A tropical beach scene with palm trees and waves. The background shows a sandy beach with gentle waves lapping at the shore. In the distance, there are palm trees and a clear blue sky with some light clouds. The overall atmosphere is peaceful and scenic.

# **Looking at Austronesian Language Vitality through EGIDS and SUM (Expanded Graded Intergenerational Disruption Scale and Sustainable Use Model for Language Development)**

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# Outline

- Describing AN language vitality (and endangerment in general)
- An Expanded GIDS
- Global and Austronesian language status profiles
- The Sustainable Use Model for Language Development (SUM)
- [ELCat & EGIDS]

# Describing AN Language Vitality

- Florey, Margaret. 2005. Language shift and endangerment. In *The Austronesian languages of Asia and Madagascar*, ed. by Alexander Adelaar and Nikolaus P. Himmelmann, pp 43-64. Routledge Language Family Series. London: Routledge.

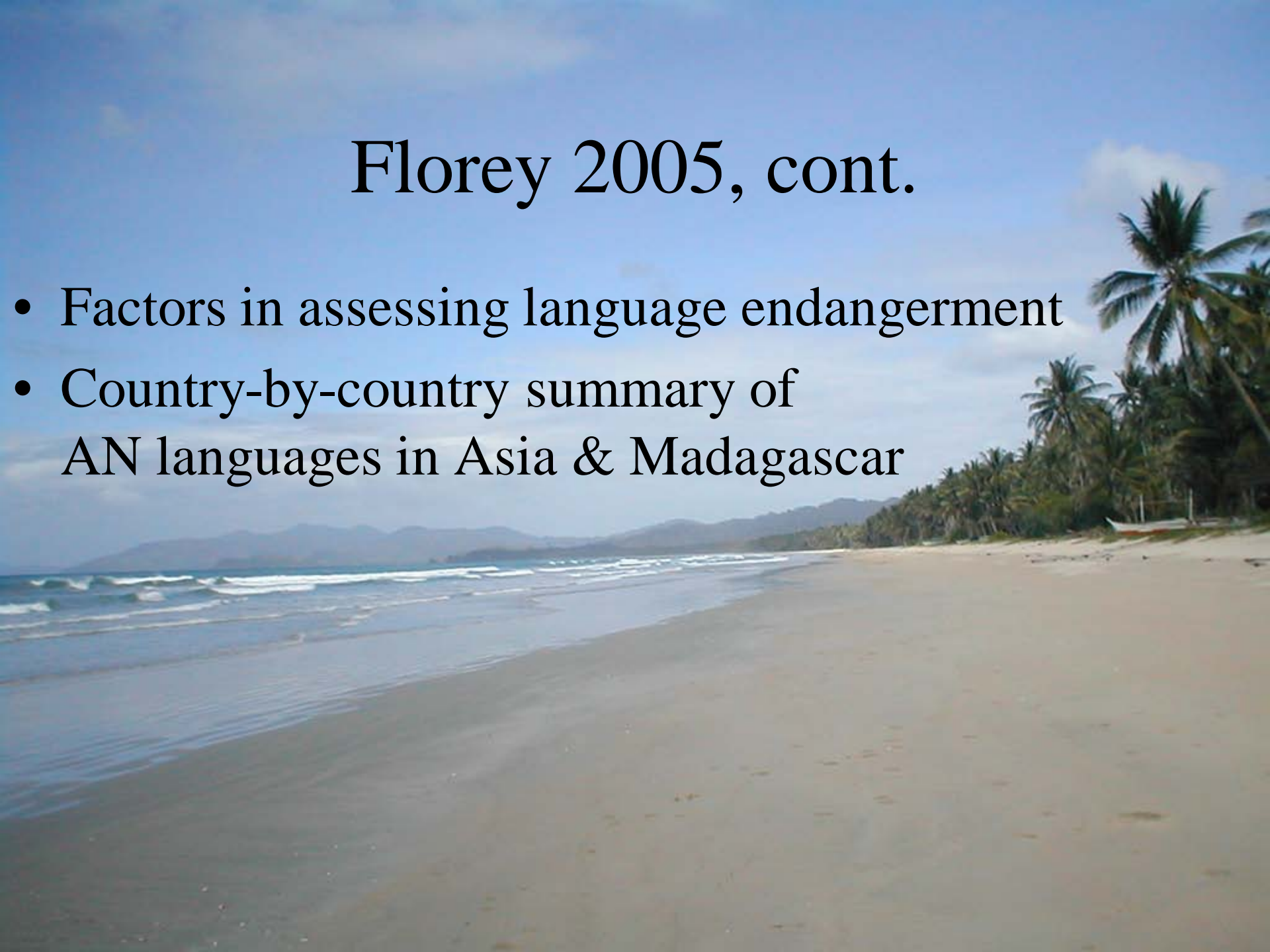


# Florey 2005

- AN accounts for 20% of the world's linguistic resources
- “Yet the concern and the initiatives [on behalf of endangered languages] in other parts of the world have not been matched in the Austronesian region... which remains remarkable for the lack of detailed information about many of the languages and their linguistic vitality.” (p. 43)

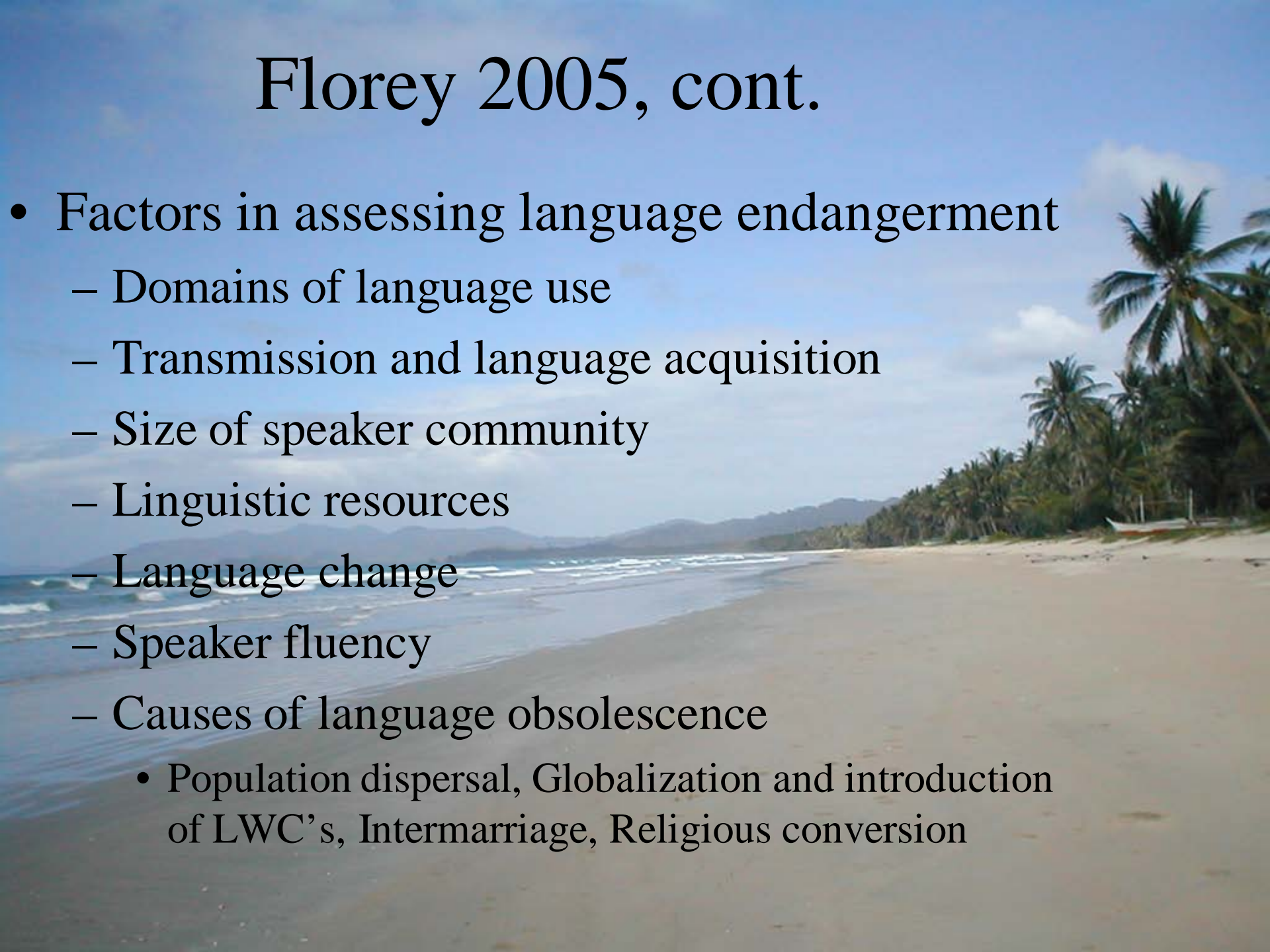
# Florey 2005, cont.

- Factors in assessing language endangerment
- Country-by-country summary of AN languages in Asia & Madagascar



# Florey 2005, cont.

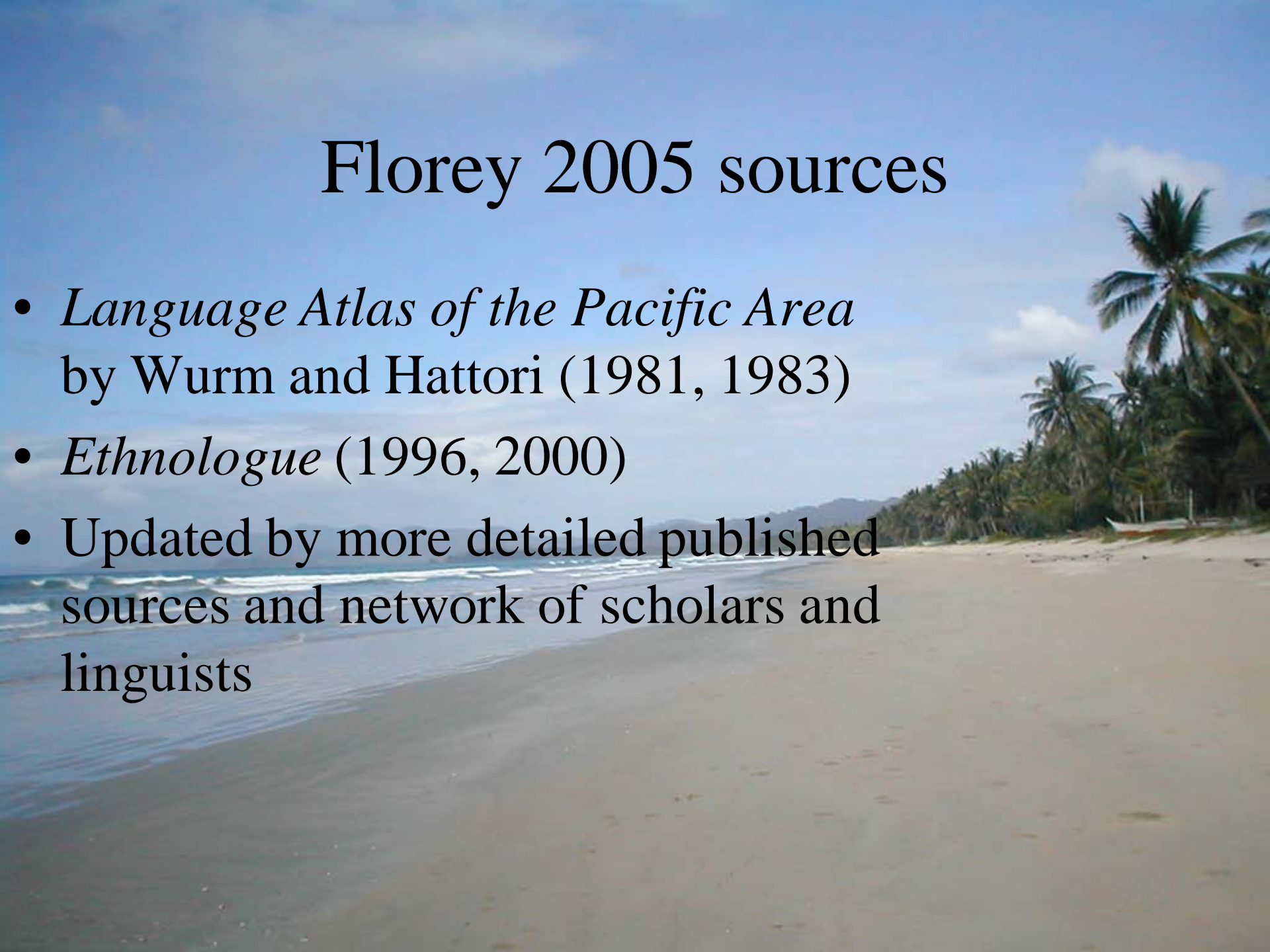
- Factors in assessing language endangerment
  - Domains of language use
  - Transmission and language acquisition
  - Size of speaker community
  - Linguistic resources
  - Language change
  - Speaker fluency
  - Causes of language obsolescence
    - Population dispersal, Globalization and introduction of LWC's, Intermarriage, Religious conversion





# Florey 2005 sources

- *Language Atlas of the Pacific Area* by Wurm and Hattori (1981, 1983)
- *Ethnologue* (1996, 2000)
- Updated by more detailed published sources and network of scholars and linguists



# Florey 2005 observations

- “a profusion of terms” to indicate degrees of endangerment and vitality
- Strong vs Endangered
- 25 Strong: 10 Austronesian languages in *Ethnologue*’s “Top 100” plus Tryon’s (1995) 15 of over a million speakers, mostly in Indonesia and the Philippines
- Centers of comparatively high endangerment: Taiwan, Maluku



# Florey 2005 observations, cont.

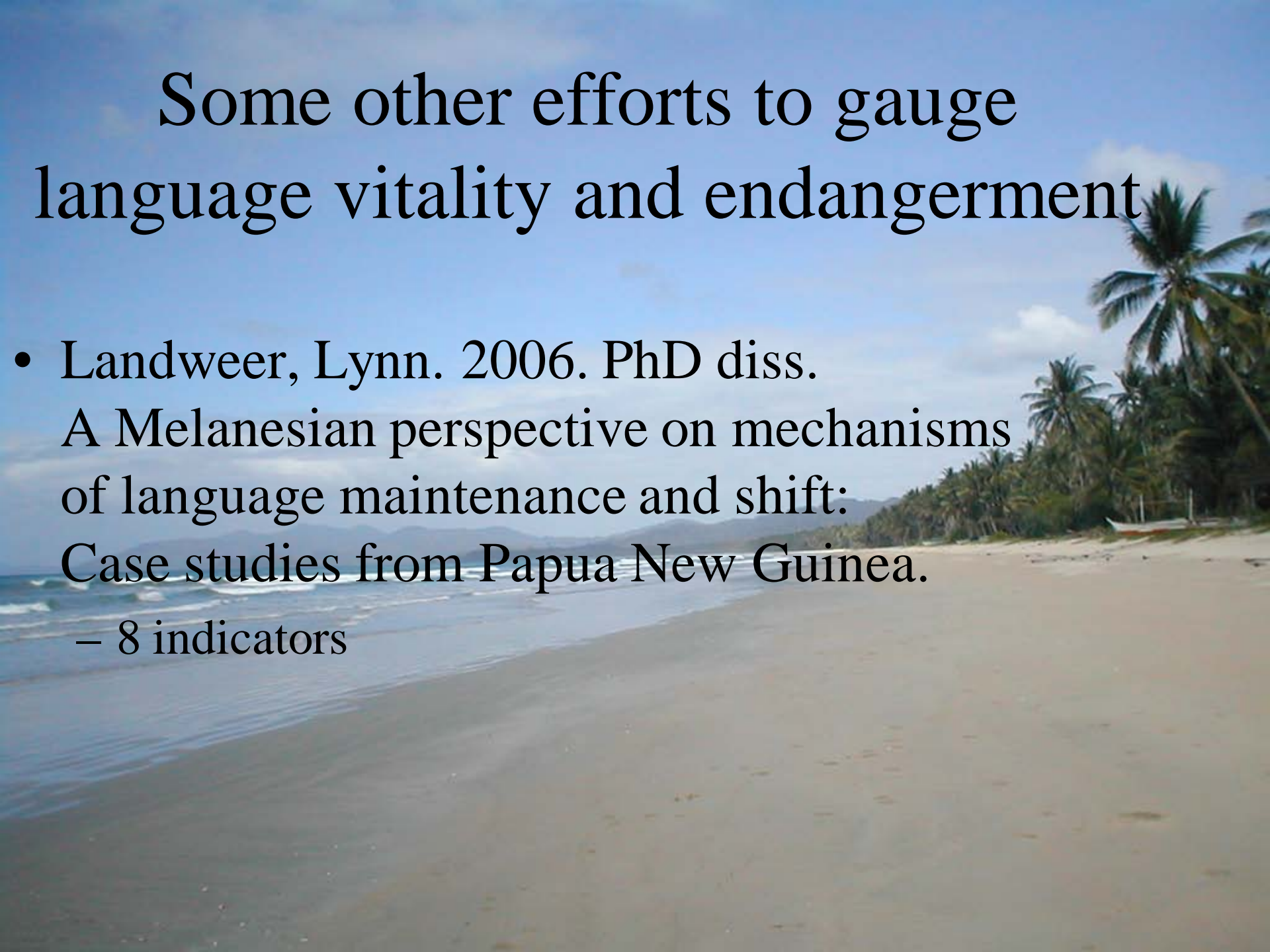
- “Limiting the discussion to a count of the number of languages which have become extinct or which are moribund, or focusing only on the loss of entire languages and ignoring the loss of linguistic diversity ... obscures the complexity of the linguistic situation...” (p. 59)
- Also loss of dialects, registers, areas of specialized knowledge...

# Some Major Global Frameworks

- Fishman, Joshua. 1991. *Reversing Language Shift*.
- UNESCO 2003  
“Language vitality and endangerment”  
– 9 factors, 6 levels
- *Ethnologue*
- [www.endangeredlanguages.com](http://www.endangeredlanguages.com)

# Some other efforts to gauge language vitality and endangerment

- Landweer, Lynn. 2006. PhD diss.  
A Melanesian perspective on mechanisms of language maintenance and shift:  
Case studies from Papua New Guinea.
  - 8 indicators





# Some recent studies on individual language communities

- Kobari, Yoshihiro. 2009. The current status of the Butuanon language and its speakers in Northern Mindanao: Findings on ethnic identity, language attitudes, language ability, language use and language change. Ph.D. dissertation. Manila: De La Salle University.
- Tang, Apay (Ai-Yu). 2011. From diagnosis to remedial plan: a psycholinguistic assessment of language shift, L1 proficiency, and language planning in Truku Seediq. Ph.D. diss. Univ of Hawaii.

# Indonesia Overview

- Anderbeck, Karl. 2012. Portraits of Indonesian Language Vitality. 12-ICAL paper.



# Endangered Languages Project

- ELCat and LINGUIST List meet Google and form an Alliance for Linguistic Diversity [here](#)

Endangered languages

A project by the Alliance for Linguistic Diversity

Explore

Knowledge sharing

Search on this site

# The world through 3054 lenses.

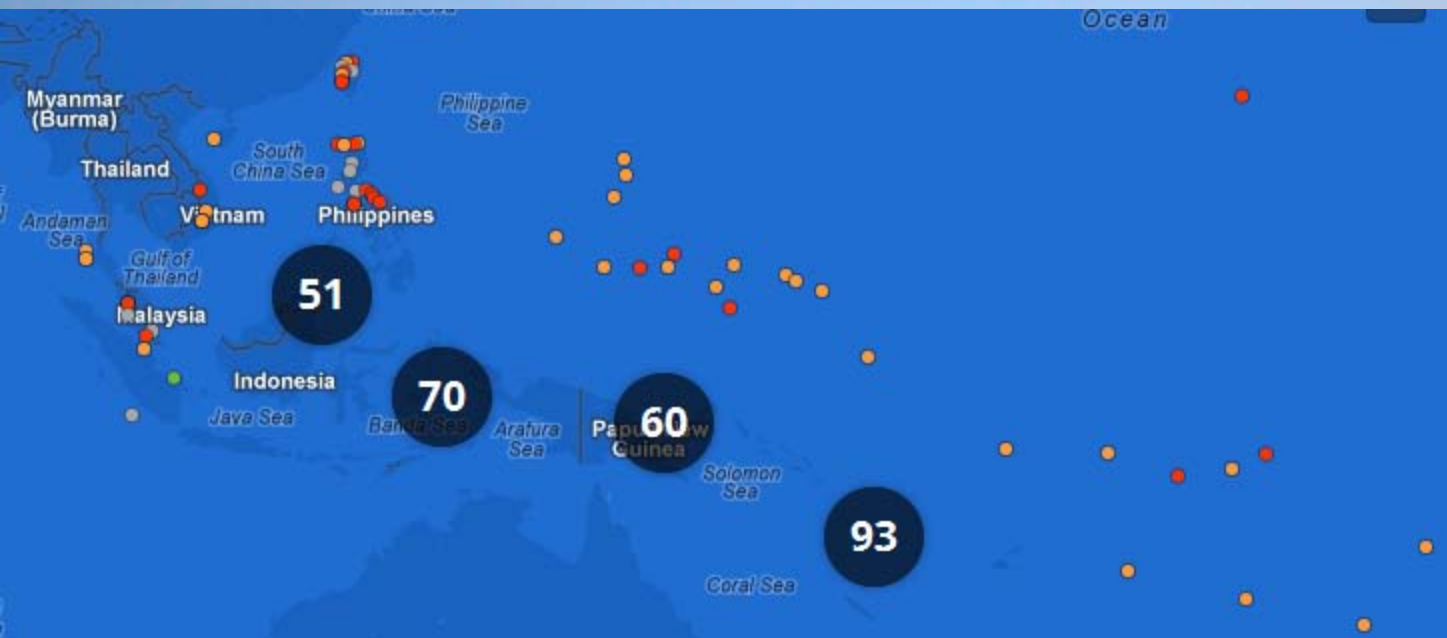
An online collaborative effort to protect global linguistic diversity.

Start exploring





# Austronesian languages: At Risk, Endangered and Severely Endangered and Unknown



- From [endangeredlanguages.com](http://endangeredlanguages.com) [here](#)

A wide-angle photograph of a tropical beach. The foreground is a vast, sandy beach. To the left, gentle waves with white foam wash onto the shore. Further out, more waves are visible. On the right side of the image, a dense line of palm trees and other tropical vegetation borders the beach. In the far distance, a range of low mountains or hills is visible under a bright blue sky with scattered, light clouds.

# EGIDS

## **EXPANDING FISHMAN'S GIDS**

# Philosophical Foundations

- Fishman, Joshua A. 1991. *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters, 76.



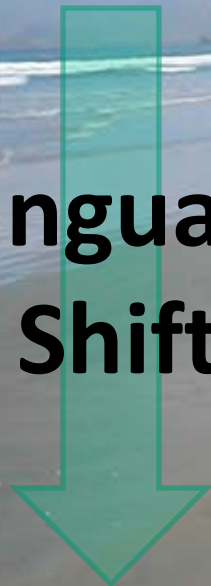
# GIDS--the starting point

- Graded Intergenerational Disruption Scale  
Fishman (1991) *Reversing Language Shift*
- A measuring rod for language shift:
  - Level 1 “safest”: an official national language
  - Level 8 “most endangered”: a dying language spoken only by the elderly
  - The 6 levels in between represent successively more functions for language in society as one ascends the scale
  - The scale measures disruption so higher numbers represent greater levels of disruption

# The basic premise of GIDS

- Language shift (ending in extinction) happens as a language loses functions in society
- To reverse language shift, the community must work to bring those functions back

**Language  
Shift**



1

2

3

4

5

6

7

8

**Reversing  
Language  
Shift**



# EGIDS: an Expanded GIDS

- Challenges for *Ethnologue* in providing an estimate for all languages of the world:
  - Needed to add extinct languages at bottom of scale
  - Wanted to keep the *Ethnologue* distinction between dormant and extinct
  - Wanted to add international languages at top of scale
  - GIDS gave only two levels of endangerment, while UNESCO gave four
  - Wanted to add names for the levels
- Result: EGIDS as a 13 level scale



0	International
1	National
2	Regional
3	Trade
4	Educational
5	Written
6a	Vigorous
6b	Threatened
7	Shifting
8a	Moribund
8b	Nearly Extinct
9	Dormant
10	Extinct

# The 13 levels of EGIDS

- Lewis, M. Paul and Gary F. Simons. 2010. Assessing endangerment: Expanding Fishman's GIDS. *Revue Roumaine de Linguistique* 55:103-120.  
[http://www.lingv.ro/resources/scm\\_images/RL-02-2010-Lewis.pdf](http://www.lingv.ro/resources/scm_images/RL-02-2010-Lewis.pdf)

# Assigning an EGIDS Level:

## Answer two questions

- *How is the language used?*
  - IF it is a vehicular language,
    - *I.e.*, the language is widely used, not only within its native community but by other language communities as well (0,1,2,3)
  - THEN: *What is the level of official use?*
  - IF it is a local home language,
    - *I.e.*, the language is used by people of all generations within its native community in the home and community domain (4,5,6a,6b)
  - THEN *What is the sustainability status?*

# Assigning an EGIDS level, 2

- *How is the language used?*
  - IF it is a heritage language,
    - *I.e.*, the language retains an identificational function for its native community but is no longer used fluently by all generations, (7,8a,8b,9)
  - THEN *What is the youngest generation of proficient speakers?*
  - ELSE the language is extinct. (10)



# *For Vehicular Languages: What is the level of official use?*

0. International	The language is widely used between nations in trade, knowledge exchange, and international policy.
1. National	The language is used in education, work, mass media, and government at the nationwide level.
2. Regional	The language is used in education, work, mass media, and government within officially recognized regions of a nation.
3. Trade	The language is used in work and mass media without official status to transcend language differences across a region.

# *If it is a Local Home Language: What is the sustainability status?*

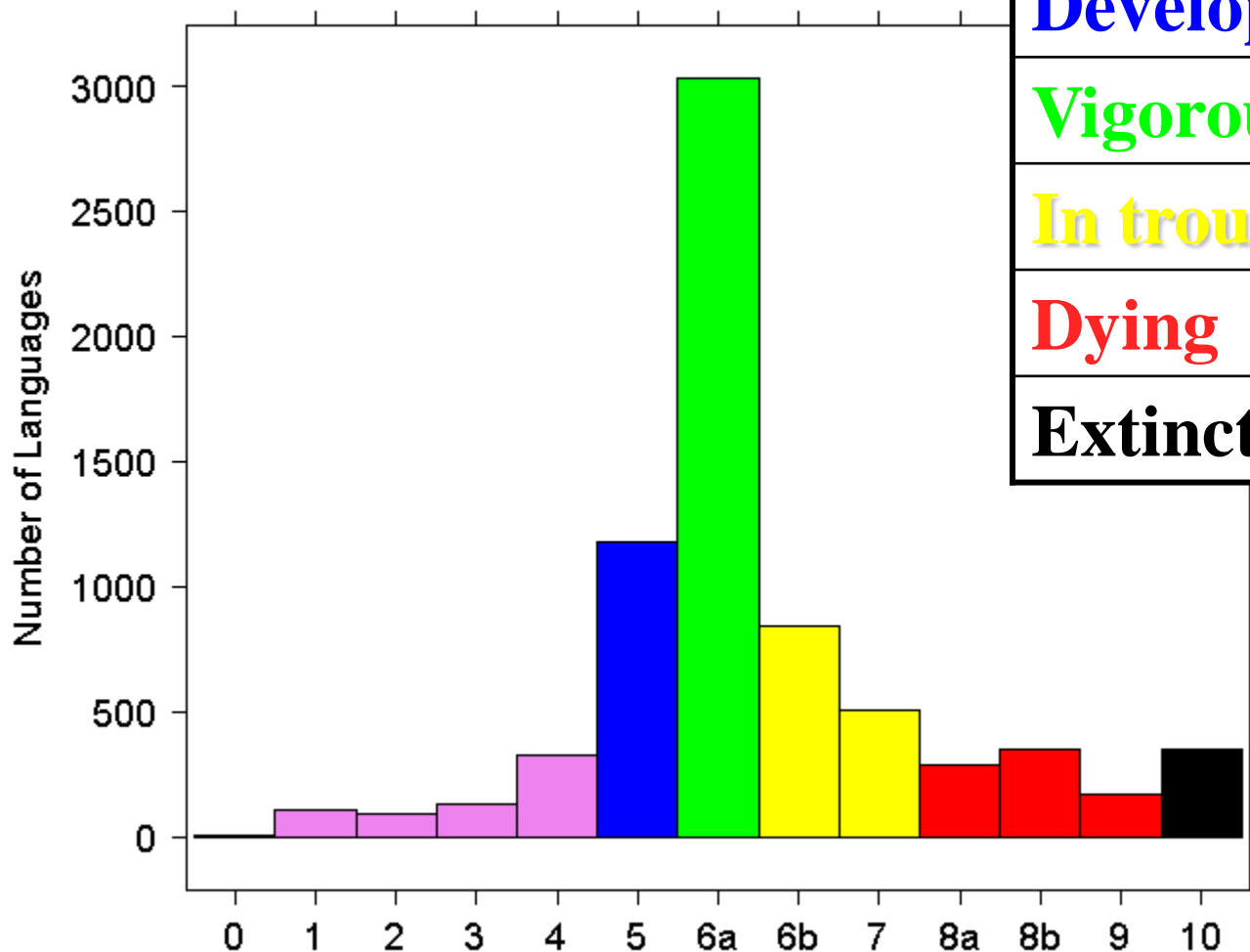
4. Educational	The language is in vigorous oral use and this is reinforced by sustainable literacy.
5. Written	The language is vigorous and is being used in written form in parts of the community though literacy is not yet sustainable.
6a. Vigorous	The language is used orally by all generations and the situation is sustainable.
6b. Threatened	The language is still used orally within all generations but at least one of the conditions for sustainable oral use is lacking.

# *If it is a Heritage Language: What is the youngest generation of proficient speakers?*

7. Shifting	The child-bearing generation can use the language among themselves but they do not normally transmit it to their children.
8a. Moribund	The only remaining active speakers of the language are members of the grandparent generation.
8b. Nearly Extinct	The only remaining speakers of the language are elderly and they have little opportunity to use the language.
9. Dormant	There are no fully proficient speakers, but symbolic use may remain as a marker of heritage identity for an ethnic community.



# A global profile of language status



Institutional	651	9%
Developing	1,212	16%
Vigorous	3,004	41%
In trouble	1,342	18%
Dying	808	11%
Extinct	353	5%

Total is 7,370:  
all languages  
in use in 1950

# The color coding

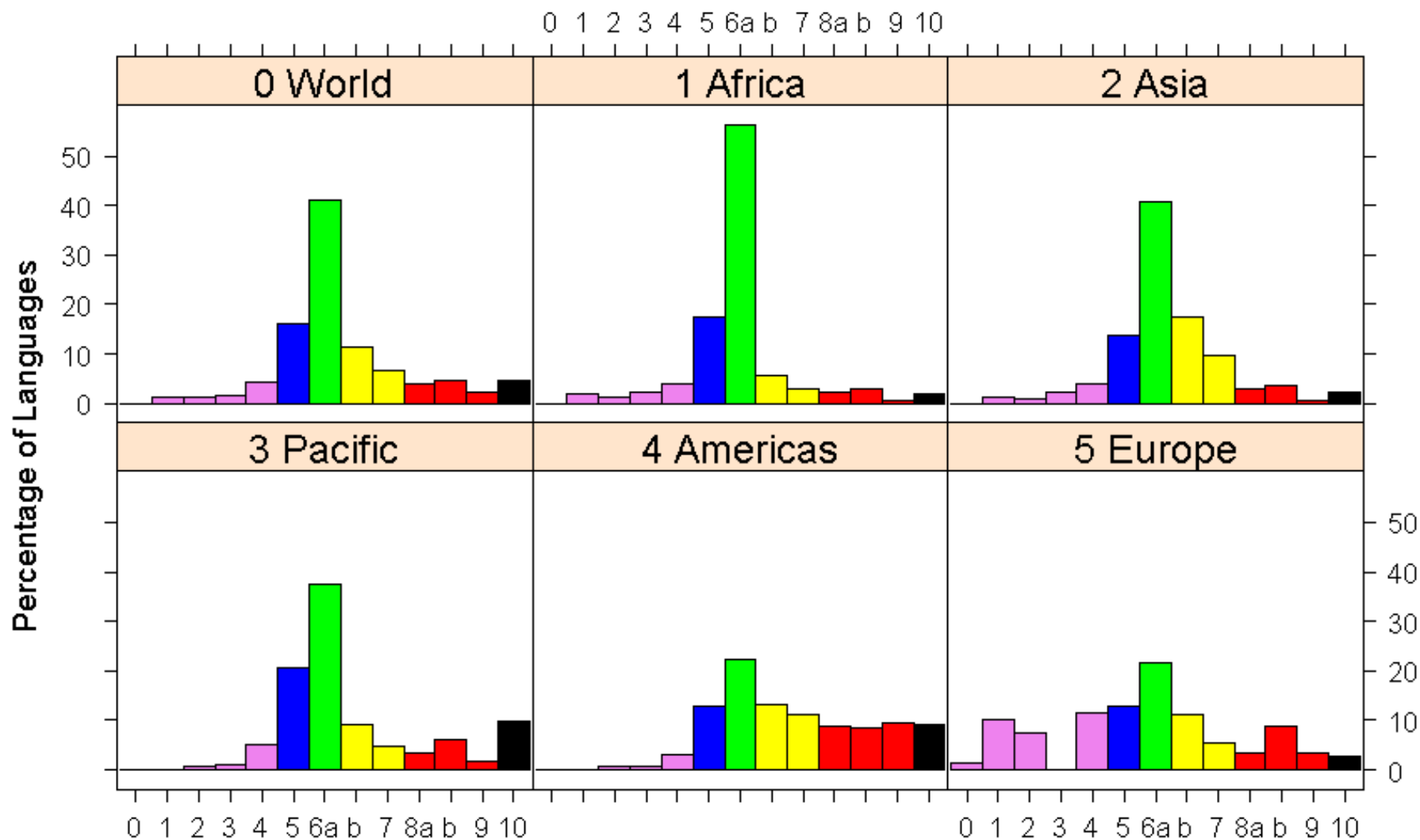
- Violet (*“Institutional”*) — The language has been developed to the point that it is used and sustained by institutions beyond the home and community.
- Blue (*“Developing”*) — The language is vigorous and is being used in written form in parts of the community, though literacy is not yet sustained through a formal institution.
- Green (*“Vigorous”*) — The language is unwritten and in vigorous oral use among all generations.

# The color coding (2)

- Yellow (*“In trouble”*) — Intergenerational transmission is in the process of being broken, but the child-bearing generation still speaks the language so revitalization efforts might be able to restore transmission of the language in the home.
- Red (*“Dying”*) — It is too late to restore natural intergenerational transmission in the home.
- Black (*“Extinct”*) — The language has fallen completely silent.

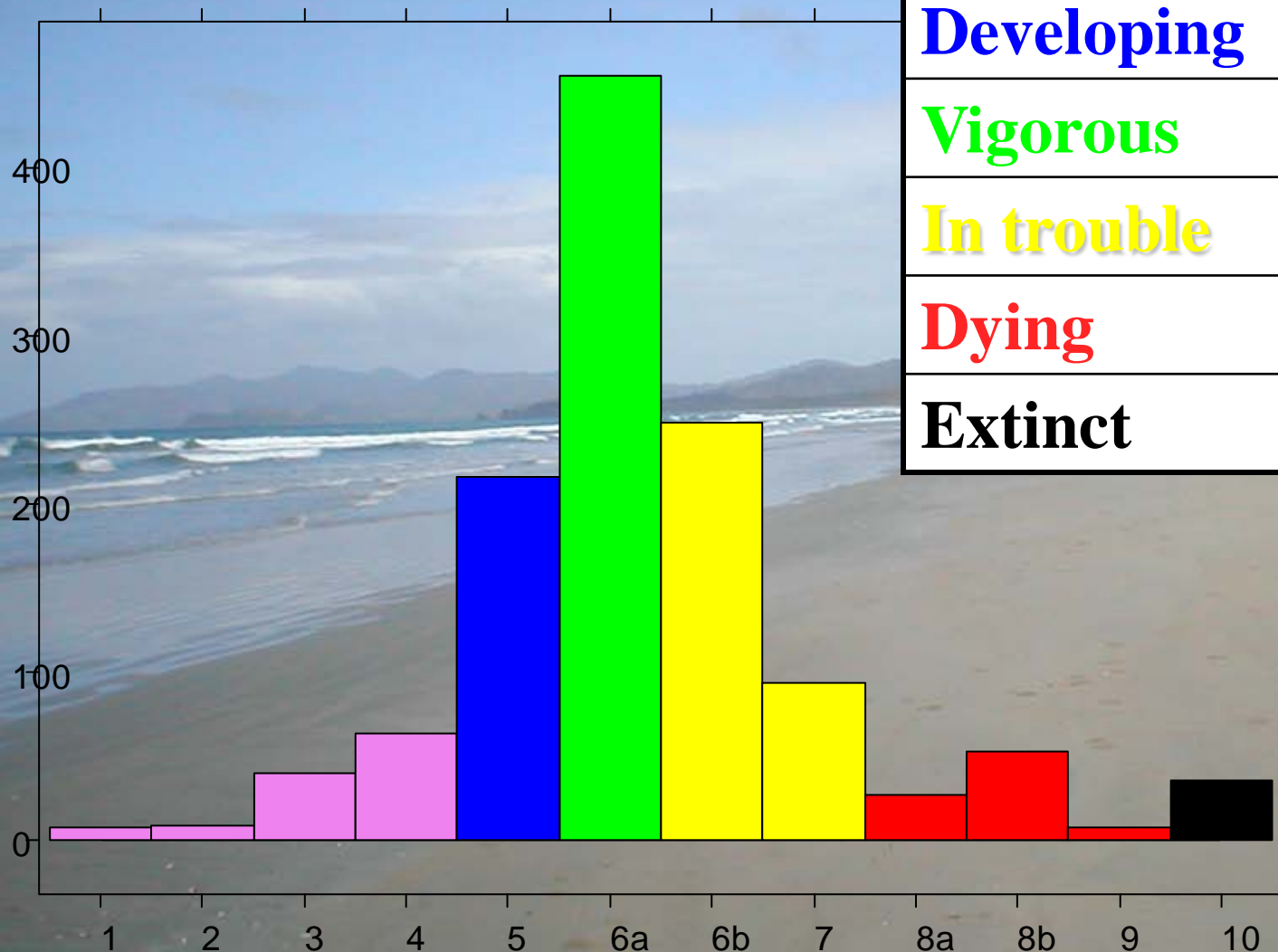


# Language status by world areas



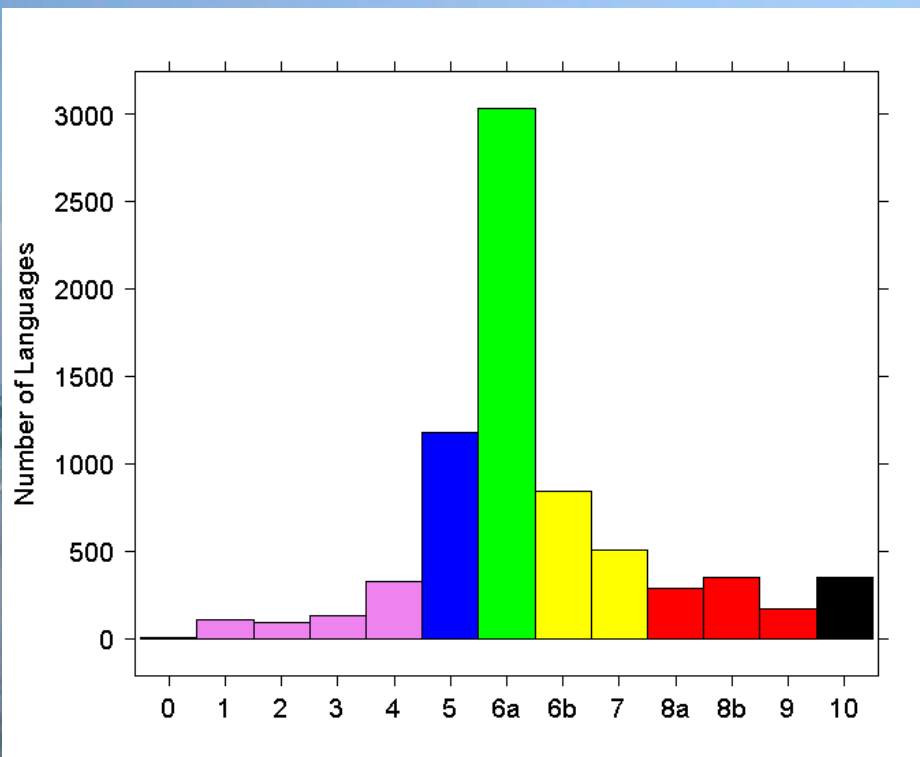
# Status of all Austronesian languages

Number of Languages

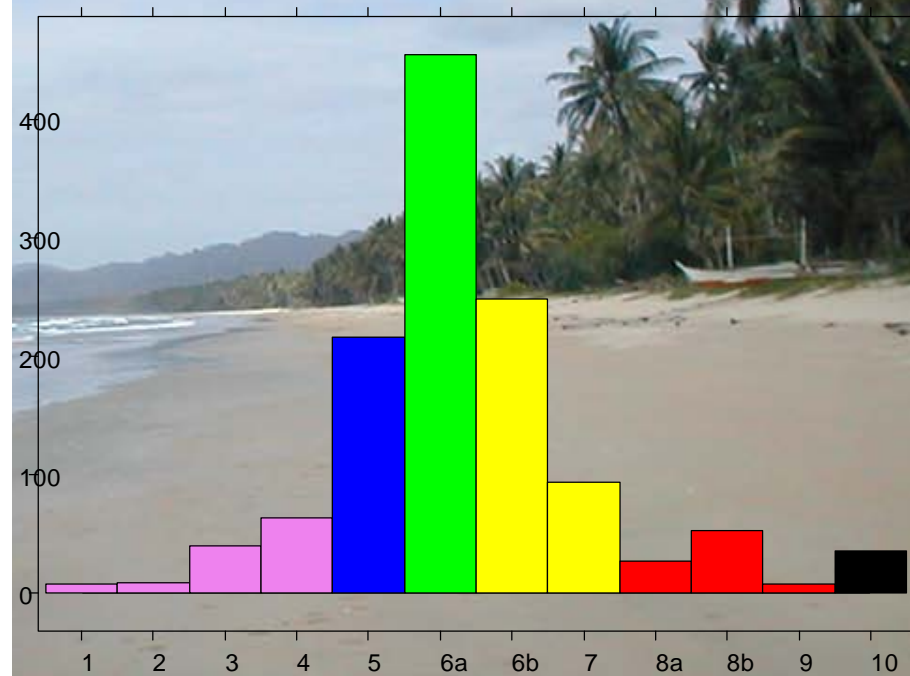


Institutional	121	10%
Developing	216	17%
Vigorous	454	36%
In trouble	342	27%
Dying	88	7%
Extinct	36	3%

# World vs Austronesian overall language status profiles



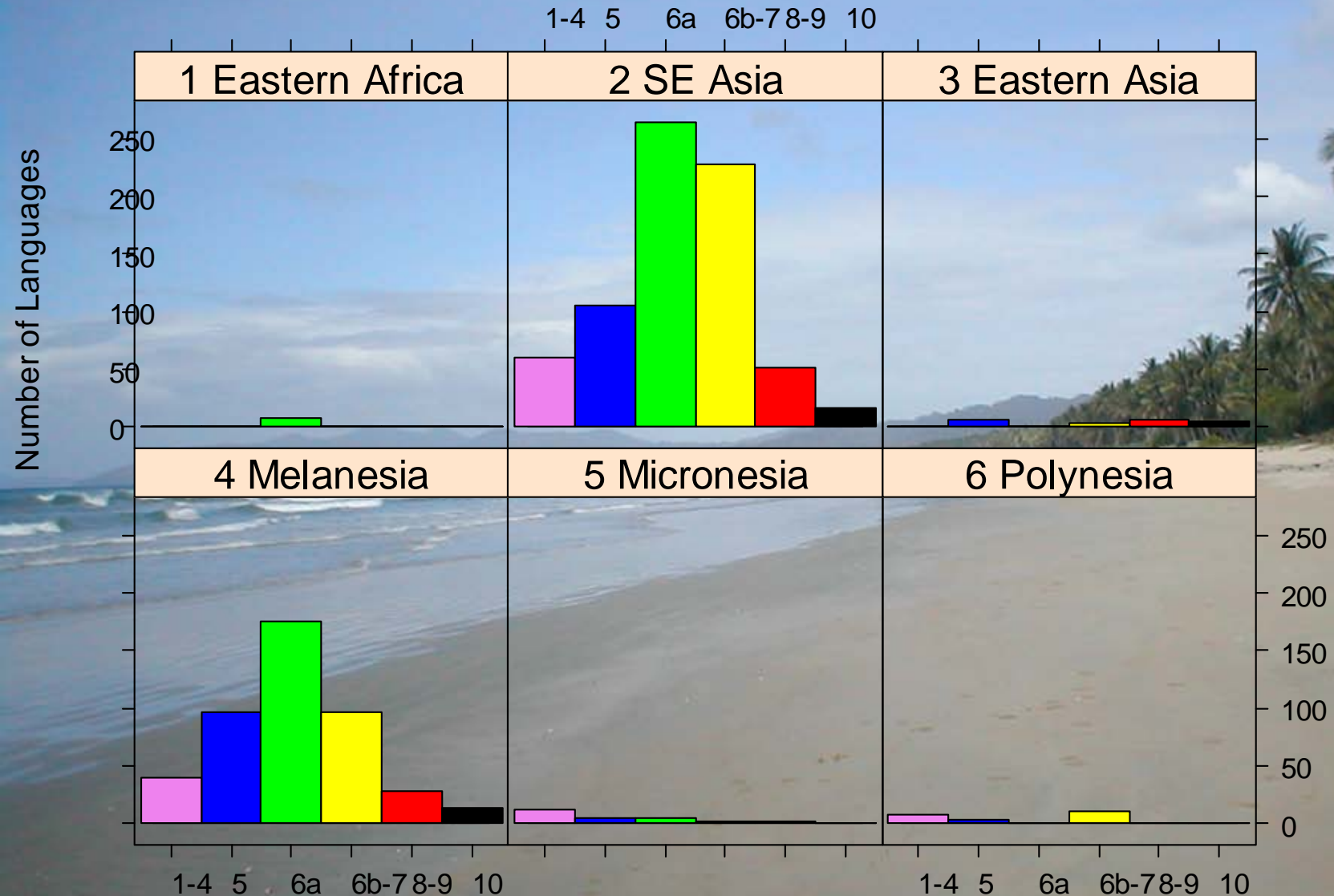
WORLD



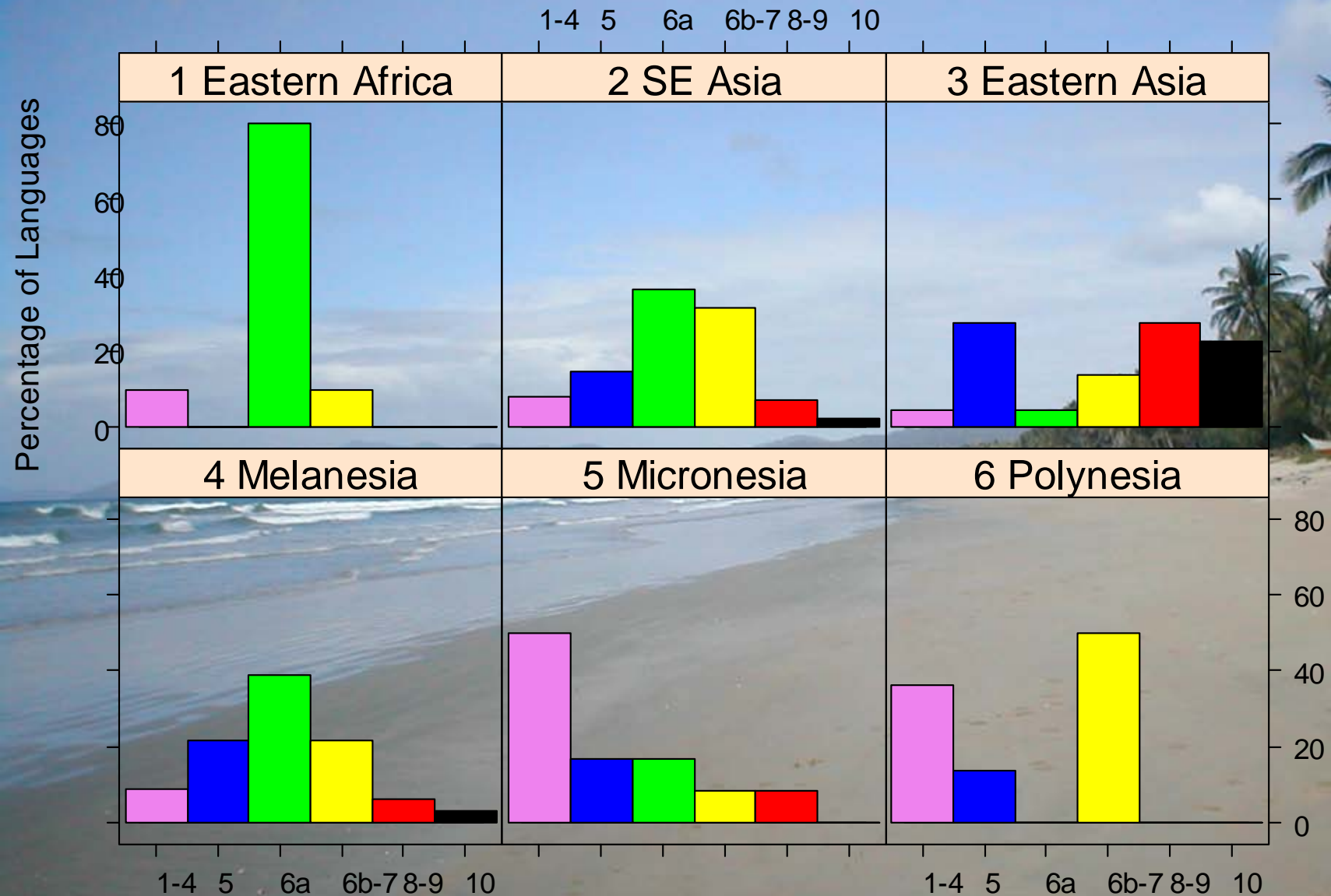
AUSTRONESIAN



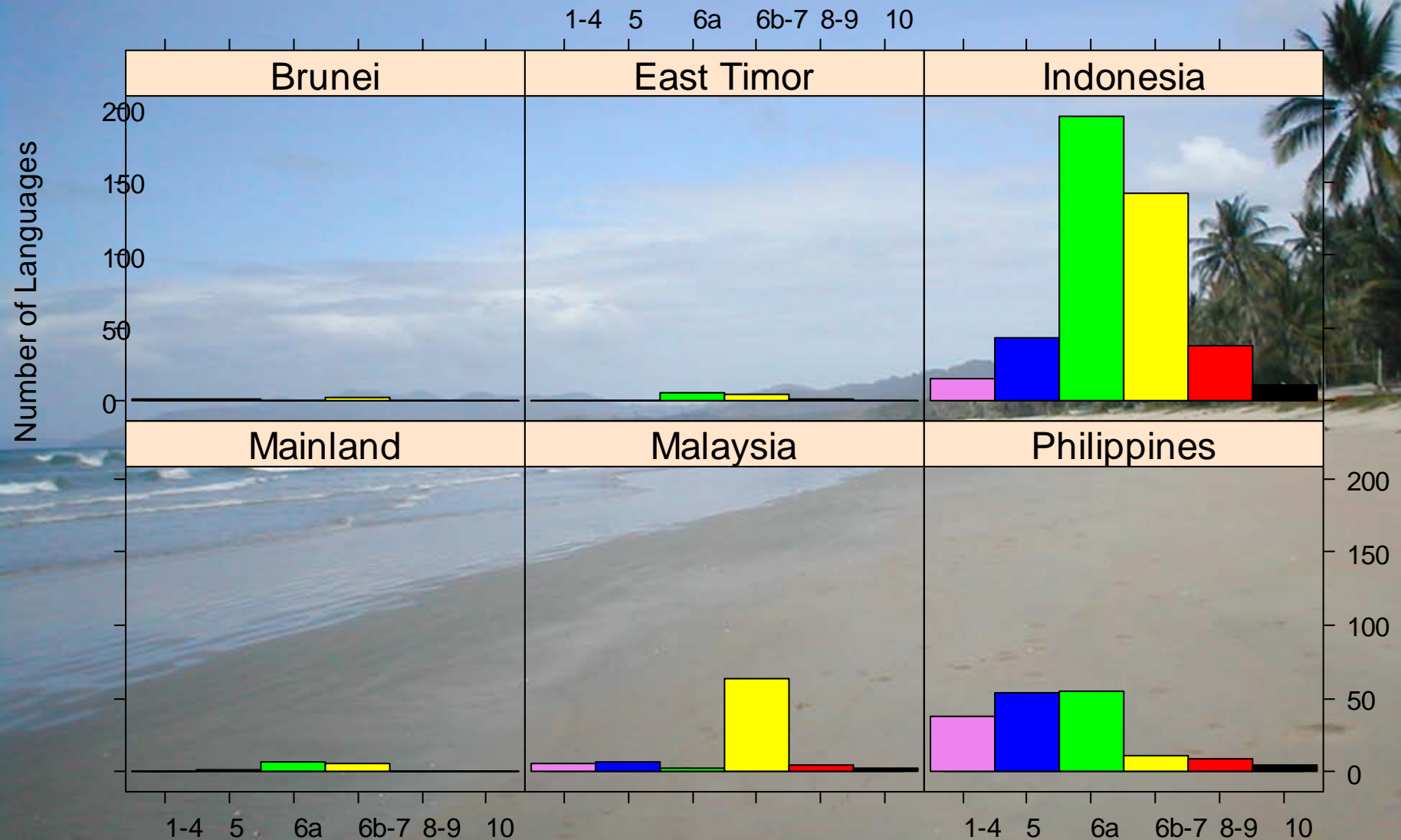
# Number of AN languages by region and status



# Per cent of AN languages by region and status

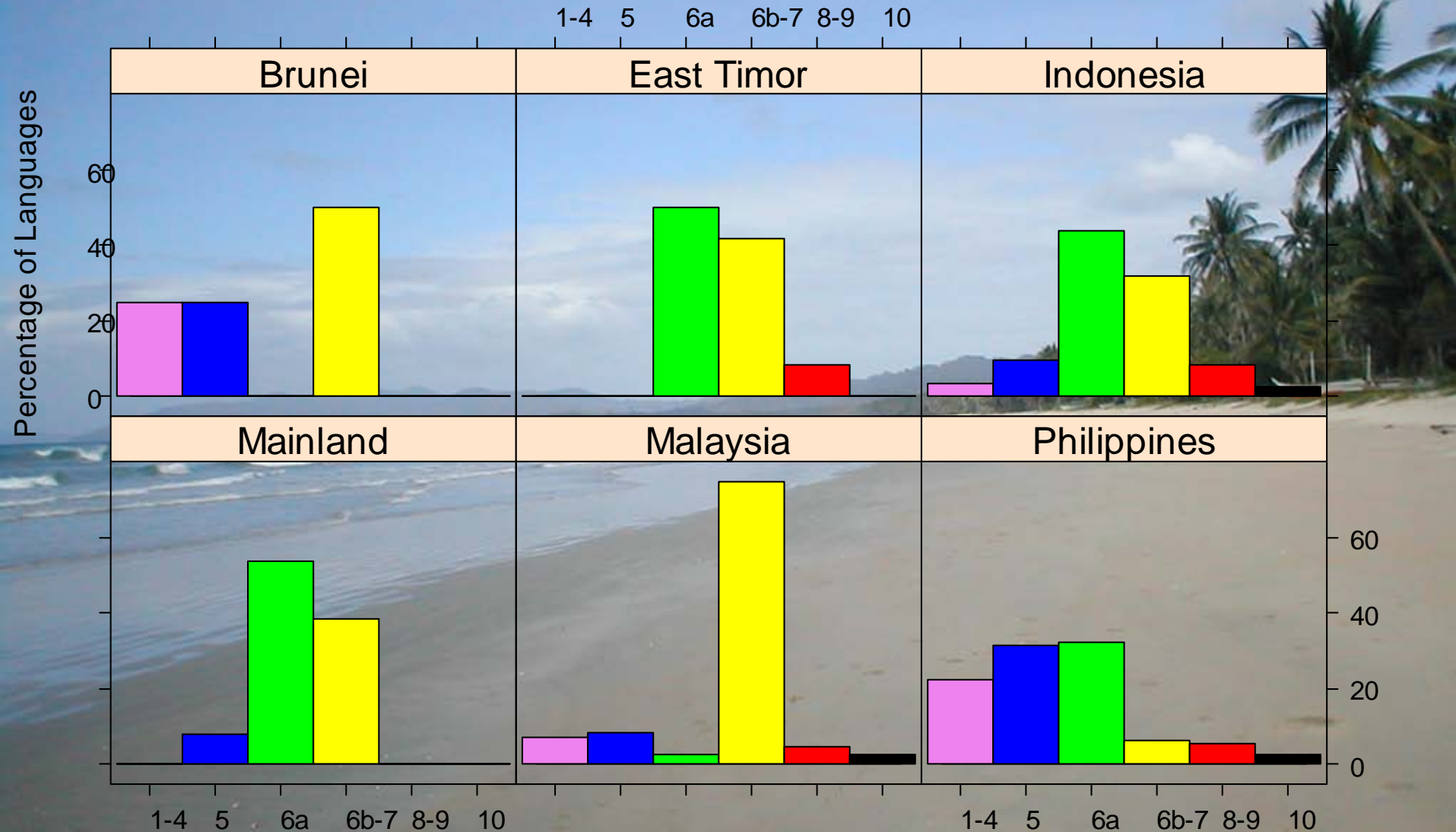


# Status of AN languages in SE Asia (as counts)

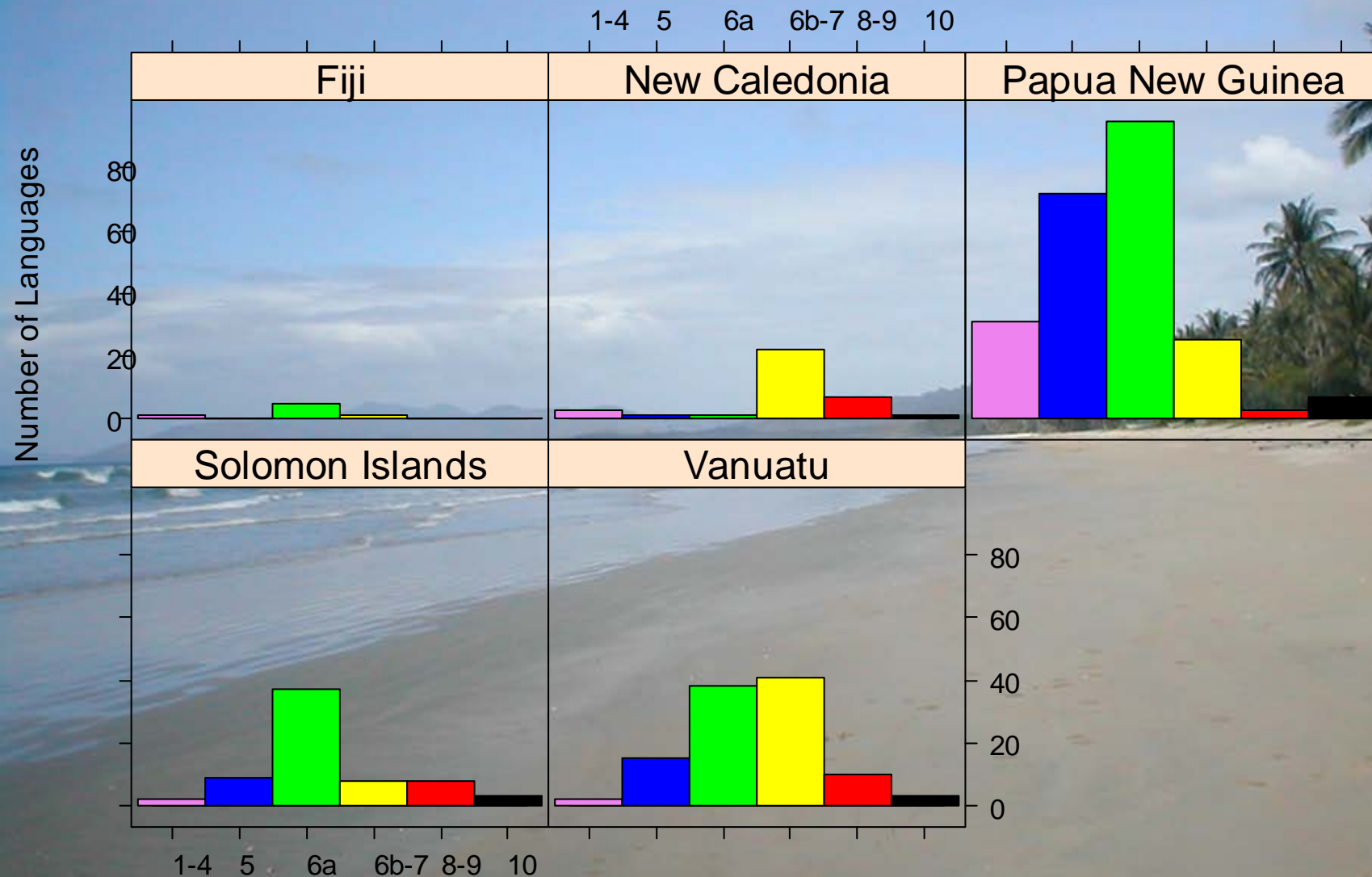




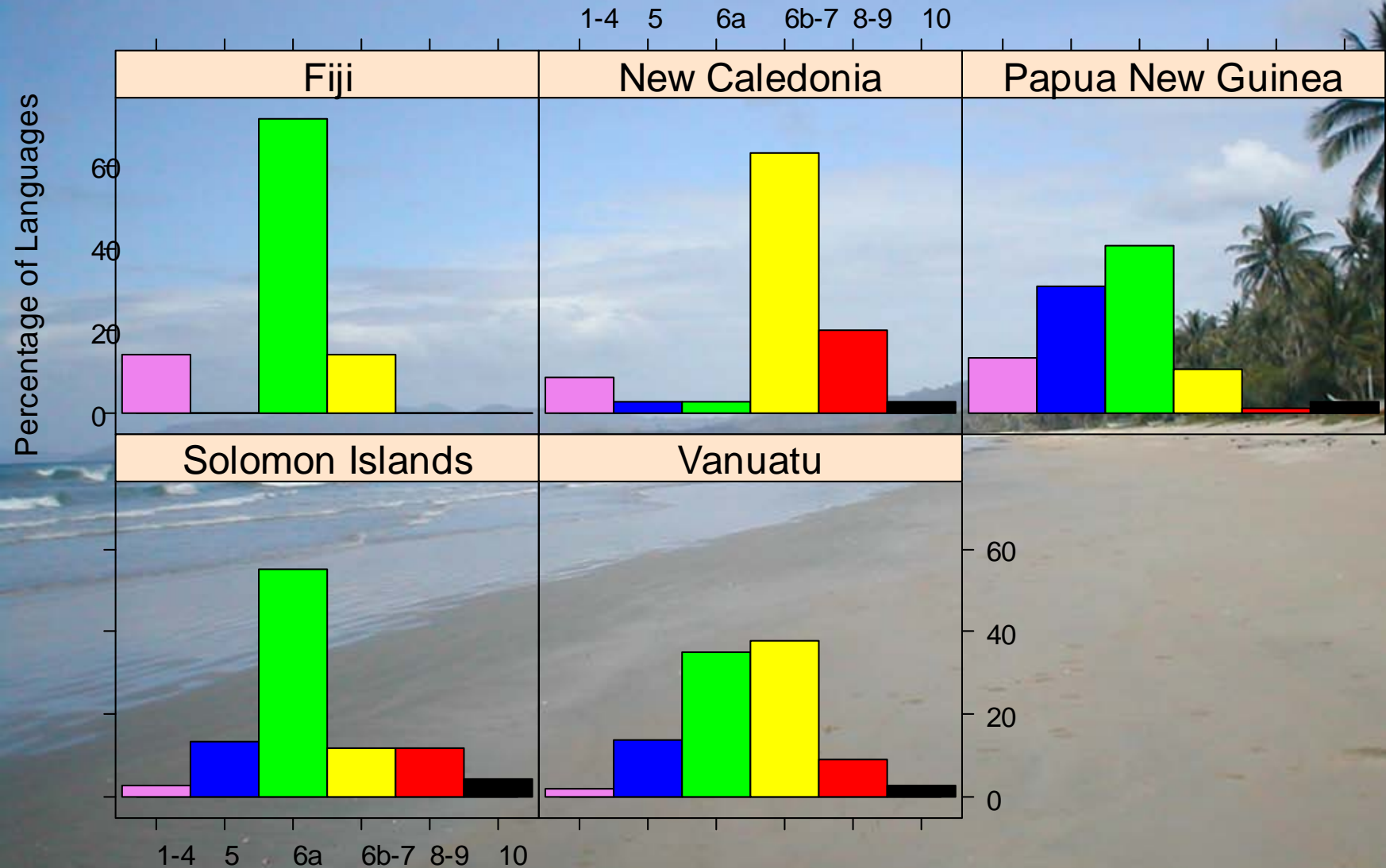
# Status of AN languages in SE Asia (as per cent)



# Status of AN languages in Melanesia (as counts)



# Status of AN languages in Melanesia (as per cent)





A wide-angle photograph of a tropical beach. The foreground is a vast, sandy beach. To the left, gentle waves with white foam wash onto the shore. In the distance, a range of low mountains is visible under a blue sky with scattered white clouds. On the right side of the image, a dense line of palm trees grows along the edge of the beach.

**THE EGIDS SCALE IS THE  
BACKBONE FOR...**

A tropical beach scene with a wide sandy shore, gentle waves, and a line of palm trees under a blue sky with light clouds.

# **THE SUSTAINABLE USE MODEL FOR LANGUAGE DEVELOPMENT**

# Sustainable Use Model

- The Sustainable Use Model for Language Development (SUM) is a theoretical framework that assists language development practitioners to:
  - Understand their current situation
  - Understand “best practice” in language development
  - Identify a way forward in their language development activities
  - Provide a means for ongoing monitoring and evaluation



# Key Concepts of the SUM

1. Minority language communities today face unprecedented pressure to abandon their local language and identity
2. Development decisions are community decisions (cf. Simons 2011)
3. Language development must take into account the entire linguistic repertoire of a community (shifting from a focus on a single language in isolation to the ecological “niche” of each language)
4. Current vitality determines both prospects for maintenance and potential for development

# Hierarchy of Sustainable Use

Sustainable Literacy

Sustainable Orality

Sustainable Identity

Sustainable History

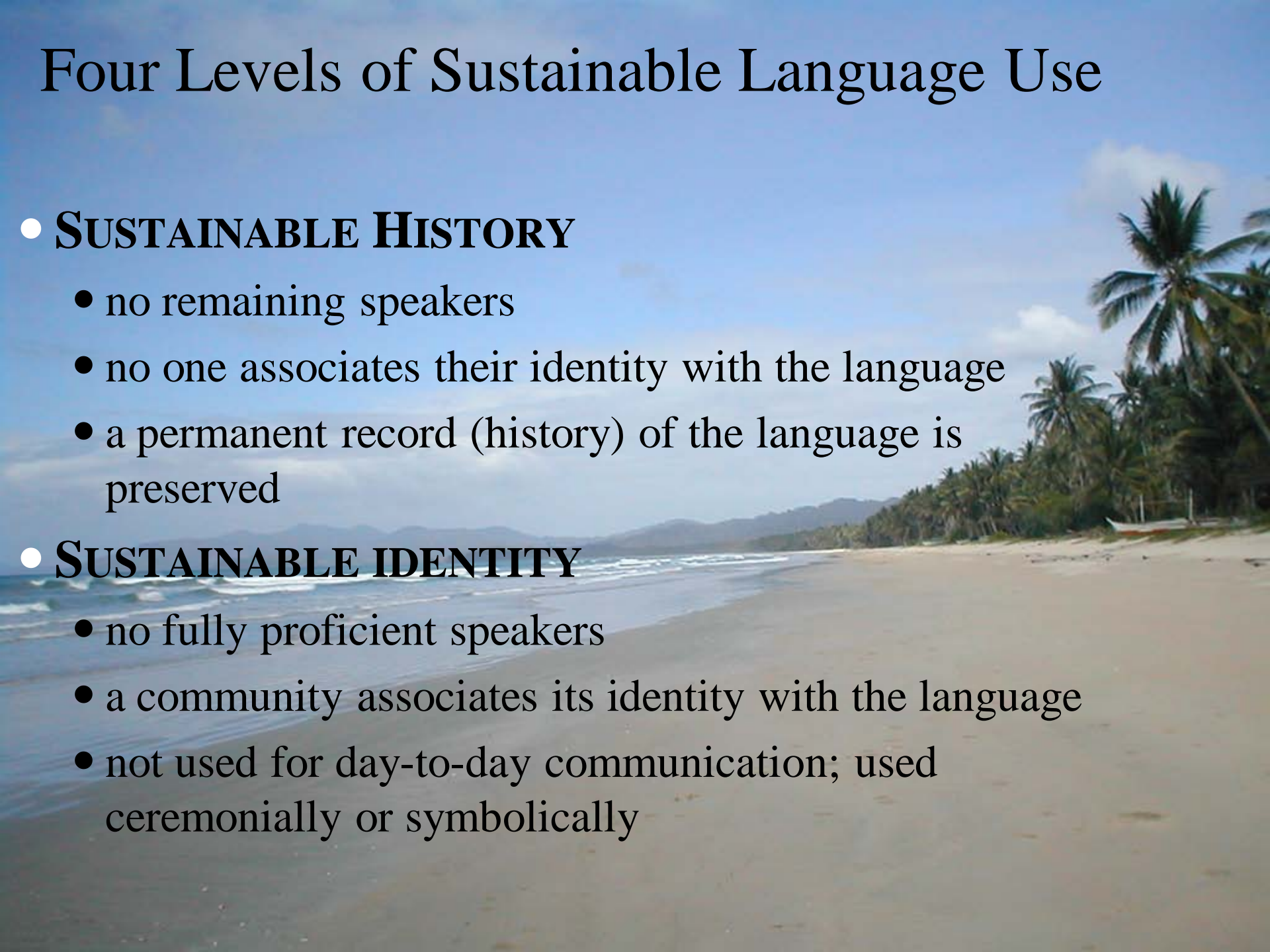
# Four Levels of Sustainable Language Use

- **SUSTAINABLE HISTORY**

- no remaining speakers
- no one associates their identity with the language
- a permanent record (history) of the language is preserved

- **SUSTAINABLE IDENTITY**

- no fully proficient speakers
- a community associates its identity with the language
- not used for day-to-day communication; used ceremonially or symbolically





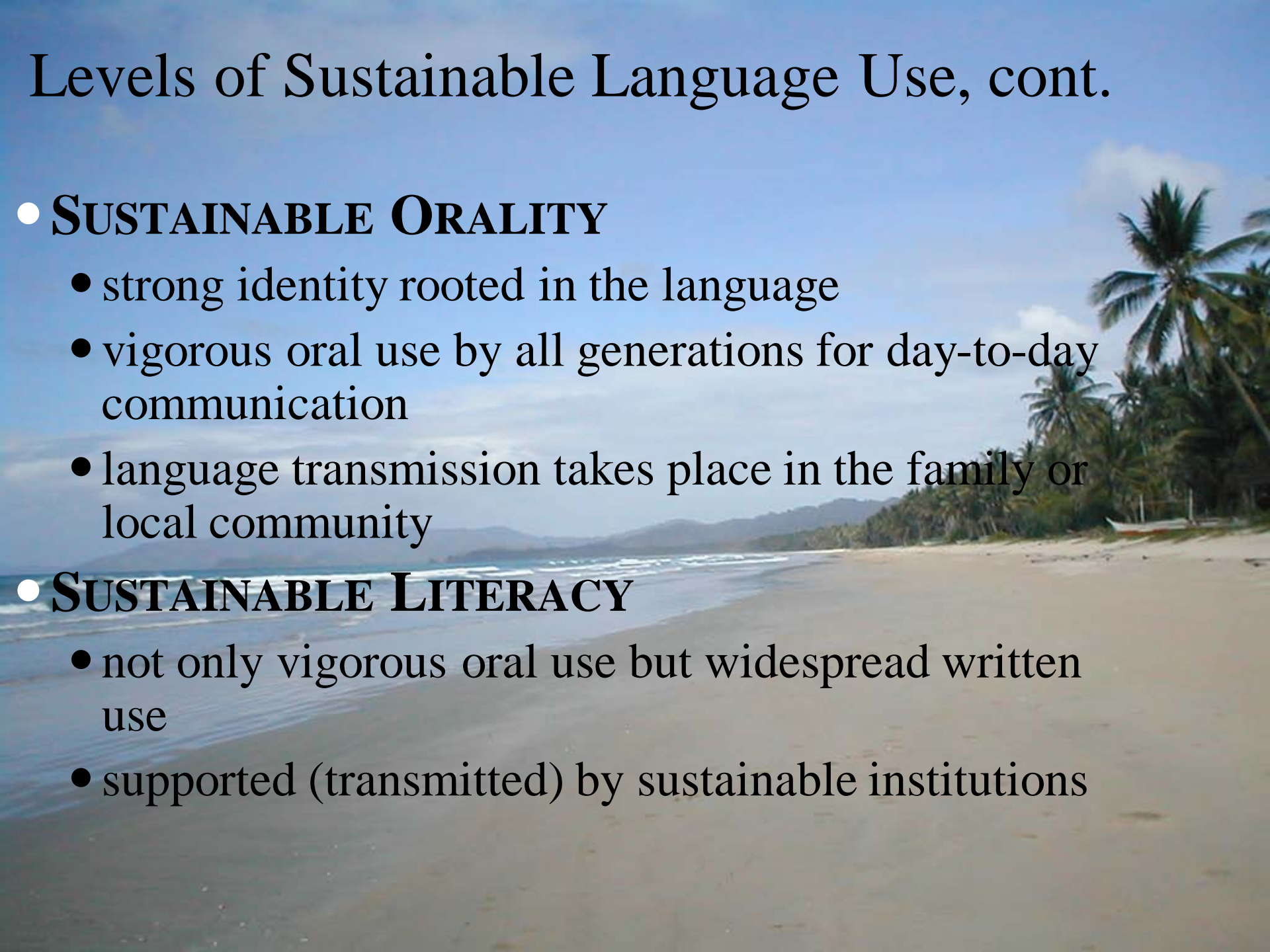
# Levels of Sustainable Language Use, cont.

- **SUSTAINABLE ORALITY**

- strong identity rooted in the language
- vigorous oral use by all generations for day-to-day communication
- language transmission takes place in the family or local community

- **SUSTAINABLE LITERACY**

- not only vigorous oral use but widespread written use
- supported (transmitted) by sustainable institutions



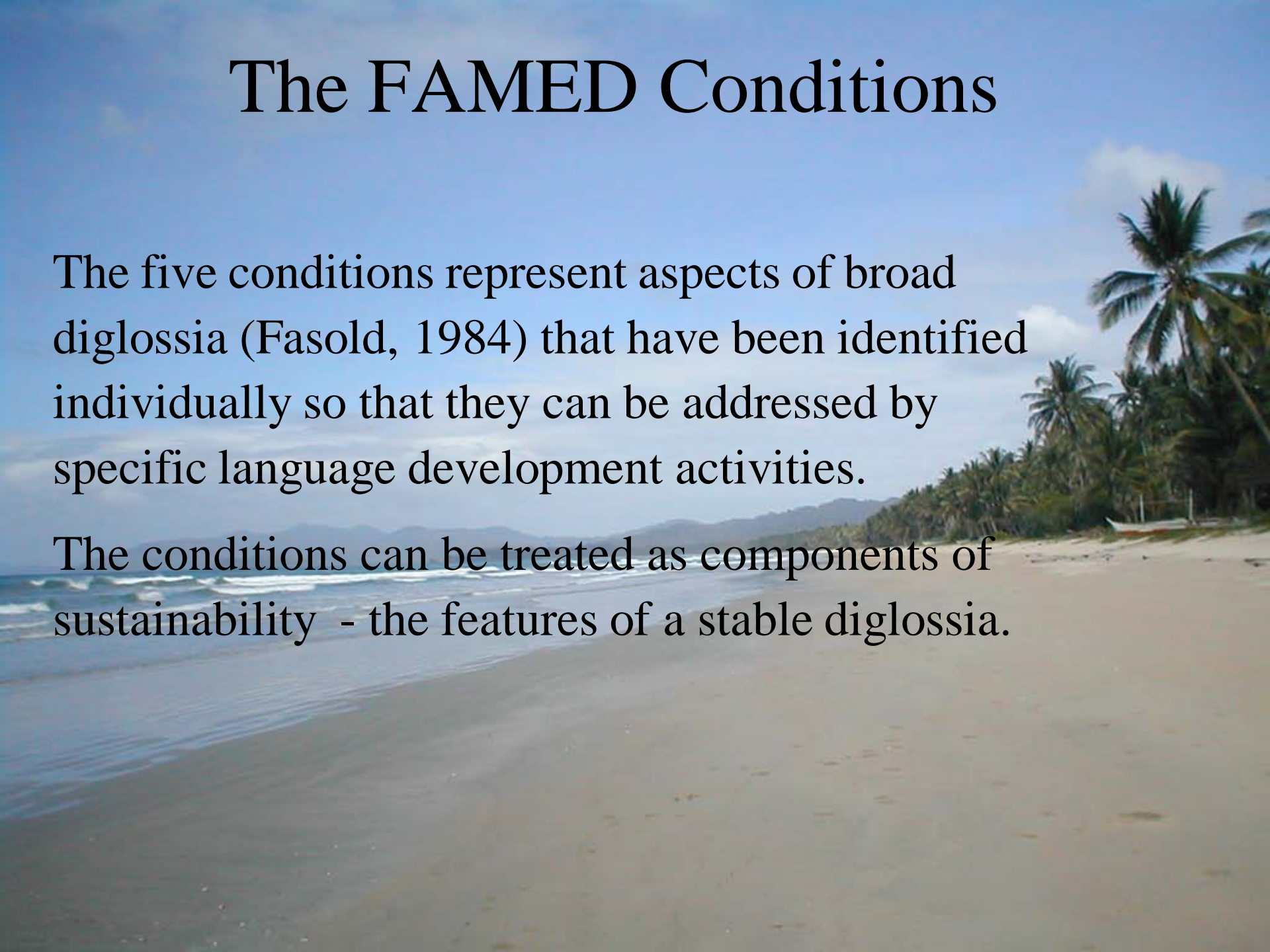
# Key Concepts... continued

6. Except for these 4 Sustainable Levels of Use, all others are transitory, and without some intervention will decay to the next lower level of use (or beyond).
7. Once the current level of use is identified, a community can determine which of the sustainable levels of use it desires to work towards and a language development program can be designed.
8. To achieve sustainability, there are five conditions that need to be met: The FAMED Conditions

# The FAMED Conditions

The five conditions represent aspects of broad diglossia (Fasold, 1984) that have been identified individually so that they can be addressed by specific language development activities.

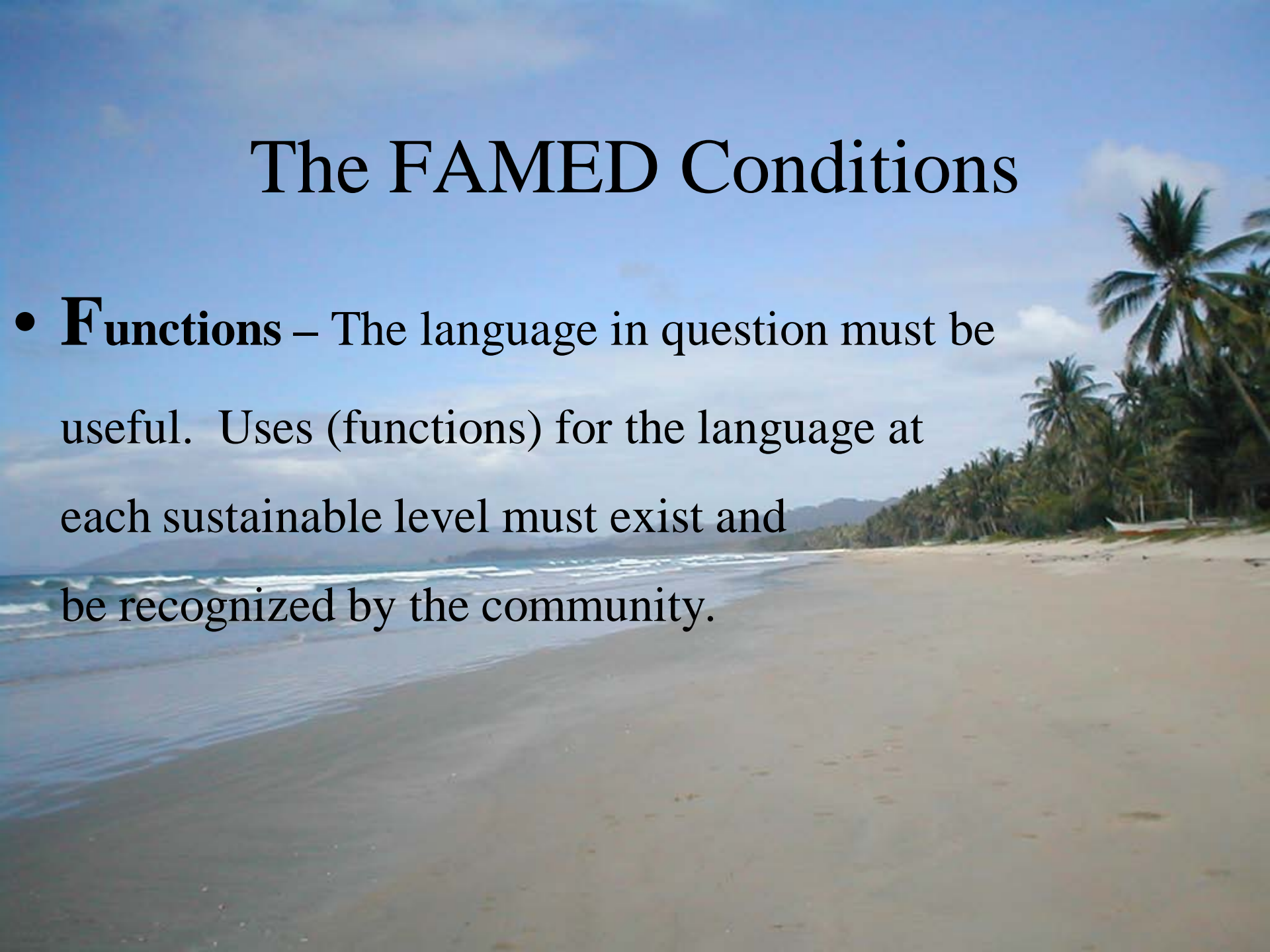
The conditions can be treated as components of sustainability - the features of a stable diglossia.





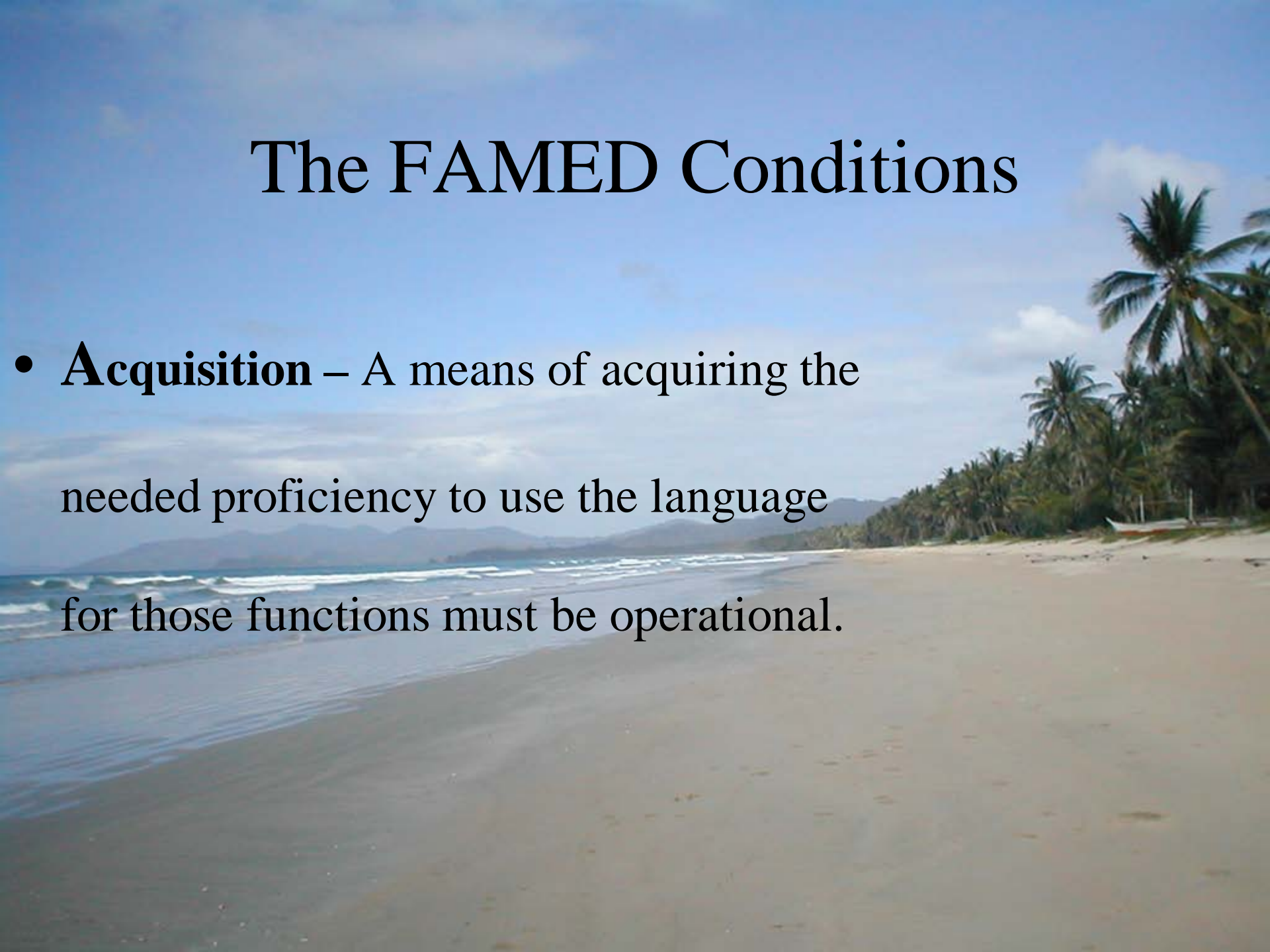
# The FAMED Conditions

- **Functions** – The language in question must be useful. Uses (functions) for the language at each sustainable level must exist and be recognized by the community.



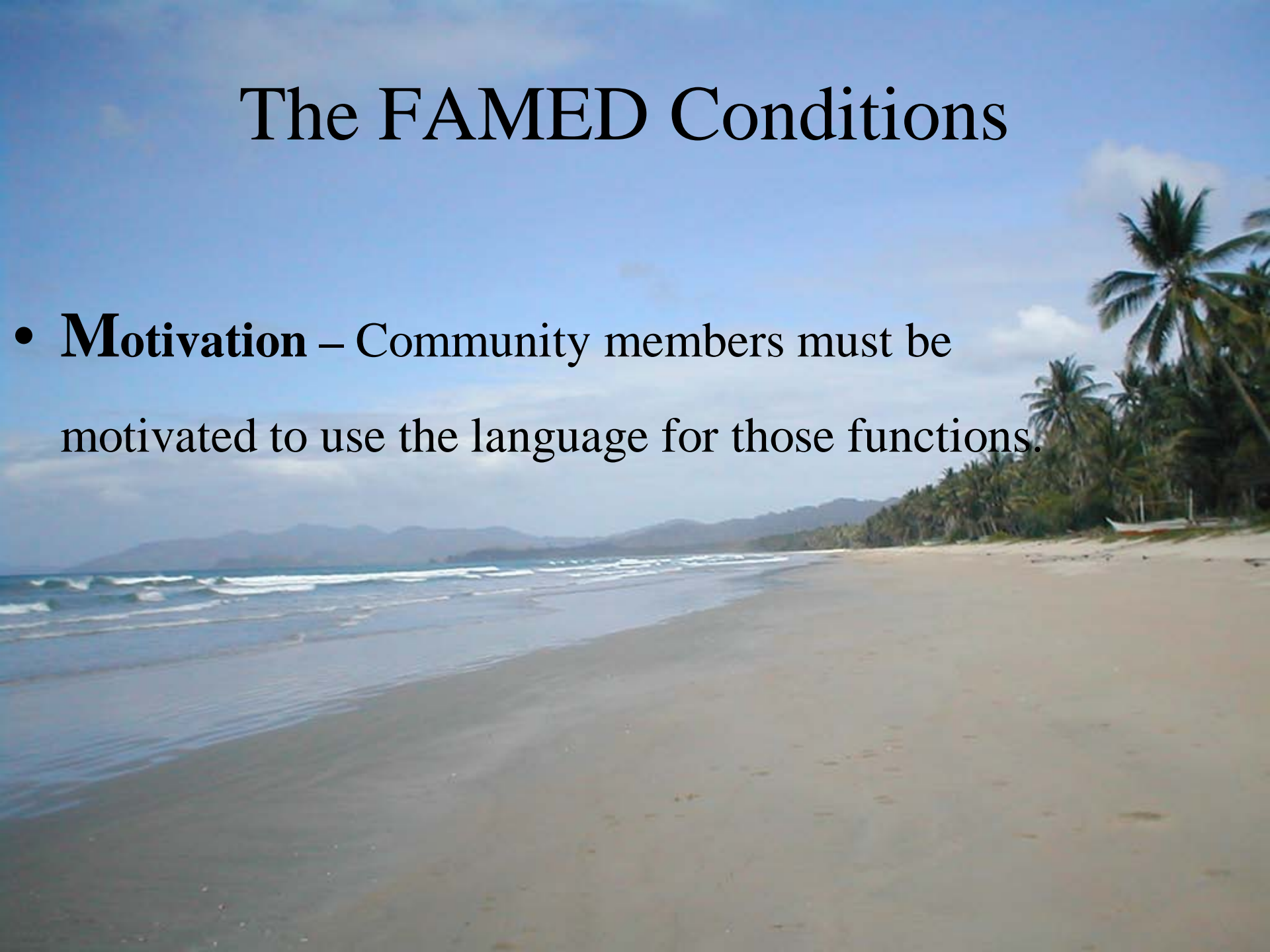
# The FAMED Conditions

- **Acquisition** – A means of acquiring the needed proficiency to use the language for those functions must be operational.



# The FAMED Conditions

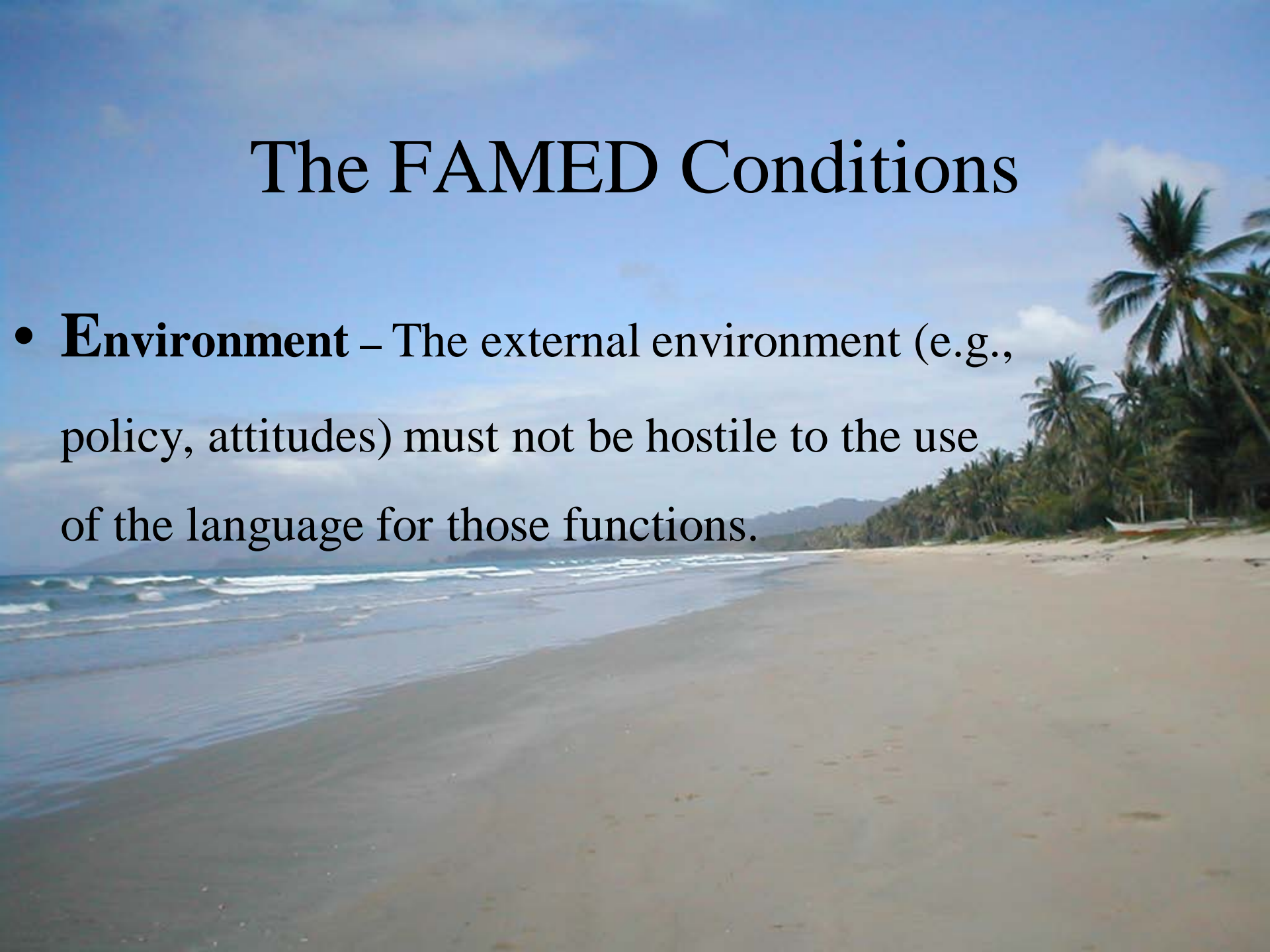
- **Motivation** – Community members must be motivated to use the language for those functions.





# The FAMED Conditions

- **Environment** – The external environment (e.g., policy, attitudes) must not be hostile to the use of the language for those functions.



# The FAMED Conditions

- **Distinct Niche** – Societal norms must keep the functions assigned to the language distinct from the functions for L2.
- In sum, all five FAMED conditions must be satisfied in order for language use to be sustainable.

# Example: FAMED conditions for Sustainable Literacy (EGIDS 4)

- **F:** Adequate vernacular literacy practices are in use to establish the value of reading and writing in the local language.
- **A:** Vernacular literacy is being taught by trained teachers under the auspices of a sustainable institution.
- **M:** Speakers perceive the benefits (economic, social, religious, identificational) of reading and writing in the local language.
- **E:** Government policy to cultivate this language is put into practice by sanctioning an official orthography and using public schools to transmit local language literacy.
- **D:** Speakers have shared norms for when to use the local language in writing versus when to use a more dominant language.



# Example: FAMED conditions for Sustainable Orality (EGIDS 6a)

- **F:** The language is used orally to meet the functions of communication within the home and community.
- **A:** There is full oral transmission of the language to all children.
- **M:** Speakers perceive the benefits (economic, social, religious, identificational) of using their language orally.
- **E:** Official government policy affirms the oral use of the language.
- **D:** Members of the language community have a set of shared norms as to when to use the local language orally versus when to use a more dominant language.

# Summary of SUM

- The key focus of minority language development must be on achieving a sustainable level of language use.
- Levels of language use are hierarchical: history, identity, orality, literacy
- FAMED conditions help identify which components of sustainable use may be lacking in each context.



# EGIDS positives

- EGIDS harmonizes and expands other systems currently in use (GIDS, UNESCO, Ethnologue, ELCat) and is hence more widely applicable than any of the others
  - GIDS – single most-often cited evaluative framework, 8 levels
  - UNESCO Language Endangerment Framework – 6 levels, nine factors (most salient intergenerational transmission)
  - Ethnologue (previous) – 5 levels, focus on # of L1 speakers
  - ELCat – 6 levels (plus extinct)



# SUM overall positives

- Integrates various insights into language ecology, and gives language development practitioners and others a more precise vocabulary and framework for description, analysis, and planning.
- Intuitive and easily explained set of basic concepts
  - Reflective individuals can understand them (even when explained imperfectly in a second language)
  - Experienced language development workers comment that the model is “very helpful”

# SUM negatives

- Difficulty of maintaining a linear model where a higher ranking necessarily assumes all characteristics of lower rankings
- Challenges of applying criteria to a real and messy world full of variety and gradience
- EGIDS numbers themselves are not “intuitive” to the uninitiated
- SUM does not address every possible issue related to language endangerment/vitality

A wide-angle photograph of a tropical beach. The foreground is a vast, flat expanse of light-colored sand. To the left, gentle waves with white foam wash onto the shore. The ocean extends to the horizon, where a range of low, hazy mountains is visible. On the right side of the image, a dense line of palm trees and other tropical vegetation borders the beach. The sky is a pale blue with scattered, thin white clouds. The overall atmosphere is calm and serene.

**SO WHAT?**

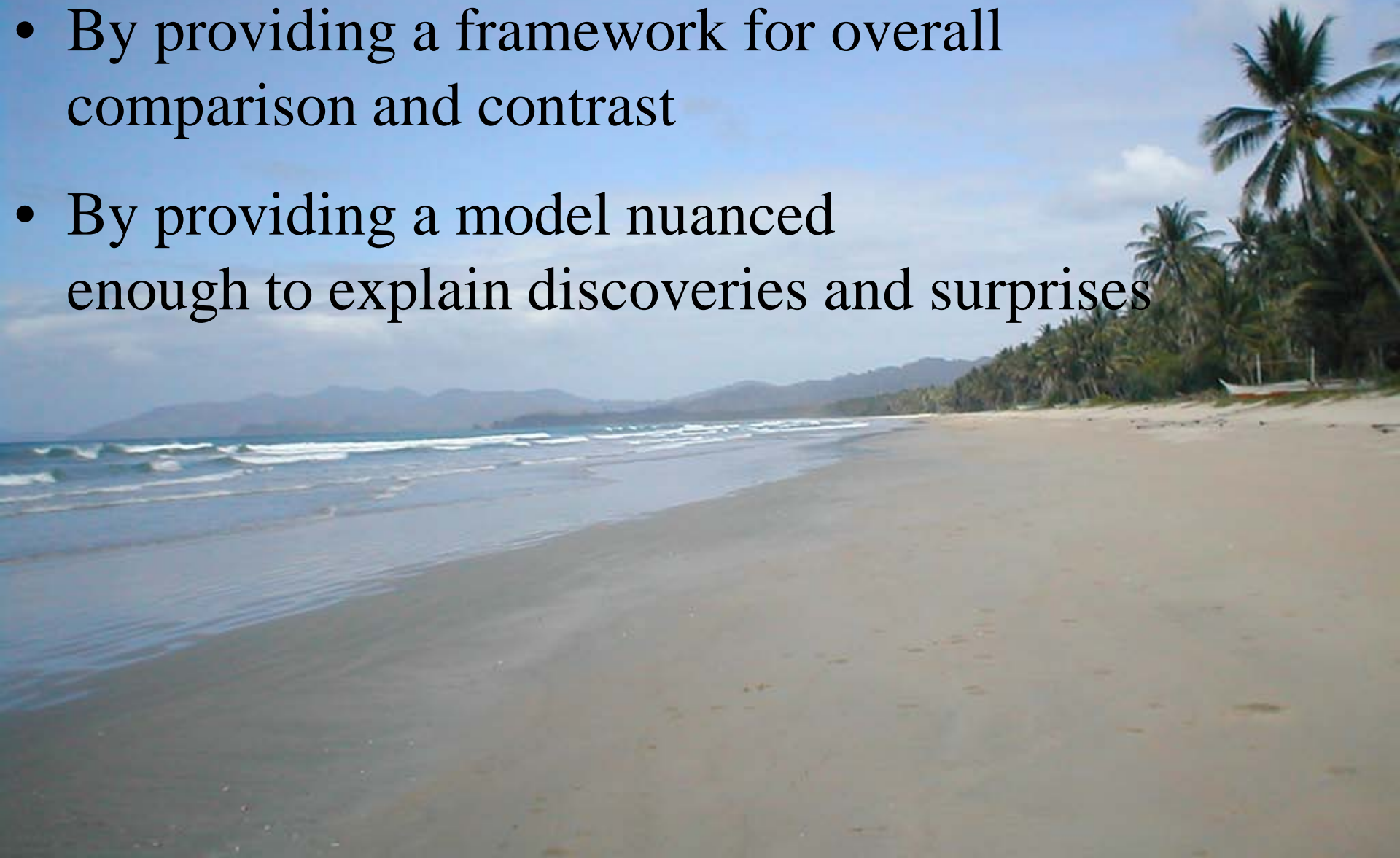


# Florey 2005

- “It is crucial that discussion within our profession turns to a *wider consideration of our involvement in the issues of language endangerment and maintenance*, including review of our fieldwork priorities, the research-oriented and applied tasks we might undertake, the academic and applied training we need to undertake them, and ways of working alongside community members.” (p. 60)

# SUM can help language theorists

- By providing a framework for overall comparison and contrast
- By providing a model nuanced enough to explain discoveries and surprises



# SUM can help language activists

- Set realistic goals
- Choose appropriate products
- Plan activities that will have strategic impact





# SUM and realistic goals

Two basic results from EGIDS about what is realistic:

- It is not realistic to skip levels in rising up the scale.
- It is not realistic to maintain an unstable level.

IF the current level is stable, THEN realistic goals =

- Advance to the next higher level, or
- Maintain the current level

IF the current level is unstable, THEN realistic goals =

- Advance to the next higher level, or
- Plan for a “soft landing” on the next lower sustainable level

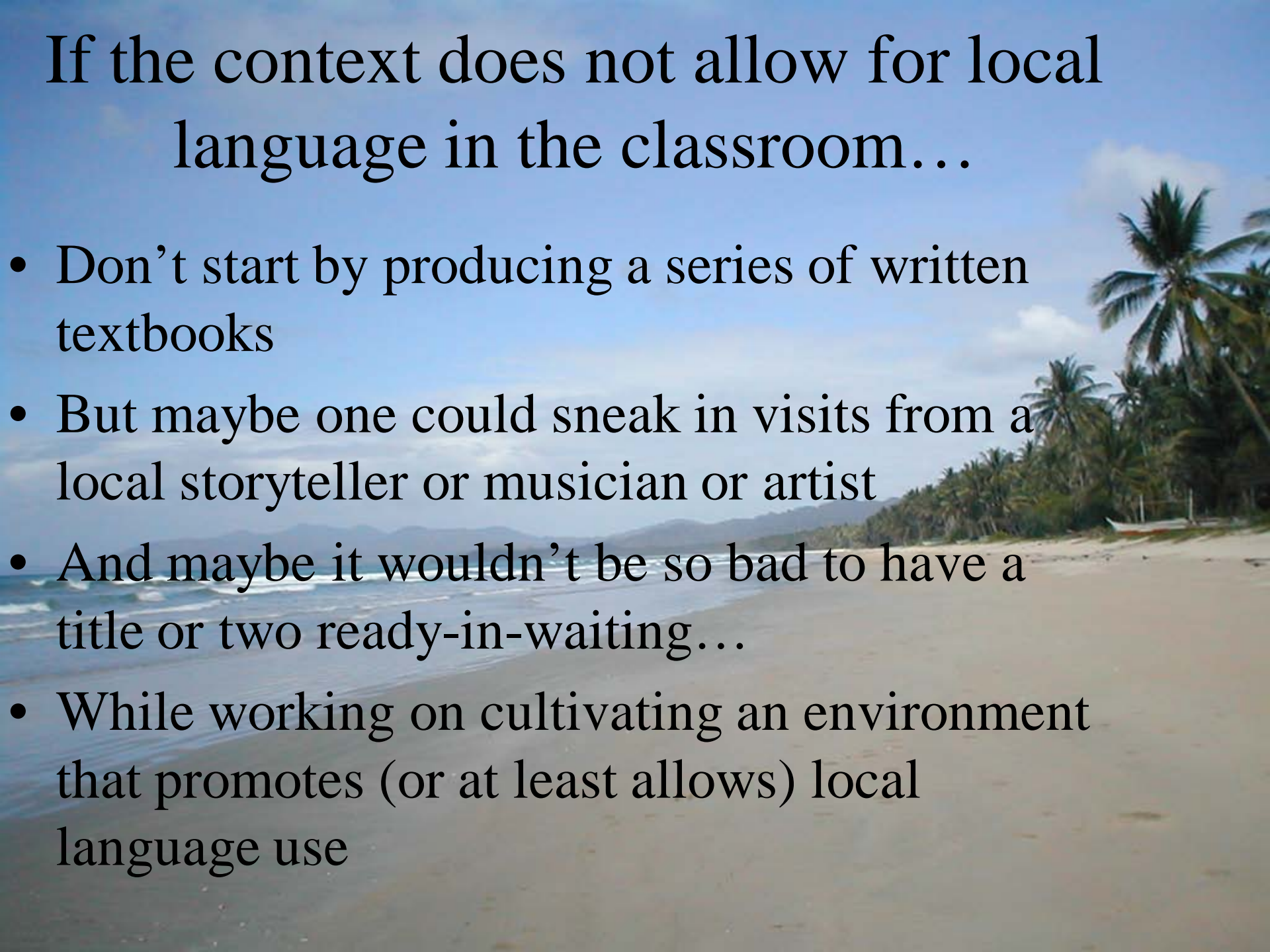
# If literacy in the heritage language is a goal

- The community needs to be secure in their identity
- If people are insecure about or ashamed of their identity, the model says you might not start with literacy classes, but rather with activities that are likely to increase people's pride in their own language/community/culture
- Note: Holding literacy classes can also be an effective means for increasing pride. Still, the ground might need to be prepared first.



# If the context does not allow for local language in the classroom...

- Don't start by producing a series of written textbooks
- But maybe one could sneak in visits from a local storyteller or musician or artist
- And maybe it wouldn't be so bad to have a title or two ready-in-waiting...
- While working on cultivating an environment that promotes (or at least allows) local language use





# In SUMmary

- EGIDS (the scale)
- FAMED (the conditions)
- SUM (the model)
- Provide useful tools and metrics for helping understand language situations and what activities, if any, should be undertaken to help move a language from one level to another

A wide-angle photograph of a tropical beach. The foreground is a vast, sandy beach. The ocean is on the left, with white-capped waves breaking onto the shore. To the right, a dense line of palm trees and other tropical vegetation borders the beach. In the far distance, a range of mountains is visible under a blue sky with scattered white clouds.

Extra slides

# **COMPARING EGIDS & ELCAT**

# EGIDS and ELCat Scales

- EGIDS has 13 levels with equal elaboration on the “safe” and “unsafe” ends of the scale
- EGIDS and ELCat both recognize 5 levels of **troubled languages**



# EGIDS & ELCat Scale Correspondences

- | • EGIDS           | ELCat  |
|-------------------|--------|
| • 0 International | 0 Safe |
| • 1 National      |        |
| • 2 Regional      |        |
| • 3 Trade         |        |
| • 4 Educational   |        |
| • 5 Written       |        |
| • 6a Vigorous     |        |

# EGIDS & ELCat Scale Correspondences, 2

- 
- 6b Threatened
  - 7 Shifting
  - 8a Moribund
  - 8b Nearly Extinct
  - 9 Dormant
  - [10 Extinct]
- 1 Vulnerable
  - 2 Threatened
  - 3 Endangered
  - 4 Severely Endangered
  - 5 Critically Endangered
  - [Extinct]

# EGIDS and ELCat features

- Both consider Intergenerational Transmission and Domains of Use
- EGIDS recognizes hierarchy of History, Identity, Orality, Literacy
- EGIDS has 5 FAMED factors  
Function, Acquisition, Motivation,  
Environment, Distinct Niche
- EGIDS is one part of a broader model for Language Development



# EGIDS and ELCat, 2

- ELCat more explicitly factors in Absolute Number of Speakers and Speaker Number Trends
- ELCat yields numeric score, with double weight applied to Intergenerational Transmission
- ELCat computes separate “Need for Documentation” score