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Plural Gender: Behavioral evidence for plural as a value of Cushitic gender with reference to Konso

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Stellingen behorende bij het proefschrift *PLURAL GENDER: Behavioral evidence for plural as a value of Cushitic gender with reference to Konso* door Mulugeta Tarekegne Tsegaye

1. Number and gender values may be orthogonal to each other in many languages but not in some Cushitic languages.
Tsegaye, M., Mous, M., & Schiller, N. (2013). Plural as a value of Cushitic gender: Evidence from gender congruency effect experiments in Konso (Cushitic). In G.G. Corbett (ed.), *The Expression of Gender* (pp. 191-214). Berlin, New York: De Gruyter.
2. The psychological reality of the so-called plural gender, a gender value for nouns that require plural agreement even for conceptually single entities, is just like that of the masculine and feminine values of the gender feature in Konso (this thesis).
3. There are too many plural gender nouns in Konso to explain them away as pluralia tantum nouns.
Tsegaye, M., Mous, M., & Schiller, N. (2013). Plural as a value of Cushitic gender: Evidence from gender congruency effect experiments in Konso (Cushitic). In G.G. Corbett (ed.), *The Expression of Gender* (pp. 191-214). Berlin, New York: De Gruyter.
4. Accessing and selecting bound gender-marked morphemes such as definite suffixes may involve competitive processes (this thesis).
5. Cross-linguistic investigation of gender and number processing shows that both of these categories involve distinct processing mechanism (this thesis).
6. Psycholinguistics in the rural areas may be challenging and yet worth doing (this thesis).
7. In a multilingual and a multicultural landscape, a monolingual is not necessarily a monolingual in its formal sense (this thesis).
8. The use of an international foreign language as an official language of education does not necessarily bring proficiency in the language.
Tsegaye, M.T. (2010). *Educational Language Policy*. VDM Verlag Dr. Müller Aktiengesellschaft & Co. KG. Mauritius, Germany.
9. The ability to read and write may impact phonological awareness skills as shown by the poor performance of illiterate participants of Amharic on tasks that require oral language processing.
Tsegaye, M. T., Bleser, R. D., & Iribarren, C. (2011). The effect of literacy on oral language processing: Implications for aphasia tests. *Clinical Linguistics & Phonetics*, 25(6-7), 628-639.
10. A premorbid lack of literacy skills may affect the performance of individuals in standardized tests for aphasia, which requires adopting and normalizing such tests for testing illiterate population processing.
Tsegaye, M. T., Bleser, R. D., & Iribarren, C. (2011). The effect of literacy on oral language processing: Implications for aphasia tests. *Clinical Linguistics & Phonetics*, 25(6-7), 628-639.