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**REGULATIONS ON USE**

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**Background**

The field manuals were originally intended as working documents for internal use only. They were supplemented by verbal instructions and additional guidelines in many cases. If you have questions about using the materials, or comments on the viability in various field situations, feel free to get in touch with the authors.

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## Reciprocity questionnaire

(based on project proposal by Nick Evans)

Alice Gaby, Martina Faller

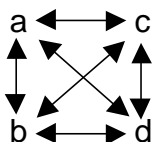
### I. Introduction

This project is part of a collaborative project with the research group “Reciprocals across languages” led by Nick Evans, University of Melbourne. One goal of this project is to develop a typology of reciprocals. With this questionnaire we intend to get an overview over the type of markers used in the expression of reciprocity in the languages studied by the L&C group.

Previous work on reciprocals has identified the following 6 more or less strong relations of reciprocity.

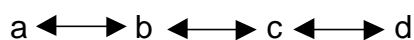
1. Strong reciprocal:

*In this institute, all members of staff refer to each other using first names.*



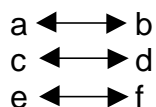
2. Adjacent reciprocal:

*Four kids sat alongside each other along the bench.*



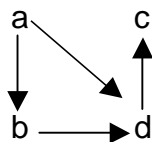
3. Pairwise reciprocal:

*Many people at the party are married to each other.*



4. Melee reciprocal:

*The starving dogs ate one another.*



5. Chained reciprocal:

*The students followed each other onto the stage.*



## 6. Assymmetric reciprocal:

*The two kids chased each other down the street, the younger one in front all the way.*

a → b

Research Question 1.

We want to know which markers are/can be used for these six different relations.

As the above English examples show, some languages use the same marker for all 6 relations. But other languages distinguish between them grammatically.

Research Question 2.

Languages may also make distinctions **within** the relation-types illustrated above. For example, within the ‘Strong’ type, situations in which the two (or more) subevents are simultaneous (e.g. ‘they kiss’) may be contrasted with those in which they are sequential (e.g. ‘they brushed each other’s hair’). Alternatively, ‘Melee’ reciprocals may require a minimum number of participants. We want to tease apart any such distinctions made by languages in this domain.

Research Question 3.

We also want to know what other meanings the markers of reciprocity may have. Reciprocals (or parts of composite reciprocals) are often used to mark reflexivity, distributivity, plurality, repetition or associativity. For example, in Quechua, the verbal suffixes *-na* and *-ku* are typically used together for reciprocity, where *-na* is according to the most sophisticated existing analysis a distributive marker (over events), and *-ku* is a reflexive. Many languages, including English, have composite forms involving anaphors of the ‘other’ type.

Research Question 4.

Certain semantic domains are typologically interesting with regard to reciprocal constructions. They may be encoded by ‘inherently reciprocal’ predicates (e.g. which require a reciprocal interpretation without reciprocal morphology, or which have obligatory reciprocal morphology). Or they may have an affinity with a particular reciprocal relation (e.g. verbs of ‘following’, ‘begetting’, etc. usually have a default ‘chaining’ interpretation). As a precursor to compiling a list of such events, we are asking fieldworkers to ‘keep an ear out’ and keep careful notes of all the reciprocal and non-reciprocal encodings of reciprocal events you encounter during your time in the field. Predicates to watch out for include:

*‘Inherent’ reciprocals*

- fight / argue
- talk / chat / gossip
- kiss
- meet
- share
- agree / disagree
- be not on speaking terms with each other
- resemble
- be related / be friends
- greet / shake hands / embrace
- exchange / buy-sell

## Default ‘chaining’ or ‘asymmetric’ interpretation

- follow
- chase
- teach
- beget / be father to / be mother to

- call each other X (e.g. ‘brother’/ ‘grandmother’ – check for other predicates describing kinship relations)

Default ‘adjacent’ interpretation

- be opposite
- be inside (i.e. ‘nesting’ situations)
- be touching

## II. Questionnaire

The questionnaire is a first step towards answering these questions. On the basis of the answers we get for it we will design a more systematic task using non-linguistic stimuli for next year’s manual.

1. Questions to the linguist concerning the language you are working on:
  - 1.1. What grammatical status do reciprocals have (e.g. full nouns, verbs nominal affixes, verbal affixes, clitics)? Are they valence changing?
  - 1.2. For each marker: is it a simple or a composite form? If the latter, what are its components? (*Each other* is composite and contains the anaphoric/pronominal element *other* and the universal quantifier *each*). Do these components form a morphosyntactic unit, or can the components be separated (*each other* can’t be)?
  - 1.3. For each marker: is it a dedicated marker of reciprocity or is it polysemous? If the latter, what are its other meanings (e.g., reflexivity, distributivity, associativity)?
  - 1.4. Are there any morphosyntactic processes that correlate with reciprocal marking (e.g. plural marking on the arguments or verb)?
2. Work with consultants:
  - 2.1. Are there words that roughly translate *reciprocity*? In Quechua, there are several, denoting different types of social reciprocal relations.
  - 2.2. Ask your consultants to define the words X elicited in 2.1 (What does X mean? What does it mean for people to be X, What do people do when they X? etc.). We hope that consultants use reciprocal markers in their answers.
  - 2.3. Elicit translational equivalents for the following examples (replace *A* and *B* with names, and make culture-specific changes as appropriate)
    - (a) *A and B hit each other.*
    - (b) *The men hit each other.*
    - (c) *A and B play with each other*
    - (d) *The children play with each other.*
    - (e) *The children sit next to each other on a bench.*
    - (f) *The children sit next to each other in a circle.*
    - (g) *The children sit in a circle.*
    - (h) *The teachers are talking.*
    - (i) *The teachers are talking to each other.*
    - (j) *The teachers are speaking one after the other.*
    - (k) *The students are arguing.*
    - (l) *The students are arguing with each other.*
    - (m) *A and B kissed.*
    - (n) *A and B kissed each other.*
    - (o) *The boy gave an apple to the three girls.*
    - (p) *A walks with B.*
    - (q) *A and B each eat a banana.*

- (r) *A and B walk behind each other.*
- (s) *A cooks for B.*
- (t) *A and B cook for themselves.*
- (u) *A and B cook for each other.*
- (v) *The mother feeds the baby.*
- (w) *The mother and the baby feed each other*
- (x) *The plates are stacked/sit on top of each other.*
- (y) *A and B know each other.*
- (z) *The three girls gave the boy an apple.*

2.4. Describe, or where possible construct/play out, the following scenarios and ask if they can be described using a reciprocal (i.e. construct a sentence with a reciprocal—the target—and ask whether it can be used in the described situation.)

- (a) A helps B cook.  
Target: *[A and B cook]-RECIP*
- (b) A helps B walk (because B has injured a leg).  
Target: *[A and B walk]-RECIP*
- (c) A gives B a banana, then A gives C a banana, then C gives B a banana.  
Target: *[A, B, and C give bananas]-RECIP*
- (d) There is some (family) celebration; everybody brings food which is then shared.  
Target: *[They give food]-RECIP*
- (e) Cows being herded back home on a narrow path, i.e. they walk single file.  
Target: *[The cows walk (behind/after)]-RECIP*
- (f) A holds hands with B, C holds hands with D, E holds hands with F.  
Target: *[The children are holding hands]-RECIP*
- (g) 5 apples in a row, each touching its neighbors.  
Target: *[The apples are touching]-RECIP*
- (h) 3 different-sized boxes, stacked inside each other.  
Target: *[The boxes are inside]-RECIP*
- (i) A walks behind/follows B.  
Targets: *[They follow]-RECIP*  
*[A follows B]-RECIP*
- (j) A and B and C eating a banana each  
Targets: *[They are eating bananas]-RECIP*, *[A, B, and C are eating bananas]-RECIP*
- (k) Several farmers planting potatoes (by putting potatoes individually into the soil).  
Target: *[The farmers are planting potatoes]-RECIP*
- (l) One farmer planting potatoes (by putting potatoes individually into the soil).  
Target: *[The farmer is planting potatoes]-RECIP*
- (m) A blind-folded boy is bumping against different chairs.  
Target: *[The boy is bumping against chairs]-RECIP*
- (n) One girl is eating one banana.  
Target: *[She is eating bananas/a banana]-RECIP*
- (o) A pack of dogs fighting.  
Target: *[The dogs are fighting]-RECIP*