The purpose of this book is to prepare beginners, especially students, for conducting linguistic fieldwork. It contains hands-on tips, anecdotes and exercises. The index clearly outlines the chapters and subsections, and every chapter contains a short summary including suggestions for further reading.

The book begins with a definition of what fieldwork is and a brief overview of other books on the topic. Sakel and Everett decide to define fieldwork the following way: "**Fieldwork** *describes the activity of a researcher systematically analysing parts of a language, usually other than one's native language and usually within a community of speakers of that language.*" (p. 5). The authors choose this rather wide definition since they also want to include those who do not necessarily go away on field trips, or the cases where a speaker of the language supplies a linguist with data although it is not necessarily done in the 'field'.

Chapter 2 consists of two authentic examples of fieldwork projects. Spending quite some time on how to transcribe, Sakel shares her experience from fieldwork in Bolivia. Elicitation and glossing are also briefly discussed. In the second fieldwork example, the focus is on planning and setting up a new research project, in this case in Bristol.

Languages are in focus in chapter 3. Target language, lingua franca and different types of languages (i.e. well-described vs. endangered) are discussed. Monolingual fieldwork, i.e. that the researcher speaks the target language, is described as the ultimate way of conducting fieldwork (which is somewhat naïve in my opinion; cf below).

Chapter 4 describes the different speakers involved, their competence and what the linguist is looking for in a teacher. The term 'teacher' is used throughout the book when referring to informants. Other stakeholders such as the rest of the speech community and various organisations (such as NGOs) are also mentioned. The chapter ends with a discussion on fieldwork ethics which includes getting consent from the speakers – a crucial matter. Moreover, reimbursement is debated and the importance of having an understanding of financial matters before beginning the work. In my experience, this is an essential issue. You need to have an understanding of what is expected of all parties beforehand and the financial issues must be clear. The matter of how to train the language teachers and ethics for dissemination of the results are also addressed.

How to prepare for fieldwork is outlined in chapter 5. It is vital to have the objectives and research question worked out in advance. Other issues recommended are to find a mentor, to read as much as possible about the language community/topic, and to make use of technology (by using the appropriate equipment). Following a brief section about funding, considerations for conducting remote fieldwork are thoroughly outlined. These include personal relations, paperwork, medicals, equipment and accommodation/travel.

Chapter 6 is devoted to fieldwork methods. The authors sketch qualitative vs. quantitative method, or a mixed method, i.e. a combination of both. The importance of metadata and field notes is then discussed. Different types of text data and transcriptions are then evaluated including some useful practical tips, one of which is to use speakers of the language to help you with the translation of the transcription. Elicitation is given a large proportion of the chapter even though it is stressed that it is just one of several fieldwork tools (albeit the most common in my experience). The section also covers a long (and not very helpful) section on monolingual elicitation, although the suggestion to check the data with another speaker than the one who originally provided you with them, is a good idea.

The final chapter takes a look at the outcomes of fieldwork such as corpora, grammars and dictionaries. Archiving and language documentation are also browsed. There is a practical list of what to include in a method section, and finally a very brief note on language documentation.

This book is an easy and pleasant read and a nice introduction to linguistic fieldwork. It is intended for upper-division undergraduate students and all above. To quote the authors, the suggestions given are "ones we wish someone had made to us before we began our field research careers" (p. xi). The purpose of the book is "to help linguists do, enjoy and succeed at field research" (ibid). The book is also an entertaining read for linguists who have worked in the field before, and offers some new tips, ideas, and discussions. One example of a more practical tip is suggestions on how to finance one's fieldwork, while an example of a more theoretical issue is what kind of relation the linguist could or should form with the language community.

One criticism of the book regards the underlying assumption that monolingual fieldwork (i.e. that the linguist learns, or already speaks, the target language) is superior to other forms of linguistic fieldwork. Especially the long and not very meaningful section on monolingual elicitation in chapter 6 could be taken out. For most linguists (at least that I know of), it is not feasible or even justifiable to spend time becoming fluent in the target language, and the few linguists that are fluent to begin with are not numerous enough to merit such a long section in the book. Moreover, to develop the material suggested in the section is time consuming and even unnecessary since most of the material is available at the Max Planck Institute (which is also mentioned). The section seems even more superfluous seeing that there is another section on experiments and stimulus tests. Finally, I sense that so called armchair linguistics are regarded as less valuable (although this is not explicitly stated).

Another issue is the one regarding software and updates thereof in chapter 6. Toolbox from SIL is mentioned, but not the newer and extended FieldWorks Language Explorer (FLEx), also from SIL.

Making backups on DVDs is not really recommended in linguistic work nowadays (and it is explicitly banned within the domain of language documentation), in contrast to what is written in chapter 7. Instead, an external

hard drive is the best medium for this. But for distributing materials to the speakers as mentioned in chapter 5, DVDs are adequate. Furthermore, the significance of archiving, and also accessibility of data, could be stressed more.

I would have liked to see more of a discussion around the authority of the linguist (or any person asking questions in a community), and the fact that people in interview situations often give the answer they think the researcher wants and not necessarily the 'correct' answer. This converges with Labov's 'observer's paradox[1] which is something every field linguist must be aware of. The short section on the role of the linguist among the speakers does unfortunately not take these matters into account.

All in all, a pleasant read, and I will most likely use the book in my next course on field linguistics.

Malin Petzell

Reference
Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press..

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[1] "The aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed; yet we can only obtain these data by systematic observation." (Labov 1972:209)