

Land Acknowledgement

Working papers in Applied Linguistics and Linguistics at York (WALLY) is edited and published at York University in Toronto, Ontario. We respectfully acknowledge that we (the journal editors), our university, and our publisher (York University Libraries) are located on the traditional territory of the Huron-Wendat, Anishinabek, and Haudenosaunee, and on land covered by the Toronto Purchase (Treaty No. 13), whose treaty partners are the Mississaugas of the Credit First Nation. We recognize the enduring presence, governance, and stewardship of these Nations, and we acknowledge that this land is home to many diverse First Nations, Inuit, and Métis peoples today.

We situate this acknowledgement within the specific context of WALLY as a student-led, peer-reviewed academic journal in applied linguistics and linguistics. As a site of knowledge production, circulation, and evaluation, this journal operates within institutional structures that have historically benefited from the displacement of Indigenous peoples and the marginalization of Indigenous knowledges and languages. Universities in Canada, including our own, are implicated in and benefit from colonial systems that have sought to suppress Indigenous languages, regulate communication practices, and privilege Euro-Western epistemologies as the dominant framework for scholarship and education. The fields of linguistics and applied linguistics have played complex roles in these processes: while at times contributing to documentation, description, and revitalization efforts, they have also been entangled in extractive research practices, standardizing ideologies, and unequal power relations between researchers and communities.

We therefore understand a land acknowledgement not as a neutral or symbolic gesture, but as a situated, relational practice that must be connected to accountability. To acknowledge the land is to recognize that the editing, reviewing, and publishing of research and academic work is never detached from the material and historical conditions in which it occurs. It is also to recognize that language itself is central to Indigenous sovereignty, identity, and knowledge systems. As a journal dedicated to language, communication, and education, WALLY bears a particular responsibility to critically examine how linguistic research can either reproduce or challenge colonial hierarchies.

This acknowledgement also requires us to reflect on whose knowledge is recognized within our pages. Academic publishing has historically privileged certain forms of authorship, argumentation, and citation, often excluding Indigenous voices, methodologies, and epistemologies. As editors, we recognize that the decisions we make—what we publish, how we review, what we cite, and how we define scholarly rigor—shape the boundaries of the field. These decisions are not neutral; they are part of broader systems that determine whose knowledge is valued and whose is marginalized.

In response, WALLY commits to supporting Indigenous peoples, communities, and lands through practices that extend beyond acknowledgement. These commitments are necessarily ongoing, incomplete, and open to revision, but they reflect our responsibility as a journal embedded within an academic institution:

- **Supporting Indigenous language vitality and sovereignty.** We recognize that Indigenous languages are not merely objects of study but living systems of knowledge and relationality. We encourage submissions that contribute to language revitalization, language education, and community-led linguistic work, and we seek

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to avoid framing languages in ways that reproduce deficit or extractive perspectives.

- **Valuing diverse methodologies and knowledge systems.** We acknowledge that dominant academic norms do not encompass all valid forms of knowledge. We aim to support research that draws on Indigenous methodologies, community-based approaches, and relational ethics, recognizing that these may challenge conventional expectations of academic writing and review.
- **Fostering ethical and reciprocal research practices.** We encourage contributors to reflect on their relationships with individuals and communities, including in terms of consent, collaboration, reciprocity, and benefit. We view ethical engagement not as a procedural requirement but as a sustained commitment to accountability.
- **Advocating for institutional change.** As a student-led journal, WALLY operates within broader university structures. We recognize the importance of advocating for policies and practices that support Indigenous students, scholars, and communities, including equitable access to publishing opportunities, mentorship, and academic recognition.

At the same time, we acknowledge the limitations of this statement. A land acknowledgement cannot undo historical and ongoing dispossession, nor can it substitute for material change. There is a risk that such statements become routine or performative, detached from meaningful action. We therefore approach this acknowledgement as a point of departure rather than conclusion and as an opening that obliges us to examine our practices and to remain accountable to the communities whose land we occupy.

As a digital journal, WALLY reaches readers, authors, and reviewers across many territories. We recognize that this acknowledgement does not encompass all the lands on which our scholarly community works and lives. We invite members of our community to learn about and reflect on the Indigenous Nations whose territories they inhabit, and to consider what responsible and respectful engagement might look like in their own contexts.

We offer this acknowledgement with a commitment to ongoing reflection, relationship-building, and action. We understand that respectful relationships with Indigenous peoples and lands are not established through words alone, but through sustained, accountable practices that support Indigenous sovereignty, knowledge, and futures.

Further Reading

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