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A grammar of Makalero : a Papuan language of East Timor

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Citation

Huber, J. (2011, June 1). *A grammar of Makalero : a Papuan language of East Timor*. LOT dissertation series. Retrieved from <https://hdl.handle.net/1887/17684>

Version: Not Applicable (or Unknown)

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Note: To cite this publication please use the final published version (if applicable).

Stellingen
behorend bij het proefschrift
A grammar of Makalero: A Papuan language of Timor

1. Makalero and the neighbouring Makasae are lexically very similar (in fact, all Ethnologue editions up to the present treat them as dialects of one language), but differ drastically with respect to the form of many items of more grammatical function (§ 1 of this thesis).
2. In principle every Makalero content word can be used as both a predicate and an argument. Nevertheless, the reality of a noun/verb distinction in Makalero is witnessed by the presence of some class-changing derivational processes as well as nominal and verbal homophones with widely different semantics (§ 3 of this thesis).
3. Complement-verb complexes where subordinated verb phrases express locational or adverbial information can be of considerable complexity with a depth of up to three layers (§ 5 of this thesis).
4. The mismatch between semantic and syntactic structure in Makalero underlies the organisation of information into clauses and sentences (§ 7 of this thesis).
5. The description of an undocumented or poorly documented language should not be couched in any formal framework. Its aim is not to support a particular framework, but to give an analysis of the structure of the language deriving from distinctions in the language itself.
6. The ordering and scope of the operators within a clause as predicted in Role and Reference Grammar is not universal; Makalero is but one case in point (contra Van Valin and LaPolla 1997: 46; § 6 of this thesis).
7. Many of the basic definitions of linguistic concepts presented as given to the unsuspecting student of linguistics in introductory classes turn out to not be universally accepted. The usage of many terms varies widely, and when using them, it is vital to make clear what exactly one is talking about.
8. In making a dictionary of the speech of a multilingual community, distinguishing nonce-borrowings from actual loanwords, and, hence, making informed decisions about which foreign-language lexemes to include in the dictionary and which not, is a major problem.
9. An education system which exclusively uses a language that the teachers speak imperfectly and the students not at all leads to poor results.
10. Cats are great.

Van Valin, R. D. Jr. and R. J. LaPolla. 1997. *Syntax: Structure, meaning and function*. Cambridge: Cambridge University Press.