Introduction

When you hear the word “fieldwork,” you probably think of someone going to some remote location to study a language that has not been studied. That is one way of doing fieldwork, but it is not the only way. A common way of thinking about fieldwork today, adapted from discussion in the work of Claire Bowern, is that it involves the collection of accurate data on a language and working in an ethical manner with respect to the language, the community, and the profession: the goal is gaining a better understanding of the language and benefiting the community of speakers in ways that are of interest to that community at the time. While fieldwork is often said to be about collecting data in a natural environment, fieldwork is also often done outside the natural environment the language is used in. For instance, fieldwork might take place in a classroom, an office, or with an individual or group of speakers who use another language as their daily language. In common is the study of a language for analytic purposes, with appropriate attention to ethics.

There are many things to consider in undertaking fieldwork. Most are applicable no matter where the fieldwork takes place. They include getting training, finding a location that works for you and the community, getting ethics approval (from the university and, often, from the community), finding funding, gathering language materials, managing and archiving the data, and often becoming involved in the community in which you work.

Products of fieldwork are many. Typically they include descriptions: traditionally a grammar, dictionary, texts, and recordings. In addition, theoretical analysis and language teaching materials are common products. Archiving is important no matter what the goals of the fieldwork may be.

While the linguistics profession has relied on fieldwork for some time, the focus on fieldwork has increased in recent years, as the number of languages for which transmission has been greatly diminished has become more evident. While language endangerment and loss is unfortunate from many perspectives, the recognition of language loss has led to increased attention to linguistic fieldwork, and with it a richness of materials in terms of description, awareness of ethical responsibilities, and unprecedented technological support.

Recent thinking about ethics has led to questioning of the word “fieldwork,” with some suggesting that this term is a holdover from earlier days and that terms such as “collaborative linguistic research” might be more appropriate under some circumstances.

Textbooks

The textbooks provide an excellent introduction to the various aspects of fieldwork. An early book devoted to this topic is Samarín 1967: although out of date, it remains a classic. In the past few years there has been a strong resurgence of interest in fieldwork, and several textbooks have appeared. Three outstanding books, each with their own take on fieldwork and based on experiences in different parts of the world, are Crowley 2007, Bowern 2008 (with an accompanying website, Linguistic Fieldwork), and Chelliah and de Reuse 2010. In general, these books aim to introduce the student to the experience of doing fieldwork, from before the experience officially begins to after it ends. Discussion typically includes preparing for fieldwork, the use of technology, archiving, grant writing, working with speakers, gathering data, ethical fieldwork, finding places to work, particular types of fieldwork (e.g., morphology, syntax, semantics). These books are all rich and detailed and provide high-quality introductions to the person beginning fieldwork. Bowern 2008 is especially strong on the human factors in fieldwork, while Chelliah and de Reuse 2010 includes broad historical and philosophical perspectives as well as core material. Crowley 2007 includes numerous anecdotes, with careful attention to the human context of language loss. Rogers and Campbell 2009 supplements Bowern with additional advice, and Terrill 2010 is a useful review of Bowern 2008 (with accompanying discussion of some of the other books on fieldwork), while Payne 2010 guides the reader through Crowley 2007.


A textbook that keeps the speakers of the language at the core of fieldwork. Bowern covers a wide range of aspects of fieldwork, with

By authors with field experience in different parts of the world, the book has a broad scope: from geographical, historical, philosophical, and encyclopedic perspectives. Readable and entertaining history of fieldwork that gives practical guidance on choosing a language, preparing for fieldwork, ethics, working with speakers, data management, fieldwork in different areas, and techniques.


With a focus on the responsibility of linguists to document languages, this study covers ethical issues, types of elicitation, use of texts, background for doing fieldwork, and potential cultural issues. Explicit discussion about working in situations where there is just a small number of speakers remaining.

**Linguistic Fieldwork.**

An accompaniment to Bowern 2008, this is an excellent supplement. With links to archives and blogs, as well as to websites with information on eliciting, ethics, grants, and more.


A useful review of Crowley.


Includes additional advice and clarifications about fieldwork.


A classic textbook on linguistic fieldwork designed to prepare linguists to work with speakers of a language. Out of date, especially with respect to technology, but this is a valuable resource.


A thoughtful review of Bowern 2008, with brief summaries of a number of other works on fieldwork.

**Collections**


An important collection covering topics including ethics, practicalities of fieldwork, fieldwork and communities, organization of data, archiving, and ethnography in linguistic work, it also surveys various areas including lexical knowledge and prosody. The book has
chapters on the development of orthography and sketch grammars.


Excellent collection by people involved in fieldwork around the world. Various issues addressed including the relationship between the speaker and the linguist, field sites, early stages of linguistic research, monolingual fieldwork (where there is no common language between the speaker and the linguist), text collection, phonetic fieldwork, and last speakers.

Other Book-Length Resources

There are other book-length resources that include introductions to fieldwork but serve different needs. Demands and needs of fieldwork can differ around the world, and some of these books are written with fieldwork in particular geographic regions in mind. Abbi 2001 focuses on elicitation-based fieldwork in India. Bouquiaux and Thomas 1992 is centered on a series of questionnaires for information about both linguistic structure and semantic themes. Kibrik 1977 provides a general introduction to fieldwork based on his work in Russia, and Sutton and Walsh 1979 discusses fieldwork with indigenous communities in Australia. Vaux, et al. 2007 offers yet another different take on fieldwork. They are concerned largely with the collection of different types of data and do not provide the same breadth as Bowern 2008, Chelliah and de Reuse 2010, Crowley 2007, and Samarin 1967 (all cited under Textbooks). Wray and Bloomer 2006 is not specifically about fieldwork, but it is a very useful book about beginning linguistic research.


Largely focused on fieldwork in India, this book contains interesting discussions of methods in fieldwork including textual work, elicitation, questionnaires, and observation. Contains information on linguistic analysis as well.


Includes an introduction to fieldwork, a basic introduction to linguistic analysis, and both linguistically-focused (e.g., phonological guide, morphology, sentence types) and thematic-focused (e.g., ethnobotany, anatomy, psychological phenomena, oral tradition, language contact) questionnaires. Versions in French and Spanish are also available. Originally published in French in 1971.


The importance of fieldwork to linguistics, with discussion of stages and organization of fieldwork, taking into account the human factor. A valuable resource.


Designed specifically for working with indigenous communities in Australia, this is an early description of a community-based model of fieldwork.


More about the types of data to be collected in fieldwork than about the human experience of fieldwork. Includes chapters on transcribing, collecting vocabulary and texts, and working in areas of linguistics including pragmatics, sociolinguistics, and historical linguistics, as well as phonetics, phonology, morphology, and syntax.

Designed as a guide for someone beginning a research project in language and linguistics, this book contains information on techniques for collecting data (recording, ethics, questionnaires, interviews) and on analysis. A basic introduction aimed primarily at an undergraduate audience.

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**Survey Articles**

In addition to the books on fieldwork, there are also survey articles. Individual articles in Newman and Ratliff 2001 and Gippert, et al. 2006 (both sited under Collections) are not listed separately. The works here provide general introductions to fieldwork or address fieldwork under particular circumstances (e.g., endangered languages or group fieldwork). Aikhenvald 2007 contains articles about linguistic fieldwork, and Aikhenvald 2007 and Dixon 2007 provide brief introductions to fieldwork, with Aikhenvald 2007 stressing the importance of "immersion"-type fieldwork when working on understudied languages and Dixon 2007 drawing on the author’s experience over the decades as a fieldworker. Everett 2004 presents his philosophy of fieldwork, reaching back to the anthropological tradition of Franz Boas in the early part of the 20th century. Grinevald 2007 introduces the reader to fieldwork with endangered language, stressing the responsibilities a fieldworker takes on in such a case, while Kibrik 2006 introduces fieldwork carried out by groups of people. Linguistic Fieldwork Preparation: A Guide for Field Linguists provides an overview of fieldwork and includes a bibliography; it is a helpful starting point. Stanford Linguistics Fieldwork Committee is a very useful website, with advice on fieldwork, including types of material to elicit, in a nutshell.

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Good discussion of "immersion" fieldwork and the general goals of linguistic fieldwork.

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Dixon’s personal views on fieldwork, based on his extensive experience. Discussion of choosing a language to work on; getting material for a grammar, texts, and dictionary; restricted use of elicitation; and working with consultants. A lot of information packed into a few pages.

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Everett’s personal perspective on fieldwork, with interesting discussion of the history of fieldwork and its place in linguistics. Quite philosophical and worth reading.

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An important article discussing fieldwork with endangered language communities.

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A discussion of a group method of fieldwork common in Russia.

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Developed several years ago, under the auspices of the Linguistic Society of America (LSA) Committee on Endangered Languages.
and their Preservation (CELP), this website includes information about doing fieldwork, a bibliography, and links. It has not been updated, but it is a good place to start for beginning researchers.

**Stanford Linguistics Fieldwork Committee. 2006.**

An online guide to fieldwork, compiled by graduate students in linguistics at Stanford. Includes good advice for planning and undertaking fieldwork, covering ethics review, background research, contacts, working with people (including check lists), and other information.

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**Language Documentation**

The term “fieldwork” generally brings to mind the collection of materials on a language. The difference that some see between language description and language documentation is discussed in the works listed below. Description is generally considered to involve fieldwork that ultimately results in the preparation of a grammar, dictionary, texts, and recordings, often with linguists in mind as the potential audience. Documentation is considered to involve the collection (recording, transcription, translation, analysis) of a wide variety of genres of speech, with greater attention to the possible use by speakers and learners of the language. The line between these is often difficult to understand. Himmelmann 1998 is a seminal article defining what the author considers to be the distinction between descriptive and documentary linguistics. In many ways, documentary linguistics builds on changes in social sciences about the responsibilities of researchers as well as the changes in technology over the years, allowing for a much richer spoken record than has often been possible. Woodbury 2011 represents more recent ideas on language documentation, taking into account needs of a community as well as needs of the profession. What is Language Documentation? introduces the user to fieldwork; it is short and provides a good overview that is useful before reading the other materials. Language Documentation and Description is a regular publication, with each volume containing papers on a wide range of aspects of language documentation and language description. Gippert, et al. 2006 is important in outlining the major foundations of documentary linguistics and providing much useful advice for the fieldworker. Grenoble and Furbee 2010 takes a different perspective on language documentation, seeking to understand values, adequate documentation, technology, models, and training: it serves as a good complement to the other works listed here.

**Gippert, Jost, Nikolaus Himmelmann, and Ulrike Mosel, eds. 2006. Essentials of language documentation. Berlin: Mouton de Gruyter.**

An important collection of articles of interest to the fieldworker. Topics include ethics, practicalities of fieldwork, fieldwork and communities, organization of data, archiving, and ethnography in linguistic work. Also contains articles on various other areas including lexical knowledge and prosody.


A practical guide in many ways, containing several case studies focusing on ethical and human issues.


An article with an important impact on the discourse about fieldwork, focusing on the recording of a range of types of speech types and archiving of materials.

**Language Documentation and Description.**

A yearly series from the Hans Rausing Endangered Languages Project, with Volume 8 published in 2010, this publication contains invaluable papers on language documentation.

An updated view on language documentation, focusing on the importance of documentation in situations of language endangerment and the responsibilities to community.

**What is Language Documentation?**

An interesting and accessible discussion on language documentation, developed by the Hans Rausing Endangered Languages Program. Contains information about documentary linguistic work, methods, media, metadata, recording, archiving, and intellectual property.

**Language Endangerment and Language**

The level of interest in 21st-century fieldwork arose to a large extent out of the recognition that for many of the world’s languages, transmission of the language from one generation to the next is diminishing or has basically ceased. There are many excellent and readable resources on language endangerment and language death, and a few of them are listed here (this topic has its own bibliography). Crystal 2000 is a good popular introduction to language death, and Nettle and Romaine 2000 has become a classic on language loss. Evans 2009, Grenoble and Whaley 1998, and Harrison 2007 introduce the reader to issues centered on language endangerment and language death, surveying the consequences of this for communities and for knowledge generally.


A readable introduction to the notion of language death, focusing to a large degree on intellectual reasons for language diversity.

**Evans, Nicholas. 2009.** *Dying words: Endangered languages and what they have to tell us*. Oxford: Wiley-Blackwell.

A beautifully written book about what can be learned from endangered languages.


One of the first books on endangered languages, with a series of excellent papers that remain current.

**Harrison, K. David. 2007.** *When languages die: The extinction of the world’s languages and the erosion of human knowledge*. Oxford: Oxford Univ. Press.

This very readable book focuses on the value of vanishing knowledge systems.


Particularly interesting for its linking of language survival and environmental issues.

**Language Conservation and Revitalization**

An important aspect of fieldwork in many parts of the world today involves language conservation and revitalization, or work to keep a language healthy or to restore a language in which transmission has diminished or stopped. (This area is also deserving of its own bibliography.) Fishman 1991 is a much-cited source on language conservation and revitalization (or language shift). Grenoble and Whaley 2006 is an excellent guide to language revitalization work from the perspective of the linguist. Hinton and Hale 2001 is a major
Farfán and Ramallo 2010 is a new collection with articles that argue for placing revitalization of linguistic communities centrally in language documentation. The volumes from the Stabilizing Indigenous Languages conferences, available electronically, provide insight into language revitalization work, particularly in a North American context. The online open-access journal Language Documentation and Conservation includes many papers on language conservation and revitalization. The Resource Network for Linguistic Diversity is an excellent site with up-to-date information.


A call-to-arms, with a well-known scale of language vitality.


A collection of articles that critiques aspects of traditional language description and documentation. A focus on sociolinguistic work and a contribution to the work on revitalization and ethics in fieldwork.


An excellent overview of language revitalization; the best starting point for a general introduction to the issues.


A useful introduction to language revitalization, with case studies and practical advice on a wide range of important topics.

Language Documentation and Conservation.

An open-access journal published by the University of Hawaii Press. It includes numerous articles of interest to someone doing fieldwork, many of them building on personal experiences, as well as reviews of books, new software, and other tools. Worth keeping up with.

Resource Network for Linguistic Diversity.

A network designed to advance the sustainability of indigenous languages and to increase the participation of indigenous peoples in all aspects of language documentation and revitalization through training, resource sharing, networking, and advocacy. The website includes useful information and links.

Stabilizing Indigenous Languages. Northern Arizona Univ.

Proceedings of an annual conference, these volumes are full of interesting papers on a variety of topics concerning language education. Linguists often participate in this conference, and the volumes give a good representation of the kinds of applied work that a fieldworker might get involved with.

**Ethics**

Ethics has become a topic of considerable discussion in recent years, as universities and many communities have built up structures for ethical research, and the social sciences have seen shifts in the focus of research paradigms in working with people. Fieldwork contains general introductions to ethics in linguistic fieldwork, while Anthropological Approaches turns to some of the important
anthropological work on fieldwork. The subsection Ethical Responsibilities of Linguists contains references to some of the recent work by linguists that addresses responsibilities of linguists involved in community-based work. Finally, Statements takes you to the ethics statements from several societies.

FIELDWORK

While much has been written on ethics in linguistic fieldwork in recent years, the concern is not a new one, as shown by earlier writing on this topic by Nida 1981 and others. Cameron, et al. 1992 has a detailed discussion on changing views on ethics, focusing on linguistic research, and this work represents an important turning point in thinking about ethics in linguistic work and the responsibilities of linguists to the communities they work with. Ethics is discussed in Textbooks, and the references in this section include a variety of works on ethics in linguistic fieldwork, stressing the necessity to think about ethical work and recognizing that there are no simple answers to what “ethical” means. Dwyer 2006 provides a general overview of ethics in fieldwork, and Rice 2006 is an overview of ethics in fieldwork focusing on North America, while Rieschild 2003 examines issues of ethics focusing on Australia, with discussion of ethics protocols. Czaykowska-Higgins 2009; Penfield, et al. 2008; and Yamada 2007 are thoughtful discussions of ethical fieldwork work in certain types of situations. Penfield, et al. 2008 set out a model for community-based language documentation projects, while Czaykowska-Higgins 2009 covers ethical fieldwork in Canada and Yamada 2007 in Suriname. Dorian 2010 is particularly valuable for its discussion of the difficult balance of ethical responsibilities among scholars, speakers, and the broader speaker community.


A much-cited book in the literature on ethics in linguistic fieldwork. The authors identify three types of research: ethical research, advocacy research, and empowerment research. They discuss these models in terms of ethics in research in general, with application for fieldwork.


A study of issues concerning ethics of fieldwork with Canadian indigenous communities, proposing a model of community-based linguistic fieldwork. The author addresses important issues of ethics with respect to work in communities that face challenges such as language loss due to colonization. A thoughtful and excellent introduction to community-based fieldwork.


Written by an experienced fieldworker, this discusses some challenges of ethical fieldwork, particularly with respect to complex issues such as informed consent.


An important article that provides an overview of ethical issues in what Dwyer calls “cooperative fieldwork,” which is very similar to Czaykowska-Higgins’s notion of community-based fieldwork.


A relatively early article on the role of the speakers the linguist works with. Examines different types of relationships.

Based on experience, proposes a set of ten ‘best practices’ for community-based fieldwork.

An overview of ethical issues in linguistic fieldwork, with discussion on the relationship of the researcher to the community, this work focuses on fieldwork in the North American context.

Based on linguistic research in Australia, this article focuses on formal ethics required by universities and ethics within communities.

Experiences with collaborative linguistic fieldwork, describing a model that Yamada has been engaged with in work in Suriname. An influential article.

ANTHROPOLOGICAL APPROACHES

Anthropologists have long been concerned with ethics in fieldwork, and work on this topic is worth taking a look at, especially if you are working in a different culture. Some important works are Cassell and Jacobs 1987 and Fluehr-Lobban 2003. Each contains articles of interest to those undertaking linguistic fieldwork, even though they do not focus on linguistics itself. Hill 2002 is stimulating reading about an anthropological view on the discourse about endangered languages, and Debenport 2010 presents a particular instance of the effects of this type of discourse.

A well-known collection, written for research in anthropology but touching on many important issues for linguists undertaking fieldwork.

A reflective introduction on the need to understand local language ideologies and attitudes in order to follow appropriate ways of using linguistic data.

A revision of an earlier collection, the book examines ethical research in the context of anthropological work. While it does not address linguistic fieldwork, many of the issues that arise in anthropological work are ones that linguists need to consider.

A provocative article that examines some of the possible effects of rhetoric on language endangerment on communities.

ETHICAL RESPONSIBILITIES OF LINGUISTS
Some articles address ethics specifically through the lens of the linguists’ responsibility to the communities they work with. The articles listed in this section provide such perspectives. The articles listed under Ethics more generally are also relevant; those given here differ in that they focus in particular on the roles of linguists undertaking fieldwork. Gerdts 2010 is a recent update of a 1998 article on the role of linguists in language communities, especially in language revitalization; the 1998 article helped to crystallize thinking in this area. Grenoble 2009, Grinevald 2007, and Rice 2009 speak to this from their experiences in different parts of the world, with Rice 2009 providing a detailed overview of the literature. Dobrin 2008 brings an interesting perspective, raising issues that are not discussed in the other works on ethics in fieldwork and the responsibilities of linguists. Holton 2009 provides a worthwhile perspective, looking at what is considered ethical fieldwork in different places and reminding us that what is considered ethical fieldwork is a relative notion.


Argues that linguists must familiarize themselves with ethnographic work and should participate in culturally appropriate relationships of exchange: linguists should take the so-called long view. Dobrin makes the point that there is not one universal set of ethics but that what is ethical must be considered in light of the culture and the society involved.


An excellent introduction to the idea that linguists and communities must learn to function well together in a shared goal, focusing on language revitalization but with broader implications.


An argument for the need for collaboration with communities.


A focus on fieldwork in endangered language communities and the particular responsibilities that this brings with it.


A significant article on differing cultural norms and how what is considered ethical research differs from place to place. Also pays attention to differences in personal fieldwork situations in Alaska and Indonesia.


An overview of linguists and communities working together with extensive references.

**STATEMENTS**

Many societies have developed statements on ethics within their domains of study, and ethics in linguistic fieldwork is one important part of these statements. Ethics statements from three societies are given here: the protocol that was recently adopted by the Linguistic Society of America, the older protocol of the Australian Linguistic Society, and the protocol of the American Anthropological Association.
The American Anthropological Association regularly updates its code of ethics.

Australian Linguistic Society.
This statement of ethics was adopted by the Australian Linguistic Society in 1989.

Linguistic Society of America.
The ethics statement of the Linguistic Society of America was adopted in 2009, and ethical issues in fieldwork are briefly addressed. Ethics statement available in PDF form on the website.

Collaborative Research

There is an increasing emphasis on collaboration in linguistic fieldwork and on community-based fieldwork. This is addressed in many of the articles on ethics and also in the following works, among many others. Many articles in the journal *Language Documentation and Conservation* (see Czaykowska-Higgins 2009 for example) address issues of collaborative fieldwork. The articles given in this section espouse models and cover questions of collaborative research with communities in various parts of the world, describing particular situations in detail. Ahlers 2009 talks about working with the Elem Pomo in California, while Czaykowska-Higgins 2009 describes work with Salish communities in British Columbia. Wilkins 1992 is a very important article on his fieldwork in Australia, and Yamada 2007 talks about collaborative fieldwork in Suriname. These articles provide useful discussion about models and meanings of collaborative research.

An argument from experience for the importance of collaborative work with speakers.

An important contribution to the understanding of collaborative work based on extensive fieldwork with Salish communities in British Columbia, Canada.

A valuable article on fieldwork in a situation of community control of research, with an emphasis on meeting community needs and the challenges in it.

A significant article on collaborative fieldwork. An ideal starting point for research.

Life in the Field
In linguistics departments there tends to be an emphasis on linguistic aspects of work rather than on “life in the field.” At the same time, it is very important to think about what life might be like in a different culture, and there are books and articles about personal experiences in doing fieldwork. Some of the references in this section are written by anthropologists and others by linguists. In addition to these, there are many articles in Language Documentation and Conservation that address important issues relating to life in the field. The materials in this section are divided into two groups. The first set consists of materials written with an audience of linguists in mind (see Advice). The second set is called “memoirs” (see Memoirs), and many of them are written by anthropologists. These memoirs provide insight into some of the pleasures as well as some of the challenges of fieldwork.

**ADVICE**

It is important to consider the kinds of challenges that might arise for a linguist doing fieldwork in a different culture. Luckily, much has been written on this topic. It is not uncommon for someone to find themselves personally overwhelmed in fieldwork, and it can be important to understand that this is common. Macaulay 2005 is especially useful in helping to understand some of these challenges, writing from the author’s experience of culture shock as she began to undertake fieldwork. Craig 1979 discusses the author’s fieldwork in Guatemala. Newman 2009 identifies several of the nonlinguistic factors that one must often deal with in fieldwork. Shuy 1983 talks about some of the things that happen in fieldwork that you might never expect.

A discussion of some of the human dimensions of fieldwork.

An outstanding article setting out some of the realities of fieldwork. If you read only one article on life in the field, this is the one to choose.

A revision of an article published in 1992, with discussion of human factors in linguistic fieldwork, covering health, children, gender and sex, professional and personal ethics, and money; it also provides a survey conducted in the 1990s about fieldwork courses in PhD programs in the United States and Canada.

An article about the joys of fieldwork: the human benefits, individual benefits, the joy of discovery, and humor.

**MEMOIRS**

Three of these memoirs—Bowen 1954, Powdermaker 1966, and Wax 1985—are by anthropologists. They should be useful to beginning fieldworkers as they address several aspects of fieldwork that might be surprises otherwise. These works are also good for understanding that different people respond in different ways to fieldwork. Dixon 2011 is a book about the experiences of a well-known linguist.

A novel about anthropological field experiences in West Africa based on the author’s experiences.

An engaging book describing Dixon’s early field experiences in Australia as well as his more general reflections on his work as a
linguist. Part of this book was originally published in 1983, under the title Searching for Aboriginal Languages: Memoirs of a Field Worker (St. Lucia: Univ. of Queensland Press).

A study of an anthropologist's experience in fieldwork in different settings, from a labor movement leader to work in Africa.

A guide to anthropological fieldwork, dealing with difficulties of fieldwork in three situations: first-time fieldwork in Japanese American relocation centers in World War II and two different field experiences in American Indian communities.

Data Collection by Topic

The textbooks provide introductions to collection and analysis of particular types of linguistic materials. In general, a strong background in linguistics is important in undertaking fieldwork. The entries in this section include some works that are of particular value in various types of fieldwork, including Phonetics and Phonology, Morphosyntax, Semantics, Texts, Lexicon, and Pragmatics, as well as some of the Tools that have been developed that are of value in data collection. Thomas 1975 and Comrie and Smith 1977 are valuable guides for early fieldwork. Comrie and Smith developed a comprehensive and detailed questionnaire of areas of a language to be examined in writing a grammar, and this remains important as a guide.

A detailed and comprehensive questionnaire of areas of a language to be examined in producing a grammar, thus serving as a guide to fieldwork. While somewhat controversial for its uniform template for all languages, it is nevertheless worthwhile to read through this.

A practical field manual, especially useful for beginning fieldwork. Information on phonetics, phonology (including syllables, feet, breath groups, utterances), morphology, syntax, paragraph structure, and discourse.

PHONETICS AND PHONOLOGY

Ladefoged 2003 is an excellent book on phonetic fieldwork. Ladefoged provides an introduction to fieldwork on phonetic topics, with information on various instrumental techniques. While Ladefoged and Maddieson 1996 is not directly about fieldwork, the book is extremely useful in its presentation of sounds of the world’s languages. Maddieson 2001 is a shorter introduction to phonetic fieldwork than Ladefoged 2003. Himmelmann and Ladd 2008 provides an excellent introduction to doing prosodic description, while Gick 2002 focuses on the use of ultrasound for phonetic fieldwork, which is an area that is rapidly expanding with the portability of phonetic equipment.

Phonetic tools are of value in phonetic fieldwork. Gick provides a good introduction to the use of ultrasound in such work.

An area of fieldwork that is often challenging involves the description of prosody. This is the best introduction available.

An invaluable book for someone planning to do phonetic fieldwork, with detailed discussion and anecdotes. A must read.


While this book does not address fieldwork per se, it is nevertheless an important resource on sounds found in the languages of the world.


This introduction to phonetic fieldwork supplements Ladefoged 2003.

**MORPHOSYNTAX**

While there are many resources available on topics in morphology and syntax, Payne 1997 is extraordinarily valuable, written with the field linguist in mind, and Hale 1965 draws on lessons learned about working with consultants to examine syntactic issues.


Excellent advice on gathering syntactic data, working closely with speakers to build up a syntactic corpus, based on a field methods class.


An outstanding introduction to morphosyntax for a field linguist. There are many other books that are useful introductions to these areas, but Payne is particularly valuable in its orientation.

**SEMANTICS**

There is less written on methodology in semantic fieldwork beyond the word than on other areas, and Matthewson 2004 is extremely helpful in getting started on fieldwork in semantics.


Methodological principles for fieldwork in semantics, focusing on challenges of semantic fieldwork and ways of doing this fieldwork.

**TEXTS**

Text collection is important in linguistics and brings challenges of its own, and the textbooks below include discussion of this area. Chelliah 2001 is a particularly useful starting point on text collection, and Rivierre 1992 provides a good introduction to the gathering of texts.

A particularly valuable article on the importance of texts in linguistic work, as well as a method for interweaving text collection and analysis with elicitation.

An introduction to collecting texts, stressing the importance of text collection.

LEXICON

Fieldwork often involves work on the lexicon of a language. This can be a challenge, especially when not much is known about the area of vocabulary one is interested in; so it is helpful to have some techniques at hand to help document such lexical knowledge. The textbooks include helpful information, and the texts emphasizing particular areas of the world can be especially useful in explaining the kinds of vocabulary that might be found there. Haviland 2006 provides a general discussion on obtaining lexical knowledge, while Enfield 2006 introduces the reader to a particular lexical field, body parts. Earlier works, including Berlin, et al. 1968 focus on folk taxonomies (a type of ethnosemantics) and plant names in particular. Berlin 1992 is a synthesis, focusing on ethnobiological classification of plants and animals, and Tyler 1969 is an influential collection that includes articles on various cognitive areas. These works contain helpful information about fieldwork techniques for ethnosemantics. See also the references listed under Dictionaries.

A summation of many years of work, this text includes advice about work on ethnobiological classification.

Contains useful information on eliciting folk taxonomies, with a focus on Tzeltal (Mayan) plant names.

A useful guide on eliciting the words for body parts.

An important introduction to documenting lexical material.

A collection of articles on topics such as folk taxonomies and kinship terms, along with some advice about data gathering.

PRAGMATICS

The value of fieldwork on pragmatics has been more evident in recent years, yet there is surprisingly little written about it. Grenoble 2007 is a discussion of this important area.

One of the few articles on fieldwork in pragmatics.

TOOLS

Linguistic fieldwork, especially for those interested in linguistic typology, has benefited by the development of tools to aid in work on particular areas. Typological Tools for Field Linguistics, stands out for its collection of questionnaires and other tools that can be very useful to someone undertaking fieldwork: it is a “one-stop shop” for materials.

Max Planck Institute for Evolutionary AnthropologyTypological Tools for Field Linguistics.

An extremely helpful website with questionnaires designed to elicit data (e.g., Comrie and Smith grammar outline, questionnaires for study of adverbial clauses; gender and number; tense, aspect, mood; imperatives; negation; valence; stress; and figurative language). It includes “stimulus kits” especially for semantic fields (e.g., time and space, perception) and interesting links.

Methods

Linguists employ different methods in fieldwork. Both Elicitation (asking “How do you say . . . ?”) and collection of naturally occurring speech data are common, and there are works that deal with general aspects of these. The textbooks all cover these areas and represent the most valuable starting point for thinking about methods that you will use. In addition, there is discussion in the literature about Learning the language that you are involved with. The following are some older works that are primarily concerned with elicitation and some of its problems. While these are dated and should not be the first things that you read, they provide an interesting historical perspective.

LEARNING THE LANGUAGE

One way of going about fieldwork is to learn the language of study. Burling 1984 and Gudschinsky 1967 provide advice on this, as do Healey 1975 and Larson and Smalley 1974. There is less written on learning the language of study recently, but this is generally considered to be important today; Moore 2009 writes on the importance of developing at least some degree of communicative competence.


A useful book on learning a language for which there are not written materials available as a tool for communication.


Intended for the anthropologist who is not trained in linguistics and who wants to learn to use the language for anthropological purposes. Most valuable for the student with linguistic training are the sections on elicitation of data.


This remains a valuable resource, with guidelines for investigating language and culture and articles about language learning.


An introduction to learning a language and becoming sensitized to a culture.

The importance of developing communicative competence and the problems raised by limited language ability in the language of study.

ELICITATION

A very common technique in linguistics is elicitation. Elicitation involves asking the speaker how to say words, sentences, and so on. There are a number of ways of doing elicitation, including direct translation, questionnaires, and visual stimuli. The textbooks discuss elicitation, highlighting both the advantages of elicitation and its drawbacks, and they are a good starting point. The issues around elicitation are not new ones, and it is interesting to get a historical perspective on this. Some works that provide this are listed in this section. These might seem quaint from today’s perspective, and the textbooks are definitely the starting point, but Aitken 1955, Harris and Voeglin 1953, Kibrik 1977, Nida 1947, and Yegerlehner 1955 all provide interesting perspectives relevant to the history of elicitation and give valuable advice about elicitation.

On the use of pictures drawn by speakers, and of ways of getting data that is not affected by the presence of the hearer and does not involve English.

Ways of eliciting information, ideas for elicitation techniques, problems with standard elicitation techniques.

Includes interesting and informative discussion of elicitation.

Techniques for dealing with an informant (common sense, not too much repetition, watch reactions) and a procedure for collecting linguistic data. He cautions the fieldworker to be careful not to project English structure on the language of study.

On the use of nonverbal stimuli for eliciting sentences.

MONOLINGUAL FIELDWORK

Monolingual fieldwork is a method that one can use to avoid some of the difficulties of elicitation, and Everett 2001 provides an interesting and readable introduction.

A good introduction to the strengths and challenges of monolingual fieldwork.

TEXTS

Given the problems with elicitation for some types of material, it is also important to work with texts. All of the textbooks touch on fieldwork involving texts. Samarin 1967 has a discussion of texts and defines characteristics of a good text corpus, and Rivierre 1992 is helpful in thinking about types of texts.

An introduction to the collection of texts.


Valuable information on text collection and its challenges.

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**Training Resources**

Students studying linguistics tend to receive excellent training in linguistic analysis, but in most programs there is less in-depth focus on aspects of fieldwork such as working with communities, life in the field, and data management. InField/CoLang is a summer institute, held every other summer in even-numbered years, which provides training in these areas. There are course materials posted for InField 2008, held at the University of California Santa Barbara, and InField 2010, held at the University of Oregon. The websites include much helpful material on a number of areas for people interested in fieldwork, based on short courses. These will be of particular value to those interested in community involvement in fieldwork.

**InField 2008. University of California at Santa Barbara.**

Handouts, slides, and reading lists for courses on steps in language documentation, making audio recordings, managing data, language activism, webs and wikis, language resources, grant writing, ELAN, and lexicography.

**InField 2010. University of Oregon.**

Materials from courses on audio recording, video recording, data management and archiving, database design, ELAN, Toolbox, FLEx, orthography, transcription, survey methods, language activism, community-based archiving, grant writing, and multimedia tools.

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**Data Management**

It cannot be stressed enough how important management of data is in linguistics in general and in fieldwork in particular. You will likely find yourself gathering large quantities of data, and it is important for it to be organized so that it can be accessible and long lasting. In addition to collecting linguistic data itself, it is necessary to collect metadata, organize the data in an accessible fashion, and then archive it. Linguists have for many years tried to work with up-to-date technology. In the early days, linguists recorded on wax cylinders, and careful attention has been paid to developments in recording techniques, both audio and video, ever since. Linguists once used file slips to manage and archive data; today, electronic organization is important. There have been numerous developments in technology, and things will probably continue to change. It is important to be aware of current practices in recording, processing, and archiving of language materials. Again, the Textbooks section discusses this and is the best place to start. The websites are the most up-to-date sources, as details are constantly evolving.

OVERVIEWS AND THE VALUE OF TECHNOLOGY

If you are not convinced of the value of technology in fieldwork, Grenoble and Whaley 2002 is a good beginning. The online, open-access journal Language Documentation and Conservation (cited under Language Conservation and Revitalization) has discussion and reviews of new materials, and Language Documentation and Description (cited under Language Documentation) has many articles on the topic of data management, broadly construed. Bird and Simons 2003 is a seminal article on the management of data. Thieberger 2010, describing material for an InField course at the University of Oregon on data management, provides excellent guidelines on managing data from the earliest days of fieldwork. FieldWorks provides access to tools that are helpful in data management.

A good overview of important aspects of dealing with language: content, format, discovery, access, citation, preservation, and rights; extremely important in setting standards for language documentation.

**FieldWorks. SIL International**

Information about a wide range of tools that are helpful in fieldwork.

Grenoble, Lenore, and Lindsay Whaley. 2002. What does digital technology have to do with Yaghan?. *Linguistic Discovery* 1.1.

Interesting discussion of the value of technology in fieldwork.


Course offers detailed slides providing an introduction to all aspects of data management. An excellent starting point on this topic.

**RECORDING**

Recording is a must in fieldwork, making both equipment and technique important. It is difficult to give advice about recording equipment, as it changes frequently. The journals mentioned here are sources of up-to-date information. Dwyer, et al. 2010 provides good information about audio recording.

Dwyer, Arienne, Toshihide Nakayama, and Tsuyoshi Ono. 2010. *Audio Recording 2*.

Information about equipment needs, with an equipment checklist. Very useful in helping to sort through this complex area.

**TRANSCRIPTION**

Careful, consistent, and accurate transcription is of enormous importance in linguistic fieldwork. Good transcription can also be very challenging. The following tools aim at assistance with various aspects of transcription. It is also helpful to talk with people about the tools they have found to be particularly valuable. There are tools available to assist with transcription of sounds, prosody, intonation, and discourse. The IPA (International Phonetic Alphabet) is an important transcription tool, and IPA Help is valuable in finding symbols and hearing sounds. Transcription of prosody and intonation presents special challenges that are addressed by ToBI. *Transcription in Action* provides advice for transcribing discourse. Edwards 2001 addresses challenges in discourse work, while Kerswill and Wright 1990 looks at issues in transcription with respect to sociolinguistic fieldwork.


Discourse is particularly a challenge to transcribe, and Edwards introduces the reader to its basics.

IPA Help. SIL International.

A very useful program for helping to recognize, transcribe, and produce the sounds of the IPA.

An introduction to some of the complex issues concerning transcription, focusing on sociolinguistic research. It is helpful to understand some of the problems of transcription as well as its usefulness.

ToBI.
A standard system for transcribing prosody and intonation.

Transcription in Action. Department of Linguistics, University of California at Santa Barbara.
Resources for the representation of linguistic interaction. While not designed specifically with fieldwork in mind, there is attention to recording and transcribing discourse, and this provides useful advice and guidance.

SPEECH ANALYSIS
In work on phonetics and phonology, fieldworkers often want to segment and annotate speech. Elan and Transcriber are tools designed with these goals in mind. Very useful slides on using Elan are found in Berez and Cox 2010a (an introductory course) and Berez and Cox 2010b (a more advanced course).

Introductory materials from InField 2010 on using Elan to align text to audio and video. Very clearly presented and an excellent starting point for using Elan.

Berez, Andrea, and Christopher Cox. 2010b. Aligning Text to audio and Video Using Elan 2.
A follow-up course for aligning text to audio and video using Elan 2, again of excellent quality.

Elan. Language Archiving Technology.
A useful tool for annotating audio and video.

Transcriber.
A tool that can be used for segmenting, labeling, and transcribing speech.

ANNOTATION
In addition to transcription, annotation of data is important. Annotation is a broadly defined term: it basically involves descriptive and analytic notes on basic data, as well as transcription. Schultze-Berndt 2006 provides an introduction.

An introduction to linguistic annotation and its value, this chapter includes discussion of transcription, translation, grammar, and commentary.

DATABASES
Data must be stored in a manageable format, and databases offer a way of doing this. There are many types of data management
systems. Berez, et al. 2010 offers a basic introduction to databases and is a useful starting point. Some of the commonly used database systems in linguistic fieldwork are Toolbox and FLEX. These offer flexibility in managing data as well as aid in parsing and interlinearizing texts, which is invaluable to the fieldworker.

Berez, Andrea, Toshihide Nakayama, and Nicholas Thieberger. 2010. Principles of Database Design. A general introduction to database management systems for a course offered at InField.

FLEX. SIL International.
FLEX will eventually replace Toolbox and should be the starting point now for most fieldworkers.

Toolbox. SIL International.
A data management and analysis tool designed for fieldwork. It can be used to manage data and to parse and interlinearize text.

META DATA
Metadata is, essentially, data about data. In linguistic fieldwork, it is important to record information about the speaker: where they are from, what languages they speak, their age, and so on. Metadata with respect to archiving is discussed in this section. This includes information about format, creator, subject, language, and rights. Examples of metadata can be found by browsing through the Archiving section. Good 2002 provides an overview of what metadata is and why it is valuable. Metadata and its value is discussed in ELAR Metadata and Metadata in Language Documentation and Description provides current information on metadata, including several examples, as well as a good list of references.

ELAR Metadata.
A recent discussion of metadata from the perspective of an archive. Useful in helping the field linguist to understand the types of information to gather throughout the fieldwork process.

A relatively early introduction to metadata that defines metadata and discusses its importance and its uses.

Metadata in Language Documentation and Description.
A website with abstracts, handouts, and posters from a session on metadata at the 2011 Linguistic Society of America conference, with valuable information on the importance of metadata from different perspectives.

ARCHIVING
Perhaps the best way to learn about archiving is to examine various archives. Archives provide different types of information. Endangered Languages Archive (ELAR) preserves and disseminates documentation of endangered languages. OLAC (Open Languages Archives Community) allows for powerful searches of materials. Documentation of Endangered Languages (DoBeS) also archives material based on fieldwork on endangered languages, with samples of data. There are also regional archives, including AILLA (The Archive of the Indigenous Languages of Latin America), PARADISEC (Pacific and Regional Archive for Digital Sources in Endangered Cultures), and ANLA (Alaska Native Languages Archive) with rich information on languages of each geographic area. Each archive has slightly different goals, and it is worthwhile to look at different ones to see the range of possibilities. Trilsbeck and Wittenburg 2006 examines the value and challenges of archiving.
AILLA (The Archive of the Indigenous Languages of Latin America).
A digital archive of recordings and texts pertaining to the indigenous languages of Latin America.

ANLA (Alaska Native Languages Archive).
Contains documentation of the native languages of Alaska and related languages outside of Alaska.

Documentation of Endangered Languages (DoBeS).
Archive of research supported through DoBeS projects, including basic information about languages studied and research projects and teams.

ELAR (Endangered Languages Archive).
Associated with the Hans Rausing Endangered Languages Project at the School of Oriental and African Studies in London, this archive is worth examining for the range of material and also for information about access conditions.

OLAC (Open Languages Archives Community).
Concerned with best practices in digital archiving, OLAC includes numerous resources about languages but not the language material itself.

PARADISEC (Pacific and Regional Archive for Digital Sources in Endangered Cultures).
A facility for digital conservation and access to materials on Pacific languages.

An introduction to archiving.

ADDITIONAL DATA MANAGEMENT RESOURCES
There are a number of other resources that provide an overview of tools of value in data management in fieldwork. Each has a different focus, and it is worthwhile to take a look at them to understand what tools will be most valuable. E-MELD School of Best Practice provides a wide range of information on best practice in digital language documentation. The Leipzig Glossing Rules set standards for glossing. The Text Encoding Initiative is concerned with best practice in the representation of digital texts. Linguistics Computing Resources on the Internet is a helpful website for the fieldworker, with links to materials that are of value both for computational work and for aspects of fieldwork in general: see, in particular, information about fonts. Documentation of Endangered Languages(DoBeS) is supported through the Max Planck Institute and supports a wide range of tools that can aid the fieldworker.

Documentation of Endangered Languages (DoBeS).
DoBeS is concerned with language documentation, with a particular focus on state-of-the-art technology. For information about useful tools, see the tools page online.

E-MELD School of Best Practice.
Information about best practice in digital language documentation, including ethical considerations, tools, and data collection. A
valuable aspect is the brief case studies about the use of tools in fieldwork. This site is no longer updated.

These guidelines provide standardized information about glossing of linguistic examples. The guidelines are invaluable in deciding how to do glosses, providing a parallel for morphological glossing to the IPA for phonetic transcription. A must use.

Linguistics Computing Resources on the Internet.
Links to valuable linguistic computing resources. Information about fonts, links to speech analysis software and data management tools, and a link to an article by Nicholas Thieberger on computers in fieldwork. Be sure to consult the font information here if you do not know about fonts for linguistic purposes.

Text Encoding Initiative.
A consortium that develops and maintains a standard for the representation of digital texts.

Products
So much of linguistic research is a result of fieldwork, so it is useful to consult websites, articles, grammars, dictionaries, and text collections. The resources included here are illustrations of what can come out of fieldwork (see Data Resources), as well as work about grammars and dictionaries (see Grammars and Dictionaries). Overview of Linguistic Structures contains a single reference, showing a very different result of fieldwork and can be valuable for defining questions to examine.

DATA RESOURCES
Data from some of the projects under the auspices of the Hans Rausing Endangered Languages Project and the Volkswagen-sponsored Documentation of Endangered Languages (DoBeS) are of interest to give an idea of what data looks like and how it can be presented. These include recordings, transcribed texts, videos, and websites, and offer an excellent starting point.

Documentation of Endangered Languages (DoBeS).
Descriptions of projects sponsored by DoBeS, arising from fieldwork, give a good idea of one way of presenting documentation results.

Hans Rausing Endangered Languages Project.
Descriptions of projects and archived corpora based on fieldwork on a large number of languages.

OVERVIEW OF LINGUISTIC STRUCTURES
Haspelmath, et al. 2005 was a massive undertaking designed to provide information on phonological, grammatical, and lexical properties of languages, gathered from grammars of languages. While fieldwork on one language alone does not lead to WALS, grammars of individual languages enrich our knowledge.

Provides a detailed overview of a wide range of linguistic structures and is a useful source for someone undertaking fieldwork.
GRAMMARS

A traditional outcome of fieldwork is a grammar of the language. Two recent books on grammar writing, Ameka, et al. 2006 and Payne and Weber 2007, are of value in thinking about preparation of a grammar. Welmers 1975 and Mosel 2006 focus on what are called sketch grammars, or shorter grammars. De Reuse 1997 provides a discussion of writing pedagogical grammars, something that field linguists may well find themselves engaged in.

A collection of articles on writing grammars, covering a wide range of topics including native-speaker and non-native-speaker descriptions, organization, the role of theory, semantics, paradigms, and culture.

Writing pedagogical grammars has its own challenges, and this paper addresses some of them.

An introduction to a particular type of grammar, a sketch grammar, or short grammar of a language.

Very practical articles that include discussion of best practices in grammars, grammars and communities, and “growing” a grammar.

A short questionnaire that serves as background for a very early sketch of a language, based on just a small number of hours of work on the language. Valuable to gauge what might be accomplished in a short time.

Dictionaries

Another common product of fieldwork is a dictionary. Mosel 2004 is helpful in thinking about what it means to create a dictionary, and Frawley, et al. 2002 includes a number of interesting articles on dictionaries for languages of the Americas. Bartholomew and Schoenhals 1983 is a classic in the field, focusing on developing bilingual dictionaries on languages without a written tradition. Conklin 1962, in a discussion of folk taxonomy, raises issues that are important in thinking about bilingual dictionaries with this information.

Useful advice on dictionaries for languages without a written tradition.

Interesting discussion of the nature of folk taxonomies, along with challenges in lexicography.
Collaboration with Other Disciplines

Linguistic fieldworkers often find themselves collaborating, both with linguists and with people in other disciplines. It is particularly worthwhile to read anthropological literature on the particular peoples and geographic area that one is involved with in order to learn about that area before beginning fieldwork. Beginners in the field should also read about the particular language and language family that they will be involved with. The list here provides some general resources on the value of collaboration with other subfields of linguistics and subdisciplines in anthropology. The section General Work Aimed at Linguists includes a variety of reference materials on the role of fieldwork and collaboration in linguistics broadly, while Methods in Anthropology and Related Disciplines lists reference materials on methods used in anthropological fieldwork that are good for thinking about linguistic fieldwork.

GENERAL WORK AIMED AT LINGUISTS

Ahlers and Wertheim 2009 discusses the value of knowing about cultural anthropology, and Dorian 1999 introduces ethnographic fieldwork for the linguist. Aissen 1992 focuses on the interface between fieldwork and linguistic theory. Bird 2009 examines the value of natural language processing for fieldwork. Sociolinguistic fieldwork has received much attention, and Feagin 2004; Milroy, et al. 1991; and Shuy, et al. 1968 are of interest in understanding the importance of sociolinguistic information in fieldwork. Fleck 2007 discusses field methods and biology, which is an area that fieldworkers often find themselves engaged in.

On the importance of combining linguistic and cultural fieldwork.

While this dictionary entry involves linguistic theory, there is sometimes a tension between fieldwork and theory, and it is interesting to think about their relationship from the perspective of someone who excels at both.

Bird examines the value of computational linguistics to fieldwork and vice versa.

A useful introduction to ethnographic fieldwork.


Tips on associating plant and animal names in a little-studied language with scientific names.


Issues in urban fieldwork in bilingual communities.


Sociolinguistic fieldwork in an urban environment.

**LINGUISTIC FIELD METHODS FOR ANTHROPOLOGISTS**

While this bibliography concentrates on fieldwork for linguists, there is valuable advice in work written with anthropologist audiences in mind. Lounsbury 1953 is a classic in this area.


An article prepared with anthropologists in mind, with information about fieldwork in phonetics, phonology, grammar, texts, and semantics, and an overview of methods.

**METHODS IN ANTHROPOLOGY AND RELATED DISCIPLINES**

It can be helpful to look at work on research in areas such as anthropology and related disciplines, as linguistic fieldwork often involves a large anthropological component, and there is much to learn from people who do similar types of work. There are many excellent resources, and just a few book-length resources for fieldwork in anthropology (broadly construed) are given in this section. Bernard 2006 is a well-known textbook in research methods in anthropology and provides helpful information about interviewing. Lasitter 2005 presents a collaborative model of ethnographic research, with much to say to the linguist interested in collaborative or community-based fieldwork. Language ideology, introduced in Schieffelin, et al. 1998, has become an important area in anthropological research, and a fieldworker can benefit by understanding something about how languages carry moral, social, and political values, and what is appropriate speech. Linguists often find that music is important to their work. Barz and Cooley 2008 is an edited volume on ethnomusicology with reflections on current issues in ethnomusicological fieldwork, while Post 2003 is an annotated guide to ethnomusicological fieldwork with rich information on fieldwork more generally.


Music figures prominently in culture, and field linguists often become involved with work on ethnomusicology. Papers in this collection look at fieldwork experience.


An introduction to ethnography, focusing on the value of a collaborative model involving researchers and research participants.


An annotated list of resources in ethnomusicology. Full of material of interest to a linguistic fieldworker.


Language ideologies connect language with identity, power, morality, and politics. While not all the papers in this collection will be of interest, understanding the notion of language ideologies is tremendously valuable to the fieldworker.

**Funding**

Funding for fieldwork is an important area to think about. Websites are probably the best place to look for funding for fieldwork, as the landscape keeps changing. The following list includes some of the funds currently available. See the websites for conditions and the types of work supported. These websites all include other information of interest to the person involved in fieldwork. The Hans Rausing Endangered Language Documentation Program and Documentation of Endangered Languages (DoBeS) provide support to people from around the world for documentation of endangered languages, while Documenting Endangered Languages supports researchers in the United States for work on endangered languages.

**Documentation of Endangered Languages (DoBeS).**

DoBeS has had sponsorship from the Volkswagen Foundation, although this is scheduled to end in 2011.

**Documenting Endangered Languages (DEL). National Science Foundation and National Endowment for the Humanities.**

DEL supports research on endangered languages, with funding supporting fieldwork and related activities.

**Endangered Language Fund (ELF).**

ELF provides small amounts of money to support language documentation and language preservation and revitalization efforts.

**Foundation for Endangered Languages (FEL).**

FEL seeks to raise awareness of language endangerment and provide support both through a yearly conference and a small fund for projects that support, enable, or assist the use of endangered languages.

**Hans Rausing Endangered Language Documentation Program: Documentation Grants.**

Funded by Arcadia, ELDP provides support to graduate students, postdocs, and faculty for documentation of endangered languages.

**Other Materials of Interest**
A few miscellaneous works that might be of interest to someone wishing to undertake fieldwork are listed here. These provide the reader with different perspectives on fieldwork and what can come of it.

**TRAVELOGUES, FICTION, ESSAYS**

The topics of endangered languages and fieldwork has caught public attention in recent years. Abley 2003 writes movingly about the consequences of language loss based on his travels around the world. Hinton 1994 focuses on languages of California, educating the reader about language diversity. Tepper 1987 and Tepper 2003 are science fiction novels that involve linguistic analysis.

**Abley, Mark. 2003.** *Spoken here: Travels among threatened languages.* Houghton Mifflin.

A very readable book about endangered languages and the people who use them.


A beautifully written book on languages of California.

**Tepper, Sheri S. 1987.** *After long silence.* New York: Bantam.

This is a science fiction novel that, in a sense, turns out to be about linguistic fieldwork.


More science fiction involving a linguist deciphering a language.

**VIDEOS**

There are a number of videos that might be of interest to students in a field methods class and to those thinking of undertaking fieldwork. They do not give a full picture of fieldwork but are nevertheless worth viewing. Sorosoro shows a linguist struggling to make a sound found in the language Hiw of Vanuatu. Kibrik 2007 documents a field trip by Aleksandr Kibrik and a team of linguists to do research on Khinalug, a language that he had studied some years before. Kramer 2008 was shown at Sundance and was released through PBS. It has wide popular appeal.

**Kibrik, Aleksandr, dir. 2007.** *Khinalug.* DVD. LangueDoc.

A video about fieldwork undertaken by Aleksandr Kibrik to Khinalug, Russia, in 2007. It is largely in Russian, with some in English, but it is valuable whether you understand Russian or not. Available for download online from the LangueDoc homepage.


*The Linguists* is a movie about two linguists concerned with documenting endangered languages and their adventures in fieldwork. The trailer can be found online.

**Sorosoro.**

Sorosoro is an organization sponsored by the Fondation Chirac that is concerned with the vitality of languages around the world. This short video, "A Short Fieldwork Exercise in Vanuatu," shows work on a sound unfamiliar to the linguist.