

# Productive Agreement in Swahili: Against a Piecemeal approach

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## 1.0 Introduction

(1) Errors of substitution are rare.

- a. Mommy eat cake ERROR OF OMISSION – common  
(3<sup>rd</sup> person subject, missing 3<sup>rd</sup> person agreement)
- b. I eats cake ERROR OF SUBSTITUTION – rare  
(1<sup>st</sup> person subject with 3<sup>rd</sup> person agreement)

Table 1. Frequency of verbs with 1 SG subjects

Stem	Irregular Past	-ed	-s
1349	325	47	3

(Harris & Wexler, 1996).

(2) Early Morphological Convergence (EMC) – Children readily converge on the specific morphosyntax of the adult target language (Hoekstra & Hyams, 1998).

Very Early Knowledge of Inflection (VEKI) – the child knows the grammatical properties of many inflectional elements from the earliest observable stages (Wexler 1998, 2003).

Table 2. Rates of agreement errors cross-linguistically.

Child	Language	Age	n	%error	Source
Simone	German	1;7-2;8	1732	1%	Clahsen & Penke, 1992
Martina	Italian	1;8-2;7	478	1.6%	Guasti, 1994
Diana	Italian	1;10-2;6	610	1.5%	Guasti, 1994
Guglielmo	Italian	2;2-2;7	201	3.3%	Guasti, 1994
Claudia	Italian	1;4-2;4	1410	3%	Pizzuto & Caselli, 1992
Francesco	Italian	1;5-2;10	1264	2%	Pizzuto & Caselli, 1992
Marco	Italian	1;5-3;0	415	4%	Pizzuto & Caselli, 1992
Marti	Cat/Spanish	1;9-2;5	178	0.56%	Torrens, 1992
Josep	Cat/Spanish	1;9-2;6	136	3%	Torrens, 1992
Gisela	Catalan	1;10-2;6	81	1.2%	Torrens, 1992
Guillem	Catalan	1;9-2;6	129	2.3%	Torrens, 1992

(Sano & Hyams, 1994)

## 1.1 Abstract Rule or Piecemeal?

- Pizzuto & Caselli (1992): plural agreement occurs very rarely in the speech of three Italian children (aged 1;4-3;0), and so plural agreement is not acquired. Therefore the children have not acquired an abstract rule of agreement in Italian.

Pizzuto & Caselli's Acquisition Criteria:

Criterion 1: 90% observance in obligatory context.

Criterion 2: Criterion 1 must be observed in 3 consecutive transcripts.

→ Criterion 3: a minimum of 5 obligatory contexts must occur in each of these transcripts.

- Hyams (1992): the mere avoidance of plurals does not constitute evidence against the child having acquired an abstract rule of agreement.
- Rubino & Pine (1998): In addition to plural agreement being rare, the rate of substitution errors are significantly more abundant in plural contexts than in singular contexts.

∴ no evidence for an abstract rule of agreement, but rather, agreement (at least in Brazilian Portuguese) is acquired piecemeal, on an item-by-item basis.

## 1.2 The Piecemeal Approach

Piecemeal approaches, also known as item-based, or lexical-based approaches (Peters, 1983; Lieven, Pine & Baldwin, 1997; Tomasello, 2000; Rubino & Pine, 1998; Wilson, 2003, a.o.):

- no access to innate principles of language.
- children acquire language on an item-by-item basis, making associations with particular lexical items.
- A child learns a single verb, e.g., *eat*
- the child learns to associate *Mommy* with *eat*
- the child then learns the chunk ‘Daddy eat’.
- At this stage, the child has no internal analysis of these strings – they are simply learned forms.
- As the child builds her repertoire of related learned forms, the child is able to generalize over the items and form a more general construction, e.g., NP *eat*.

### (3) Two Predictions of the Piecemeal Approach:

PREDICTION 1: SUBSTANTIAL ERRORS IN AGREEMENT.

PREDICTION 2: MINIMAL VARIATION IN FORMS

- (i) Agreement should not occur on many different verb roots;
- (ii) Alternations of agreement should not occur.

### (4) Two Predictions of the Nativist Syntactic Approach:

PREDICTION 1: FEW ERRORS IN AGREEMENT.

PREDICTION 2: VARIABILITY EXHIBITED

## 1.3 Rubino & Pine (1998)

- investigate the acquisition of agreement in Brazilian Portuguese in the speech of one child aged 3;2 – 3;4. The data come from 10 samples during this 2 month period. The agreement paradigm for BP is given in table 3.

Table 3. Brazilian Portuguese agreement paradigm

	Escrever ‘to write’ (regular)	Fazer ‘to do/ to make’ (irregular)
1 sg	Eu es’crev <u>o</u>	Eu ’f <u>aç</u> o
2 sg	Você es’crev <u>e</u>	Você ’f <u>az</u>
3 sg	Ele es’crev <u>e</u>	Ele ’f <u>az</u>
1 pl	A gente es’crev <u>e</u>	A gente ’f <u>az</u>
1 pl	Nós escre’v <u>emos</u>	Nós fa’z <u>emos</u>
2 pl	Vocês es’crev <u>em</u>	Vocês ’faz <u>em</u>
3 pl	Eles es’crev <u>em</u>	Eles ’faz <u>em</u>

(Rubino & Pine, 1998, 39).

Table 4. Overall accuracy of agreement in the BP corpus.

Overall Subject-Verb Agreement	N	%
Correct	1420	97.0
Incorrect	44	3.0
Total	1464	100

(Rubino & Pine, 1998, 42)

Table 5. Overall tokens of singular and plural agreement in the BP corpus.

	N	%
Singular Agreement	1414	96.6
Plural Agreement	50	3.4
Total	1464	100

(Rubino & Pine, 1998, 42).

Table 6. Error rates in singular and plural contexts.

	Errors	%
Singular Subject	30/1414	2.1%
Plural Subject	14/50	28.0%

(adapted from Rubino & Pine, 1998, 43).

Table 7. Error rates in the Brazilian Portuguese agreement paradigm.

	Number of occurrences	Correct Agreement	Agreement Errors	Incorrect (%)
1 SG	297	272	25	8.4
2 SG	188	188	0	0
3 SG	929	924	5	0.5
1PL A Gente	17	13	4	23.5
1PL Nós	10	10	0	0
2 PL	--	--	--	--
3 PL	23	13	10	43.5

(Rubino & Pine, 1998, 44).

Rubino & Pine argue that the data are more compatible with a piece-meal approach to language acquisition.

(5) 7 tokens of 3PL that are categorized into two *types*:

- a. Mas **esses são** Babas 'But these are Babars.'
- b. E **esses são** Mickeys 'And these are Mickeys.'
- c. U/um/e **esses são** soldados 'U/um/ and these are soldiers.'

- d. **Eles vão** / zê jogo co lobo-mau? 'Are they going to play a game with the big bad wolf?'
- e. [Eles] **vão** ganhá e apota 'Are they going to win and (uninterpretable).'
- f. [Eles] **vão** fazê co lobo-mau 'They are going to play with the big bad wolf.'
- g. Onde a gente/onde a gen/ **eles vão**? 'Where are we/where are we/ are they going?'

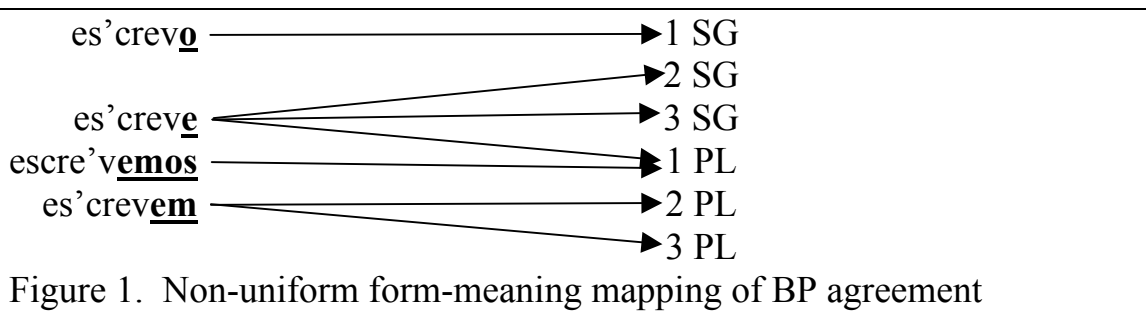
*‘Thus, 58.3% of the 3 PL verb inflections exhibiting correct subject-verb agreement observed between ages 3;03.04 and 3;04.08 could be accounted for by the learning of two unanalyzed subject-verb strings’*  
(Rubino & Pine, 1998, pp.50-51).

According to Rubino & Pine, the following two points are sufficient to show that the child in their study acquired agreement in a piecemeal, item-based manner:

1. Significant rates of errors of substitution in plural contexts.
2. Low-flexibility in usage. The criterion they appear to be using to designate utterances as exhibiting low-flexibility is that a particular subject-verb-agreement string must occur at least three times.

#### 1.4 Some (critical) thoughts on Rubino & Pine (1998)

1. Claim: ‘Low flexibility’ → little variation  
But: Within the group (3d-g), **vão** appears to select at least two (perhaps) three different verbs. This apparently does not count towards flexibility.
2. Claim: ‘Low flexibility’ → few utterance types  
But: 6 other tokens could not be grouped, therefore a total of 8 types across 13 tokens. Is this not sufficient flexibility?
3. Claim: Remaining tokens are in fact ‘formulaic’.  
But: What counts as a formulaic vs. learned string?
4. Claim: Low flexibility made on the basis of 7 tokens.  
But: What about the ~1400 tokens of *correct* agreement? Are they irrelevant?
5. Claim: Errors definitively rule out the possibility of an abstract rule of agreement.  
But: Hyams (1992) and many others point out that this is false.



## 2.0 The Acquisition of Agreement in Swahili

Preview:

- the overall error rate is extremely low, as expected.
- errors of substitution are very rare in both the singular and the plural, contra R&P
- agreement in both the singular and the plural are not constrained or limited in variation, contra R&P's results from Brazilian Portuguese.

## 2.1 Method

The data come from the naturalistic audio-recorded speech of two Swahili-speaking children (ages 1;8-2;2 and 2;10-3;0) collected in Nairobi, Kenya.

Table 8. Age, MLU and V-ratio for HAS

File	Age	MLU	V Ratio
HAS01	2;10.13	3.15	0.301
HAS02	2;10.27	3.46	0.301
HAS03	2;11.11	3.47	0.228
HAS04	3;0.01	4.23	0.405

Table 9. Age, MLU and V-ratio for FAU

File	Age	MLU	V Ratio
FAU01	1;8.01	2.97	0.208
FAU02	1;9.01	3.66	0.172
FAU03	1;9.14	3.4	0.238
FAU04	1;10.02	3.28	0.166
FAU05	1;11.01	3.47	0.177
FAU06	1;11.27	3.93	0.213
FAU07	2;0.26	6.1	0.591
FAU08	2;1.07	3.35	0.232

- (6) The minimal Swahili verbal complex:

Subject Agreement – Tense – Verb Root – Indicative.

Table 10. Subject Agreement in Nairobi Swahili (non-Standard)

Person	Singular	Plural
1 <sup>st</sup> (animate)	ni	tu
2 <sup>nd</sup> (animate)	u	mu
3 <sup>rd</sup> (animate)	a	wa
Inanimate	i	zi

- (7) m-toto m-zuri a – me – anguk - a  
1-child 1-good SA<sub>3s</sub> – Pr.perf. – fall - IND  
'The good child has fallen.'

- (8) wa-toto wa-zuri wa – me – anguk - a  
2-child 2-good SA<sub>3pl</sub> – Pr.perf. – fall - IND  
'The good children have fallen.'

- | (9)                      | Optional Pronoun  | SA  | T    | Verb    | FinalVowel | Gloss          |
|--------------------------|-------------------|-----|------|---------|------------|----------------|
| 1 <sup>st</sup> singular | Mimi              | ni- | -li- | -anguk- | -a         | I fell         |
| 2 <sup>nd</sup> singular | Wewe              | u-  | -li- | -anguk- | -a         | You fell       |
| 3 <sup>rd</sup> singular | Yeye              | a-  | -li- | -anguk- | -a         | He fell        |
| 1 <sup>st</sup> plural   | Sisi              | tu- | -li- | -anguk- | -a         | We fell        |
| 2 <sup>nd</sup> plural   | Ninyi             | mu- | -li- | -anguk- | -a         | You (all) fell |
| 3 <sup>rd</sup> plural   | Hawa <sup>1</sup> | wa- | -li- | -anguk- | -a         | They fell      |

<sup>1</sup> This is specific to Nairobi Swahili. The 3<sup>rd</sup> person plural pronoun in Standard Swahili is *wao*

### 3.0 Data

#### 3.1 General Frequencies

Table 11. Frequency of subject agreement produced by HAS, by file.

	H1	H2	H3	H4	Total
1 SG Animate	19	18	7	22	66
2 SG Animate	11	19	3	17	50
3 SG Animate	37	20	11	43	111
1 PL Animate	4	5	1	3	13
2 PL Animate	1	0	0	0	1
3 PL Animate	7	0	1	3	11
Inanimate SG	5	3	9	16	33
Inanimate PL	0	0	0	1	1
	84	65	32	105	286

Table 12. Frequency of subject agreement produced by FAU, by file.

	Fau1	Fau2	Fau3	Fau4	Fau5	Fau6	Fau7	Fau8	Total
1 SG Animate	7	8	6	3	5	9	10	5	53
2 SG Animate	6	3	4	3	8	4	7	6	41
3 SG Animate	1	9	9	3	5	7	36	22	92
1 PL Animate	1	0	3	0	1	1	10	0	16
2 PL Animate	0	0	0	0	0	0	0	0	0
3 PL Animate	0	0	0	0	0	2	0	1	3
Inanimate SG	0	0	3	0	0	3	2	2	10
Inanimate PL	0	0	0	0	0	0	0	0	0
Total	15	20	25	9	19	26	65	36	215

Table 13. Combined singular and plural agreement markers in each child's corpus.

	HAS	FAU
Singular	260	196
Plural	26	19
	286	215

#### 3.2 Errors in Agreement...or not

Each child utterance that contained subject agreement was identified, and the subject was determined. Because Swahili is a null subject language, if the subject was null the subject was identified through context. Unclear cases were excluded. Results are presented in table 14.

Table 14. Correct and incorrect subject agreement in the speech of two Swahili speaking children.

	Has			Fau	
	Correct	Incorrect		Correct	Incorrect
1 SG Animate	49	0		43	0
2 SG Animate	46	0		42	0
3 SG Animate	94	1		88	1
1 PL Animate	10	0		15	0
2 PL Animate	1	0		0	0
3 PL Animate	8	0		2	0
Inanimate SG	12	2		6	0
Inanimate PL	1	0		0	0
(Unclear)	62	—		18	—
<b>Total (excluding unclear)</b>	<b>221</b>	<b>3</b>		<b>196</b>	<b>1</b>

Table 15. Rate of errors in singular and plural contexts.

	HAS	FAU
Singular	3/204 (1.47%)	1/180 (0.5%)
Plural	0/20	0/17

This is precisely what we expect if an abstract rule of agreement is operating in child language.

But perhaps flawless agreement is not enough to show knowledge of an abstract rule of agreement. We must investigate the amount of variation that occurs on lexical items.

- Little variation with respect to lexical items → an abstract rule of agreement is unnecessary (recall Prediction 2 of the Piecemeal Approach on p.2)
- Significant variation → argument for an abstract rule of agreement (lots of verb roots taking different agreement markers)
- Alternations on individual verb roots → strong argument for an abstract rule of agreement.

### 3.3 Flexibility in agreement

(10)

Verb Root  
 ni – ta – ku – it – a  
 SA<sub>1</sub> – fut – OA<sub>2s</sub> – call – IND  
 ‘I will call you’

Verb Stem  
 ni – ta – ku – it – a  
 SA<sub>1</sub> – fut – OA<sub>2s</sub> – call – IND  
 ‘I will call you’

Table 16. All utterance in HAS01 that exhibit 1 SG agreement

Utterance	preverbal	SA	T	OA	Verb	Postverbal
1		na	ka cont		ambia-je tell-what	
2		ni	ka cont		angalia see-IND	
3		ni			ende go-SUBJ	
4		ni	me pr.perf	ku	imbia sing-appl-IND	
5		ni	me pr.perf	ku	imbia sing-appl-IND	
6	mimi I	ni	li past		kua be-IND	kwa kina Vano
7	ndio yes	ni			kuje come-SUBJ	
8		ni	ja neg-perf		mumbia tell-IND	
9		ni	ka cont		nunulua buy-appl-IND	nikaku
10		n	ka cont	mw	ona see-IND	
11		na	na pres	i	ona see-IND	
12		ni			ongee talk-SUBJ	
13		ni			ongee talk-SUBJ	
14		ni			pe give-SUBJ	
15		ni			pe give-SUBJ	
16	ma	ni		ku	semade say-what	wasemaje?
17		ni			swali pray	
18		ni			towa remove-IND	hii kitu kaa hivo hivo
19		ni			weke put-SUBJ	

Note: For presentational reasons, the verb root in this table includes the mood final vowel. 'preverbal' = all material before the verbal complex; postverbal=all material after the verbal complex; ka=continuative tense, ni=present tense, mw=OA<sub>3s</sub>



Table 17. Agreement on different verb stems and different verb roots in HAS01.

	Tokens	Different Roots	Different Stems
1 SG Animate	19	15	16
2 SG Animate	11	10	10
3 SG Animate	37	21	35
1 PL Animate	4	4	4
2 PL Animate	1	1	1
3 PL Animate	7	6	6
Inanimate SG	5	4	5
Inanimate PL	0	0	0
	84	61	67

Table 18. Agreement on different verb stems and different verb roots in FAU07.

	Tokens	Different Roots	Different Stems
1 SG Animate	10	3	5
2 SG Animate	7	7	7
3 SG Animate	36	19	31
1 PL Animate	10	5	7
2 PL Animate	0	0	0
3 PL Animate	0	0	0
Inanimate SG	2	1	1
Inanimate PL	0	0	0
	65	35	51

### 3.4 Alternations of agreement morphemes

Alternations including a plural agreement marker in the file HAS01:

- (11) *kua*, ‘to be’
- |    |               |                            |                          |
|----|---------------|----------------------------|--------------------------|
| a. | ni – li – kua | 1 SG – past – be – IND     | HAS, line 456            |
| b. | a – li – kua  | 3 SG – past – be – IND     | HAS, line 825, 825, 1318 |
| c. | tu – li – kua | 1 PL – past – be – IND     | HAS, line 794            |
| d. | i – li – kua  | Inan. SG – past – be – IND | HAS, line 813            |
- (12) *kula*, ‘to eat’
- |    |                |                         |                |
|----|----------------|-------------------------|----------------|
| a. | tu – na – kula | 1 PL – pres – eat – IND | HAS, line 799  |
| b. | wa – na – kula | 3 PL – pres – eat – IND | HAS, line 1078 |
- (13) *kula*, ‘to eat’
- |    |                |                         |               |
|----|----------------|-------------------------|---------------|
| a. | u – li – kula  | 2 SG – past – eat – IND | HAS, line 837 |
| b. | tu – li – kula | 1 PL – past – eat – IND | HAS, line 833 |

Alternations including a plural agreement marker in the file FAU07:

(14) *kimbiza*, ‘to chase’

- |    |                   |                           |               |
|----|-------------------|---------------------------|---------------|
| a. | ni – li – kimbiza | 1 SG – past – chase – IND | FAU, line 957 |
| b. | a – li – kimbiza  | 3 SG – past – chase – IND | FAU, line 909 |
| c. | tu – li – kimbiza | 1 PL – past – chase – IND | FAU, line 941 |

(15) *kua*, ‘to be’

- |    |               |                        |                      |
|----|---------------|------------------------|----------------------|
| a. | ni – li – kua | 1 SG – past – be – IND | FAU, line 947        |
| b. | a – li – kua  | 3 SG – past – be – IND | FAU, line 1308       |
| c. | tu – li – kua | 1 PL – past – be – IND | FAU, line 1318, 1396 |

## 4.0 Conclusion

The data presented here today show that

- (i) errors of agreement are superbly rare, both in the singular as well as the plural;
- (ii) individual agreement morphemes occur on a range of different verbs, and
- (iii) individual verbs show alternations in agreement, even in the plural.

These data strongly favor the analysis that children have an abstract rule of agreement at these early stages in development.

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## Appendix.

In the following two tables, \* indicates that the same verb root occurs with a particular agreement morpheme at least 3 times, and \$ indicates the same verb stem occurs with a particular agreement morpheme at least 3 times.

Table A1. Utterances from HAS01 containing agreement.

1st person singular							
		preverbal	SA	T	OA	Verb	Postverbal
			na	ka		ambiaje	
			ni	ka		angalia	
			ni			ende	
			ni	me	ku	imbia	
			ni	me	ku	imbia	
		mimi	ni	li		kua	kwa kina Vano
		ndio	ni			kuje	
			ni	ja		mumbia	
			ni	ka		nunulua	nikaku
			n	ka	mw	ona	
			na	na	i	ona	
			ni			ongee	
			ni			ongee	
			ni			pe	
			ni			pe	
		ma	ni	ku		semade	wasemaje?
			ni			swali	
			ni			towa	hii kitu kaa hivo hivo
			ni			weke	
2nd person singular							
		preverbal	SA	T	OA	Verb	Postverbal
*	\$	wacha	u			fungue	hassani
*	\$		u			fungue	
*	\$	Ah basi	u			fungue	Hassan
			u	na		itwa	nani?
			u	li		kula	na Sami dundu?
			u	me		lete	niongee
		ulisema	u	ta		nunua	nini?
			u	li		nunulia	mawa yangu
			u			ona	Nimo!
		baba	u	li		sema	utanunua nini?
		Saumu	u	na		taka	sikiza?
			u	me		ungusa	mujiki?
3rd person singular							
		preverbal	SA	T	OA	Verb	Postverbal
		sungula	a	ka	mw	acha	
		Msungula	a	ka	wa	ambiwa	aende kulala
			a	ka	wa	ambiwa	na sungula
			a	li		anguka	
			a	li		anguka	
		tena	a	ji		angusha	
*		nyanya	a	ki		enda	
*		na Saumu	a	ta		enda	sago

*			a	ka		enda	
*		akawambiwa	a			ende	kulala
*			a			endeza	
			a	ka		fanya	
			a	li	m	gotaje	
			a	li		ibiwa	ledio
		mtoto	a	me		ibiwa	
			a	li		ibwa	na mtu mwingine
		ati Auntie	a	na		imbagaje?	
		Ausie	a	na		imbanga	Adija
			a	li		kua	nakulanjia
		Saumu	a	li		kua	nataka kusikiza
		alafu	a			kuja	
		maskiti...	wa	na		kulanga	pilau
		si	a			ni	Mariam
			a	li	m	piga	hivi ngumu
			a	li	m	pigaje	ngumu?
			a	ki		pika	
*		ati	a	me		sema	Saumu
*		alafu	a	ka		sema	bye-bye'
*			a			sema	nini?
*			a	na		semabiaje?	
		alafu	a	ka		sikiza	
		wacha Saumu	a			sikize	
			a	li		tembea	
			a	na		tembea	
			a	na	ni	tengaje?	
			a	ka		tiika	
			a	me		tiika	
			a	li	mw	unguse	yule
1st person plural							
		<b>preverbal</b>	<b>SA</b>	<b>T</b>	<b>OA</b>	<b>Verb</b>	<b>Postverbal</b>
*			tu	li		kua	tunakula pilllau!
*		tulikua	tu	na		kula	pilllau!
*			tu	li		kula	dundu du
			tu	na		piga	korna
		nakwambia	tu			pige	korna
2nd person plural							
		<b>preverbal</b>	<b>SA</b>	<b>T</b>	<b>OA</b>	<b>Verb</b>	<b>Postverbal</b>
		na	mu	ta	wa	fanya?	
3rd person plural							
		<b>preverbal</b>	<b>SA</b>	<b>T</b>	<b>OA</b>	<b>Verb</b>	<b>Postverbal</b>
			wa	ka		enda	nayo
			wa	na		kula	pilau
			wa	na		kula	dundu
		watu	wa	na	ka	lia	
		na cartoon...	wa	li		pigana	
		saudizi	wa			semaje?	
			wa	li	m	umbia	ledio na speaker

Inanimate							
		preverbal	SA	T	OA	Verb	Postverbal
			i	na		fanya	kaji
			i	li		kua	kwa jacket
		nyanya...	i			ongee	
			i	a		toka	wapi schule?
		mawa yangu...	i	ka		toka	

Table A2. Utterances from FAU07 containing agreement.

Table 12.1: Continued from Table 12.1, containing agreement

1st person singular							
		preverbal	SA	T	OA	Verb	Postverbal
			ni	ta	ku	kata	
		mi	ni	li	m	kimbiza	M.
		mimi	ni		wa	kimbiza	kina A. jana
		na mi	ni	li		kua	hapa,
*		mimi	ni	li	m	piga	machavo
*	\$	si	ni	ta	ku	piga	na nguvu
*	\$		n	ta	ku	piga	H
*	\$		n	ta	ku	piga	
*	\$		ni	ta	ku	piga	
*	\$	H	ni	ta	ku	piga	
2nd person singular							
		preverbal	SA	T	OA	Verb	Postverbal
			u	ki		ingiza	?
		ah weh	u	sha		uma	
		H	u	li		kuja	kwetu
		si	u	na		ona	H. aliua
			u	ki		enda	huko chini ya funguli...
		saa zile	u	ta	ku	kanyanga	
			u	ta	n	kata	na kisu?
3rd person singular							
		preverbal	SA	T	OA	Verb	Postverbal
		si	a	na		beba	hile bag
*	\$		a	ki		enda	
*	\$		a	ki		enda	
*	\$	H.	a	ki		enda	
*			a	li		enda	kwa kitanda kwa mtatu huko
*		si	a	na		enda	nyaja?
			a	ka		fanya	
		mama S. ni H.	a	na		fanya	kwa bagi yako
		kwa kiambiambio	a	li		fika	
			a	ka	m	fuata	nani...
		ata nya	a	ka		ingia	
			a	ka	ni	kanyaga	hivi
			a	ka	m	kimbiza	

			a	li	m	kimbiza	akakingiza
		alimkimbiza	a	ka		kingiza	
		H.	a	ki		kua	M.
		S.	a	li		kua	hapa
			a	ka		kuba	
*		charlie	a	li		kuja	ndani ya slippers
*		hii ndua ni nani	a	ta		kuja	?
*			a	ta		kuja	apige
			a	na		lala	chini
			a	ka		lia	
			a	ka		ona	H.
			a	ki		opa	adunde adunde
			a	na	mw	opa	
*			a	ka	m	piga	
*			a	ta	ku	piga	H.
*		atakuja	a			pige	
*	\$		a	ka		pigwa	S.
*	\$	H	a	ka		pigwa	
*	\$		a	ka		pigwa	picha
*		H.	a	li		sema	wewe lipigwa...
*		H...	a	na		sema	weh C.ndeleiva
*			a	na		semaje	mamake?
		H.	a	li		ua	
1st person plural							
		preverbal	SA	T	OA	Verb	Postverbal
		yeh	tu	ka	m	chapa	hivi
			tu	ka	mw	ita	yeye mtu
			tu	li		kimbiza	wakina A.
		si	tu	li		kua	tuu
		hii	tu	li		kua	...apana
*			tu	ka		pigwa	picha
*		na mama H.	tu	ka		pigwa	...
*		na mih nilikua hapa	tu	ki		pigwa	picha na H.
*			tu	li		pigwa	pale, pale juu
*			tu	li		pigwa	
2nd person plural							
		No occurrences					
3rd person plural							
		No occurrences					
Inanimate							
		preverbal	SA	T	OA	Verb	Postverbal
		chafu	i	na		shika	
		U. chafu	i	na		shika	kwa kiti yako