

Language Documentation and Pedagogy for Endangered Languages: a Mutual Revitalisation

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Smaller languages are disappearing and many people want them to continue to be learned and used. A long and venerable history of language pedagogy exists, but is focused on large, national languages. Language documentation is developing methodologies which provide rich records of languages in use.

This paper explores how these four issues - revitalisation, pedagogy, endangerment, and documentation - can be connected, first by describing the different teaching situations of endangered and national languages, and then by identifying ways in which documentation can be drawn in to support language teaching and learning.

Well-crafted pedagogy can not only aid in revitalising a language, but also provide a way to revitalise documentary linguistics itself.

Similarly, documentation has not only brought new insights and methodologies to linguistics; it can also bring new revitalising influences to language teaching practice.