

On the syntactic structure of reciprocals  
from a viewpoint of child language

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It has been reported that some children show the difficulty in interpreting 'each other' (Matsuo 1999). Using the CHILDES database (MacWhinney 2000), we found four types of children's error. With the assumption that the nominal structure involves Number head (Num<sub>0</sub>) located between D<sub>0</sub> and N<sub>0</sub> (Llombart-Huesca 2002), we propose that the structure for 'each other' is something like (1), where Num<sub>0</sub> involves [+pl(ural)] feature derived from the meaning of *other*.

(1) [<sub>QP</sub> each [<sub>NumP</sub> Num<sub>0</sub>[+pl] [<sub>NP</sub> other]]]

This analysis, enriching the intuitive account of Matsuo (1999), gives natural explanation for each type of children's error, and leads to further support for the Lexical Learning Hypothesis (Wexler & Chien 1985).