

Awareness of an autonomous “Ikinyanshinga” in Kinyarwanda

Daniel Ndahimana^{1*}, Francois Xavier Sibomana²

¹Department of General Courses, Rwanda Polytechnic / Musanze College, Rwanda. danielccat@gmail.com,
ORCID: <https://orcid.org/0009-0003-3424-6543>

²Maryhill Girls' Secondary School, Rwanda. sifaxr1@gmail.com

Correspondence: danielccat@gmail.com

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Abstract: An autonomous “ikinyanshinga” has been revealed before by some researchers, and it is among the word categories in the Kinyarwanda language grammar. Scholars have described language patterns in Kinyarwanda, however, they still have not explored much more about the confusion that mostly arises between autonomous and some other parts of speech. This marks the objective of this study. To tie this break, this study applies Saussure's structuralism theory to identify the criteria based on when classifying words in Kinyarwanda. A purposive sampling technique was adopted, and convenience sampling was used for the online questionnaire. By using a comparative analysis with diverse reading materials and findings from respondents, this study exposes deep insights into autonomous misunderstanding and confusion with a conjugated verb. Accordingly, this study made us take time and discover all about this word class in Kinyarwanda, while addressing the question of word class formation in Kinyarwanda grammar, and determining the conditions that allow a given word to be put in any word class or part of speech. Recommendations were given to the language development and language planification, for the purpose of facilitating a holistic understanding of the Kinyarwanda language to fill a critical space in Kinyarwanda grammar analysis.

Keywords: Autonomous, Clauses, Conjugation, Relativity, Verb, Word class

1. Introduction

Kinyarwanda is a Bantu language in the Niger-Kordofanian language family. It is an agglutinative language in which a single word can have more than one morpheme (Nyiramahoro, 2014). Among those words with more morphemic aspects, we have an autonomous word commonly called “Ikinyazina nshinga” with an abbreviation of “Ikinyanshinga”. This word class is found among other modifiers of a noun in Kinyarwanda. The issue addressed in this article concerns two morphological phenomena, between form and meaning. It is about a word (autonomous) in Kinyarwanda which contains more morphological properties. This brings an ambiguous context in naming a word class “ikinyanshinga”, as students tend to confuse it with a conjugated verb. Kennedy and Beth (2007) say that “Current theories of aspect acknowledge the pervasiveness of verbs of variable telicity, and are designed to account both for why these verbs show such variability and for the complex conditions that give rise to telic and atelic interpretations”. The variability of the verb is remarkable in autonomous Kinyarwanda.

Andrews (2007) gives the view of relative clauses as subordinate clauses that help to delimit the potential reference of a noun phrase, because they say something that has to be true of anything that the noun phrase might refer to. This comes to the relativization in Kinyarwanda, and the relative clause is represented by a verb excluding relative pronouns like in English and French, but taking other morphemes of a given word class. As a relative clause modifies a noun (Hsiao and Gibson, 2003), Ishizuka (2005) gives comments on relativity by saying that “Relative clauses (RCs) are a kind of verbal clause which form what he calls an RC construction with one of the elements of the matrix clause (MC) on which it depends”. He added that the typology of relative clauses varies with respect to the strategies involved in the formation of the relative clause as well as with respect to the intra-relation of the relative clause with its head, and the inter-relation between the relative clause and the matrix clause. As a relative clause modifies a noun, an autonomous clause also modifies a noun in Kinyarwanda. Without knowing Kinyarwanda word classes, a student tends to fail the grammar part of the Kinyarwanda exam, because all questions asked turn on word classes in grammar, as argued by scholars (Ndahimana & Abasenga, 2024).

According to Bizimana (1998), Kinyarwanda has nineteen (19) word classes, divided into two categories such as “morphological word classes” and “non-morphological word classes”. Among morphological words, there are “double morphology formation” words (Inkomahabiri) which are made up of morphemes from two word classes. These are: the infinitive (imbundo) which is made of one morpheme from a noun “ku” (15 noun class) and the rest morphemes are of a verb (stem of the verb), a gerand (inkore) which is also made of one morpheme from a noun “bu” (14 noun class) and the rest morphemes are of a verb. The third is the autonomous (ikinyanshinga) which is made of one morpheme from a pronoun, and the rest of its morphemes are of a verb. (Bizimana, 1998; Nsanzabiga & Twilingiyimana, 2015).

1.1. Significance of the study

Information about the autonomous was provided, and will help us to understand well the meaning of Ikinanshinga, and will also help the linguists about how to well classify it among parts of speech in Kinyarwanda based on their structure, position, function, and meaning. It also contributes to the broader field of linguistics, expanding our knowledge about language structure, usage, and the specific characteristics of Kinyarwanda. It further opens the mind for future researchers to refine and expand the studies about practical applications in language documentation, theoretical linguistics, and language acquisition.

2. Literature review

The autonomous is commonly used in Kinyarwanda proverbs, and it can be confused with a noun. When it is used in a sentence, it takes subject or object position, not verb position, as the main verb does. This word was frequently used in Kinyarwanda proverbs in examples (1a), (1b), (1c), (1d), and as we remember that this kind of literature is “oral” more than “written”. This word is also used in other sentences contrary to proverbs, as in examples (1e) and (1f). This is what Vergnaud (1974) indicates as the “nonrestrictive relative construction” of the sentence. This is also what is said by Sonja (2013) that “... the kind of this relative clause is somehow adjective-like, another notion conveyed by this form of relative clause is that the verbal action expressed is habitual.”

(1a) **Utazi** umukungu yima umwana.

Autonomous: the rich not to give to a child.

“**The one who doesn’t know** the rich is greedy to a child”.

(1b) **Utazi** ubwenge ashima ubwe.

Autonomous: knowledge is proud of his.

“**The one who is not knowledgeable** considers himself the best”.

(1c) **Abakiranye** neza barongera.

Autonomous: good come again.

“**Those who wrestle** well come again”.

(1d) **Icyangira** umuntu gitera agahinda.

Autonomous: a person brings anger.

“**What a person fails in** brings sadness to him”.

(1e) Ndashaka **uwanderera** uyu mwana.

I need Autonomous this child.

“I need **someone who can help me rear** this child”.

(1f) **Ikibimutera** ni ubusambo bwe.

Autonomous: is his greediness .

What causes him those is his greediness.

In examples above, the autonomous is followed by its complement, and it cannot stand in a sentence as a main verb, because in (1a) the main verb is “yima”, in (1b) is “ashima”, in (1d) is “gitera”, and complements of the autonomous are nouns. In (1c), the main verb is “barongera” while the complement is the adverb of manner. The said examples are proverbs, and the autonomous is the subject of the sentence. However, in (1e), the main verb is “ndashaka” and the autonomous is an object of the sentence, then in (1f) the main verb is “ni” and the autonomous is a subject.

The state of this word is also said by Nyiramahoro (2014) as the relative clause is marked by a relative pronoun “u” and the tone on the verb, in the example she gave. Nyandago (2013) classifies these verbs as “vishazi” within the Kiswahili language, in the example (2b,c).

(2a) Umurima **u-ri-mo** ibigori ni uwange.

Field **rel-be-in** maize is mine.

“The field in which there is maize is mine”

(2b) Mtoto **a-li-ye-m-let-ea** mama kuni ni mtiifu

Child 3rd per 1st cl-past-rel-obj 3rd per 1st cl-bring-appl mother firewood is submissive.

“The child who brought firewood for the mother is submissive”.

(2c) Kile **ki-li-cho-potea** jana kimepatikana leo.

Kile 3rd per 7th cl-past-rel-lost yesterday has been found today.

“That which was lost yesterday has been found today.”

This structure can also be remarkable when there has been a replacement of the reference noun by the relative (which is an pronominal class marker).

(3a) **Urimo** ibigori ni uwange.

rel-be-in maize is mine.

“In which there is mize is mine”.

The autonomous also can modify a noun as an adjective of manner, however, this structure explains the noun it modifies in detail and shows the state of the noun in reference to the root of the verb it stands for. This is remarkable in the examples (4a), (4b), and (4c) below, but in (4d) (4e) and (4f), the augment has replaced the modified noun, then the autonomous has taken an augment in concord with the pronominal class marker.

(4a) Icy-uma **cy-a-tyay-e** gikata neza.

knife rel-sharpened cuts well.

“The **sharpened** knife cuts well”.

(4b) M-perez-a icy-uma **gi-tyay-e**.

Me-give knife rel-sharpened.

‘Give me **the sharpened** knife’.

(4c) Ndashaka umwana **ukunda** gukina.

I need a child rel-likes to play.

‘I need a child who likes to play’.

(4d) **Icyatyaye** gikata neza.

Aug-rel-sharpened cuts well.

‘The **sharpened** cuts well’.

(4e) Mpereza igityaye nikatire.

Me-give aug-rel-sharpened I cut.

‘Give me **the sharpened** then I cut’.

(4f) Ndashaka **ukunda** gukina.

I need aug-rel-likes to play.

‘I need who likes to play’.

As it was argued by Dixon and Aikhenvald (2006), the recognition of word classes in a language must be on the basis of internal grammatical criteria for that language. They add that certain types of criteria recur, but the exact justification for a class is particular to each language. This is the case of Kinyarwanda, where some word classes come from a combination of two different classes’ morphemes. They also added that in some languages, adjectives have similar grammatical properties to nouns, in some to verbs, in some to both nouns and verbs, and in some to neither.

2.1. Structure of Autonomous

2.1.1. Morphology Autonomous

The autonomous has got many morphemes. It can have an augment, a pronoun class marker, and verbal morphemes. According to Bizimana (1998), Nsanzabiga and Twilingiyimana (2015), the autonomous is made from the pronominal (ikinyazina) class marker plus other morphemes of a verb. Here, the subject marker of the verb changes to the pronominal class marker, whereby this verb does not function as the root of the sentence, however as the noun modifier. With this structure, the autonomous may take an augment or not. The augments in Kinyarwanda are three (3) as it was argued by Bizimana (1998), Nsanzabiga and Twilingiyimana (2015), Kabayiza, et al. (2010), Overdulse (1975), and these augments come in concord with noun classes.

In Kinyarwanda, the noun, the pronoun, the adjective, the adjectival noun, and the autonomous can take an augment. These augment are three. It is remarkable that the augment is the vowel that is placed before a class marker, and can be omitted when the noun is preceded by a demonstrative, the locative, and the emphasiser “nta”. The augment is the same as the vowel that is found on the class marker of the noun or pronoun, meaning that you will have the structure of it like in (5a), (5b) and (5c) below, but you will not have the structure of the augment (impossible augment) as in (5d), (5e) and (5f).

(5a) **umurima: u-mu-rima**

Aug2-3rd person 3rd class-field

(5b) **imisumari: i-mi-sumari**

Aug1-3rd person 4th class-nail

(5c) **abana: a-ba-ana**

Aug-3rd class-3rd person 2nd class-child

(5d) **imurima: i-mu-rima** (Impossible augment)

Aug- 3rd person 3rd class-field

(5e) amisumari: a-mi-sumari (Impossible augment)

Aug-3rd person 4th class-nail

(5f) ubana: u-ba-ana (Impossible augment)

Aug-3rd person 2nd class-child

Table 1: Augments and their corresponding noun and pronominal class markers in Kinyarwanda

	Augment	Noun classes with class markers	Pronoun classes and class markers
1	Augment "i"	4 (mi), 5 (ri), 7 (ki), 8 (bi), 9 (n) and 10 (n)	4 (i), 5 (ri), 7 (ki), 8 (bi), 9 (i) and 10 (zi)
2	Augment "u"	1 (mu), 3 (mu), 11 (ru), 13 (tu), 14 (bu) and 15 (ku)	1 (u), 3 (u), 11 (ru), 13 (tu), 14 (bu) and 15 (ku)
3	Augment "a"	2 (ba), 6 (ma), 12 (ka) and 16 (ha)	2 (ba), 6 (a), 12 (ka) and 16 (ha)

The autonomous will not take the main verb's function in a sentence, because its concordance morpheme is not a subject marker, but pronominal class marker. In the example (6a) and (6b), the verb is conjugated and contains the subject marker, then it is the main verb in a sentence, but in (6c) and (6d) the corresponding autonomous is not a main verb in the sentence. The concordance is found in table 2.

(6a) Umwana **a-ra-andika** mu ikaye.

Child 3rd person 1st class-present simple-write in notebook.

"The child is writing in a notebook".

(6b) Umurima **u-ri-mo** amabuye menshi .

Field 3rd person 3rd class-be-in stones more.

"There are many stones in the field".

(6c) Umwana **u-ra-andika** mu ikayi **a-ra-hembwa**.

Child 3rd person 1st class-present simple-write in notebook 3rd person 1st class-present simple-be rewarded.

"The child who will write in the notebook will be rewarded".

(6d) Umurima **u-ri-mo** amabuye menshi nti-**u-era**.

Field 3rd person 3rd class-be-in stones more neg-3rd person 3rd class-productive.

"The field which has many stones is not productive".

Table 1: Pronoun, noun class markers and subject markers of the verb

	Person		Pronoun class markers	Noun classes markers	Subject marker of the verb
1	1 st person	Singular	-gi-	-	-n-
		Plural	-tu-	-	-tu-
2	2 nd person	Singular	-u-	-	-u-
		Plural	-mu-	-	-mu-
3	3 rd person	1 st class	-u-	-mu-	-a-
		2 nd class	-ba-	-ba-	-ba-
		3 rd class	-u-	-mu-	-u-

		4 th class	-i-	-mi-	-i-
		5 th class	-ri-	-ri-	-ri-
		6 th class	-a-	-ma-	-a-
		7 th class	-ki-	-ki-	-ki-
		8 th class	-bi-	-bi-	-bi-
		9 th class	-i-	-n-	-i-
		10 th class	-zi-	-n-	-zi-
		11 th class	-ru-	-ru-	-ru-
		12 th class	-ka-	-ka-	-ka-
		13 th class	-tu-	-tu-	-tu-
		14 th class	-bu-	-bu-	-bu-
		15 th class	-ku-	-ku-	-ku-
		16 th class	-ha-	-ha-	-ha-
4	Locative classes	17 class	-ku-	-	-
		18 class	-mu-	-	-
		19 class	-i-	-	-

The morphology of the autonomous now is:

Augment + pronoun class marker + verb morphemes

In this word class, the pronominal class marker denies the autonomous to function as a main verb of the sentence, because it doesn't contain the subject.

The difference from a conjugated verb is that on the verb there is no augment, and on the pronominal class marker there is a "**subject marker**" which allows the verb to function as a main verb of the sentence.

2.1.2. Differences and Similarities on Subject Marker and Class Markers

Pronominal class markers can appear in 1st and 2nd person singular and plural plus 3rd person which contains all 16 noun classes. The noun cannot appear in 1st and 2nd person, however, in 3rd person only. Pronominal class markers are similar to noun class markers in 3rd person classes 2, 5, 7, 8, 11,12,13,14,15 and 16, but different in 3rd person class 1,3, 4,6,9 and 10 and 1st plus 2nd person.

However, subject markers are also similar to adjective class markers in 1st person plural, 2nd person, 3rd person all classes except class 1, because this class is restricted to people (see table 2). Study the following examples:

(7a) **uriya mwana mwiza akunda** amata

"That good child likes milk"

(7b) **uriya mwana mwiza ukunda** amata **aza** hano kenshi

"That good child who likes milk comes here frequently"

(7c) **iki giti kiteye** ku nkengero z'amazi

"This tree is planted at the banks of water"

(7d) **iki giti kiteye** ku nkengero z'amazi ni **kinini**

"This tree which is planted at the banks of water is big"

In (7a) the verb "akunda" is the main verb of the sentence, because it contains the subject marker of the verb, the same in (7c) where "kiteye" translated "giteye" in Kinyarwanda grammaticalization.

However, in (7c) the word “ukunda” is not the main verb because it doesn’t contain the subject but the pronominal class marker, the same case in (7d) for “kiteye” which is also grammaticalized “giteye” and a tone at the end of all syllables like “giteeyê” in Kinyarwanda reading.

2.2. Forms of an autonomous

An autonomous in Kinyarwanda can take different forms according to the use. Bizimana (1998) argues that there are many forms, and they can take all noun classes, limited to locative classes. Some of the autonomous take an augment of a pronoun or a noun, while others do not take the said augment.

2.2.1. Autonomous with an augment

The autonomous takes an augment when it has replaced a noun it modifies. At this time, the modified noun or noun phrase is absent, and it has been replaced by the augment of the autonomous, in concord with the modified. This property is found in the 3rd person with all 16 noun classes, while in (8a) is 3rd person 1st class, (8b) is 3rd person 2nd class, (8c) is 3rd person 3rd class, (8d) is 3rd person 4th class, (8e) is 3rd person 5th class, (8f) is 3rd person 6th class, (8g) is 3rd person 7th class, (8h) is 3rd person 8th class, (8i) is 3rd person 9th class, (8j) is 3rd person 10th class, (8k) is 3rd person 11th class, (8l) is 3rd person 12th class, (8m) is 3rd person 13th class, (8n) is 3rd person 14th class, (8o) is 3rd person 15th class and (8p) is 3rd person 16th class.

(8a) uuhinga umurima

u-u-hing-a

aug-adj.cl.3rd per.1st class-cultivate-applicative

“**the one who cultivates** the field”

(8b) abahinga umurima

a-ba-hing-a

aug-adj.cl.3rd per.2nd class-cultivate-applicative

“**ones who cultivate** the field”

(8c) uuhingwa neza uzatanga umusaruro mwiza

u-u-hing-w-a

aug-adj.cl.3rd per.3rd class-cultivate-applicative

“**the one which is cultivated** well will give a good harvest”

(8d) ihingwa neza izatanga imisaruro myiza

i-i-hing-w-a

aug-adj.cl.3rd per.4th class-cultivate-applicative

“**ones which are cultivated** well will give good harvests”

(8e) iriterwa neza rizakura neza

i-ri-ter-w-a

aug-adj.cl.3rd per.5th class-plant-applicative

“**the one which is planted** well will grow well”

(8f) aaterwa neza azakura neza

a-a-ter-w-a

aug-adj.cl.3rd per.6th class-plant-applicative

“**ones that are planted** well will grow well”

(8g) icyagiteye kirahari

i-ki-a-ki-ter-ye

aug-adj.cl.3rd per.7th class-past- object infix-cause-applicative

- “**what caused it** is there”
- (8h) **ib yazanga** nabihindura
i-bi-a-za-ang-a
aug-adj.cl.3rd per.8th class-suggestion marker-future-deny-applicative
“**what will deny**, I can change”
- (8i) **iyorowe** neza irakura
i-i-oror-w-ye
aug-adj.cl.3rd per.9th class-rear-applicative
“**which is reared** well grows”
- (8j) **izorowe** neza zirakura
i-z-oror-w-ye
aug-adj.cl.3rd per.10th class-rear-applicative
“**which are reared** well grow”
- (8k) **urwubatse** neza ruraramba
u-ru-ubak-ye
aug-adj.cl.3rd per.11th class-build-applicative
“**what is built** well lasts longer”
- (8l) **agako zwe** neza karungura
a-ka-kor-w-ye
aug-adj.cl.3rd per.12th class-do-applicative
“**what is done** well benefits”
- (8m) **udukozwe** neza turaramba
u-tu-kor-w-ye
aug-adj.cl.3rd per.13th class-make-applicative
“**what are made** well last longer”
- (8n) **ubuvuzwe** neza buhindura benshi
u-bu-vug-w-ye
aug-adj.cl.3rd per.14th class-preach-applicative
“**what is preached** well change many”
- (8o) **ugutangiye** neza kurangira neza
u-ku-tangir-ye
aug-adj.cl.3rd per.15th class-start-applicative
“**what starts** well ends well”
- (8p) **ahabaye** heza harakundwa
a-ha-ba-ye
aug-adj.cl.3rd per.16th class-be-applicative
“**where is** better is loved”

The forms of an autonomous shown above are called “headless relative clauses” by Nyiramahoro (2014), stating that the headless relative clauses are those clauses which refer to the noun that they modify, they are subject relative clauses that refer to the subject of the clauses, they contain relative pronouns that refer to the referred objects. To confirm that relative clauses give a direct relationship to the noun they modify, as Leepile (1996), Bianchi (2000), and Borsley (1997) argue. Study the following examples:

- (9a) **a-ba-ri** mu gihugu **ba-fite** amahirwe

“Those who are into the country have chance”

(9b) **a-ba**-ba mu Mana **ba**-unguka byinshi

“Those who are in God benefit many”

(9c) **a-ha**-ri ibyaha tu-**ha**-shyire agakiza

“Where there are sins let’s put salvation”

2.2.2. Autonomous without augment

At this level, the noun or noun phrase which is being modified is present. Here also, the autonomous functions as the relative clause and the noun or noun phrase which precedes is an antecedent of the relative pronoun. In the first and second person singular, the autonomous takes the pronoun class marker of the 3rd person 1st class, like in (10a) and (10b). The generalization of this structure is that it follows the personal pronoun. (Bizimana, 1998).

(10a) Ni jye ukora

Ni jye **u**-kor-a

Is i/me 3rd person 1st class-work-applicative

“It is me who works”

(10b) Ni wowe ukora

Ni wowe **u**-kor-a

Is you 3rd person 1st class-work-applicative

“It’s you who works”

Kisseberth (2010) argues that there canonical relative clauses and “pseudo”-relative clauses. Canonical relative clauses involve a head that is modified by a relative clause, although this head may be absent in the surface structure. The relative verb is not the main verb of the sentence. On 1st and 2nd persons plural, and on 3rd person all classes, the autonomous takes the corresponding adjective class, like in the following examples from (11a) to (11l). This kind of autonomous arise when the relativized noun phrase is present (Ermisch, 2012).

(11a) Ni twe duhinga

Ni twe tu-hing-a

Is we/us 1st person plural-cultivate-applicative

“It is we who cultivate”

(11b) Ni mwe muvoma

Ni mwe mu-vom-a

Is you 2nd person plural-fetch-applicative

“it is you who fetch”

(11c) Umwana utuje

umwana u-tuz-ye

a child 3rd person 1st class-humble-applicative

“A child who is humble”

(11d) Abana bakinnye

Abana ba-kin-ye

children 3rd person 2nd class-play-applicative

“Children who played”

(11e) Umurima wahinzwe

Umurima u-a-hing-w-ye

A field 3rd person 3rd class-cultivate-applicative

“A field which was cultivated”

(11f) Imirima yaguzwe

Imirima i-a-gur-w-ye

Fields 3rd person 4th class-buy-applicative

“Fields which were bought”

(11g) Ishyamba ryatemwe

Ishyamba ri-a-tem-w-ye

A forest 3rd person 5th class-cut-applicative

“The forest which was cut”

(11h) Amazi yavomwe

Amazi a-a-vom-w-ye

Water 3rd person 6th class-fetch-applicative

“Water which was fetched”

2.3. Autonomous in Kiswahili and its difference from Kinyarwanda

Kiswahili is also autonomous; however, its properties are different from Kinyarwanda. Ngonyani (2001) calls these relative clauses and says that these three relative clauses have the same head, *vitabu* (books), but the relative marker (REL), which agrees with the head, appears in three different positions. It is a suffix on the relative complementizer in (1a), an affix between a tense marker and the stem in (11b), and a suffix on the verb in (11c). He gave the following examples in Kiswahili:

(12a) Vitabu ambavyo Juma alinunua ni ghali
vi-tabu [amba-vyo Juma a-li-nunu-a] ni ghali
 8-book amba-8REL Juma 1SM-PT-buy-FV be expensive2
 ‘The books Juma bought are expensive.’

(12b) [Vitabu **alivyonunua** Juma] ni ghali
Vi-tabu a - li - vyo - nunu-a Juma ni ghali.
 8-book 1SM-PAST 8.REL-buy-FV Juma COP expensive
 ‘The books Juma bought are expensive.’

(12c) [Vitabu **anunuavyo** Juma] ni ghali
Vi-tabu a - nunua - vyo Juma ni ghali.
 8-book 1SM-buy-FV-8.REL Juma COP expensive
 ‘The books Juma buys are expensive.’

Ngonyani (2001) continued by giving necessary explanations in the following citation: The different relative clause structures share three features. The first feature is that the verbs of the relative clauses are marked with a relative marker (REL). In (a), REL appears affixed to *amba-* which functions as a complementizer, while in (b) it appears as an affix between the tense marker/negative and the verb stem, and in (c), REL appears as a suffix on the verb that is not marked for tense. In Kinyarwanda, the complementizer “*amba*” does not exist. The relative clause is only found in structure b) and c) as it was mentioned in Kiswahili.

As it was argued by Ndomba (2020), the object relatives are head nouns; the object relatives are presented in square brackets, followed by copula verbs. Here, the copula verb is “*ni*” and the other verbs “*alivyonunua*” and “*anunuavyo*” are determiners of the noun “*vitabu*” (books).

(13a) Mtoto wampendaye walimu

M-toto wa – m - penda - ye wa-limu.

1 child 2SM 1OM/HAB love 1REL 2 teachers

'The child (whom) teachers loved.'

These kinds of words are generally found in Kiswahili proverbs, and they replace the modified noun as in Kinyarwanda.

(13b) Aliye kando haangukiwi na mti

a-li=ye kando haangukiwi na mti

subj. 3rd person class1-be=1REL far doesn't fall by tree

"The tree cannot fall to one who is absent"

(14) Kikulacho kiko nguoni mwako

Ki-ku-la=cho kiko nguoni mwako

Subj. 3rd person class 7-object 2nd person sing-eat=7REL is in clothes your

"What eats/bites you is in your clothes"

2.4. Negative formation of autonomous

In Kinyarwanda, autonomous may take a negativizing morpheme, limited to a negativizing morpheme "ta", excluding other negativizing morphemes, as they have verb morphemes. In Kiswahili, the autonomous may take a negativizing morpheme "si", as it is shown in examples (15) below.

Kinyarwanda

(15a) Naramubonye umwami **udahinduka**

Naramubonye umwami **u-ta-hinduk-a**

I have seen a king adj.cl.3rd per.1st class-**neg**-change-appl

"I have got a king who doesn't change"

(15b) **Utakuzi** ntakuvuga

u-ta-ku-zi-Ø ntakuvuga

adj.cl.3rd per.1st class-**neg**-obj 2nd pers sing- know-appl doesn't backbite you

"Who doesn't know you doesn't backbite you"

(15c) **Abatabizi** bicwa no kutabimenya

a-ba-ta-bi-zi-Ø bicwa no kutabimenya

augment-adj.cl.3rd per.2ndclass-**neg**-obj 3rd pers 8th class-know-appl are killed by not knowing

"Those who don't know things are killed by not knowing things"

Kiswahili

(15d) Nimempata [mfalme] **asiyebadilika**

Nimempata mfalme adj.cl.3rd per.1st class-**neg**-1REL-change

"I have got [a king] who doesn't change"

(15e) Asiyesikia la mkuu huvunjika mguu

adj.cl.3rd per.1st class-**neg**-1REL-hear

"The one who doesn't consider the elder's breaks his leg" (Proverb)

2.5. Relativization of the tone in Kinyarwanda

Kinyarwanda relativization is always made by raising the tone on the verb, as it was said by Nyiramahoro (2014), the relative clause in Kinyarwanda cannot be separated by the notion of

definiteness and indefiniteness, as in (16a) and (16c) where we have an indefiniteness of the noun “umurima” but in (16b) and (16d) there is a the definiteness of this noun, because it is defined and separated from other fields by using the raised tone to make a clear difference. Zeller and Ngoboka (2018) confirm this structure by saying that in Kinyarwanda, (subject) relative clauses are not formed by means of relative pronouns; instead, relativisation is marked by a **high tone on the verb**...Lexical high tones sometimes shift to the right...The relative verb agrees with the subject head noun.

(16a) Umurima **u-ri-mo** ibigori
Field 3rd pers 3rd cl-be-in maize
“There is maize in the field”

(16b) Umurima **u-rĩ-mo** ibigori ni uwange
Field 3rd pers 3rd cl-be-in maize is mine
“The field where there is maize is mine”

(16c) Abana **ba-kuunda** gukina umupira
Children 3rd pers 2nd cl-like to play ball
“Children like to play the ball”

(16d) Abana **ba-kuundâ** gukina umupira **ba-kura** neza
Children 3rd pers 2nd cl-like to play ball 3rd pers 2nd cl-grow well
“Children who like to play the ball grow well”

However, all these structures will not result to an autonomous, because relativization and definiteness in Kinyarwanda can or cannot be done on an autonomous. Here we are referring to antecedent of the relative pronoun. When the antecedent (noun) of the relative is present like in (17a), there is no autonomous, but it will appear in (17b) when we will embark on the replacement of the antecedent of the relative, it results in a word which do not necessarily mean the replaced noun only, but in all other nouns of the same class like in (17c).

(17a) Igitabo n-a-somye ni kiza
Book 1st pers sing-past-read is good
“The book that I read is good”

(17b) icyo n-a-somye ni kiza
What 1st pers sing-past-read is good

(17c) **i-ki-a-som-w-e** (Icyasomwe) ni kiza
Augment-3rd pers 7th cl-past-read-applicative is good
“What was read is good”

When you read the sentence (17b), you will not definitely say that the subject is really “the book”, because the noun class of the autonomous (noun) stands for each noun which is put in this class. In (17a) we have referred to the book, but in (17b) we referred to any noun of 3rd person 7th noun class. This is what Muriungi and Mutange (2019) and Thompson (1970) confirm as headless or free relative clauses, by saying: Headless relative clauses resemble free relative clauses in all aspects. Morphologically, the head noun is missing. Semantically and syntactically, this head noun is assumed to be within the relative pronoun. And they gave the following example from Kimbeere language.

(18) *Kĩrĩa gĩaku nĩ gĩaku.*
Kĩ-rĩa g- ĩ- a- ku nĩ gĩ- a- ku.
7-REL 7- FOC- POSS 2sg FOC 7- POSS 2sg

‘What is yours is yours’

2.6. Augment omission with autonomous

The vowel that starts this word class is an augment, the difference from a conjugated verb. In other words, having an augment, when it follows a locative “ku” and “mu”, the augment is omitted. However, on the third person 1st, 3rd, 6th and 9th classes, the concordance does not allow the vowel to be omitted, because this vowel does not represent the augment but the adjective class marker (see table 2 above). On the example “abavugwa”, “ikivugwa” and “ubuvugwa” (who are spoken, which is spoken), the vowel “a”, “i” and “u” is an augment, and the following morpheme “ba”, “ki” and “bu” are class markers in the word. When preceded by a locative, an augment is omitted like in example (19a), (19b) and (19c), the sign “Ø” stands for the omitted augment.

(19a) Amaso yose ari ku **bavugwa**
 Amaso yose ari ku Ø-ba-vug-w-a
 Eyes all are on Ø-3rd pers 2nd cl-speak-applicatives
 “All eyes are on those who are spoken”

(19b) Mwrite ku **kivugwa** gusa
 Consider ku Ø-ki-vug-w-a gusa
 Consider on Ø-3rd pers 7th cl-speak-applicatives only
 “Consider what is spoken only”

(19c) Nzagenda mu **buvugwa** gusa gusa
 Nzagenda mu Ø-bu-vug-w-a gusa
 I will travel in Ø-3rd pers 14th cl-speak-applicatives only
 “I will travel in what is spoken only”

However, on 3rd person class 1, 3, 4, 6 and 9, the vowel stands still as it resembles the augment that should be present. The examples (20a, b, c, d and e) show clearly how this phenomenon is done in Kinyarwanda.

(20a) Nzamurega ku **uzi** kubikurikirana
 Nzamurega ku u-zi-Ø kubikurikirana
 I will report him/her on 3rd pers 1st cl-know-applicative to make a follow-up of it
 “I will report him/her to who knows how to make a follow-up of it”

(20b) Nzabitera mu **uvugwa** haruguru
 Nzabitera mu u-vug-w-a haruguru
 I will plant them in 3rd pers 3rd cl-speak-applicatives above
 “I will plant them in what is said above”

(20c) Sinzabitera mu **ihingwa** namwe
 Sinzabitera mu i-hing-w-a namwe
 I will not plant them in 3rd pers 4th cl-cultivate-applicatives by you
 “I will not plant them in which are cultivated by you”

(20d) Mu **avomwa** namwe hazamo imyanda
 Mu a-vom-w-a namwe ha-z-a mo imyanda
 In 3rd pers 6th cl-fetch-applicatives by you 3rd pers 16th cl-come-applicative locative dust
 “In what are fetched by you there is dust/ there come dust in what are fetched by you”

(20e) Turagenda mu **iri** mu muhanda
 Turagenda mu i-ri-Ø mu muhanda

We walk in 3rd pers 9th cl-be-applicative in road

“We walk in which is on the road”

When the root of the verb begins with a vowel, there come a morphological rule which allows the vowel to become a consonant, then the omission of the augment is present as in examples (19). Study the examples in (21).

(21a) Uwiga

“**who studies**”

Nzabijyana ku **wiga** neza

Nzabijyana ku **Ø-wiga** neza

“I will take them to who studies well”

(21b) Uwanitswe

“**Which is dried**”

Shyira ku **wanitswe** hanze

Shyira ku **Ø-wanitswe** hanze

“Put on which is dried outside”

(21c) Iyanitswe

“**Which are dried**”

Shyira ku **yanitswe** hanze

Shyira ku **Ø-yanitswe** hanze

“Put on which are dried outside”

(21d) Ayizwe

“**Which are dried**”

Fungura ku **yizwe** mu gitondo ndebe

Fungura ku **Ø-yizwe** mu gitondo ndebe

“Open on which have been studied in the morning then I see”

(21e) Iyubatswe

“**Which was built**”

Jya ku **yubatswe** ugenzure

Jya ku **Ø-yubatswe** ugenzure

“Put on which was built and check”

Reference made to the Official Gazette no 41 bis of 13/10/2014 which includes the Ministerial Instructions of Kinyarwanda Orthography, the autonomous has been taken as a conjugated verb, in the article 21 which argues that “The negative “**nta**” is not separated from the following conjugated verb but is written separately when followed by a word of any other type.

Examples:

(21f) - Iwacu **ntawurwaye** (at our home **there is no one who is sick**)

(21g) - Muri iri shuri **ntabatsinzwe** (in this class, **there are no ones who failed**)

(21h) - Ya nka **ntayagarutse** (The other cow **did not come back**)

In (21f), “wurwaye” is not a conjugated verb because after a serious check, this grouping should be divided into two words notably “nta”, “we” and “urwaye” or “nta” and “urwaya”, then the grouping should be “nta we urwaye” or “nta urwaye”. Like in (21g), the grouping should be “nta’ and “abatsinzwe” then “nta batsinzwe”, in (21h) “nta’ and “iyagarutse”, then “nta yagarutse” because this negative makes the following word lose its augment, and there is no conjugated verb with an augment.

Karani (1982) did not make a decision on what should be written as a good Kinyarwanda orthography on how to write (a)“Nta ushaka kubabara”, (b)“Nta wushaka kubabara”, (c)“Ntawe ushaka kubabara” and (d)“Nta we ushaka kubabara”, by saying: “Le problème est que tout le monde n’est pas capable de ces analyses et que l’orthographe du Kinyarwanda n’est pas morphologique.

2.7. Ambiguity in autonomous discovery

After viewing what Zeller and Ngoboka (2015) have said, the structure of an autonomous entity in Kinyarwanda is somewhat ambiguous. It is remarkable that when the verb is conjugated in a sentence and it is not functioning as a root (action verb) of it can take the form of an adjectival verb. This is what is argued by Kisseberth (2010), saying that “The relative verb is not the main verb of the sentence”. Study the examples they gave in (22a,b), and see what has changed in the verb of (22a,b) in (23a,b). When you are asked to give the part of speech in (22), you will say that it is a conjugated verb (inshinga itondaguye), but in (23), you will say that it is an autonomous (ikinyanshinga). The difference is only found in stress reading.

(22a) Igikapu **cyaanditsweho** izina n’uumwaana.

i-ki-kapu **ki-a-aandik-w-ye-ho** i-zina n’uu-mu-ana

AUG-7-bag 7.SM-PST-write-PASS-ASP=17.LOC AUG-5.name by-AUG-1-child

Lit.: ‘The bag was written on the name by the child’.

(22b) Izina **ryaacyaanditsweho** n’uumwaana.

i-zina **ri-a-ki-aandik-w-ye-ho** n’uu-mu-ana

AUG-5.name 5.SM-PST-7.OM-write-PASS-ASP=17.LOC by-AUG-1-child

‘The name was written on it by the child’.

(23a) Igikapu **cyaanditsweho** izina n’uumwaana ni kinini

i-ki-kapu **ki-a-aandik-w-ye-ho** i-zina n’uu-mu-ana

AUG-7-bag 7.SM-PST-write-PASS-ASP=17.LOC AUG-5.name by-AUG-1-child

Lit.: ‘The bag which was written on the name by the child’.

(23b) Izina **ryaacyaanditsweho** n’uumwaana ni rirerire

i-zina **ri-a-ki-aandik-w-ye-ho** n’uu-mu-ana

AUG-5.name 5.SM-PST-7.OM-write-PASS-ASP=17.LOC by-AUG-1-child

‘The name was written on it by the child’.

In (22a), igikapu is subject, cyanditsweho is a conjugated verb (root of the sentence), as in (22b), the subject is izina, the root of the sentence is ryanditsweho, however in (23a) and (23b) is the difference, because the subject has become whole sentences of (22), the verb (root of the sentence) is “ni” and the following is attribute.

The ambiguity comes when the autonomous is preceded and followed by other words, and a student is not sure where the sentence starts and ends, like in (23c).

(23c) Ba bahungu **baje** gukina hano kandi **batsinze** ibitego byinshi bahawe igihembo cyabo.a

“The other boys who came here to play and who scored more goals have been given their reward”

2.8. Inversion in making autonomous

Kinyarwanda has a structure of autonomous which is made by inverting the verb and its object. In examples (24a,b,c,d,e,f), there is no reference to the subject being mentioned. This is not an autonomous, because it doesn't stand for the action in a sentence as in (24b,d and f).

(24a) **Dushaka** umwana

"We need a child"

(24b) Umwana **dushaka** ni umukobwa

"The child whom we need is a girl"

(24c) **Mufite** umurimo

"You have a work"

(24d) Umurimo **mufite** urabahagije

"The work that you have is enough for you"

(24e) **Arera** abana

"He rears children"

(24f) Abana **arera** ni benshi

"Children whom he rears are many"

On the other hand, it will be called an autonomous when it follows directly or indirectly the noun it modifies (Hulsey and Sauerland 2006), and there is reference to the noun (subject) it modifies, like in (25a) "yatawe" refers to the picture, in (25b) "ukunda" refers to a child, and in (25c) "giteye" refers to a tree.

(25a) Nabonye ifoto **yatawe** mu muhanda

Nabonye ifoto **i-a-ta-w-ye** mu muhanda

I saw a picture 3rd per 9th cl-past-lose-appl in the road

"I saw a picture which was lost on the road"

(25b) Mutoni ni umwana **ukunda** nyina

Mutoni ni umwana **u-kund-a** nyina

Mutoni is a child 3rd pers 1st cl-love-appl mother

"Mutoni is a child who loves her mother"

(25c) Ameze nk'igiti **giteye** ku mugezi

Ameze nk' igiti **ki-ter-ye** ku mugezi

He resembles like a tree 3rd pers 7th cl-plant-appl on the river

"He resembles a tree planted on the river"

The autonomous is clearly seen when the referred noun is not present, because it has been replaced by an augment, like in examples (26a to c), the referred noun is misunderstood because you can think of another noun of the same class with the referred noun phrase.

(26a) **Iyatawe** mu muhanda

i-a-ta-w-ye mu muhanda

Aug-past-lose-appl in the road

"What was lost on the road"

(26b) **Ukunda/uukunda** nyina

u-kund-a/ u-u-kund-a nyina

3rd pers 1st cl-love-appl/ aug-3rd pers 1st cl-love-appl mother

"Who loves her mother"

(26c) **Igiteye** ku mugezi

i-ki-ter-ye ku mugezi

Aug-3rd pers 7th cl-plant-appl on the river

“Which is planted on the river”

2.9. Recognition of an autonomous in a sentence

Ngonyani (2006) argues something about the relativization in Bantu languages, by saying that there is a relationship between a resumptive pronoun and the head of the relative clause. In Kinyarwanda, we confirm that the head of relativization is the autonomous, what Kisseberth (2010) calls a relative verb. However, it becomes more difficult to assign this name to a verb in a sentence, because there are some misunderstandings that arise in its use.

The truth about the autonomous is that when it is in concord with the referred noun, it will be the head of the relative clause, but if not, it will not stand in this position. Examples in (28) are there to clarify the first truth about this with the use of the copula verb “ni”. On the first and second person singular, the autonomous relates to the third person first class, in plural it relates to the 3rd person 2nd class (see table 2 above). In third person from 1st to 16th class, the relative marker corresponds to the class it is related to, as Table 2 shows, and (28e, f, g, and h) are examples of this.

Table 2: The autonomous and personal pronouns with a copula verb

No	Pers on	Class	After a copula verb and personal pronoun	Before a personal pronoun	After a personal pronoun before a copula verb
28a	1	Singular	Ni nge u-kora Is me 3 rd per 1 st cl-work “It’s me who works”	u-kora ni nge 3 rd per 1 st cl-work is me “Who works is me”	Nge u-kora ndahari me 3 rd per 1 st cl-work is there “Me who works is there”
28b	1	Plural	Ni twe tu-kora Is we 1 st per pl-work “We are the ones who work”	a-ba-kora ni twe aug-3 rd per 2 nd cl-work is we “Who work are us”	Twe tu-kora turahari we 1 st per pl-work are there “We who work are there”
28c	2	Singular	Ni wowe u-kora Is you 3 rd per 1 st cl-work “It’s you who works”	u-kora ni wowe 3 rd per 1 st cl-work is you “Who works is you”	wowe u-kora urahari you 3 rd per 1 st cl-work is there “You who works is there”
28d	2	Plural	Ni mwe mu-kora Is you 2 nd per pl-work “You are the ones who	a-ba-kora ni mwe aug-3 rd per 2 nd cl-work is you “Who work are you”	mwe mu-kora murahari You 2 nd per pl-work are there

			work"		"You who work are there"
28e	3	1	Ni we u-kora Is he 3 rd per 1 st cl-work "It's he who works"	u-kora ni we 3 rd per 1 st cl-work is he "Who works is him"	We u-kora arahari he 3 rd per 1 st cl-work is there" He who works is there"
28f		2	Ni bo ba-kora Are them 3 rd per 2 nd cl-work "They are the ones who work"	a-ba-kora ni bo aug-3 rd per 2 nd cl-work are them "Who work are they"	Bo ba-kora barahari They 3 rd per 2 nd cl-work are there "They who work are there"
28g		7	Ni cyo ki-kora Is it 3 rd per 7 th cl-work "It's it which works"	i-ki-kora ni cyo aug-3 rd per 7 th cl-work is it "Which works is it"	Cyo ki-kora kirahari It 3 rd per 7 th cl-work is there "It which works is there"
28h		16	Ni ho ha-kora Is there 3 rd per 16 th cl-work "There is the one that work"	a-ha-kora ni ho aug-3 rd per 16 th cl-work is there "The place that works is there"	Ho ha-kora harahari There 3 rd per 16 th cl-work is there "The place that works present"

The other truth is that when the verb is in concord with the referred noun, it will not be the head of the relative clause. Examples in (29) are there to clarify that the bold verbs are not autonomous "ibinyanshinga" but conjugated verbs which emphasize the presence of a dependent clause in Kinyarwanda.

The autonomous modifies a noun it precedes, the noun which follows it, or the one which it has replaced. Within autonomous, the referred noun is understood and included. When the verb cannot take an augment, it will not be autonomous in Kinyarwanda. On the first and second person singular plus the 3rd person 1st class, the autonomous becomes the same, and it corresponds to the 3rd person 1st class, with the pronominal marker "u" like the table 2 reveals. As this pronominal marker is a vowel, this syllable can be doubled when the referred noun has been replaced.

On the 2nd person singular, you can think that the original autonomous comes from the 2nd person singular pronominal class marker, but not, because the pronominal class marker in 2nd person singular, 3rd person 1st class and the subject marker of the verb in 2nd person singular are similar (table 2 as reference).

In the 3rd person, we have 16 noun classes, and the autonomous which correspond to these classes are introduced by a pronominal class marker (as we saw in table 2), and can take an augment or not.

3. Research methods

The respondents were selected purposively and given informed consent in order to ensure their willingness to participate in the study. Online questionnaires were given to students willing to participate in the research by filling out a Google form, following a convenience sampling technique, because not all the target population (students who study Kinyarwanda modules in selected universities) were able to answer questions online. Universities were also selected conveniently as the researcher was able to reach some of them in Rwanda. Primary data was obtained from research and textbooks used in Kinyarwanda lessons, while secondary data was from respondents.

4. Data presentation and analysis

The questions asked reflect the necessity of this article. As in the contribution of this article to Kinyarwanda grammarian researchers and teachers state, the concept of “ikinyanshinga” was put in consideration, as Kinyarwanda autonomous use and awareness in a sentence. A number of 96 students managed to answer the questions in a Google form, as they are the ones to open the link sent to them.

The first question was asking students to identify an appropriate word class that the underlined word in a sentence given should belong to, among the alternatives given. In Kinyarwanda it is the version “ Hitamo ubwoko bw'amagambo ijambo riciyeho akarongo ribarizwamo mu Kinyarwanda”

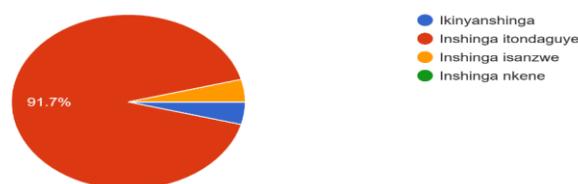
On this question, we had two sub-questions of the same type but with different words. Respondents were given choices from which they had to choose what is appropriate for the word in bold and underlined. Choices were ikinyanshinga (autonomous), inshinga itondaguye (conjugated verb), inshinga isanzwe (common verb) n'inshinga nkene (copula verb).

a) Abahungu **bakunda** kwiyorobeka barangaza inkumi.

On this word, the choices of respondents are referring to call this word a conjugated verb, because all of them (making 91.7%) said that it is “inshinga itondaguye”, forgetting that it can not stand as a root of a sentence, because the other “barangaza” is the only root in that sentence, showing the action of the sentence. The other “bakunda” is among the noun phrase which is the subject of the sentence. The chart below shows responses clearly:

Figure 1: Answers for the word category “**bakunda**”

Hitamo ubwoko bw'amagambo ijambo riciyeho akarongo ribarizwamo mu Kinyarwanda: Abahungu bakunda kwiyorobeka barangaza inkumi.
96 responses



b) N'**utakwambuye** aragukereza.

The answers to this sentence give a clear view of how the autonomous is perceived in Kinyarwanda grammar. Its awareness has brought misunderstandings in scholars, tending not to mention it clearly in a sentence, and sometimes to ignore what can be a conjugated verb and an autonomous, because the last comes from a conjugated verb.

Answers reveal that the confusion is still taking place, as the numbers show that 31.3% say that it is a conjugated verb, while 46.9% call it an autonomous, and 8.3% call it a copula verb, while 13.5% call it a common verb, as the following chart shows:

language. It should also inaugurate an academic journal in Rwanda which will help grammarians to publish their articles and books about Kinyarwanda.

5.2. Recommendations to Kinyarwanda teaching universities

A university student can bring a change to the community when he/she is given an opportunity. Universities should create opportunities for Kinyarwanda students, so that they can be able to understand their impact on the language they are studying, and start making deep research on it. In this regard, institutions should help their students to do research on Kinyarwanda and encourage them to publish any articles on Kinyarwanda grammar, so that all these kinds of awareness should be enhanced. They should also facilitate students to have access to Kinyarwanda books, digital libraries and other reading materials that will help students develop their reading skills in Kinyarwanda, and later, as students write and comment on Kinyarwanda writings, resources in this language will increase, as other languages do.

6. Contributions of the study

This study will contribute on the understanding of Kinyarwanda language and linguistics, by investigating the awareness and perception of ikinyanshinga linguistic features among Rwandan students. By moving beyond purely structural analyses, the paper explores the socio-cognitive dimensions of Kinyarwanda autonomous use, and provides valuable insights into how Kinyarwanda speakers negotiate and perceive parts of speech independence. Furthermore, this research has implications for language education, policy development, and the preservation of linguistic diversity in Rwanda. It also offers a foundation for future research, exploring the intersections of language, culture, and identity in the region, enriching our understanding of linguistic agency in a less-studied African language.

7. The implications of the study

This study mainly revokes the promotion of Kinyarwanda language teaching and learning, and facilitates the awareness of the autonomous “ikinyanshinga” as a part of speech in Kinyarwanda which is not well defined. It will also help researcher to see the gap and try to address it. By reading this article, they will have a clear look on Kinyarwanda parts of speech which still need to be researched on, for more clarification and a deep understanding.

8. Conclusion

autonomous are conjugated verbs that do not stand for the action in a sentence, but introduce a relativity in Kinyarwanda clauses. They may be the modifiers of a noun they precede or follow, or they can replace it. What makes these word categories is to be able to take an augment, and to be in relation with the noun; if not, they will not be adjectival verbs.

As shown in Table 2, the pronominal class marker is present in “ibinyanshinga”, which allows them to take an augment when they have replaced the noun they relate to. this comes to autonomous because pronouns also take augments. The general rule of the augment in Kinyarwanda is that it comes before all other morphemes of a noun, adjective, pronoun, and adjectival noun (Ndahimana, 2022) and resembles the vowel on the class markers. On the pronominal class markers which are only vowels like in 3rd person 1st, 3rd, 4th, 6th and 9th (table 2), the autonomous concordant with these classes seem to start with augment always, which is not true, but they start with it when the reading has put long stress on the starting vowel. When it is the difference, they contain only the pronominal class marker.

The autonomous can confuse a reader because sometimes it resembles the conjugated verb in a sentence. Here, the discovery will result in knowing what the verb is relating to. if someone wants to understand it well, he/she has to look at the referred noun, and if it is present, see if the clause

containing that verb is independent and the subject is doing an action; at this time, there is no autonomous. When this clause is dependent, then it contains an autonomous. If the referred noun is absent, look at the root of the sentence, and when you find that there is any other root, this has been taken as a subject or object of the sentence, as the referred noun should have done.

Understanding this phenomenon is not only important for linguists and language enthusiasts but also for educators, policymakers, and anyone interested in the evolution of the Kinyarwanda language. As language studies continue to advance, it is essential to monitor and document the linguistic changes in Kinyarwanda that they bring about, as they reflect the evolving needs and experiences of a language's speakers.

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