

Fishman's Intergenerational Disruption Scale (1991)

Fishman's language disruption scale is used worldwide to evaluate the level of endangerment to languages. Stronger/more vital languages have lower numbers and weaker/more endangered languages have higher numbers. This revised version for the Constance Lake FN Reclaiming Our Language group includes revisions by the Assembly of First Nations Indigenous Languages Initiative (2017) and research in other language plans.

Stage	Speaker Situation	Interventions Suggested by Language Experts and other Comments
8	Only Elders (Endangered)	<ul style="list-style-type: none"> ○ Mentor/apprentice (Silent Speaker Pilot Program) ○ Very few remaining speakers, socially isolated and isolated in their families
7	Only adults past child bearing age (Nearing Endangered)	<ul style="list-style-type: none"> ○ Establish language nest ○ Language serves as a reminder of heritage identity, but no one has more than symbolic proficiency
6	Some intergenerational use (Stabilized)	<ul style="list-style-type: none"> ○ Develop community sites/camps for language use ○ Encourage parents to raise children in language ○ Reappearance of the intergenerational family, the most crucial stage, most of the world's stable languages are here, language is spoken between and within all 3 generations of the family
5	Language is still very much used in the community (Normalized)	<ul style="list-style-type: none"> ○ Promote literacy ○ Promote volunteerism in language institutes (schools, offices, etc.) ○ Young adult learners must choose and commit to raise their children in the language to create a situation of inter-family interaction
4	Language immersion is used in elementary school	<ul style="list-style-type: none"> ○ Improve immersion teaching methodologies (TRP, Accelerated Second Language Learning, etc.) ○ Develop textbooks in the language in all academic subject matter ○ Promote language use in the broader community, education, some work settings involving language revitalization
3	Language is used in business and by employees in less specialized work areas	<ul style="list-style-type: none"> ○ Make the language, the language of the office ○ Develop new vocabulary for work terms
2	Language is used by local government and community, especially for communications and media	<ul style="list-style-type: none"> ○ Promote language use in government ○ Translate documents ○ Language use in newsletters, newspapers, radio, TV
1	Some language use by higher levels of government, and in higher education and training	<ul style="list-style-type: none"> ○ Teach college level classes in the language ○ Develop oral and written language in the arts and in publications ○ Give awards for language publications and other language activities