

Appendix A: Metadata Sheets

Applying to the recording as a whole

Session Number:	Media Type: Audio/Video	
Recorded by:	Date:	Place:
Language:	(Variety:)	
Speaker(s):		
Other languages spoken on tape:		
Rights:		
Quality:	Transcription Cross-reference:	
Sampling rate:		

Individual tracks

Track	Duration	Speaker	Data type	Contents	Notes	Transcribed?	Checked?
1	3'	AA	Elicitation	<i>body parts</i>		Yes	No
2	5'	AA	Narrative	<i>'What I did yesterday'</i>	<i>Excellent source of past tense marked verbs</i>	Yes	Yes

Computer file

Folder	File name	Format	Created by	Contents	Cross-reference

Appendix B: Suggested Fieldwork Programme for an Undescribed Language

Everyone has their own interests, priorities, pace of working. The tasks are roughly in order of increasing complexity. Feel free not to follow this set of guidelines!

1. A wordlist of basic vocabulary, including some nouns, verbs and adjectives. At least 100 items, for use on making a preliminary analysis of the phonology.
2. A few phrases – how to say ‘How are you?’ ‘Please say it again’, ‘My name is X’ or other culturally appropriate phrases.
3. Basic sentences with one or two participants, pronouns and full nouns, and simple noun phrases, in present and past tense. Use a mixture of new and familiar vocabulary.
4. Commands, questions, some brief exploration of more complex structures. (See the checklist in Appendix D.)
5. A short text, e.g., a children’s story. Transcription of that text and elicitation based around new structures.
6. Consolidation – compile a summary of what is known so far and list important unsolved problems.
7. Intensive vocabulary expansion.
8. A short break on eliciting new material, to consolidate what is already known. Checking questions arising from previous materials (this done throughout the trip, but a specific consolidation phase is useful).
9. Complex structure elicitation, e.g., embedded clauses
10. More recording, transcription and elicitation on the basis of new items.
11. Primarily discussion, interviewing in the language, more participant observation, as well as gap-filling by questions based on materials.

Appendix C: A Basic Phonetics/ Phonology Checklist

The following list could be taken as a guide for what to include in a sketch phonology:

1. Distinctive segments, described in terms of:
 - a. Active articulator
 - b. Passive articulator
 - c. Airstream
 - d. Voicing
2. Allophones of the above
3. Syllabic segments
4. Canonical syllable structure
5. Phonotactics
 - a. Distribution of segments (initially, finally, etc)
 - b. Clusters (including any restrictions), both vocalic and consonants
 - c. Within roots vs across morpheme boundaries;
 - d. Phonology of roots versus affixes, if boundary effects are evident
6. Vowel and consonant harmony
7. Suprasegmentals
 - a. Length
 - b. Pitch
8. Tone
 - a. Melodies
 - b. Allotony
 - c. Downdrift, downstep
9. Morphophonology
 - a. Prefixes versus suffixes
 - b. Hiatus resolution for each
10. Stress
 - a. Primary
 - b. Secondary
 - c. Manifestation and correlates

Appendix D: A Basic Morphology/ Syntax Checklist

This list will give you some ideas about topics for elicitation. The following checklist is loosely based on the *Lingua* Questionnaire of Comrie and Smith 1977. The items listed below are in approximately a useful order for elicitation (i.e., it is useful to start with simple verbal clauses before doing subordination, etc.), but I do not recommend adhering rigidly to the order. For example, it is quite useful to know something about basic negation early in your fieldwork, especially if it affects tense or aspect. For definitions of terms used in this list, see Trask (1993).

1. Verbs

- a. TAM marking
 - Tense: past, present, future, degrees of remoteness, interaction with other categories
 - Aspect: Perfect(ive), aorist, imperfect(ive), continuous, inchoative, semelfactive, etc.
 - Mood: subjunctive, realis, irrealis, optative; uses
- b. Argument structure
- c. Marking of agreement (extent)

2. Noun phrases

- a. Articles
- b. Demonstratives
- c. Relative ordering of constituents (and possible constituents)
- d. Multiple appearance of constituents (e.g., adjective chaining)
- e. Gender or class marking
- f. Classifiers
- g. Marking of definiteness, specificity and referentiality

3. Case marking

- a. Core cases
- b. Oblique cases
- c. Variable and optional marking
- d. Affixation versus cliticisation
- e. Expression of particular semantic roles
- f. Multiple case marking (i.e., more than one case affix on a single item)

4. Adverbial phrases

- a. Temporal adverbs and other types of temporal marking (e.g. 'at 4 o'clock')
- b. Spatial marking
- c. Manner adverbs
- d. Adpositional phrases

5. Adpositional phrases

- a. Possibilities of complements of adpositions
- b. Case marking of complements
- c. Coordination of adpositional phrases
- d. Multiple adpositions
- e. Derivational possibilities for adpositional phrases
- f. Adpositional subjects?

6. Pronouns

- a. Free versus bound pronouns
- b. Circumstances under which pronouns are used
- c. Inclusive/exclusive distinctions
- d. Number marking
- e. Case marking as compared with nominals
- f. Position in clause (as compared with nominals)
- g. Emphatic pronouns
- h. Possibilities for modifying pronouns (e.g. with adjectives)

7. Imperatives

- a. Positive imperatives
- b. Negative imperatives
- c. Second person imperatives versus first or third person
- d. Degrees of politeness

8. Valency

- a. Reflexives (direct and indirect – that is, the syntactic role of the relative pronoun/affix)
- b. Other functions of reflexives; reflexive marking on intransitive verbs
- c. Reciprocals
- d. Causatives
 - Of intransitive verbs
 - Of transitive verbs
 - Direct and indirect
 - Omission of causer or causee
- e. Passives
 - Personal versus impersonal
 - And argument structure (e.g. of intransitive verbs, with various case frames)
 - Omission of arguments
 - Marking of the instrument/actor
- f. Antipassives
- g. Interactions in valency marking

9. Subordination

- a. Marking
- b. Finiteness
- c. Finite subordination
- d. Sequence of tense marking
- e. Purpose clauses
- f. Manner clauses
- g. Conditional clauses
- h. Result clauses

10. Interrogatives

- a. Yes/no (polar) interrogatives
- b. Wh- (content) questions in different grammatical relations
- c. Questioning elements of main clauses and subordinate clauses
- d. Interrogative verbs
- e. Direct and Indirect questions
- f. Leading questions (expecting the answer *yes*, expecting the answer *no*)
- g. Multiple interrogatives
- h. Clefted interrogatives
- i. Echo questions
- j. How are answers to questions given?

11. Relative clauses

- a. Headed relative clauses
- b. Placement of relative pronoun (if present) and relative clause in relation to the head noun
- c. Headless relative clauses

12. Direct versus indirect speech

13. Adjectives

- a. Word class status
- b. Argument-taking adjectives
- c. Modification of adjectives
- d. Comparatives and superlatives, and associated syntax

14. Numerals

- a. Ordinal
- b. Cardinal
- c. Classifiers
- d. Interaction with number marking

15. Possession

- a. Alienable versus inalienable
- b. Current versus former
- c. Location of marking of possession
- d. Possessive pronouns

16. Focus and topic

- a. Marking: affixation, intonation, etc
- b. Clefting, pseudo-clefting, dislocation
- c. What items in the clause can be focused?

17. Copular clauses

- a. With nominal predicates
- b. With adjectival predicates
- c. With other predicates (adverbial, pronominal, locational)
- d. Order of items
- e. And tense marking

18. Coordination

- a. *And*-coordination
- b. *But*-coordination
- c. *Or*-coordination
- d. Position of conjunction
- e. Lists

19. **Negation**
 - a. Sentential/clausal
 - b. Phrasal
 - c. Negative polarity items
20. **Anaphora and related issues**
 - a. Means of marking
 - b. Kataphora
21. **Deixis**
 - a. Distance categories
 - b. Visible/non-visible
 - c. Known/unknown
 - d. Neutral
 - e. In texts versus in conversation
 - f. Temporal versus spatial deixis
22. **Formal and distributional criteria for the word class status**
23. **Constituent order**
 - a. Phrasal
 - b. Clausal
 - c. Effects of animacy of constituents, definiteness of the NP, topic status, etc
 - d. (Non)configurationality
24. **Quantification**
 - a. *some*
 - b. *any*
 - c. *all*
 - d. *each/every*
 - e. Mass/count distinction
25. **Evidentiality**
26. **Derivational morphology**
 - a. Changing word class
 - b. Within the word class
27. **Compounding**
 - a. With items of same/different word class
 - b. Relations between elements
28. **Omission (gapping) of constituents**
29. **Number marking**
 - a. On nouns
 - b. On verbs
 - c. On other word classes
30. **Complex predicates**
 - a. Serial verbs
 - b. Light verbs
 - c. Associated motion
 - d. Other types
31. **Incorporation**
 - a. Noun
 - b. Verb
 - c. 'Preposition'

32. Proper nouns

- a. Place names
- b. Personal names
- c. Other categories, e.g., pets' names

33. Clitics

34. Auxiliary verbs

- a. Tense
- b. Mood
- c. Other

35. Sentence particles

36. Ideophones

Appendix E: Sample Consent Form

The following consent form was prepared by the author for field-methods classes, based on questions discussed in relation to establishing informed consent.

I,, agree to participate in elicitation conducted by
..... at for the period

I will be paid \$..... per hour.

I understand that sessions will be recorded, and that I may request that the recorder be turned off at any time, for any reason.

I understand that the recordings may be duplicated for members of the class to listen to, but that they will not be further distributed without my permission.

I do / do not give permission for video recordings to be made.

I do / do not wish to remain anonymous in all materials produced as the result of this fieldwork. I understand that if I choose to be anonymous, all effort will be made to respect this wish but complete anonymity cannot be guaranteed.

I do / do not give permission for primary materials (fieldnotes, audio and video recordings) to be made available to others.

I do / do not give permission for secondary materials (such as academic papers giving analyses of the language) to be made available to others, or published on the internet or in print.

I do / do not wish to be informed before language materials collected in this class are used for a purpose other than that for which they were originally intended.

Any other restrictions or specifications are listed below:

Signed by consultant:

Date:

Signed by class members and instructor:

Date:

(Signed by witness:)

Date:

In areas where it is not possible or meaningful to use a signed consent form, the following checklist of points is discussed, with the discussion recorded.

Informal script for verbal consent

It is part of the conditions of this project that I obtain ‘informed consent’ from everyone working with me. That is, we need to have it recorded that you want us to do this work, and we need to be clear about any restrictions that you want to put on the work (for example, things that we shouldn’t talk about). I need to know about it so that your wishes can be respected. I’m going to ask you some questions about our language work. Please interrupt me at any time if you have any questions.

Project logistics

- You may stop working with me at any time and you don’t need to tell me why you want to stop.
- You’ll get paid \$__ per hour while we’re working.
- You can work as much as you’d like, when you like.

Recording

- Is it all right if the sessions are recorded? (They are recorded so that I can make sure that I have written down the words correctly, and so that people can listen to the words and stories later on.)
- If you are uncomfortable with being recorded, we can turn off the tape at any time. You do not need to give a reason.
- Is it all right for other people to listen to this tape? (Your family? Other people from this area? Anyone?)

Identification of participants

- Is it all right if I tell other people that you are working with me on Language (for example, is it all right if your name goes on the list of storytellers)?
- If not, should I use a nickname? (ask for nickname)
- (Make sure person understands that I will do my best to respect these wishes but it can’t be absolutely guaranteed.)

Permission to disseminate materials

- Who can have access to this work when we finish? Do they need to ask permission first? Who should they ask? Can I show my students and colleagues the work we’ve done so far?
- Can they listen to the recordings and look at the written transcriptions?
- How about stories?
- Is there anything that should be kept secret?
- Can I put copies of everything in an archive (*explain archive*) in case anything happens to my copies?

Permission to use the raw materials in other linguistic projects

- Is it all right for me to write articles and books about your language? (for example, to use words and phrases in writing about language in Australia?)

- Do you want to see a copy before it is published, and should I send you a copy afterwards?
- Can I use language work for more than one purpose? For example, if we write a dictionary of your language, is it all right if I use that information to study the sounds in your language?

Appendix F: Equipment Checklist

- Primary recorder
- Primary microphone
- Backup of each (and make sure equipment can be mixed and matched)
- Video camera
- Stills camera (or video with stills capability)
- Popshields for all microphones
- Blank media
- Headphones
- External speakers
- Tripod for video and stills camera
- Spare batteries, power cables, chargers
- Equipment for analysis – computer, pens and paper and associated software
- Means of backing up data regularly
- Specialised equipment (e.g., palatography kits)
- Protective bags for all equipment
- Modem cable
- (Receipts of expensive equipment to prove to customs that it's yours)
- Head/lens cleaners

Other

- Stapler
- Rubber bands
- Sticky tape
- Paper clips
- Glasses repair kit (for the small screwdriver), swiss army knife and/or screwdriver set.

Suggested packing list

- Personal items
- Health items (e.g., sunscreen)
- Water-proof bags of different sizes for tapes, fieldnotes
- Daypack for carrying equipment around
- Motion sickness tablets (some have the same active ingredient as cough medicine!)
- Pain reliever
- Tweezers
- Band-aids
- Oral rehydration salts
- Snakebite/pressure bandage
- Antiseptic and antifungal cream
- Space blanket

Appendix G: Basic Wordlist

The following basic vocabulary list was taken from Comrie and Smith (1977):

- | | | |
|-------------|----------------|-----------------------------------|
| 1. all | 34. dry | 67. guts |
| 2. and | 35. dull | 68. hair |
| 3. animal | 36. dust | 69. hand |
| 4. ashes | 37. ear | 70. he |
| 5. at | 38. earth | 71. head |
| 6. ack | 39. eat | 72. hear |
| 7. bad | 40. egg | 73. heart |
| 8. bark | 41. eye | 74. heavy |
| 9. because | 42. fall | 75. here |
| 10. belly | 43. far | 76. hit |
| 11. big | 44. fat/grease | 77. hold/take |
| 12. bird | 45. father | 78. horn |
| 13. bite | 46. fear | 79. how |
| 14. black | 47. feather | 80. hunt |
| 15. blood | 48. few | 81. husband |
| 16. blow | 49. fight | 82. I |
| 17. bone | 50. fire | 83. ice |
| 18. breast | 51. fish | 84. if |
| 19. breathe | 52. five | 85. in |
| 20. burn | 53. float | 86. kill |
| 21. child | 54. flow | 87. knee |
| 22. claw | 55. flower | 88. know |
| 23. cloud | 56. fly | 89. lake |
| 24. cold | 57. fog | 90. laugh |
| 25. come | 58. foot | 91. leaf |
| 26. count | 59. four | 92. leftside |
| 27. cut | 60. freeze | 93. leg |
| 28. day | 61. fruit | 94. lie (be in lying
position) |
| 29. die | 62. full | 95. live |
| 30. dig | 63. give | 96. liver |
| 31. dirty | 64. good | 97. long |
| 32. dog | 65. grass | 98. louse |
| 33. drink | 66. green | |

- | | | |
|--------------------|------------------|-------------|
| 99. man/male | 140. sharp | 181. tree |
| 100. many | 141. short | 182. turn |
| 101. meat/flesh | 142. sing | 183. two |
| 102. moon | 143. sit | 184. vomit |
| 103. mother | 144. skin | 185. walk |
| 104. mountain | 145. sky | 186. warm |
| 105. mouth | 146. sleep | 187. wash |
| 106. name | 147. small | 188. water |
| 107. narrow | 148. smell | 189. we |
| 108. near | 149. smoke | 190. wet |
| 109. neck | 150. smooth | 191. what |
| 110. new | 151. snake | 192. when |
| 111. night | 152. snow | 193. where |
| 112. nose | 153. some | 194. white |
| 113. not | 154. spit | 195. who |
| 114. old | 155. split | 196. wide |
| 115. one | 156. squeeze | 197. wife |
| 116. other | 157. stab/pierce | 198. wind |
| 117. person | 158. stand | 199. wing |
| 118. play | 159. star | 200. wipe |
| 119. pull | 160. stick | 201. with |
| 120. push | 161. stone | 202. woman |
| 121. rain | 162. straight | 203. woods |
| 122. red | 163. suck | 204. worm |
| 123. right/correct | 164. sun | 205. ye |
| 124. rightside | 165. swell | 206. year |
| 125. river | 166. swim | 207. yellow |
| 126. road | 167. tail | |
| 127. root | 168. that | |
| 128. rope | 169. there | |
| 129. rotten | 170. they | |
| 130. round | 171. thick | |
| 131. rub | 172. thin | |
| 132. salt | 173. think | |
| 133. sand | 174. this | |
| 134. say | 175. thou | |
| 135. scratch | 176. three | |
| 136. sea | 177. throw | |
| 137. see | 178. tie | |
| 138. seed | 179. tongue | |
| 139. sew | 180. tooth | |

Notes

1 Introduction

1. Kibrik (1977) and Cameron et al. (1992) discuss these questions in detail.
2. A parallel comes from a physician friend of mine who watches TV medical dramas in order to understand how his patients are likely to think about genetic diseases and the (mis)information they are likely to have. His diagnosis and treatment are not informed by TV, but it does form part of how to make his diagnosis comprehensible to his patients.
3. Of course, there are some types of linguistic experimentation that are very difficult to explain to someone without linguistic training. Perhaps you are interested in studying vowel harmony; you could say (as Maddieson (2001) recommends) that you are studying the sounds of the language and how people speak. You might not want people to know exactly what you are studying until later in the process, because that knowledge may bias the outcome of the research.
4. Both the people mentioned here have now passed away.
5. Let's be honest, Indiana Jones was a terrible linguist.

2 Technology in the Field

1. I've given a suggested list of equipment in Appendix F.
2. Some machines have automatic level control which prevents clipping; however, it is in general not recommended (especially for recording music).
3. This book's web site has specific information about recording devices.
4. Both my field microphones are condenser microphones, however, and I have never had them malfunction despite humidity.
5. Sitting side by side works much better. In field methods classes it may be possible to use a laptop with a data projector so everyone can see the transcriptions. Be aware of projector noise on the recording, though!
6. Another possibility is to use good quality bud earphones and just use a bud in one ear.
7. I am grateful to the Max Planck Institute for Psycholinguistics' Language and Cognition Group for permission to quote from their recording tips.
8. Don't forget to turn it back on again at the end of the session!

3 Starting to Work on a Language

1. While listening to your recordings later, you can work out how you might have phrased questions more clearly.
2. You may need to make it clear that the reason for the repetition is because your ears aren't used to the sound of the language, not because you think the consultant is saying it incorrectly.

4 Data Organization and Archiving

1. You can also make scans of your notes in colour and convert the scans to PDF files. It's best to create TIFF images for archival purposes, and convert these to PDF.
2. When you are making copies of analogue cassettes, it is best to make the copies from the original; each stage removed from the original has slightly poorer quality. However, you do not want to damage the original in case you need to make more copies later on, so all the editing and transcription work should be done from a copy.
3. Don't forget to budget for backup media in your grant application. Sometimes universities provide backup facilities, but many don't.
4. Audition sheets document the contents of a recording. See further §4.4.
5. In 2005 an archivist friend of mine was presented with six tapes from the 1960s with no covers or information. At the time she told me this story she had spent an entire day listening to the tapes for clues as to who might have made the recordings and what language they were!
6. <http://www.linguistics.berkeley.edu/Survey/index.html>
7. <http://hrelp.org/>
8. <http://www.aiatsis.gov.au/>

5 Fieldwork on Phonetics and Phonology

1. Appendix C gives a basic checklist of items to be included in a phonological sketch of a language. Many of these items could be investigated from the point of view of both phonetics and phonology.

6 Eliciting: Basic Morphology and Syntax

1. Back-translation is where you obtain a translation of the translated sentence, either by the same consultant who gave you the sentence in the first place or by someone else.
2. The sentence means *I'm reading a book*.
3. It's ungrammatical; *-m* on *durdum* marks first-person singular.
4. I sometimes receive requests to fill out questionnaires for languages I've done fieldwork on. Some have been so long that I would not have had time to complete them in a week of fieldwork!
5. The titles are *Frog, where are you? A boy, a dog and a frog; One frog too many; Frog on his own;* and *Frog goes to dinner*. A few of these books are quite culturally specific (as in they require a lot of vocabulary for first world items – the worst from this point of view is *Frog goes to dinner*) but the first four mentioned can be used in areas without an extensive material culture, or where the need to invent or borrow new vocabulary might distract from the storytelling.
6. See <http://www.pearstories.org/>.
7. These are stimulus materials on different verbs of placement published by the Max Planck Institute for Psycholinguistics, Nijmegen.
8. I'm not vouching for it being grammatical Yan-nhanju. Ideally I would have got help translating my stimulus materials, or I would have explained the

procedure in English, but I had to decide quickly what to work on with someone who didn't speak English.

9. Bardi reactions were different when there were lots of items with no Bardi word. My consultants did not want to make up a new word, and in this case, elicitation based entirely on local objects was more successful.
10. This known as the *Gavagai* problem; see Quine (1969).

7 Further Morphology and Syntax

1. This can be done using a concordance program.
2. I'm using the term 'construction' informally here, not necessarily in the sense of construction grammar (e.g., Goldberg 1995), but in the sense of any collocation of structures.

8 Lexical and Semantic Data

1. Antonymy is culturally specific and not everyone will know what you mean by 'opposite' here.
2. Mosel (2004:50) argues that this is a bad idea because it takes time away from other dictionary tasks; however, it can be useful to do some research in this area if you work in a multilingual community.
3. However, it's useful to know if there's a necronym taboo (i.e., a prohibition on saying the names of people who have passed away) before trying to tie kinship terms to real people. If there is, don't do this type of elicitation until you are on good terms with your consultants, and start off with living people only.

9 Discourse, Pragmatics and Narrative Data

1. Note 'text' includes not only narratives and traditional stories, but any piece of language which has been produced by a native speaker.
2. Milroy (1987) has a discussion of how interviews and elicitation encourage formal dialects and registers.
3. One way to do this is to point out how weird you sound speaking the formal language to your friends, and that you need to know how to speak the right way to them too.

10 Consultants and Field Locations

1. In this chapter I have concentrated on fieldwork in rural locations, particularly in hot climates. I do this for two reasons. First, I assume that most readers of this book have experience in living in cities, whereas most probably have never spent much time in remote areas. Secondly, a great deal of the world's linguistic diversity is concentrated in equatorial regions.
2. Things become more tricky when the community is split, and some are strongly in favour and some against. That is not the best place for a first field site. There may also be very strong academic reasons why a description of the language is desirable.

3. This may sound counterintuitive – after all, shouldn't fluency in the language be more important? I have found that even non-fluent speakers are potential allies and collaborators and make invaluable contributions to a project.
4. I am not really thinking of the monetary cost of going to school, but more of the cultural and emotional cost of spending a large amount of time away from the community and culture.
5. It's useful to make a distinction between partial speakers, who have some speaking ability, and 'passive' speakers who can understand what is said to them but cannot or do not speak the language themselves. Another term is 'rememberers', who can recall snippets of the language but who might not know what they mean.
6. Take a broad spectrum sports sunscreen – it's better if it's hot and you are sweating a lot – and sunglasses.
7. Consider Eva Lindström's point (pers. comm.) that you might not want to be obvious about treating your water as it might make people feel bad. Some may say some hurt feelings aren't worth getting sick over. Getting sick will have an impact on your ability to work, but hurt feelings can also have a big effect on your ability to do your work. There is a fine line between death and ostracism. Explaining that you get sick easily might help.
8. Mouthwash can be used as a general antiseptic in an emergency.
9. On a fieldtrip to Northern Australia I was working mostly with women who weave pandanus into baskets and mats. The leaves need preparation before they can be dyed and woven, and it's quite time consuming. I started hanging around while the leaves were peeled and split and eventually learnt how to do it. The work is fiddly but not difficult and was a great way to turn off my brain and hang out. It also gave me licence to be present but silent during conversations!
10. Non-prescription reading glasses with various magnification strengths can be bought from chemists quite cheaply.
11. Pictures of your consultants may also be good gifts in areas where film and cameras are hard to come by. Photos of your own family and friends are good to bring to the field too.

11 Ethical Field Research

1. I am quoting from anthropological fieldwork guidelines because most of those guidelines also apply to fieldwork more generally, and because there is a larger body of literature on ethics in anthropology; linguistic ethics has received comparatively little attention (although cf. Rice 2006a).
2. See <http://www.mapuche.info/index.html>
3. Co-authorship may seem like a good way to acknowledge your consultants, but there is anecdotal information that too many co-authored publications can hurt your tenure case.
4. If your ethics board is insisting on protocols which are not appropriate to linguistic research, such as full anonymization of results or destruction of primary materials, it could be helpful to refer the board to books such as this one, which provides guidelines for current best practice. Further linguistic ethics best practice guides are referenced on the web site. It may also

- be worth mentioning the ethical consequences of *not* working on a severely endangered language, particularly when the speech community is willing.
5. One way to discuss this is to point out that the great majority of ‘Westerners’ don’t actually know very much about Linnaean classification, and that English does not correspond to the Linnaean system either. For example, Koala ‘bears’ are not actually bears (and neither are panda ‘bears’), flying ‘foxes’ are not foxes, and English robins and American robins are different species.
 6. It should be noted that these ideas are not at all confined to Indigenous groups; see Niedzielski and Preston (2000) for relevant discussion.
 7. For a set of criticisms, see Deloria (1995), for example.
 8. Such feelings are not confined to Indigenous and colonized groups; see also Schreier (2003: ch. 4) for a similar discussion relating to speakers of Tristan da Cunha English.
 9. <http://itre.cis.upenn.edu/~myl/languagelog/archives/002444.html>
 10. That is, ‘third world’ areas within first world countries.
 11. Here is one example of how even simple situations usually turn out to be much more complex. Imagine you are working in a community with a high incidence of goitre, such as rural India, China or Central Asia. Most goitre is readily prevented and cured by iodine supplements (e.g., in table salt). In some areas, however, fortified salt is not obtainable, or its introduction has been prevented by suspicions of genocide: i.e., that the introduction of iodized salt is actually an attempt at mass sterilization. (A web search for *iodine, salt and genocide* will produce examples, including claims that link the introduction of iodized salt with the spread of HIV in India.) What do you do? On the one hand, you have the opportunity to help drastically improve public health in your field site. On the other, you risk being associated with attempts to wipe out the community.
 12. The word in question is roughly equivalent to *motherfucker*. It’s usually the only word that white men in this community know.
 13. See also Crowley’s (2007:161ff.) section on ‘going troppo’. Fieldwork stress isn’t confined to endangered languages, but it’s often worse for linguists working in such communities because of the other features of ‘exhausted communities’ mentioned above.
 14. I provide this reminiscence as an example of the way that it’s possible to fall into these topics without intending to.

12 Grant Application Writing

1. Something to note is that most research grants operate on a reimbursement system. Universities are not always very quick about processing reimbursements, and this can cause cash flow problems for students.
2. Whether US field-methods classes need approval is unclear. While classroom activities are not subject to review, activities that result in publications are, whether or not they occurred as a classroom activity. Therefore if students are intending to write papers for submission to conferences, working papers or journals based on their research (and that is an excellent thing to do!) the class should have IRB approval.

3. In the sociolinguistic literature, such communities are usually not explicitly identified, but this is infeasible if the language is only spoken by a very small number of people.
4. The Declaration can be read at <http://www.cirp.org/library/ethics/helsinki/>. A version with slightly different wording is available at: <http://onlineethics.org/reseth/helsinki.html>. The second version has 'the doctor should then obtain ... the subject's consent, preferably in writing'.

13 Working with Existing Materials

1. In this case, I did listen to the tapes and we discussed them, but the results of the discussions are 'restricted' in my database and I haven't used any of the information in my published work on Bardi unless it appeared in other sources.
2. In many traditional Aboriginal communities improper discussion of sacred materials is said to be dangerous to people who might not be aware of the taboos.

14 Fieldwork Results

1. In this section I present a selection of solutions that have been successful in various language programmes. See Waters (1998) for more guidance. It is my impression that there is considerable variation in orthography design and the single most important criterion for success is what the community would like to use.
2. Note that Mosel (2006) appears to conflate the two completely.
3. Some of the most popular materials that I made for the Bardi community were where I read some texts from the 1920s. Even though my accent was not very good and I stumbled over some sentences, older community members said it reminded them of the stories from their childhood. It was infeasible for anyone except me to read these stories because I was the only person who could decipher the transcription.
4. Define a 'status' field in your database and then release all records except the ones marked as 'not for final printing'.

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