the participants in the research, the researcher determines what the research agenda is. As mentioned in the introduction, recent years have seen the development of other ways of dong research, namely working with a community to determine common goals and objectives. This shift in paradigms raises a host of other very important ethical issues, and I address some of these next.

What responsibilities do I have as a researcher? What is the role for a researcher in this community at this particular point in time? At one time, a researcher basically set out his or her own approach, recognizing the core ethical principles outlined earlier. This may still be the agenda, with the researcher defining the project and community members participating in it in a traditional way. However, recent years have seen careful

thinking about research, taking into account a wide range of ↳ issues that are briefly introduced above in the discussion of the Canadian Institute for Health Research guidelines for research with Aboriginal peoples. In discussion of postcolonial and indigenous ethics, there are themes that echo—more symmetric relationships between outside researcher and community; involvement of academic and community researchers in research projects with each serving as active members of a team, when appropriate, working together to determine a common agenda; responsibility of a researcher to help a community meet its own goals if asked. The obligations include working to understand each party's ethical and moral expectations of the other, and responsibilities on both sides. Grenoble and Whaley (2006) provide an overview of responsibilities of linguistics to communities with which they work (some recent works that address this topic include Amery 2006; Austin 2010a; Berardo and Yamamoto 2007; Czaykowska-Higgins 2009; Dobrin 2008; Dorian 2010; Grenoble 2009; Grinevald 2007; Hale and Hinton 2001; Himmelmann 1998; 2008; some papers in Innes and Debenport 2010; Otsuka and Wong 2007; Rice 2009; Shaw 2004; Speas 2009; Thieberger and Musgrave 2006; and Yamada 2007).

It is important to understand the role that you are able to play in a community at a particular point in time and what is expected of you. You might be expected to do something for the community. This could be a task like cooking for someone, or cleaning roads, or helping people with their income tax forms. In some cases, linguists are asked to help to develop orthographies, to participate in training people to make practical dictionaries, or to assist in creating language surveys or to provide language awareness workshops for teachers in the school. You might be asked to teach people how to digitize tapes, or how to use a video recorder, or to transcribe placenames. It is important to keep in mind what is realistic. Are you in the community for a month? What knowledge of the language and culture do you have? For instance, if you are just beginning fieldwork on a language that you know nothing about, the chances are good that work on developing an orthography is not realistic, while teaching how to archive materials may well be possible if you have that knowledge.

Researchers and communities do not always share perceptions about what their work is: communities may often have expectations of researchers that are not shared by the researchers, and vice versa. For instance, the linguist may expect to do linguistic fieldwork, with elicitation and recording of various genres of speech and gathering of some sociolinguistic material, while the community may expect curriculum materials; the community may expect the linguist to learn to speak the language, while the linguist may expect to learn about the language. Your role needs to be discussed, and negotiated.

If a more equitable research model is the goal, how are the responsibilities determined? What is the responsibility of the researcher to train community members, and of community members to train the researcher? There is no

simple or straightforward answer to these questions. Basically, be open to talking, and to ↳ thinking as a team, negotiating and dividing up responsibilities, recognizing strengths; be open to reconsidering responsibilities as time goes on. Such a model takes time to develop—it can thrive when people have built up relationships with each other and there is some trust and understanding. Research unfolds differently in different communities, and is different at different times. Where you are in your own career can have an effect, as can the state of things in the community. These questions are further addressed in §18.5.