



# Newsletter



## Extraordinary Times

We have missed everyone and are looking forward to when we can gather together in person. While each from our own houses and offices all across the lands commonly referred to as Canada, the virtual 2021 *All-Partners' Gathering* was full of meaningful conversations, Partner updates and future planning. We were excited to hear how everyone persevered through 2020 (and 2021) and we look forward to the remaining research ahead. We have seen innovations such as online teaching spaces that allowed for continued learning throughout the pandemic, adapting to Zoom and other platforms in the best way we could.

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Issue 5  
November 2021

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## ĆENITEŁONSET - Earth Cooling Down



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ləkʷəŋən and WŚÁNEĆ territories - University of Victoria, Canada  
Learn more on our website [www.netolnew.ca](http://www.netolnew.ca)  
Follow us on FB, Inst & Twitter @netolnew

**Kwe', Shé:kon, Aanii, tânisi, Edlânet'e, negha dâgondîh, Weytkp, ÍY SÇÁCEL, Dzenēs hoti'e, Gilakas'la, Ha7lh Skwáyel, Greetings,**

While some things slowed down in 2020-21, we continued to move forward in the ways we could. This included supporting amendments or pauses to research projects, leaning on friends and family during difficult times and being resourceful while utilizing online technologies like never before. We saw an influx of language work being undertaken online which brought hope and encouragement to all working so diligently on language revitalization.

## Administration & Leadership Updates



Our Partnership ran with less administrative support than usual this year. Former Projects Manager, Barbara Jenni, moved on to new endeavours in January 2021 and with various interim supports we have managed to move forward in a good way. Many thanks to RA Robyn Giffen, as well as others, for stepping in and helping when we needed it the most. We have also hired a Social Media Manager and a Special Projects Coordinator to support our work this year.

HÍSŬKE SIÂM to Marleen Willems from UVic Temp Services who has been filling in the role of the Administrative Assistant since March 2021. Marleen has been a great help to our team and has been instrumental in continuing the forward momentum of the administration for our projects.



### Special Projects Coordinator, Angela Marston



Satuts Stsuhwum (Angela Marston) is from Stz'iminus BC on Vancouver Island and is providing support to the NETOLNEW Research Partnership.

Angela brings a wealth of knowledge spanning 20 years of experience in administration, most recently with the last 5 years working in Indigenous-focused positions, and with communities including some curriculum development experience with the Hul'qumi'num language.

## Research Support

As we continue to progress, we have gained some new research support for our project. The Leadership has gained a new Co-Investigator and also developed new Research Coordinator roles, inviting these senior doctoral students/candidates to lead various parts of the project.

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### Dr. Ewa Czaykowska-Higgins, new Co-Investigator



Dr. Ewa Czaykowska is a Professor in Indigenous Education (IED) and Humanities at the University of Victoria. She has had the honour of working for many years with the W̱SÁNEĆ community and with the Nxaʔamxčín Language Program of Colville Tribes. Her work has included supporting and contributing to community language reclamation projects, digital dictionary construction, and expanding community-based research methodology in language documentation. A linguist by training, Ewa has taught in the Linguistics and IED departments, and has been a founding participant in the development and delivery of all the undergraduate and graduate programs in ILR at UVic.

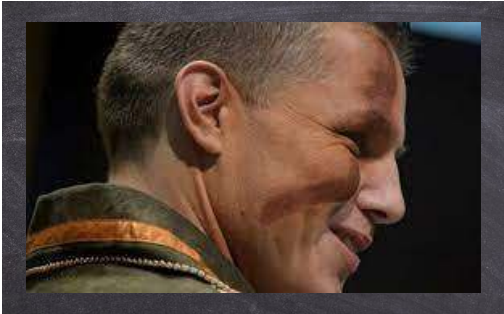
### Nicki Benson, Research Coordinator



Nicki Benson, is a Jewish woman who grew up on Sḱwxwú7mesh, səlilwətaʔt, and xʷməθkʷəy̓əm territories in Vancouver and currently lives on W̱SÁNEĆ and Lekwungen territories in Victoria. She has an M.A. in Language Education, and worked for over a decade as a language teacher before turning her focus to research and consulting to support Indigenous language revitalization. Nicki is a PhD candidate in Education at UVic where her research explores strategies for advancing levels of proficiency in Indigenous languages.

Nicki is an advanced second language speaker of Spanish and is working on passing Spanish on to her two young daughters as their first language. Nicki has worked with NETOLNEW since 2018, and is currently the Research Coordinator for NILLA (NETOLNEW Indigenous Language Learning Atlas).

## Kanen'tó:kon Hemlock, Research Coordinator



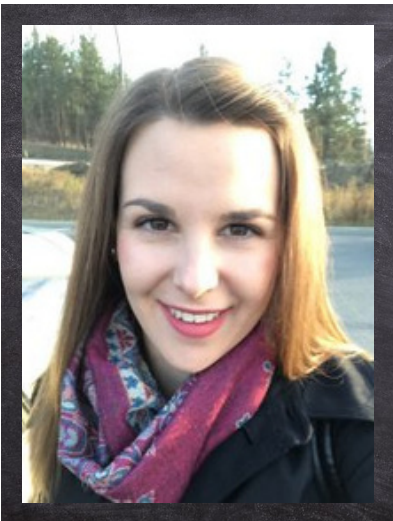
Kanen'tó:kon Hemlock is Kanien'kehá:ka from Kahnawà:ke, Bear Clan. Kanen'tó:kon is currently working towards a PhD at the University of Hilo, Hawai'i in Language and Culture Revitalization. New to the Research Coordinator role he assisted on the completion of the "Covid-19 Impacts on Language Revitalization" project (Nov. 2021) and the 7000 Languages Research Project with Dr. Kari Chew (2022 completion planned).

## Jackie Dormer, Research Coordinator

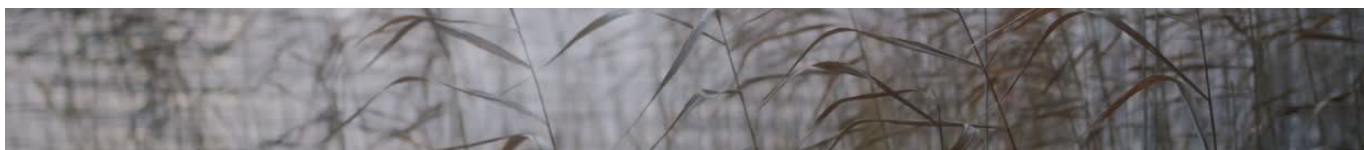


Jackie Dormer is of Michif, German, Irish, and Polish ancestry and grew up in Treaty 1 Territory and the homeland of the Metis Nation (Winnipeg, MB). She received a Bachelor's degree in Linguistics from the University of Manitoba and is now working towards a degree in Native Studies. She is currently supporting the "7000 Languages" projects led by Dr. Kari Chew, along with community partners, Hase' Language Revitalization Society and Prairies to Woodlands Indigenous Language Revitalization Circle. Their research focuses on how Indigenous communities utilize computer assisted language learning technology.

## Robyn Giffen, Research Coordinator



Robyn Giffen is of German and English ancestry and grew up on and recently returned to Treaty 7 territory near Calgary, AB. However, she spent most of her adult life in Kelowna, BC, living, studying, and working on the unceded and ancestral territory of the Sylix and Secwepemc people. Robyn has an MA from UBC specializing in Linguistic Anthropology and has worked on Indigenous language revitalization projects in Ghana, Alaska, and Vancouver, BC. Robyn is currently a PhD student in Education at UVIC, focusing on Indigenous language learning assessment. As a NETOLNEW Research Coordinator, Robyn has contributed to numerous projects including NILLA and the social media portfolio. She looks forward to taking up the Assessment Theme with interested Partners and Collaborators early in the new year!



## Research Assistants

Our Research Assistants provide valuable support to various projects in our Partnership. They help build relationships, gather important information, provide Partner support when needed, produce useful reports, and other outputs.

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### Aniṣała Colette Child, Research Assistant

Aniṣała Colette Child is the Hase' language nest and Sanyaḱola Project Coordinator. She earned a Certificate in Indigenous Language Revitalization through the University of Victoria. She is interested in bringing Kwákwala back into homes through daily experiences.

### Jacob Manatowa-Bailey, Research Assistant

Jacob Manatowa-Bailey (Sauk) was the founding Director of the Sauk Language Department (SLD) for the Sac and Fox Nation of Oklahoma (2005-2016). He is currently the coordinator of MICA's Next Steps Project providing planning assistance to language revitalization programs. Concurrently, he is a doctoral student at the University of Victoria with a research interest in reflective practice within the field of Indigenous Language Revitalization. He has most recently worked on the NILLA project.

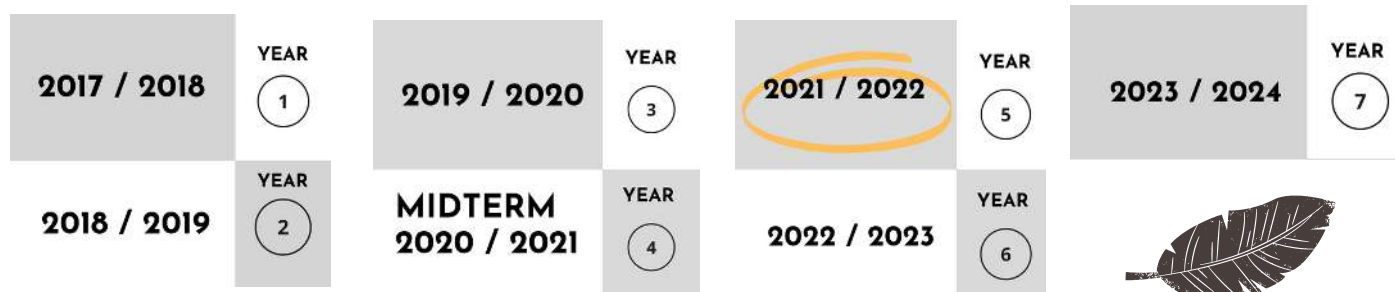
### Adam Stone, Research Assistant



Adam Stone is both English Settler and Jewish, and was born and currently lives on the traditional and unceded territory of the Algonquin People, where Ottawa currently stands. He earned his Doctorate in Applied Linguistics and Discourse Studies at Carleton University in 2020, and is a part-time Research Assistant with the NILLA project where he plays a supportive role in behind-the-scenes work and the NILLA interface. He is also a Contract Instructor of linguistics at Carleton University, and a Research Associate at the Geomatics and Cartographic Research Centre in Ottawa, where he is involved in projects focusing on redefining practices regarding the promotion and representation of Indigenous and minority languages in digital mapmaking in Canada and internationally.

## NETOLNEW Grant Cycle

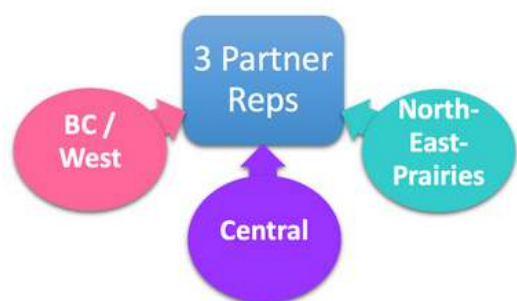
The grant follows a fiscal year cycle and started in 2017/2018. We are currently in Year 5 (2021/22) of 7. The chart below provides more detail of the full cycle.



## Governance Council

### Partnership Governance Structure

The NETOLNEW Partnership Governance Council (GC) is grounded in Indigenous governance philosophies and worldviews. Founded on the principle of goodwill, our structure ensures Indigenous language communities/organizations have a strong position of leadership in our governance work.



### Core Partners

Each Partner serves two 1-year terms on the GC over the course of the 7-year project: once during the first 3 years (2017-2020\*), and once during the final years (2021-2024). (\*One set of Partners served a 2yr term during the pandemic.)

The 9 Core Partners are grouped into three regional pods divided by region, each comprised of three Core Partners.

### Governance Council - Years 4-7

Years 4 - 7	Fall 2020 - Oct 2021 Year 4	Nov 2021 - Fall 2022 Year 5	Fall 2022 - Fall 2024 Year 6/7 (2yr term)
BC / West	First Peoples' Cultural Council	W SÁNEĆ School Board	Chief Atahm School
Central	Kahnawà:ke Education Center	Kenjgewin Teg	Tsi Tyonnheht Onkwawenna
North-East-Prairies	University nuhelot'jine thaiyots'j nistamiyimâkanak Blue Quills	Dehcho First Nations	Mik'maw Kina'matnewey

## Partner Updates

### Mi'kmaw Kina'matnewey wins Governor General's Innovation Award



Blaire Gould, the Executive Director of Mi'kmaw Kina'matnewey's Indigenous education authority for 12 communities in Nova Scotia, is 1 of 6 recipients this year.

Mi'kmaw Kina'matnewey is an education authority that is community-based and led. With collaborative governance, effective planning, strategic influences and teacher education the result has created environments for revitalizing culture and language to thrive. Outcomes that far exceed the national averages show that supportive research and creativity ensure language revitalization programs are successful.

### University nuhelot'ine thaiyots'j nistameyimâkanak Blue Quills (UnBQ)

The objective of this upcoming research project (2021-2023) is to evaluate the processes, teaching methods and curricula used by the staff and community members in the BA program in regards to producing fluent speakers and language advocates.



### Tsi Tyonnheht Onkwawen:na

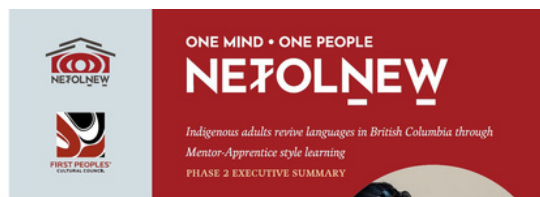


The first project (2017-19) was centred on the activation of new, and archived, K1 Ratiwennókwaw documentation. The project also helped them understand how innovative elicitation techniques and group composition influences K1 language production. Their 2nd project, continuing this inquiry, is now under development (2021-22).

# First Peoples' Cultural Council: *Excerpt from 2021 Final Report*



**FIRST PEOPLES'**  
CULTURAL COUNCIL



A community-university  
research partnership



## About the Study

This research (2020) was led by First Peoples' Cultural Council (FPCC) and focused on the Mentor-Apprentice Program (MAP). With the MAP approach, adult language learners (apprentices) and proficient speakers (mentors) carry out daily activities and cultural practices together speaking only the language. In this program, apprentices spend 10-15 hours week in one-on-one language immersion for up to 3 years.

Phase 1 of the project documented the successes and challenges of MAP in the BC context through interviews with over 60 participants, including apprentices, mentors, and administrators in partner organizations. The results indicate that MAP has had tremendous positive impacts for mentors, apprentices, and communities across BC. Phase 1 reports @ [www.netolnew.ca/map-report-2018](http://www.netolnew.ca/map-report-2018)

In Phase 2, we focused on three questions to better support apprentice success:

- How can we better support apprentices to succeed in their learning?
- How can we support advanced apprentices in their continued work?
- How can we assess the effectiveness of their learning?

**Challenges** - Interviews explored challenges faced by apprentices and also identified possible solutions. Paid employment is the main reason apprentices do not complete their hours, experienced by 81% of apprentices. Other main challenges include difficulty staying in immersion or planning for sessions, home or family responsibilities and illness.

**Solutions** - Several apprentices noted the flexibility of the method and the ability to use land-based learning and language outside of a classroom setting. Many observed that a strong interpersonal bond and good communication with their mentor contributed to success. Effective learning strategies include using pictures, recording sessions, having fun and doing practical activities. Every apprentice felt that they were supported by their mentor, and many mentioned support from their families, communities and FPCC. At the same time, 76% of apprentices experienced feelings of isolation; connection to other mentors and apprentices was identified as something that could help.



# Kahnawà:ke Education Centre Provides Opportunities to Staff as Immersion Teachers



**KAHNAWÀ:KE**  
EDUCATION CENTER



Wa'tkwanonhwerá:ton (greetings) from the Kahnawà:ke Education Centre (KEC)-NETOLNEW team in Kahnawà:ke! We are excited to give an update on our research project. The goal of our project at the KEC is to provide opportunities for our Kanien'kéha immersion teachers to continue growing as Kanien'kéha speakers. Our aim is to increase opportunities for language learning and language use among the immersion teachers with a focus on three domains: language proficiency, immersion pedagogy, and cultural knowledge. The pandemic required a switch to remote learning for our community schools which was a challenge for teachers and for the research study. We made some adjustments to our project plan and pushed forward to the best of our ability.

One of the outcomes of our project (2020-2023) is to develop a culturally appropriate assessment tool based on Kanien'kehá:ka ways of knowing that will help us to continue creating and evaluating a new 3-year professional development plan for teachers. We intend to launch the assessment tool in the fall of 2021. Support, mentorship, and teacher coaching is ongoing in our schools.

## Dehcho First Nations



The Dehcho First Nations have undertaken a number of major language initiative to increase and maintain the use of Dene Zhatié in the daily lives of their membership over the past few years. Their research plans (2022) include a focus on assessment to measure the progressive proficiency gains of Dene Zhatié learners and to determine the efficacy of implementing a Mentor-Apprentice Program (MAP) in the Dehcho region.

# KENJGEWIN TEG

Kenjgewin Teg has researched, created and administered an Anishinaabemowin language assessment tool to monitor if their programs and services to their staff and students is aiding in their resurgence of learning the heritage language of Anishinaabemowin (Ojibwe). This study (2020-2022) looks at both tool validity and the impact the assessment tool has had on the students and staff members through their learning journey.

## WSÁNEĆ School Board



The WSÁNEĆ School Board research project (2017-19) focused on developing intermediate to advanced proficiency levels of their SENĆOTEN Immersion Teachers.

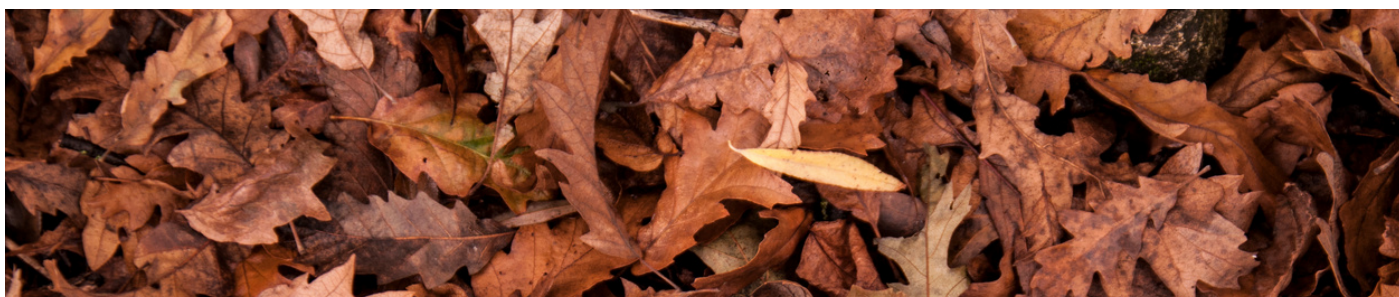
During their first project they:

- Translated the NETOLNEW Assessment Tool into SENĆOTEN
- Created a Working Draft “Root Word” Learning & Teaching Tool: S,XELJ XĆELLO
- Increased proficiency of SENĆOTEN Immersion Teachers, which will be passed on to future speakers and learners

## Chief Atahm School

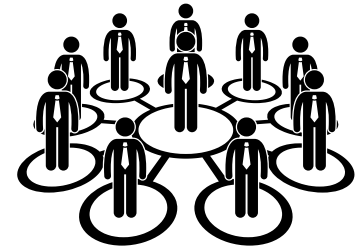


This research project (2020-2022) is connected to the “Teaching and Learning” Theme and seeks to increase the language proficiency of teachers who are actively working in classrooms by supporting their involvement and therefore buy-in and commitment to their learning plans. It is believed these actions will serve to benefit the immersion program overall.





# NILLA



We are excited to share that NILLA is moving towards a late 2021 launch of the website! Our team has created a historical timeline to show and honour all the work that has gone into its conceptualization and development. The following summary presents the historical timeline, providing key developments and decisions made during each phase:

## **Planning:**

### **Summer 2017 to December 2017**

- Development of what was then called the Environmental Scan
- Assessment of similar existing maps completed
- Discussions with the UVIC library on the development and hosting of this platform

## **Establishment:**

### **January 2017 to April 2018**

- Three surveys developed focusing on communities, organizations, and individuals
- Focus of surveys to assess where language education initiatives were occurring
- Surveys refined to emphasize where new speakers are being created
- Guiding principles for the Environmental Scan survey developed
- Surveys piloted with several community partners

## **Raising Awareness:**

### **May to December 2018**

- New name NILLA - NETOLNEW Indigenous Language Learning Atlas confirmed
- NILLA initiative announced at the Stabilizing Indigenous Languages Symposium (SILS) in June 2018
- Initial surveys collected via Survey Monkey
- NILLA website mock-up developed by the Indigenous-led company Animikii

### **Promoting NILLA: January 2019 to April 2019**

- National NILLA Forum held at the University of Victoria aimed at understanding what community members and leaders wanted in the NILLA interface, focusing on how to encourage participation while ensuring privacy and ownership of online information
- NILLA team attended several conferences to promote NILLA and broaden connections

### **Advancing NILLA: Summer to December 2019**

- Original survey data was converted to Survey Monkey and new surveys were collected
- ILLA team conducted follow-up interviews with community representatives
- Met with UVIC library and Animikii to further develop the database and website



### **Reinventing the Data Gathering Process: Summer 2021**

- Discussions regarding NILLA's role in language revitalization work was revisited
- Level of interactivity the online portal could have for prospective users was explored.
- Inaugural version of an interactive portal planned for Fall 2021
- Goal to be a digital space to create a community of connection and practice

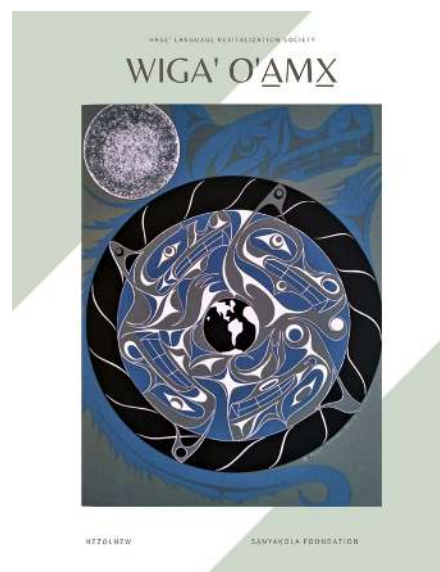
### **Refining the Portal: January-April 2020**

- Website development planning with Animikii continued
- Surveys further reviewed, with focus on how "success" is defined
- Advisory agreed NILLA aims to promote and prioritize programs that are creating new speakers
- Decision made to redesign NILLA surveys as initial design and approach were proving ineffective (high cost for low return rate) and unsustainable (too many questions, slow up-take)

## Additional NETOLNEW Research Projects

### 7000 Languages

Our research is a collaborative effort with the NETOLNEW Project and 7000 Languages, a US based non-profit that works with Indigenous communities to develop online language courses. We are also working with two community partners, the Hase' Language Revitalization Society and Prairies to Woodlands Indigenous Language Revitalization Circle. Both community partners have recently completed an online language course with the help of 7000 Languages.



### Exploring Innovative and Successful Adult Language Learning Methods in Canadian & US Indigenous Communities: Growing the Fire Within - SSHRC Connections Grant

In Feb. 2020 Kari Chew, Jacob Manatowa-Bailey, Onowa McIvor, Mary Linn, and Megan Lukaniec hosted a 5-day gathering at the First Peoples' House at UVic with financial support from a SSHRC Connection grant. This gathering brought together scholars and practitioners from across NA to discuss how to support Indigenous adults who are becoming new speakers of their language. The event was a great success and led to the development of a video and report sharing the learnings from this gathering. Available on the NETOLNEW website at: <https://netolnew.ca/growing-fire>



To view the video visit link <https://dspace.library.uvic.ca/handle/1828/12280>



# Stabilizing Indigenous Languages Symposium (SILS) 2021

The 27th annual Stabilizing Indigenous Languages Symposium was hosted jointly by Queen's University, Tsi Tyónneht Onkwawén:na Language and Cultural Centre, and Kingston Indigenous Languages Nest in June 2021. Many NETOLNEW Partners, Collaborators, and Research Assistants presented at the conference and are featured below.

## Defining the Role of an Indigenous Language Teacher Coach



NETOLNEW Partners from Kahnawà:ke Education Center, Kahtehrón:ni Iris Stacey, Lauren Deom, and Wahéhshon Whitebean presented their research project studying how to support Indigenous language teachers in developing their professional capacities.

## Developing and Implementing Online Ind lang-learning Courses

NETOLNEW Collaborator Kari Chew and Research Coordinator Jackie Dormer, along with their research partners from 7000 Languages, the Hase' Language Revitalization Society, and the Prairies to Woodlands Indigenous Language Revitalization Circle, presented on their research using computer-assisted language learning (CALL) in ILR contexts.

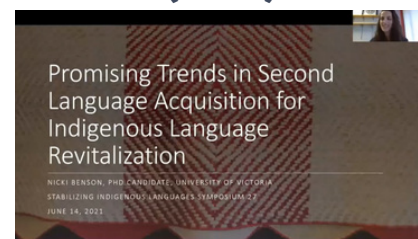
## NETOLNEW "one mind, one people": New directions in community-university partner research to support adult Ind language learning



Project Director Onowa McIvor, and NETOLNEW Partners Kahtehrón:ni Iris Stacey from Kahnawà:ke Education Center and Kathryn Michel from Chief Atahm School presented on the NETOLNEW partnership including the outcomes from some of the Partner projects.

## Promising Trends in Second Language Acquisition (SLA) for ILR

NETOLNEW Research Coordinator and UVic Faculty of Education doctoral candidate Nicki Benson explored the most recent research and "promising trends in SLA for optimizing language learning conditions in ILR.



## Using Documentation of First Language Speakers



Tahohtharatye, Joe Brant, a Research Associate of NETOLNEW Partner Tsi Tyónnheht Onkwawén:na and UVIC IED doctoral student presented on the importance of using documentation of first- language speakers to create second-language learning resources.

## HAWI (Haudenosaunee and Waldorf Initiative)



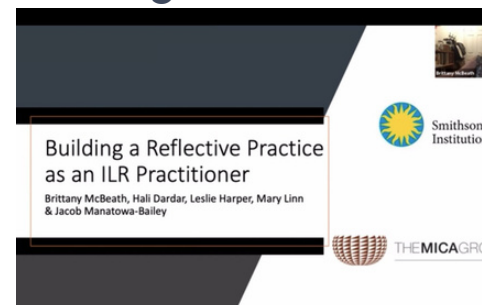
NETOLNEW Partner Callie Hill from Tsi Tyónnheht Onkwawén:na, along with her research partners, surveyed HAWI, an international organization of Haudenosaunee schools and provided examples from three directors using the Waldorf pedagogy in their Kanyen'keha immersion schools.

## The good, the bad, the ugly of teaching Cree or other Indigenous languages using social media



UVIC Indigenous Education Phd student, Simon Bird, hosted a workshop on teaching Cree or other Indigenous languages using Social Media. In this presentation he reviewed the Facebook group he hosts #CreeSimonSays and the role that social media can play in developing an inclusive classroom for Indigenous language learners.

## Building a Reflective Practice as an ILR Practitioner



NETOLNEW Research Assistant Jacob Manatowa-Bailey, along with his research partners, hosted a workshop focused on learning how to use the most recent volume of "An Indigenous Language Advocate's Guide to Reflection in ILR projects".

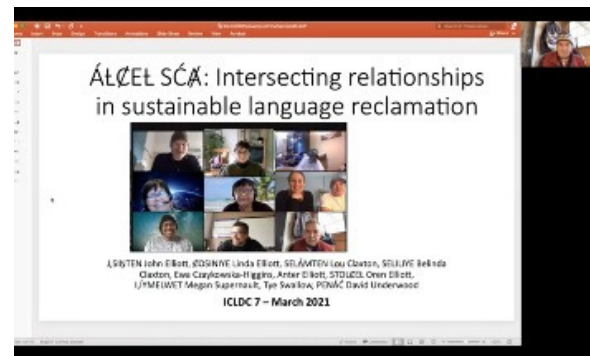


# recognizing relationships

MARCH 4-7, 2021

The 7th International Conference on Language Documentation and Conservation was hosted online by the University of Hawai'i at Mānoa in March 2021. As one of the largest conferences on language revitalization, it was a good chance to come together virtually despite the pandemic. There were two NETOLNEW related presentations.

NETOLNEW Partners from the WSÁNEĆ School Board: STOLQEŁ Oren Elliott, Tye Swallow, PENÁĆ David Underwood, and Co-Investigator Ewa Czaykowska-Higgins, along with their research partners presented "ÁŁQEŁ SCÁ: Intersecting relationships in sustainable language reclamation." They explored how intersecting networks of relationships in their community-steered language-reclamation project demonstrates the significance of strong, dependable, respectful relationships in ILR.



J, SIN TEN, J. E., QOSINIYE, L. E., SELÁMTEN, L. C., SELILIYE, B. C., Elliott, A., STOLQEŁ, O. E., I, YMELWET, M. S., Swallow, T., PENÁĆ, D. U., & Czaykowska-Higgins, E. (2021, March 6). ÁŁQEŁ SCÁ: Intersecting relationships in sustainable language reclamation. ICLDC.



NETOLNEW Partners Callie Hill from Tsi Tyónnheht Onkwawén:na, and Tye Swallow, from the WSÁNEĆ School Board together with Project Director Dr. Onowa McIvor presented "NETOLNEW "one mind, one people": Relationship and community-based ILR in Canada." They reviewed the guiding principles and governance structure of NETOLNEW and shared how the partnership works as a collective.

To view these presentations visit [icldc7.sched.com](https://icldc7.sched.com)

# NETOLNEW SSHRC PG GRANT MIDTERM REPORT 2020

The Midterm Report provides an overview of what the Partnership has accomplished by the midterm point of the award (Summer 2020). The report was due October 31, 2020.

The Report provides information to a multi-disciplinary Midterm Review Committee to assess the progress of activities undertaken during the first half of the grant.

## *Outcomes – Committee Feedback*

*The writing of the report and its appendices is very effective, which shows an excellent use of the outreach. Prospects are good for future success.*

*Academic outputs are emerging, as expected, and community knowledge sharing is happening, which is excellent.*

*The committee noted that student training and mentoring is going well.*

*The governance and management of the Partnership is going well. All structures seem fit for purpose and are functioning as smoothly as can be expected. The involvement of partners is significant and varied. The governance structures appear appropriate.*

*The committee's sympathies go out to the entire Partnership team on the loss of Dr. Rosborough. This is an extraordinarily difficult thing to deal with on a human level, first and foremost, and also on a professional and practical level. It seems that the strength of this Partnership and its community is among the factors that have allowed them to navigate such a challenging event.*

*Researchers and partners are involved in the activities and ensure the co-leadership of the project. The expectations were quite high to begin with. The Partnership team clearly and deeply understands the importance of shared ownership on many levels, and the committee is fully impressed with partner engagement.*

*The contribution plan is being well followed and additional contributions are being committed. The Partnership seems to be well on track.*

**Feedback was received Jan. 22, 2021. The outcome of this Midterm review was to fully fund the remainder of the Project. A wonderful collective achievement for all!**



## 2021 All Partners Gathering

APG 2021

It was really great to see everyone at the All Partners' Gathering this year. We had some partner updates and it always warms the heart to hear about all the great work that is being done in our communities. HÍSWKE SIÁM J,SINTEN for opening the gathering on both days in a good way.

Thank you to our Research Coordinators for facilitating the Research Cluster round tables discussions and creating a welcoming and meaningful space together.

HÍSWKE SIÁM to all who took time out of their busy schedules to spend these 2 days with us.

## Decade of Indigenous Languages



2022-2032 | INTERNATIONAL DECADE OF  
**Indigenous Languages**

*"In proclaiming this Decade, the international community is recognizing that indigenous peoples represent a distinct group whose human right to language should be promoted and protected. This proclamation is also a call for action - the preservation of indigenous languages not only requires greater awareness but also concrete commitments."*

Nada Al-Nashif,  
Deputy High Commissioner of Human Rights

More than 500 participants from 50 countries, including government ministers, indigenous leaders, researchers, public and private partners, and other stakeholders and experts, adopted the Los Pinos Declaration, at the end of the two-day event in Mexico City, which was organized by UNESCO and Mexico. The Declaration places indigenous peoples at the centre of its recommendations under the slogan, "Nothing for us without us."

Building on the, "lessons learnt from the International Year of Indigenous Languages (IYIL2019), the International Decade of the World's Indigenous Peoples (1995 - 2004)... a Decade of Action for Indigenous Languages will lay a solid foundation for the development of consensus as well as a drive consolidated actions to advance the rights of indigenous peoples and language users around the world."

<https://en.unesco.org/news/unesco-launches-global-task-force-making-decade-action-indigenous-languages>

## New Publications

We have been progressing our research and some of the following publications may be of interest to you and those working in Language Revitalization.

### Papers

Chew, K.A.B. (2021). #KeepOurLanguagesStrong: Indigenous language revitalization on social media during the early COVID-19 pandemic. *Language Documentation & Conservation*, 15, 239-266. URI: <http://hdl.handle.net/10125/24976>

Mclvor, O., Sterzuk, A., & Cook, W. (2020). i-kiyohkātoyāhk (we visit): Adapting nēhiyawēwin/nīhithawīwin (Cree) language learning to the COVID19 reality. *AlterNative*, 16(4), 413-416. DOI: 10.1177/1177180120970938 URI: <http://hdl.handle.net/1828/12456>

Mclvor, O., Chew, K. A. B., & Stacey, K. I. (2020). Indigenous language learning impacts, challenges and opportunities in COVID19 times. *AlterNative*, 16(4), 409-412. DOI: 10.1177/1177180120970930. URI: <http://hdl.handle.net/1828/12453>

Mclvor, O. (2020). Indigenous language revitalization and applied linguistics: Parallel histories, shared futures? *Annual Review of Applied Linguistics*, 40, 78-96. DOI:10.1017/S0267190520000094 URI: <http://hdl.handle.net/1828/11944>

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# YOŦ OL U HÁEQ ŁTE TŦE SẼENÁNS E TŦE WILNEW

We always remember the ways of our ancestors.



Photo: A. Marston



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