

## **Language documentation, acquisition and socialization: The sketch acquisition manual**

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Over the past few years, there has been a growing interest in documenting child language and child-directed language – an interest shared by both language documentation and by language acquisition and socialization research. From the perspective of language documentation, the language used by and with children constitutes “observable linguistic behavior” (Himmelmann 1998: 166), i.e., its documentation falls within the scope of the language documentation paradigm. From the perspective of language acquisition and socialization, there is an urgent need to expand the empirical database: our theories of linguistic and cognitive development are grounded in data that is strongly biased towards the major European languages, with acquisition data being available for only 1-2% of the world’s languages (Lieven & Stoll 2010: 144). Yet, despite this common interest, studies on language acquisition and socialization in underdocumented languages are still few and far between, and the Austronesian and Papuan language are no exception here. It is likely that the small number of studies is due to numerous methodological and ethical challenges (see, e.g., Kelly et al. 2015). Following up on an original idea by Slobin et al. (1967), this talk reports on an on-going joint project (Defina et al., in prep.) that combines the construction of manageable corpora of natural interaction with children (of 5 hours of analyzed data) with a sketch description of the corpus data, exemplifying the possibilities and challenges by means of a case study of Qaqet (a Baining language of Papua New Guinea).

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