationship with your supervisor.

5.3 Role and responsibilities of the supervisor
Your supervisor has primary responsibility for overseeing your work. This includes:

- Being prepared to meet with you regularly.
- Ensuring that your proposed topic meets the degree requirements.
- Recommending any necessary coursework.
- Advising you on the procedures for obtaining research permission.
- Facilitating relevant contacts and arranging introductions.
- Recommending reading material.
- Providing ongoing constructive criticism and guidance on research proposals, grant applications, literature reviews, seminar papers, draft chapters etc.
- Providing prompt feedback on drafts of thesis chapters and seminar papers.
- Monitoring your progress to ensure that you are pursuing the course satisfactorily.
- Being willing to discuss and review any problems that may emerge in your relationship.
- Informing you in advance of plans for extended absence from the university, e.g. for study or long service leave.

5.4 Roles and responsibilities of advisers
Your relationship with your adviser(s) is much less clearly defined than your relationship with your supervisor. However, roles and responsibilities of advisers include:

- Being prepared to meet with you every now and then.
- Providing additional expertise on the research topic or related subjects.
- Facilitating relevant contacts and arranging introductions.
- Recommending reading material.
- Providing feedback on drafts of thesis chapters and seminar papers.
- Being willing to discuss and review any problems that may emerge in your relationship.

Once you have sorted out who your advisers will be, it is a good idea to work out with each of them exactly what form you want your relationship to take.

6. SELECTION OF TOPIC
It is very important to decide upon your topic as soon as possible after the commencement of your course. Your application will have identified a broad area of research, but you may need to refine this into a more specific topic in the first few months of your course. A number of strategies can be helpful in doing this:

- Discussion with academic staff and fellow research students.
- Review of literature, including theses already submitted in the Department.
- Attending seminars.

Of course, there is considerable room for modifying and refining your topic as your research proceeds, but it is important that your first year of research has a well-defined focus so that you can structure your research appropriately. You should also ensure that your topic is realistic and achievable. Once you have a clearly defined topic it is probably worthwhile to prepare a brief written statement setting it out.

7. ACADEMIC PROGRESS
As a graduate research student there are a number of formal course requirements that you must meet. The aim of these is to ensure that you are making satisfactory progress in your course and to provide some formal procedures for feedback, comment and, in the case of seminars, peer-review.

7.1 Research proposal
Research students are required to submit a Research Proposal at about 9 – 12 months. This research proposal is produced in consultation with the supervisor and approved by a meeting of the full supervisory panel. As part of this process students are required to give a seminar. You should discuss with your supervisor when will be the best time to give your seminar and in which seminar series. Your full supervisory panel should be present at this seminar as it gives them an opportunity to hear what exactly you propose to do in your research. (Make sure you give them adequate notice.) Presentations usually run for a bit less than an hour, followed by questions and discussion. The seminar should be presented as a formal academic seminar and should cover a number of areas:

- An outline of your research topic, with some detailed discussion of the particular aspects of the topic that you are planning to explore.
- A review of relevant the literature, showing what has already been researched and what your contribution would be.
- A summary of your proposed methodology which demonstrates that it is realistic and appropriate to your selected topic.

7.2 Research Plan
Research students are required to submit a research plan for the next 12 months. Submission of the first plan is initially required in the first year at about 3 – 6 months. It is then updated towards the end of the first year. Subsequent yearly plans are required to be submitted between July and September for the following 12 months.

7.3 Progress reports
Each year, every PhD student must lodge a Progress Report. This is lodged at the same time as you lodge the Research Plan. (In effect, the Progress Report looks back on what you have done in the previous 12 months and the Research Plan looks forward to what you will do in the next 12 months.) Research Plan and Progress Report forms are sent to you about June or July, regardless of when you enrolled, and are due not later than 30\textsuperscript{th} September. You will need to make a brief statement on your progress, future plans and any problems that you are experiencing. The Progress Report provides an opportunity to raise supervisory and any other kinds of problems you may be having, and also to check that the details of your candidature (panel membership, topic etc) are correct. The Progress Report can provide an opportunity to identify impediments to your academic progress which may come to be relevant if you apply for a scholarship extension. Brief statements are also made by your supervisor and your Head of School or Department. Note that Research Plans and Progress Reports must be submitted even if you are on fieldwork. Make sure that you make arrangements for the report to be sent or forwarded to you. MPhil students are also required to submit a Progress Report.

7.4 Giving seminars
Research students are expected to present a seminar each year. You should discuss with your supervisor when is the best time to present your work. There is also the opportunity to present at the Graduate Student Conference, normally held every year in November.

8. COLLECTING DATA
It is very likely that at some stage you will need to collect data for analysis.

8.1 Fieldwork
As part of your research you may need to do fieldwork. This is most common if you are describing a language. You may need to go on fieldwork for a considerable period of time. You should prepare an application for funding well in advance of your departure for fieldwork. Although basic funding is available from your department or faculty, students are encouraged to seek funding from outside sources (which may offer more money than your academic unit) if at all possible. Even though putting together accurate figures in advance can be difficult, you should make every effort to develop a realistic budget. Discussions with fellow students and academics who have recently undertaken fieldwork in a similar area can be invaluable. In any case, there are usually some major components (such as airfares) where relatively accurate costings can be obtained.

Like your other resources and entitlements, funding for fieldwork comes through your faculty, School, or Department, not through the Graduate Field. Consequently both the amount of money that you can apply for and the applications procedures themselves may vary. In the School of Language Studies fieldwork funding is provided (and the maximum available is set) by the Faculty of Arts itself and linguistic students must compete for funds with other students in the Faculty. In RSPAS departments funding is provided by the Division of Society and Environment. Other departments have other arrangements, so you should discuss these with your supervisor as soon as possible.

8.2. Ethics
ANU formally requires all research involving human participants, including interviews, recordings, questionnaires, surveys and observation, to be considered by the Human Research Ethics Committee (HREC), which determines whether a proposal is acceptable on ethical grounds and conforms to the National Statement on Ethical Conduct in Research Involving Humans (1999). The approval of the university’s HREC is required before students are permitted to undertake research. This is an important step, and you should consult with your supervisor early on in your course with a view to beginning the process, directions for which are set out at http://www.anu.edu.au/ro/ORI/Human/human_index.php (which also provides the text of the National Statement).

9. WRITING UP

9.1 Getting it written
There is no quick or easy way to write a thesis. The best advice is that you make sure to write something every day. If you write only 200 words per day you will produce about 60,000 words in one year. The following hints have been gleaned from recent students:

- Develop a draft thesis plan as early as you can. It will change a lot as time goes on but it will provide a broad framework for organising a mass of information.
- Don’t get bogged down. If you are having prolonged difficulty with a section or a chapter move onto something else.
- There are always some relatively mechanical sections that you can write: a description of what happened; a summary of your methodology; transcripts of interviews; etc. Work on these if some of the more creative sections are giving you trouble.
- Don’t expect your early drafts to be complete and well integrated pieces of work (it’s not like submitting undergraduate essays!) Producing a thesis is a process of writing, having it read, discussing it and writing some more. For some parts of chapters you may have to go through this process many times.
- View your thesis as the start of a research career rather than your magnum opus.
- Make sure you keep talking with people about your ideas. Developing and organising your ideas through talking can make writing easier. Keep the audience in mind – who are you writing this for.
- If you are completely blocked you may find it useful to start working on a section by ‘pasting in’ everything from your field notes, analysis and literature research that relates to the topic. Then start organising and refining it. For some students writing chapters by cutting down and refining is less intimidating than confronting a blank screen.

Students who need help with writing skills should seek it at the Academic Skills and Learning Centre (6125 2972) https://academicskills.anu.edu.au/. Remember that your supervisor and advisers are there to advise you on the content of your thesis: it is not their job to correct and improve your written expression.

9.2 Thesis production
You must ensure that your thesis is produced in an acceptable format, otherwise it may not be accepted by the University Examinations section. Detailed guidelines are set out in
Postgraduate Research Guide. Pay particular attention to requirements in relation to margins and font size. You will save a lot of formatting time if you use appropriate styles and templates when preparing your thesis.

10. SUBMISSION AND EXAMINATION

10.1 Submission
Procedures for submission of PhD and MPhil theses are set out in detail in Postgraduate Research Guide. You should note particularly:

- The requirement for advance notice of your submission to be provided to the relevant authority
- Procedures for getting your thesis photocopied within the University.
- The requirements in relation to binding and number of copies.
- Provision for reimbursement of thesis production costs for scholarship holders.

When your completion date looks to be about six months off you should begin to discuss suitable examiners with your supervisor and, if you think it would be helpful, the Graduate Convenor. The final decision concerning examiners is made by your supervisor in consultation with the Head of School or Department. Your Head of School or Department will contact the proposed examiners to obtain their agreement. Once this has occurred, you are not allowed to be told the identity of the examiners. In addition, there is to be no communication between the examiners and candidate, and between the examiners and the supervisor.

10.2 Examination
At least two examiners are appointed for both PhD and MPhil degree theses. (Some programs still prefer to appoint three examiners for the PhD.) Where possible it is advisable to choose examiners whose position and reputation will enhance your future career prospects. Examiners provide advice to the University in regard to the examination of your thesis. That advice may be to admit you unconditionally to the degree, to admit you subject to certain revisions or to fail you. See the Postgraduate Research Guide for full details.

11. CONFERENCE ATTENDANCE AND PUBLICATIONS

11.1 Conferences
Attending conferences can be invaluable for graduate research students. Conferences are an ideal forum for keeping up with recent academic developments, meeting other research students and academics, identifying potential examiners and gathering intelligence on future career opportunities. When you present a paper at a conference you will receive invaluable feedback at the same time as you are raising the profile of your own work. Preparation of conference papers can also be a good way to focus and refine the argument of your thesis. Funding may be available to assist you to attend conferences, but usually only if you are presenting a paper. Check with your supervisor on this. When you go to conferences make sure that you officially notify the University of your absence on the appropriate form. This will ensure that you have appropriate insurance coverage.

11.2 Publications
Preparing papers for publication while you are writing your PhD thesis can help you to focus the argument of your thesis and, if they are accepted, greatly enhance your future career prospects. Discuss publication possibilities with your supervisor and fellow students. Keep in mind that preparing polished papers ready for publication can be very time-consuming. Possible journals for the submission of articles are *Australian Journal of Linguistics* and *Australian Review of Applied Linguistics*. Your supervisor can advise you of other possible journals.

12. ATTENDANCE, SUSPENSION, EXTENSIONS, LEAVE AND EMPLOYMENT
There are a range of University policies relating to attendance, employment, suspension and leave. These can be complex issues and you should refer to the relevant sections of *Postgraduate Research Guide* for the provisions that relate to your particular situation.

**Attendance**
Full-time graduate students are expected to devote at least 40 hours per week to their course. It is expected that students will participate in the intellectual life of their respective Schools/Programs/Departments and the Research Program in addition to completing their research degree. Students are required to regularly attend seminars and maintain frequent contact with their supervisors. Specific rules relating to attendance for both MPhil and PhD students are contained in *Postgraduate Research Guide*.

13. ACADEMIC AND RESEARCH SUPPORT SERVICES
There is a wide range of academic support services available for graduate students within the University. Many of these services have their own information pages on the internet and you should consult these pages for more detailed information. Most of the pages are accessible through the University’s home page: [http://www.anu.edu.au/](http://www.anu.edu.au/)

13.1 Computers
For information on computer, printing and email facilities, and hardware and software support services, talk to the administrator in your department or your supervisor. Comprehensive information about the University’s Information Services is available at [http://students.anu.edu.au/studentitguide/](http://students.anu.edu.au/studentitguide/)

13.2 English as a second language
There are a range of services available for overseas students seeking to improve their English language skills. The Academic Skills and Learning Centre (6125 2972) has a *Second Language Adviser*. The Centre can provide second-language speakers with English language and writing assistance, but it does not provide an editing service for postgraduate students. The Centre’s objective is to help you to become more proficient in using English in a variety of academic contexts, including writing. If you need assistance with language and writing, go to the Centre early. As part of the *University English Language Program* (UELPG) the Academic
Skills and Learning Centre also provides lunchtime courses on speaking and listening for ANU students who do not have English as their first language. Short courses concentrating on research and writing skills are also provided.

ANU College ([http://www.anucollege.com.au/](http://www.anucollege.com.au/)) (6125 5000) provides comprehensive courses on General English and English for Academic Purposes (aimed primarily at overseas students) and also provides an Introductory Academic Program. Fees are charged for these courses. Many of the courses start early in the year, so get in touch as soon as you arrive.

13.3 Libraries
The two main libraries used by linguists at the University are Chifley Library and Menzies Library. Both of these libraries have a wide-range of very useful on-line research and database services. Chifley Library runs regular courses on the use of these services. Ask at the Enquiries Desk about upcoming courses.

13.4 Seminars
In addition to the various Language and Linguistics seminars there are an enormous number of academic seminars held throughout the University which, in most cases, are open for anyone to attend. Watch the notice-boards and the various email ‘lists’ for seminars that may be relevant to your research. The free University newspaper *ANU Reporter*, which is published monthly, also carries a ‘Diary’ detailing upcoming seminars, conferences and so on across the University.

13.5 Statistics
The Statistical Consulting Unit (6125 3998) provides expert advice on statistical methods. Consulting support is available free of charge to graduate students. You are strongly encouraged to contact the unit early on in the design of your project where appropriate. Appointments should be made at least a week in advance and each consultation is normally limited to one hour. New research students are asked to bring their supervisor(s) to the first consultation. To make an appointment to see a statistical consultant send an email to scu@anu.edu.au.

13.6 Teaching experience
Many postgraduate students find it very useful to gain some teaching experience while completing their research degree. All research students in the program are welcome to become involved in teaching when opportunities arise. Most teaching opportunities take the form of tutoring in undergraduate linguistics and applied linguistics courses in the School of Language Studies, or tutoring in language courses in Asian Studies, although there may also be opportunities for giving guest lectures in courses. If you are interested in tutoring you should let the academic staff know. You should also contact the Convenor of the Linguistics Program or the Convenor of the Applied Linguistics Program. Keep in mind that tutoring can be very time consuming, and that you have to balance carefully your teaching and research commitments!

*The Graduate Teaching Program*
Email: Trevor.Vickers@anu.edu.au
The primary aim of the Graduate Teaching Program is to give PhD students who are tutoring the chance to obtain systematic support in their teaching. The secondary aims are: to give student tutors a realistic opportunity to assess their interest in an academic teaching career; to give student tutors an opportunity to improve communication (particularly small group communication) skills; to strengthen graduate students’ CVs and employment prospects; to enhance the quality of teaching in undergraduate courses; and to reduce isolation among graduate students and integrate them more fully into the academic community of scholars. The core activity of the Program is a weekly seminar or workshop (from sixty to ninety minutes duration) on some aspect of university teaching. All PhD students in the University will be sent a notice in July and January each year inviting them to apply for entry to the following semester's program. If you are interested in tutoring, you may find it worthwhile to find out more about this Program.

13.7 Thesis production: cartography, photography and colour printing
There are a range of facilities on campus that can provide cartography, photography, scanning, colour printing, and photo-copying services. It is a good idea to get in touch early to book your work in. Try to avoid last minute requests. Fees are usually charged.
Cartography Unity (6125 2230)
Coombs Photography (6125 4289)
Infoplac@Chifley.anu.edu.au
University Printing Service (6125 2514)

13.8 Writing and research
**Academic Skills and Learning Centre** Tel: 6125 2972
Pauline Griffin Building (No 11), lower ground floor
The **Academic Skills and Learning Centre** offers ANU students free and confidential help with their academic work. It operates during term and vacations on an appointment basis. Graduate research students are welcome to seek assistance from the Centre. The Centre has a **Graduate Adviser** who can help you with your academic work directly or advise you about where else to go and whom to see. You should make an appointment at the Centre if you are having any kind of study-based problem, no matter how general or specific. Concerns graduate research students might bring to the Centre include: adjusting to the different kinds of skills required at a new university, discipline or level of academic work; clarifying the nature of the working relationship between themselves and their supervisors; mastering the relevant academic conventions of the thesis and other forms of graduate writing; developing more effective research strategies; time planning and management; and seminar and conference presentations. If you want assistance with writing, you will need to: bring the piece of writing on which you are working to the Centre; fill in a form given to you by the secretary to identify what the writing is (eg seminar presentation, thesis chapter etc.) and what problems you want to discuss with the adviser; make an appointment, allowing time for the adviser to read your text before meeting with you.

**Counselling**
University Counselling Service Tel: 6125 2442
Counselling Centre & Health Services Building (Upper Level), North Road.
Free counselling services are available for all ANU students. Make an appointment by telephone or email.

Doctors
University Health Service Tel: 6125 3598/4098
Counselling Centre & Health Services Building, North Road
The Health Service provides a confidential primary care/general practitioner medical service to all students and their spouses or partners. The Health Service is a good source of information on medical issues relevant to fieldwork. A wide range of vaccinations are available there at very reasonable cost.
APPENDIX

Graduate Students in Linguistics, Languages and Cultures, and Applied Linguistics Seminars, Research Groups, Meetings etc

The following list of research groups and seminar series in linguistics, languages and cultures, and applied linguistics gives you an idea of the range of meetings in our Graduate Field. We encourage all graduate students to attend at least one of the meetings. Details of the meetings are available on the Linguistics home page (http://linguistics.anu.edu.au/events_main.asp)

Linguistics, Languages and Cultures Seminar Series
This is a joint School of Language Studies, Faculty of Asian Studies and RSPAS seminar series. Speakers are invited to give a talk on a topic of interest to everyone in the Graduate Field of Linguistics. There are generally 5 or 6 seminars per year, held on Fridays from 3.30 – 5pm. The seminars are always well-attended and we often go for a drink or a meal afterwards. So please keep the evening free as this is a good chance to meet other staff and students. You will be sent an email regarding this Seminar series. Make sure you are on the email list for graduate research students.

Linguistics Talk@ANU
Linguistics Talk provides a forum for all graduate coursework students doing linguistics or applied linguistics to discuss issues relevant to their studies. This includes Masters, Graduate Diploma and Honours students in the graduate programs of Linguistics, Applied Linguistics and Translation Studies. During Linguistics Talk, invited guests (often graduate research students doing their PhD or MPhil) come and talk about their research, methodology, ethics, collecting data, writing etc. Please contact the convenor of Applied Linguistics if you want to be added to the distribution list,

"Research Roundtable" for SLS & RSPAS linguistics students
The aim of the roundtable is to provide students with an opportunity to talk about their research, tell everyone what you’re currently working on, what you plan to work on, problems that you are encountering in your research... etc. We all work in such specialised areas and on such diverse topics that the audience for our work can feel tiny – possibly just you and your supervisor. By providing a forum for us to talk about our research, we can expand our audience and learn about the interesting research that is being done by fellow students. You may find that someone is using a similar methodology to yours to research a different topic, or vice versa; or someone to collaborate with; maybe someone else has faced a similar problem with eg ethics/fieldwork/software... etc. For more detail, go to http://linguistics.anu.edu.au/events_main.asp

Discourse Analysis Group
The Discourse Analysis Group (DAG) is an academic interest group that has met fortnightly since 1997. At meetings we analyse all types of discourse, discuss contemporary issues facing the field conversation analysis (CA), discourse analysis (DA), and critical discourse analysis (CDA), and provide collegial support to one another. The Group has
been a vital part in the development of ANU graduate students working within CA. More
recently, we have expanded our group to include graduate students working within other
discourse analytic frameworks. Current members include researchers and graduate students
from the Australian National University, University of Canberra, and from Charles Sturt
University. Anyone (especially graduate students) interested in any aspect of discourse is
welcome. Please contact the convenor of Applied Linguistics for further information.
Please email Johanna Rendle-Short for more information Johanna.Rendle-
Short@anu.edu.au

**PhD Seminar and Regional Workshop Series on Processability, Second Language
Acquisition and Bilingual First Language Acquisition**
This series targets researchers from Australia and New Zealand conducting research in the
area of language learning and teaching with a focus on (or incorporating) Processability
Theory. The regional group is part of a wider international network of researchers, which
organizes annual Symposia world-wide. Local Seminars are held monthly at the ANU and
attended by researchers from Canberra and Sydney. The seminars discuss theoretical and
methodological issues arising from work in progress, usually on the basis of a common
reading and/or presentation of data.
In addition the group organizes at least once a year a more formal Workshop (with lectures
and/or formal paper presentations) for participants from the wider region, including New
Zealand.
The group is coordinated by Dr Louise Jansen from the School of Language Studies at the
Australian National University. For further information please contact Louise via email:
Louise.Jansen@anu.edu.au

**Language Acquisition and Teaching Seminar**
This is a group of researchers and aspiring researchers at the ANU interested in language
acquisition and teaching. The group started in second semester 2007 and meets biweekly
during term. Its goal is to provide a forum for graduate students in the research stage to
discuss issues arising from their work in progress and to support each other. The field of
language acquisition is understood broadly, including child first and bilingual language
acquisition, second language acquisition and acquisition by tutored learners. The field of
language teaching likewise is taken broadly, including issues in teaching methodology,
curriculum and program design, learner strategies and motivation as well as the socio-
political context of language teaching. For further information please contact Louise via
e-mail: Louise.Jansen@anu.edu.au

**Seminar on Semantics**
This seminar, devoted to all aspects of cross-linguistic semantics, the semantics of English,
and semantic universals, is always open to auditors and visitors. It is run in four-hour
blocks, every fortnight on Friday afternoons, 1PM-5PM. For further information please
contact Prof. Anna Wierzbicka Anna.Wierzbicka@anu.edu.au

**NSM Semantic Workshops**
These workshops, run several times a year at various times, are also open to anyone interested in semantics. If you want to receive notices about these events, for further information please contact Prof. Anna Wierzbicka Anna.Wierzbicka@anu.edu.au

CRLC Historical Linguistics Reading Group
The Centre for Research on Language Change (CRLC) is an ANU based virtual research centre for all aspects of language change and the history of languages and language families. Membership is open to ANU staff and students who are active in research in historical linguistics and language change, and associate membership to scholars from outside the university. As part of the CRLC’s activities, a historical linguistics reading group is run on an approximately monthly basis, where interested staff and students read and discuss a recent work in historical linguistics and language change in an informal atmosphere. Participation in the reading group is open to CRLC members and non-members alike. Look at the CRLC website for more information: http://crlc.anu.edu.au

Centre for Research on Language Change seminars
Occasional historical linguistics seminars are given by invited visitors to ANU. Please look at the CRLC website for more information: http://crlc.anu.edu.au

Japan Centre Seminar Series
The Japan Centre holds fortnightly Japan Centre Seminars, on the second and fourth Fridays of each month, with speakers drawn from members of the Centre, including staff, postgraduate students, and Visiting Researchers. This seminar is a public seminar. Everyone is welcome!

Descriptive linguistics brown bag seminars
This series gives a venue for researchers to present in-progress reports on any aspects of the description and documentation of languages of the Indo-Pacific region, with a particular (though not exclusive) focus on Australian, Papuan and Austronesian. All welcome; bring your own lunch. Please contact Nick Evans or John Bowden for more information
nicholas.evans@anu.edu.au, john.bowden@anu.edu.au

Grammar-writing workshop
This series focuses on the problems involved in writing descriptive grammars of little-known languages, and is aimed at postgraduate students and other researchers involved in writing their own grammars. Participants will ‘adopt’ two languages each for which good grammars exist, in addition to their own descriptive interests. Typically one descriptive problem per month (e.g. word-classes, complement clauses) will be focussed on over four weeks, in an ongoing cycle. In the first week the coordinators will present an overview of the problems involved in describing this part of the grammar; in the second week the group will discuss one or two key readings; in the third week the treatments of this problem in the adopted grammar will be discussed; and in the fourth week participants will present particular problems they are facing in writing this part of their grammar. Please contact Nick Evans or John Bowden for more information
nicholas.evans@anu.edu.au, john.bowden@anu.edu.au