

2 Method

To examine our hypothesis, CRs of one female child (same as Shirai et al., 1999) were observed from age 24 months to age 35 months. The child was videotaped in her home for one hour every week, while she was interacting with her mother and two students. They all are native speakers of Japanese. The students included three females and four males who worked in pairs. The child interacted with her mother and the students naturally in a variety of play activities. The mother and the students were simply advised to 'play as you normally do'.

The interactions were transcribed from the videotape recordings in the Child Language Data Exchange System (CHILDES) (MacWhinney and Snow, 1990; Oshima-Takane and MacWhinney, 1995). Each session was examined for the presence of the child's CRs both with her mother and the students (other adults).

3 Results

Type of CRs

CRs were classified into the following categories.

- Non-specific request for repetition with non-lexical words (NRR-nl)

Mother:	Oyane ga koo da kke?	(Does the roof look like this?)
Child:	N ?	(Huh?)
Mother:	Momochan no ouchi no oyane.	(The roof of Momo's house.)
- Non-specific request for repetition with wh-words (NRR-wh)

Mother:	Hora, mite.	(Hey, look.)
Child:	Nani ?	(What?)
Mother:	Koko.	(Here.)
- Specific request for confirmation (SRC)

Mother:	Kore aka da yo.	(This is red.)
Child:	Aka ?	(Red?)
Mother:	Un.	(Yes.)

McTear (1985) has mentioned other categories like "Which one?", "You mean...?" and so on. But the child used only these three types of CRs during the observation period. Probably she was too young to use more complicated CRs. As Table 1 shows, the category of CR most frequently used

Both the mother and the students interacted naturally with the child in a variety of play activities in the family's home during the observation period. The differences of frequencies of CRs that are showed in Table 2 are due to the partner but not to the situation or location.

Clarification sequences

During the observation period, the child sometimes re-entered the clarification sequences following the clarification response. For example (2;07):

Mother: Okaasan no wa? (Where is my candy?)
 Child: E ?
 Mother: Okaasan no nai yo. (I don't have any.)
 Child: N ? 1st turn
 Mother: Okaasan mo hoshii. (I want one, too.)
 Child: N ? 2nd turn
 Mother: Kudasai. (Please give one to me.)

As Table 3 shows, the clarification sequences after the mother's clarification response were longer than after the other adults' response.

Table 3 The number of clarification sequences that continued more than two turns

	2 turns	3 turns	4 turns	5 turns	6 turns	7 turns	8 turns
With the mother	15	3	3	0	1	0	1
With other adults	8	2	0	0	0	0	0

Re-solicitation

During the observation period, the child re-solicited a response when the partner failed to respond to her CRs. For example (2;07):

Mother: Okaasan moo ikko hoshii na. (I want another one.)
 Child: N ? 1st Clarification request
 Mother: (No response)
 Child: N ? Re-solicitation

Table 4 shows the total number of the child's re-solicitations during the observation period. The child re-solicited a response more often when the mother failed to respond than when another adult failed to respond ($\chi^2(1) =$

Table 4 Re-solicitation

	Re-solicitation	Total number of utterances	Percentage
With the mother	53	4384	1.2%
With other adults	19	3838	0.5%