Universiteit
Leiden
The Netherlands

Variation and change in Abui : the impact of Alor Malay on an indigenous language of Indonesia

Saad, G.M.

Citation
Saad, G. M. (2020, April 14). *Variation and change in Abui : the impact of Alor Malay on an indigenous language of Indonesia*. *LOT dissertation series*. LOT, Utrecht. Retrieved from https://hdl.handle.net/1887/136911

Version:	Publisher's Version
License:	Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden
Downloaded from:	https://hdl.handle.net/1887/136911

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

Cover Page

Universiteit Leiden

The handle http://hdl.handle.net/1887/136911 holds various files of this Leiden University dissertation.

Author: Saad, G.M.
Title: Variation and change in Abui : the impact of Alor Malay on an indigenous language of Indonesia
Issue Date: 2020-04-14

Variation and change in Abui

The impact of Alor Malay on an indigenous language of Indonesia

Published by

LOT
Kloveniersburgwal 48
1012 CX Amsterdam
The Netherlands

phone: +31 20 525 2461
e-mail: lot@uva.nl
http://www.lotschool.nl

Cover illustration: Abui elder dressed in traditional attire at an election campaign, by George Michel Saad (2017) ©

ISBN: 978-94-6093-345-5
NUR: 616

Copyright © 2020 George Michel Saad. All rights reserved.

Variation and change in Abui

The impact of Alor Malay on an indigenous language of Indonesia

Proefschrift

ter verkrijging van
de graad van Doctor aan de Universiteit Leiden,
op gezag van Rector Magnificus Prof. mr. C.J.J.M. Stolker,
volgens besluit van het College voor Promoties
te verdedigen op dinsdag 14 april 2020
klokke 13:45

door

George Michel Saad

geboren 30 september 1989
te Athene, Griekenland

Promotor:	Prof. dr. M.A.F. Klamer
Co-promotor:	Dr. F.R. Moro
Promotiecommissie:	Prof. dr. A.M. Backus (Tilburg University) Prof. dr. M.G. Kossmann Dr. F. Kratochvíl (Palacký University Olomouc) Prof. dr. M. Terkourafi

The research reported here was supported by the NWO-VICI grant "Reconstructing the past through languages of the present: the Lesser Sunda Islands" (2014-2019) awarded to Prof. dr. Klamer (grant number: 277-70-012).

In loving memory of my late mother

Contents

Acknowledgements xv

List of Abbreviations xix

List of Tables xxiii

List of Figures xxvii

1 Introduction **1**

1.1 Overview 1

1.2 Aims and research questions 8

1.3 Geographic and demographic information 8

1.4 The Abui language 16

1.4.1 Language classification 16

1.4.2 Multilingualism and language shift 21

1.4.3 Previous and current work on Abui 24

1.5 The Abui people 26

1.5.1 Endonyms and exonyms 26

1.5.2 Livelihood 29

1.5.3 Religion 32

1.5.4 Marriage 33

1.5.5 Digital media 35

1.6 Linguistic diversity and the spread of Indonesian 36

1.7 A typological comparison of Abui and Alor Malay 42

1.7.1 Abui 43

1.7.2 Alor Malay 43
1.7.3 Summary of differences between Abui and Alor Malay 44
1.7.4 Features investigated in this thesis 45
1.8 Theoretical background 47
1.8.1 Scenarios of contact: Indigenous minority communities and heritage language communities . . . 47
1.8.2 Language dominance 51
1.8.3 Simplification: Transfer vs. incomplete acquisition 53
1.8.4 Three areas of investigation 55
1.8.5 Production and comprehension data 58
1.9 Organization of the thesis 59

2 History and sociolinguistic profile 63
2.1 Introduction 63
2.2 Historical overview of Alor and the Abui land 64
2.2.1 1100-1500: Trading routes 65
2.2.2 1500-1900: Imports, exports, and colonial tug of war 66
2.2.3 1900-1940: Alor as part of the colony 69
2.2.4 1940-1965: Abui wars, independence, and relocation 72
2.2.5 1965-1985: Shift of location, religion, and language 74
2.2.6 Summary of historical events in the spread of Malay 76
2.3 The impact of schooling on language shift 78
2.3.1 1901-1965: Early history of schooling on Alor . . . 78
2.3.2 The role of *SD* 'Primary schools' 81
2.4 Current sociolinguistic profile 86
2.4.1 Domains of use 86
2.4.2 Language acquisition and socialization: The importance of age and gender 90
2.4.2.1 Age: History and life-stages 90
2.4.2.2 Gender 96
2.4.3 Language attitudes 99
2.4.4 Vitality and revitalization attempts 100
2.5 Summary and conclusion 104

3 Methodology **105**
3.1 Introduction . . . 105
3.2 Fieldwork . . . 106
3.2.1 Research team and local language experts . . . 108
3.2.2 Equipment . . . 109
3.3 Sociolinguistic and ethnographic interview data . . . 109
3.3.1 Sociolinguistic interviews . . . 111
3.3.2 Ethnographic interviews . . . 113
3.3.2.1 Focus group discussions on life-stages . 113
3.3.2.2 Interviews about schooling and language policy . . . 115
3.4 Sampling the speech community . . . 116
3.4.1 *Moqu* '(pre)adolescents' . . . 119
3.4.2 *Neeng abet/maayol maak* 'young adults' . . . 121
3.4.3 *Kalieta* 'adults' . . . 123
3.4.4 *Kalieta* 'elders' . . . 125
3.4.5 Summary of age-groups . . . 127
3.5 Linguistic data . . . 128
3.5.1 Conversational data . . . 130
3.5.2 Experimental data . . . 135
3.5.2.1 Production data: Surrey Stimuli video elicitation task . . . 135
3.5.2.2 Comprehension data: Forced-choice task 138
3.5.3 Fieldnotes . . . 143
3.5.3.1 Elicited data . . . 143
3.5.3.2 Data from participant observation . . . 146
3.5.4 Other . . . 146
3.6 The corpus . . . 147
3.6.1 Organized by type of data . . . 148
3.6.2 Organized by speaker . . . 151
3.7 Kratochvíl corpus . . . 154
3.8 Data analysis . . . 155
3.9 Summary and conclusion . . . 157

4 Sketch grammar of Abui **159**
4.1 Introduction . . . 159
4.2 Phonology . . . 160

4.2.1 Consonants . . . 160
4.2.2 Vowels . . . 163
4.2.3 Syllable structure . . . 165
4.2.4 Stress . . . 165
4.2.5 Lexical tone . . . 168
4.3 Basic clausal syntax . . . 169
4.3.1 Constituent order in verbal clauses . . . 170
4.3.2 Equational clauses . . . 172
4.3.3 Adverbs . . . 173
4.3.3.1 Temporal and aspectual adverbs . . . 173
4.3.3.2 Modal adverbs . . . 175
4.3.4 Negation . . . 177
4.3.5 Questions . . . 177
4.4 Noun phrase . . . 179
4.4.1 Possession . . . 180
4.4.1.1 Alienability . . . 181
4.4.1.2 Reflexivity in third person possession . . . 182
4.4.1.3 Distributive possessor . . . 184
4.4.2 Nominal modifiers . . . 184
4.4.3 Quantification . . . 186
4.4.3.1 Non-numeral quantifiers . . . 186
4.4.3.2 Numeral quantifiers . . . 188
4.4.3.3 Numeral classifiers . . . 189
4.4.4 Relative clauses . . . 190
4.4.5 Demonstratives . . . 191
4.4.5.1 Adnominal demonstratives . . . 192
4.4.5.2 Pronominal demonstratives . . . 193
4.4.6 Nominalization . . . 194
4.5 Pronouns . . . 195
4.5.1 Agentive pronouns . . . 197
4.5.2 Nonagentive pronouns . . . 200
4.5.3 Focus pronouns . . . 201
4.5.4 Topic pronouns . . . 203
4.6 Pronominal prefixes . . . 204
4.6.1 Patientive prefix . . . 205
4.6.2 Locative prefix . . . 207
4.6.3 Recipient prefix . . . 208

4.6.4 Goal prefix . . . 209
4.6.5 Benefactive prefix . . . 211
4.6.6 Directive prefix . . . 212
4.6.7 Reflexive, distributive, and reciprocal constructions . . . 213
4.6.7.1 Third person reflexive constructions . . . 213
4.6.7.2 Distributive and reciprocal constructions . . . 214
4.7 Verb phrase . . . 215
4.7.1 Derivation of meaning . . . 216
4.7.2 Aspect marking . . . 218
4.7.2.1 Perfective and imperfective aspect . . . 218
4.7.2.2 Inchoative aspectual suffixes . . . 220
4.7.2.3 Prioritive *=te/se* . . . 222
4.7.3 Insertion of loan verbs . . . 225
4.8 Serial verb constructions . . . 225
4.8.1 Argument-adding SVC using *mi* 'take' . . . 226
4.8.2 Directional SVC . . . 227
4.8.3 Causative SVC . . . 227
4.9 Basic clausal operations . . . 228
4.10 Summary and conclusion . . . 229

5 Variation and change in possessive marking 231
5.1 Introduction . . . 231
5.2 Possession marking in Abui and Alor Malay . . . 233
5.2.1 Abui . . . 233
5.2.2 Alor Malay . . . 238
5.2.3 Summary: Differences between Abui and Alor Malay possessive constructions . . . 239
5.3 Present study . . . 239
5.3.1 Introduction . . . 239
5.3.2 Study 1: Production data . . . 242
5.3.2.1 Methodology . . . 242
5.3.2.2 Results . . . 244
5.3.3 Study 2: Comprehension data . . . 249
5.3.3.1 Methodology . . . 249
5.3.3.2 Results . . . 251

5.4 Discussion 253
5.5 Summary and conclusion 259

6 Variation and change in verb usage 261
6.1 Introduction 261
6.2 Generalization as an outcome of contact 263
6.2.1 Case-studies of generalization 264
6.2.2 Mechanisms of generalization 266
6.2.3 Type of bilingualism and generalization 267
6.2.4 The role of frequency and polysemy 269
6.2.5 The spread of generalization in the community . . 270
6.3 Three event domains in Abui and Alor Malay 271
6.3.1 Verbs of visual perception 273
6.3.2 Verbs of falling 278
6.3.3 Verbs of change of state 283
6.3.4 Summary: Differences between Abui and Alor Malay 289
6.4 Present study 289
6.4.1 Introduction 289
6.4.2 Study 1: Production data 291
6.4.2.1 Methodology 291
6.4.2.2 Results 297
6.4.2.3 Interim Summary 302
6.4.3 Study 2: Comprehension data 304
6.4.3.1 Methodology 304
6.4.3.2 Results 306
6.5 Discussion 310
6.6 Summary and conclusion 319

7 Variation and change in reduplication 321
7.1 Introduction 321
7.2 Reduplication: A typological and contact perspective . . . 324
7.3 Reduplication and verb serialization in Abui 327
7.3.1 Abui reduplication 327
7.3.2 Abui parallel verb serialization 332
7.4 Reduplication in Alor Malay 333
7.4.1 Summary: Comparison of reduplication in Abui and Alor Malay 337

7.5 Present study 338
7.6 Transfer of reduplication from Alor Malay into Abui 341
7.6.1 Matter transfer: Malay reduplications 341
7.6.2 Pattern transfer I: The replacement of parallel serializations by reduplications 345
7.6.3 Pattern transfer II: Reduplicating with the notion of aimlessness 350
7.6.4 Pattern transfer III: Expanding reduplication to new domains 352
7.6.5 Summary of token frequencies 357
7.7 Discussion 359
7.8 Summary and conclusion 363

8 Concluding remarks **365**
8.1 Revisiting the research questions 365
8.2 Summary of results 366
8.3 General discussion 369
8.4 Avenues for further research 373

Bibliography 377

A Sociolinguistic questionnaire **401**

B Interview list on life-stages **409**

C Interview list on school history **413**

D Surrey Stimuli elicitation kit **417**

E Forced-choice elicitation kit **425**

F Photos **457**

Nederlandse samenvatting **463**

Ringkasan dalam bahasa Indonesia **469**

Curriculum Vitae **475**

Acknowledgements

I would first like to thank my supervisors, Marian Klamer and Francesca Moro. Marian, thank you for all the work you put in (re)reading my chapters and making sure my writing was of quality. I have learned such an incredible amount from working with you, especially on how to work on my weaknesses. Francesca, your sense of structure, attention to details, and great insights have made a lasting impression on me and this thesis. I have taken many great lessons from working with you.

I would also like to thank the team members of the VICI project I had the privilege of being a part of: Marian, Francesca, Gereon, Owen, Hanna, Jiang, Yunus, Alex, Zoi, Axel, Eline, and Renzi for creating a stimulating atmosphere to discuss new ideas and constructively comment on each other's work. Special thanks go to Gereon, for offering expertise with so many different technical issues and Hanna, for always being such a supportive and reliable friend and colleague.

I had a number of great colleagues at LUCL: Aone, Sara, Vicky, Khalid, Martine, Martin, Amanda, Gareth, Ely, Gulnaz, Xander, Alwin, Bobby, Johan, Chams, Eithne, Kate, Nurenzia, Kofi, Felix, Antoinette, Maarten M, Maarten K, Cesko, Saskia, Alex, Eman, Zoi, and Juriaan. I am indebted to Katja in her role as PhD coach. The LUCL management team also deserves mention. I also thank the other members of the Indonesian languages group; Sophie, Nazar, Jermy, Tom, and Arum. Many colleagues were kind enough to proofread my chapters: Aziz Kosber, Mistale Taylor, František, Kratochvil, Pieter Muysken, Emilie Wellfelt, Antoinette Schapper, Maarten Kossmann, Marina Terkourafi, Ad Backus, Gereon Kaiping, Hanna Fricke,

Luis Miguel Rojas Berscia, Owen Edwards, Jeroen Willemsen, Kate Bellamy, Axel Palmer, and Alexander Elias. I also thank Xander Vertegaal and Eline Visser for the Dutch summary and Yunus Sulistyono for the Indonesian summary.

I benefited greatly from interacting with the broader community of linguists; Pieter Muysken, Luis Miguel Rojas Berscia, David Gil, Nick Evans, Gary Holton, Peter Austin, Ad Backus, Alex Francois, Bill Palmer, Susanne Aalberse, Blake, and Wan-Ting Chan. František Kratochvíl, you have been a true role model for me. I learned so much by having the opportunity to undertake fieldwork together, observing your conduct in the field, and how you always seem to find time to offer help and share great insights to everyone.

I would like to thank the one person that has done everything possible for 30 years to get me to where I am today, my father. Dad, you sacrificed so much to ensure that your children had the best education, from nursery, all the way to university. At university, you gave me the opportunity to go study in the Netherlands, and supported every educational program and trip abroad, which ultimately got to where I am today. I will always be grateful for all you have done. My family has always stood by my side: my mother, Eleni, my step mother, Therese, my sister Marie, and my two brothers, Samir, and Roy. You all helped me in your own ways, with loving hearts and continued emotional, technical and design-related support.

In Amsterdam, I had a pool of caring, and fun friends that always showed me a good time when I would return home: Simone, Maarten, Mistale, Freddy, Sarah, Mol, Thijs, Laura, Mau, Leo, Fabian, Susy, Teo, Bas, Niko, Selma, Joerg, Mike, Irene, Andrea, Ilinca, Coen, Max, Adwait, Vasilis, Nick, and Sjoerd, Rakan, Samer, the Decimi (Anne, Coen, Maarten K, Maarten W, Oleg, Peter, Sander, Simone, and Thomas) and the W5 (Coen, Didi, Thomas, and Tymon). Aylin, your trust, and fun nature made our months apart so much more bearable. In addition, I thank my friends Aziz and Carlos for offering inspiration and support in tough times from a distance. Iris, you gave me so much energy, belief, and a renewed sense of purpose to finish the dissertation. I am also indebted to all my yoga instructors, who passed on their wisdom to set me up for productive writing days.

My PhD involved a combined total of almost 12 months spent in Indonesia. Firstly, I would like to acknowledge our two Indonesian sponsors: LIPI and Universitas Kristen Artha Wacana and in particular Ibu Leolita Masnun

and Ibu June Jacob. In Kupang, Ibu June, Chuck Grimes and Barbara Grimes were always great hosts. Thank you Ibu June and Simon for taking great care of me when I suffered a Dengue attack in 2016. On Alor, I also thank Pak Kris, Ibu Lily, and Marlon for their hospitality and support. I can't begin to express my thanks to the Abui community who did their utmost to teach me their language and assist me with practical matters. In Takalelang, I found a new home. Dori Lanma hosted me for 4 years in a row and became like a mother to me. Dori, *noming marang ba nang tanga yo, Edo lakang omikang. A nel mi kasing nuku emuknehi heri, kasing nuku mi ewil heri*! I also thank Orpa, Amelia, Bapak Abner, Bapak Ayub, Bapak Markus, Bapak Daniel, Fullen, Maku, Hilde, Jek, Niya Agus, Lonruth, Lonmani, Risen, Santi, Koltina, Yuvin, Ance, my dear little Fiaku (who gave me my Abui name, Ata) and so many more. Simon helped such an incredible amount with brainstorming for research ideas, interviews, and language queries. Benny always helped out and gave incredible insights on the language. Vivi and I shared some unforgettable laughs and quarrels; she was the prime reason I was able to work with young speakers. Ansel, Frengki, and Lorens became great friends and valuable members of the research team. To all of you and many more, this thesis would not have been possible without you.

List of Abbreviations

1	First person
2	Second person
3	Third person
ADD	Addressee
AGT	Agentive
ALL	Allative
AL	Alienable
APPL	Applicative
ATTR	Attributive
BEN	Benefactive (verb series V)
CERT	Certainty
CLF	Classifier
COND	Conditional
CONJ	Conjunction
CV	Conversation
DEM	Demonstrative
DIR	Directive (verb series VI)
DISC	Discourse marker
DIST	Distal demonstrative
EG	Ethnographic interview
EMPH	Emphatic
EXCL	Exclusive
EX	Exclamative
FC	Forced choice
FEM	Feminine
FN	Fieldnotes
FOC	Focus
F	Female

GOAL Goal (verb series IV)
HESIT Hesitation marker
INAL Inalienable
INCH Inchoative
INCL Inclusive
INTR Intransitive
INTS Intensifier
IPFV Imperfective
IRR Irrealis
LNK Clause linker
LOCA Locational
LOC Locative (verb series III)
MED Medial demonstrative
MOD Nominal modifiers
M Male
NAGT Non-agentive
NEG Negation
NREFL Non-reflexive
NR Narrative
PAT Patientive (verb series I)
PFV Perfective
PLZ Pluralizer
PL Plural
POSS Possessive
PRES Presentative
PRIOR Prioritive
PROX Proximal demonstrative
PRO Pronominal
PT Put Stimuli
QNTF Quantifier
RDP Reduplication
REC Recipient (verb series II)
REFL Reflexive
REPORT Reportative
SEQ Sequential linker
SG Singular
SL Sociolinguistic interview
SS Surrey Stimuli
STAT Stative
SYM Sound symbolic
TAG Tag marker
TOP Topic
TR Transitive
UNCERT Uncertainty
VOC Vocative
VP Verb phrase

WL	Word list
A	Most agent-like argument in transitive clause
Ab.	Abui
AM	Alor Malay
An	Answer
Id.	Indonesian
IDR	Indonesian Rupiah
Ml.	Malay
P	Most patient-like argument in transitive clause
Pt.	Portuguese
Qu	Question
S	Subject of intransitive clause
SD	Sekolah Dasar
SMA	Sekolah Menengah Atas
SMP	Sekolah Menengah Pertama
SVC	Serial verb construction

List of Tables

1.1 General typological differences between Abui and Alor Malay 45
1.2 Typological features between Abui and Alor Malay addressed in this thesis 47

2.1 Domains of use in Abui, Alor Malay, and Indonesian 89
2.2 An assessment of Abui's vitality based on UNESCO's nine factors 101

3.1 Breakdown of various types of data 106
3.2 Sample of sociolinguistic questionnaire 112
3.3 Age-related terms 117
3.4 Self-reports on early language exposure of (pre)adolescents (N=19) 121
3.5 Self-reports on early language exposure of young adults (N=19) 123
3.6 Self-reports on early language exposure of adults (N=19) . . 125
3.7 Self-reports on early language exposure of elders (N=9) . . 127
3.8 Summaries of differences between age-groups 128
3.9 Abui corpus of conversational data 132
3.10 Participant table for conversational data 133
3.11 The Surrey Stimuli video clips 136
3.12 Participant table for Surrey Stimuli Production Task 138
3.13 Description of trials for forced-choice task 142
3.14 Participant lists for experimental tasks 143

3.15 Breakdown of corpus of interview data 148
3.16 Breakdown of corpus of linguistic data 149
3.17 Breakdown of Alor Malay corpus of linguistic data 150
3.18 Speaker and recording information for *moqu* '(pre)adolescents' group 151
3.19 Speaker and recording information for *neeng abet/maayol maak* 'young adults' group 152
3.20 Speaker and recording information for *kalieta* 'adults' group 153
3.21 Speaker and recording information for *kalieta* 'elders' group 154

4.1 Consonant inventory 160
4.2 Abui consonant phonotactics (Kratochvíl, 2007, p. 31) . . . 162
4.3 Abui vowels (adapted from Kratochvíl, 2007, p. 26 Delpada, 2016, p. 57) 163
4.4 Abui vowel sequences (Kratochvíl, 2007, p. 38) 164
4.5 Monosyllabic words 165
4.6 Disyllabic words 165
4.7 Abui temporal adverbs 174
4.8 Abui possessive prefixes 182
4.9 Abui numerals 188
4.10 Abui adnominal demonstratives (Kratochvíl, 2011a) 191
4.11 Abui pronouns 197
4.12 Abui pronominal prefixes (S or P) 205

5.1 Tokens of "non-reflexive *hV-*" and "reflexive *dV-*" 237
5.2 Participant table for Surrey Stimuli production task 242
5.3 Categories used to code the possessed NPs in the oral production data 243
5.4 Production data: Proportion of mismatches for reflexive prefix *dV-* 246
5.5 Production data: Proportions of reflexive matches and mismatches between males and females in the (pre)adolescent and young adult groups 248
5.6 Production data: Proportion of mismatches for non-reflexive prefix *hV-* 248
5.7 Participants list in forced-choice comprehension study . . 249

5.8 Comprehension data: Proportion of mismatches for reflexive prefix *dV-* 251
5.9 Comprehension data: Proportion of reflexive matches and mismatches between male and female in the (pre)adolescent group 252
5.10 Comprehension data: Proportion of mismatches for non-reflexive prefix *hV-* 253

6.1 Event domains 272
6.2 Frequency of visual perception verbs (Kratochvíl corpus) . 277
6.3 Falling verbs 279
6.4 Frequency of falling verbs (Kratochvíl corpus) 282
6.5 Change of state verbs 283
6.6 Frequency of change of state verbs (Kratochvíl corpus) . . 286
6.7 Change of state verbs in Abui and Alor Malay 288
6.8 Participant list for Surrey Stimuli production task 291
6.9 Coding of event domains 293
6.10 Production data: Proportion of mismatches for *-ien-* 'see [– CONTROL]' target 298
6.11 Production data: Proportion of mismatches for (-)*wahai* 'look at [+ CONTROL]' target 299
6.12 Production data: Proportion of mismatches for *-quoil-*/-*kaai* 'fall over [– ELEVATION]' target 299
6.13 Production data: Proportion of mismatches for (*el ong*) *hayeei* 'fall from above [+ ELEVATION]' target 300
6.14 Production data: Proportions of mismatches for *tein-*/-*minang-* 'wake up [– CHANGE OF POSTURE]' target 301
6.15 Production data: Proportion of mismatches for *-rui-* 'get up [+ CHANGE OF POSTURE]' target 302
6.16 Gender differences across all three domains 303
6.17 Breakdown of participants 304
6.18 Description of forced-choice stimuli targetting verb usage . 305
6.19 Comprehension data: Proportions of mismatches for *-ien-* 'see [– CONTROL]' target 307
6.20 Comprehension data: Proportions of mismatches for (-)*wahai* 'look at [+ CONTROL]' target 307

6.21 Comprehension data: Proportion of mismatches for *-quoil-* 'fall over [– ELEVATION]' target 308
6.22 Comprehension data: Proportion of mismatches for (*el ong*) *hayeei* 'fall from above [+ ELEVATION]' target 308
6.23 Comprehension data: Proportion of mismatches for 'wake up [– CHANGE OF POSTURE]' target 309
6.24 Comprehension data: Proportion of mismatches for '*-rui-* 'get up [+ CHANGE OF POSTURE]' target 309

7.1 Abui cardinals and distributives 331
7.2 Reduplication in Abui and Alor Malay 338
7.3 Participant list for reduplication tokens 339
7.4 Token frequencies for matter transfer 345
7.5 Use of parallel serializations and reduplications by older and younger speakers 346
7.6 Token frequencies for pattern transfer I: Replacement of parallel serializations 350
7.7 Token frequencies for pattern transfer II: Transfer of notion of aimlessness/casualness 352
7.8 Token frequencies for pattern transfer III: Expanding reduplication to new domains 357
7.9 Summary of total token frequencies for reduplicated words 358

List of Figures

1.1 Greater Timor region within South East Asia 9
1.2 The province of Nusa Tenggara Timur 10
1.3 Map of Alor regency 12
1.4 View from Northeast of modern-day Takalelang and the *Meelang Talaama* 'Six Village' alliance (map made by František Kratochvíl). 13
1.5 Children look on as their parents perform the *lego-lego* dance 14
1.6 Map of Timor-Alor-Pantar languages 17
1.7 Timor-Alor-Pantar language family (based on the analysis of Kaiping and Klamer (Submitted)) 20
1.8 Villagers in Takpala place *tafaa* 'kettledrums' on the *maasang* 'altar' as they prepare for a *lego-lego* dance ceremony for tourists 31
1.9 The language families of Indonesia and Timor-Leste 37
1.10 Map of languages of NTT and Timor-Leste 39

2.1 Map of Alor and surrounding islands 68
2.2 School children at SD Takalelang 85
2.3 Basic Abui class at SD Takalelang: teacher asks students to name body parts in Abui. 103

3.1 Ethnographic interview on age-groups 115
3.2 Forced choice set-up 140
3.3 Collection of word list with three Abui elders 147

5.1 Mean and 95% (C)onfidence (I)interval of reflexive mismatches across the four age-groups 247

6.1 Proportion of mismatches for ‘see’, ‘fall over’, ‘wake up’ . . . 303
6.2 Comprehension data: Proportion of mismatches for ‘see’, ‘fall over’ 310