[Access provided at 26 Apr 2023 14:37 GMT with no institutional affiliation]

Supplementary Materials

Reimagining the current praxis of field linguistics training: Decolonial considerations: Survey for field methods instructors

ADRIENNE TSIKEWA
University of California, Santa Barbara

Field Linguistics/Methods Survey

This survey is intended to gauge the current training students receive for conducting fieldwork for field linguistics/language documentation and description projects. This survey is designed to be anonymous and as brief as possible (15-30 mins), and your responses are greatly appreciated.

Checkboxes = All that apply

Circle multiple choice = one response allowed.

All sections include an optional comment section. Should you choose the "other" option for any response, please explain in this optional comment section.

Participation in this survey is voluntary. Responses may be used for publication.

Questions/comments can be directed to [name and email redacted].

NOTE: In line with LSA's Ethics Statement, I too "acknowledge that what constitutes a relevant community is a complex issue" and is based on the relative situation.

* Required

Informed Consent

You are being asked to participate in a research study. By selecting the I consent option below, you are acknowledging that your participation is strictly voluntary. You are also acknowledging that results and analysis will be disseminated through various venues (including publication).

- ☐ I consent
- ☐ I do not consent

Teaching Field Methods

1. How long have you taught field methods (in any setting)? *
2. What are the course goals/student learning objectives? *
3. Who are your primary students in your field methods course? *

Check all that apply.

- ☐ Undergraduate students
- ☐ Graduate students
- ☐ Community members (no university enrollment)
- ☐ Depends on the setting
- ☐ Other: _____

4. Is field methods a required course for graduate degree completion (PhD)? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Depends on student's specialization
- ☐ Not applicable

5. What is the length of the field methods course? *

Check all that apply.

- ☐ Year-long
- ☐ One semester or quarter
- ☐ Two quarters
- ☐ Summer course
- ☐ Other: _____

6. Do you use a primary text to accompany your course? *

Mark only one oval.

- ☐ No
- ☐ Yes
- ☐ Other: _____

7. If yes or other, which one(s)? What additional readings do you utilize? If no, please reply NA. *

8. What are the ultimate outcomes of the field methods course? *

9. Did you take a field methods course as part of your linguistic training? *

Mark only one oval.

- ☐ Yes
- ☐ No

10. (Optional) Additional comments/thoughts on section #2 (any part).

Ethics in field linguistics

11. What field linguistic ethics topics are covered in your course? *

Check all that apply.

- ☐ Informed consent
- ☐ Advocacy
- ☐ Researcher subjectivity/positionality
- ☐ Relationships with language speaker/community
- ☐ Language speakers' access to and control of data
- ☐ Collaborative research models
- ☐ Responsibility to the community
- ☐ Other: _____

12. (Optional) Additional comments/thoughts on section #3 (any part).

Language speaker(s)

13. Is/are the language speaker(s) always an L1 speakers of the language? *

Mark only one oval.

- ☐ Yes
- ☐ No

14. How is/are the language speaker(s) referred to in your course? *

Check all that apply.

- ☐ Informant
- ☐ Consultant
- ☐ Collaborator
- ☐ Speaker
- ☐ Other: _____

15. Do you explicitly discuss terminology for the language speaker(s)? *

Mark only one oval.

- ☐ Yes
- ☐ No

16. (Optional) Additional comments/thoughts on section #4 (any part).

Cultural/community considerations

17. How is learning about the community's cultural traditions, values and local norms covered in the field methods course? *

Check all that apply.

- ☐ Readings with class discussion (including language speaker)
- ☐ Readings with class discussion (without language speaker)
- ☐ Discussion on how the language speaker defines (not autonym elicitation) and connects to their respective language
- ☐ Presentation by language speaker
- ☐ Presentations by other knowledgeable sources
- ☐ Visiting the language speaker's community
- ☐ These issues are not formally covered
- ☐ Other: _____

18. When and how often do these discussions take place? *

Check all that apply.

- ☐ At the beginning of the course
- ☐ Throughout the course
- ☐ At the end of the course
- ☐ Frequently
- ☐ Sporadically
- ☐ Not applicable
- ☐ Other: _____

19. Do the outcomes of the field methods course meet the needs of the language speaker and/or community? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Unsure

20. If yes, how do you assess that the outcomes are meeting the needs of the language speaker and/or community? *

21. (Optional) Additional comments/thoughts on section #5 (any part).

Community based research frameworks

22. Many communities have called for the incorporation of their specific needs and epistemologies (ways of knowing) into research frameworks. Please speak to the practices that you have implemented for integrating a speech community's needs and ways of knowing into your research/professional work as well as broader linguistic science. *

23. How can linguists incorporate a speech community's needs and ways of knowing into graduate student training and research? *

24. (Optional) Additional comments/thoughts on section #6 (any part).

Additional feedback

In order to maintain anonymity for response evaluation, please email (email redacted) if you wish to participate in an individual interview or share your syllabus. Thank you.

25. Would you be willing to participate in a one on one interview regarding this survey?*

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

26. Would you be willing to share a copy of your field methods course syllabus? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe