

Contents

<i>Preface</i>	<i>page xi</i>
<i>Acknowledgements</i>	<i>xii</i>
1 Introduction: what is linguistic fieldwork?	1
1.1 A definition of fieldwork	2
1.2 Overview: the following chapters	8
1.3 Summary and further reading	8
2 Fieldwork projects: two examples	10
2.1 Fieldwork project 1. Masetén in Bolivia: text-collection, transcription, analysis and elicitation	10
2.2 Fieldwork project 2. Somali in contact with English: setting up a fieldwork project	20
2.3 Summary and further reading	25
3 The languages	26
3.1 Bilingual and monolingual fieldwork	26
3.1.1 Bilingual fieldwork	27
3.1.2 Monolingual fieldwork	29
3.2 Learning the language(s)	35
3.3 Types of language data	37
3.4 Types of languages	38
3.4.1 Major languages and languages with many speakers	38
3.4.2 ‘Small’ languages and endangered languages	39
3.4.3 Well-described versus little-studied languages	40
3.4.4 Working on a language that you speak	41
3.5 How to find a language to work on	42
3.6 Summary and further reading	43
4 The people	44
4.1 The speakers	44
4.1.1 Speakers’ language use and proficiency	45
4.1.2 Contacting a language community	49
4.1.3 Selecting the speakers	50
4.1.4 The main teachers	54
4.1.5 Other speakers	54
4.2 The linguist	55
4.2.1 The significance of the first day	57
4.2.2 The role of the linguist among the speakers	58

viii	Contents	
	4.2.3 Teamwork among linguists	60
4.3	Other parties	61
	4.3.1 The language community	61
	4.3.2 Organizations in the area or in related fields	62
	4.3.3 Other researchers	64
	4.3.4 Conflicting interests	65
4.4	Fieldwork ethics	67
	4.4.1 Information and consent	67
	4.4.2 Payment and working conditions	71
	4.4.3 Training language teachers	73
	4.4.4 Helping the community	74
	4.4.5 Ethics for the dissemination of the data and the results	75
4.5	Summary and further reading	77
5	Fieldwork preparation	79
5.1	Linguistic prefield preparation	79
	5.1.1 Research questions	80
	5.1.2 Choose a mentor	81
	5.1.3 Prefield literature review	82
	5.1.4 Computers and tools	83
	5.1.5 Financing your fieldwork	84
	5.1.6 Funding proposals for PhD theses and beyond	85
	5.1.7 Ethics application	86
	5.1.8 The place and timing of fieldwork	87
5.2	Considerations for remote fieldwork	88
	5.2.1 Culture and relations	89
	5.2.2 Paperwork and bureaucracy	90
	5.2.3 Vaccinations and medicals	90
	5.2.4 Medical training	91
	5.2.5 Basic fieldwork equipment	92
	5.2.6 Additional equipment	93
	5.2.7 Consumable study supplies	94
	5.2.8 How long to stay	95
	5.2.9 Accommodation	96
	5.2.10 Travel arrangements	98
5.3	Summary and further reading	98
6	Fieldwork methods	99
6.1	Types of research method	99
	6.1.1 Qualitative methods	100
	6.1.2 Quantitative methods	100
	6.1.3 Mixed methods	101
	6.1.4 Cross-sectional and longitudinal studies	101
6.2	Metadata, recordings and field notes	101
6.3	Text data	104
	6.3.1 Transcription	107
	6.3.2 Translation	108
	6.3.3 Glossing	110
6.4	Elicitation	113

	Contents	ix
6.4.1	Types of elicitation	114
6.4.2	Limits of elicitation	117
6.4.3	Ethical considerations for elicitation	120
6.4.4	Monolingual elicitation	121
6.4.5	Third-party interpreters	126
6.4.6	Group teaching, serial teaching and individual teachers	127
6.5	Quantitative questionnaires and structured interviews	128
6.5.1	Questionnaires	129
6.5.2	Structured interviews	132
6.6	Experiments and stimulus tests	132
6.7	Participant observation	136
6.8	Integrating ethnography and fieldwork	136
6.9	Summary and further reading	137
7	The outcomes	139
7.1	The fieldwork corpus	139
7.2	Archiving	140
7.3	Presenting methodology and results	141
7.3.1	Presenting the results of qualitative studies	143
7.3.2	Presenting the results of quantitative studies	144
7.4	Grammars	145
7.5	Dictionaries	148
7.6	Language documentation	150
7.7	Summary and further reading	150
<i>Appendix 1 Perspectives on the history of fieldwork</i>		152
<i>Appendix 2 Phonology questionnaire</i>		159
<i>Notes to chapters</i>		167
<i>References</i>		171
<i>Index</i>		176