

DAY 2
June 14

Building and maintaining relationships in the speech community

Identify the speech community/language — Spike

- Colonialism and the history of “being researched”
 - Labels for the community: field, jungle, bush, interior, village, etc.
 - Labels for members of the community: informants, consultants, speakers, teachers, collaborators, ...
- The lack of power associated with minority status
- What can we do differently?
 - Identifying community needs and desires: who speaks for “the” community?
 - Differences between large and small “speech communities”

Community Entry — Spike

- How do we select research sites?
- How do we establish contact with communities?
- How do we secure permission to conduct research?
 - In the community
 - With the relevant political authorities
- How do we finance research and what are the implications for the community?

Finding your place in the Community — Jaime

- What principles of cross-cultural communication do I need to be aware of?
- What is the role of my primary relations in the community?
- How do I balance scientific work and community work?
 - How much can I be a linguist and only a linguist in the community?

Advice from experience — Jaime

- Recognize the power structure of the community before you arrive
- Who do you talk to? Stranger handlers, opportunists, teachers, activists, and the elusive “natural linguists”
- How do you engage with informants/consultants/speakers/teachers/collaborators?
- Handling power: the researcher as a conduit of external resources (especially \$\$)
- Subtler power: using the researcher’s access to external knowledge (mainly academic, political and medical)
- How do we deal with our own impact and the feelings that this might raise in us?
- Methodological opportunism

Other relationships (Host-country institutions, other linguists, etc.) — Spike

- Engaging with the local academic community
- granting agencies
- Speech community / academic community interface