

Finally, O'Meara also looked at what kinds of hierarchical relations hold among landscape terms in Seri, if any—in particular, taxonomical (kind-of) and meronymical (part-of) relations. To elicit these lexical relations, two different methods are used. The first is to use linguistic frames for the relations being elicited, beginning with examples from various semantic domains, e.g. 'a pear is a kind of fruit'; 'a hawk is a kind of bird'; 'a pond is a kind of water body'. The other method relies on unilateral entailments to elucidate the lexical relations; e.g. *It's a hawk* unilaterally entails *It's a bird*, suggesting that *hawk* is a hyponym of *bird*.

16.2.2.3 Photo interpretation sessions

p. 380 For the Yindjibarndi and Navajo case studies, the researchers have made extensive use of photo interpretation sessions. The materials used during these sessions were fixed sets of about forty numbered digital colour photographs of landscape features. For some of the Navajo sessions, the photographs were projected onto a screen or a wall where the speakers and researchers could view and discuss them. For all of the Yindjibarndi sessions and the majority of the Navajo sessions, colour prints (approximately 27 × 20 cm; 11 × 8 inches) of the photographs were shown. Each photo was of a landscape scene, and they were chosen (and ordered) to display a good variety of landscape features, without any recognizable sequence in feature type or location. The order of presentation within each language set remained constant. The photographs were almost always shown to groups of speakers, who then discussed and in some cases debated what landscape terms would be appropriate.

The collaborators were asked to discuss the landscape features displayed in the set of photos, with special reference to the landscape terms that were appropriate, in the indigenous language. The interviews were facilitated by one of the researchers, while the other researchers took notes and made occasional contributions to the dialogue (Fig. 16.3). The sessions were audio taped and in some cases were also recorded on video (Fig. 16.4).

p. 381 Detailed transcriptions of the audio recordings were undertaken and reviewed by the researchers, with reference to their notes and existing dictionaries. In some cases these transcripts were also reviewed by linguists (e.g. in the Yindjibarndi case study, at the culture/language organizations Juluwarlu and Wangka Maya).