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In the field of first language acquisition, a number of researchers have investigated the role of input in interaction and for the last quarter of the century, the book *Talking to Children: Language Input and Acquisition* (Snow & Ferguson, 1977) has served as a foundation for such work. As a follow-up to this volume, *Input and Interaction in Language Acquisition* offers a theoretically coherent collection of research in this broad and diverse field, drawing together the up-to-date results and discussions of current controversies in the research of normal, as well as atypical language learners, in a variety of social contexts and cultures.

After an introduction by Catherine Snow which provides an overview of research on input and interaction over the past twenty years, Gallaway and Richards organize the text into three main parts: Part I: General issues (four articles), Part II: Specific aspects of input and interaction (three articles), and Part III: Types of language learner (three articles).

Part I begins with an article by Julian Pine entitled "The language of primary caregivers," which discusses child-directed speech (CDS), centering around the main question: "What can it [CDS] tell us about the language acquisition process?" (p. 15). This discussion illustrates that there is a shift in research focus from the facilitating effects of CDS on language acquisition to the interactive processes through which children make sense of input. This change in focus has lead to a shift from quantitative to qualitative methodology. Pine especially pays attention to stylistic differences of CDS as a promising area of study.

In the article, "The changing role of negative evidence in theories of language development," Jeffrey Sokolov and Catherine Snow review studies on the relationship between negative evidence and learnability. The authors propose a "multiple factors" framework of learnability. This framework illustrates the perspective that language learning involves not only innate but also social factors, and it provides a more complete account of language acquisition processes. However, Sokolov and Snow do not specify the extent of the role of innate constraints, in contrast to the roles of learning mechanisms and parental input.

In "Crosslinguistic and crosscultural aspects of language learning," Elena Lieven discusses a wide range of language acquisition environments which reflect different ideologies and sets of child-rearing practices in different cultures. She concludes that regardless of cultural background, children in any

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culture normally learn to talk in culturally organized routines where children are situated in meaningful interaction. But as Lieven cautions in the beginning of the article, there are some major methodological problems which need refinement.

After the preceding articles which address general theoretical issues, Brian Richards discusses methodological requirements in "Child-directed speech and influence on language acquisition: methodology and interpretation." Focusing especially on correlational research, Richards discusses factors which are crucial to interpreting the data. Although this article concludes by stating the need to refine research methods and to use a convergence of correlational, case-study, and experimental approaches, in my opinion, Richards could have provided more guidelines for integrating these approaches. Following the discussion of general issues, the three articles in Part II cover more specific aspects of input and interaction. First, in Michelle Barton and Michael Tomasello's article, "The rest of the family: the role of fathers and siblings in early language development," they relate styles of both fathers and siblings in interacting with babies and effects of such interactions on children's communicative competence, particularly in reference to the "Father Bridge" and the "Sibling Bridge" hypotheses. The most attractive point in this article is Barton and Tomasello's claim that fathers and siblings play roles different from mothers'; fathers' interaction style leads to the development of more linguistic means of communication while siblings' leads to the development of more social and pragmatic skills for communication. Barton and Tomasello conclude that synthesizing research on effects of different conversational partners on child language acquisition will provide us with a more holistic view of linguistic environments for input and interaction studies.

In "Phonetic and prosodic aspects of Baby Talk," Alan Cruttenden explores the evidence for the existence of Baby Talk by categorizing Baby Talk into two systems: Baby Talk Phonetics and Baby Talk Prosody. The author summarizes issues on the universal existence of phonetic and prosodic adjustments in adults' speech to young children, particularly emphasizing near-universal evidence of facilitating features of Baby Talk Prosody.

In contrast to the family contexts discussed in Barton and Tomasello, Peter Geekie and Bridie Raban, in their article, "Language learning at home and school" are concerned with the context of classrooms. Classroom discourse research generally reports that classroom talk is controlled and dominated by teachers. However, by closely examining a writing session in a classroom, Geekie and Raban show that there are different types of classroom talk, several of which are very similar to those found in mother-child talk. This shift in focus of analysis from a global to a particular area of classroom discourse will expose an important role of classroom interaction in language acquisition.

Part III introduces studies of atypical language learners and examines the relationship between input and atypical learners' language acquisition, including second language acquisition. In "Language interaction with atypical language learners," Gina Conti-Ramsden examines research on language-impaired and learning-

disabled children, focusing on mothers' semantically contingent responses and directives to atypical language learners. The author also considers intervention in the parent-atypical child interaction, admitting the lack of sufficient research findings to guide parents for developing the language competence of atypical children. The article concludes that parental input may influence atypical language learners' language development more than that of normal children because of the atypical children's lack of some skills relevant to language learning.

In the article, "Interaction and child deafness," Clare Gallaway and Bencie Woll discuss the study of language acquisition of deaf children using the contrast between deaf and hearing mothers and between sign and spoken language use. This article includes an interesting discussion of the study of sign language acquisition which offers insightful information for research of the development of child language as communication.

The article, "Input and interaction in second language acquisition," by Marjorie Wesche reviews studies on second language input, mainly Foreigner Discourse. In addition, studies of language socialization, input processing, and input enhancement are also introduced as current promising research approaches. Her discussion takes into account both theoretical and practical aspects of second language acquisition.

The final article by Brian Richards and Clare Gallaway, "Conclusions and directions," relates the articles in the book to one another. They suggest, for example, that CDS is multifunctional within the discourse structure, and takes different forms depending on a child's current linguistic system. The authors also provide possible implications of the volume's research for teachers at educational institutions as well as for professionals dealing with atypical language learners.

Gallaway and Richards succeed in providing articles from a variety of research areas, each of which includes a comprehensive review and an assessment of topics on input and interaction in language acquisition. In this sense, I consider this book an invaluable reference for language acquisition researchers as well as an appropriate and well-organized guide for students. However, this book is not entirely representative of the field of language acquisition, and tends more or less toward the non-nativist point of view. In addition, readers might also notice in the discussion of research findings throughout this book some preference for quantitative over qualitative research methodology. It is therefore important to relate readings in this volume to those in the nativist approach or to qualitative research to obtain a more comprehensive view of the field of language acquisition. Overall, *Input and Interaction in Language Acquisition* offers an up-to-date standard source of information for future research in this field.

REFERENCE

Snow, C. E., and Ferguson, C. A. (Eds.). (1977). *Talking to children: Language input and language acquisition.* Cambridge: Cambridge University Press.