***Learning Context Effects: Study Abroad, Formal Instruction
and International Immersion Classrooms***

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This volume covers a broad range of themes related to language learning, including learners' self-perceptions, writing ability, speech act production and accent. As indicated by the subtitle of the volume, these themes are explored across three learning contexts: international immersion (Chapters 2 to 5), study abroad (SA) programmes (Chapters 6 to 11) and Formal Instruction (FI) (explored in relation to the other two learning contexts). The volume presents the findings from studies which are conducted in primary, secondary and tertiary education settings across these learning contexts, and which involve native Spanish and/or Catalan speakers from Spain and Colombia.

Chapter 1 introduces the volume and clearly establishes the frameworks for the studies which follow. The authors define the three educational contexts under investigation and provide a detailed overview of existing literature which evidences the necessity and importance of a publication such as this one.

Chapters 2 to 5 focus on the context of international immersion through English as the Medium of Instruction (EMI). In Chapter 2, Thomas-Wilhelm

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and Pérez-Vidal compare EMI to FI, exploring the acquisition of countable and uncountable nouns by undergraduate native speakers of both Spanish and Catalan in each learning context. Following the work of Barner and Snedeker (2005), the authors used a Grammaticality Judgement Test (GJT) and Picture Decision Test (PDT) to assess participants' recognition of countable and uncountable nouns, and how they mentally represent these two noun types. The GJT revealed no clear distinction between FI and EMI, while the PDT revealed similarities between the responses of the FI and EMI groups and native speakers of English, suggesting that mental representations of nouns do not differ cross-linguistically.

Ament and Barón Parés' contribution (Chapter 3) investigates the use of discourse markers (DMs) in English as performed by sixteen EMI and non-EMI undergraduate students in Spain. The authors provide a clear description of the four data collection instruments (a language background questionnaire, a proficiency test, a conversation task and an oral discourse completion task), which aids readers in understanding the data collection process. The data reveal that while EMI learners were able to produce longer responses and dialogues than non-EMI students, they did not demonstrate an increased use of DMs per 100 words. However, the EMI learners' wider range of DMs and higher use of structural DMs suggest greater pragmatic competence and efforts to use more complex language. The small sample size is acknowledged by the authors, and they therefore encourage the confirmation of their findings through further studies with larger sample sizes.

Moratinos-Johnston, Juan-Garau and Salazar-Noguera (Chapter 4) offer an insightful exploration into the self-confidence of Spanish university students undertaking EMI courses and how they perceive their own English proficiency. Explanations for students' initial lack of confidence and the strategies adopted to manage linguistic challenges are also explored. Although it uses data from a relatively small sample, this chapter provides an example of effective triangulation of complementary data (questionnaires and follow-up interviews) and demonstrates that both the participants' linguistic self-confidence and their perceived level of English increased when taking a higher number of EMI courses.

Chapter 5 presents findings from a larger study (Tejada-Sánchez 2014) of two early-partial immersion programmes in Colombia, with a focus on the English writing performance of adolescent learners of English as a Foreign Language (EFL). Tejada-Sánchez and Pérez-Vidal very clearly present the rationale for their study and definitions of the key terms, *complexity*, *accuracy* and *fluency*. Using CAF measures and holistic ratings, the study assesses whether accumulated time in two contrasting immersion

programmes has a differential impact on the writing performance of the EFL learners. The mixed results indicate that while neither programme is more beneficial for long-term writing ability, nor are the two programmes equal in their outcomes. Acknowledging some difficulties in the analysis of the impact of time on linguistic performance and in controlling for features of each of the programmes being analysed, the authors recommend further mixed methodology studies to pursue this line of investigation.

The discussion of the SA context commences in Chapter 6, and the scarcity of research into the impact of SA on phonological production is acknowledged by the authors of both Chapters 6 and 7. Pilar Avello (Chapter 6) focuses on the impact of SA on the accents of undergraduate native speakers of Catalan and Spanish. Speech was elicited and recorded at the beginning of participants' degrees, following eighty hours of FI, and then following SA, and these recordings were then rated by native speakers of English. The exploratory study did not evidence a significant impact of SA on participants' accents, and Avello acknowledges numerous factors which may have influenced these results. While these acknowledgements seem at first to partially undermine the work presented in the chapter, they do in fact evidence that this is an emerging field of study with many possible avenues for further investigation.

Chapter 7, by Monje and Carlet, focuses on the Voice Onset Time (VOT) of undergraduate Catalan/Spanish bilinguals following a two-month period of FI post-SA. The study investigates whether FI after SA improves the VOT production of voiceless plosive consonants, and it considers the potential impact of proficiency level, speaking style, vowel height and place of articulation. Contrary to the hypothesis posed by the authors, while some improvement was observed following FI, the results were not statistically significant. However, speaking style, vowel height and place of articulation were found to significantly impact VOT production. While proficiency level seemed to have an impact, this was not statistically proven.

Continuing the theme of accents, Chapter 8 (del Río, Juan-Garau and Pérez-Vidal) investigates their impact on teacher evaluations of student comprehensibility within the SA and FI contexts. Spoken data were elicited from adolescent learners, who were native Spanish speakers, from both contexts. These data were then used in a perception task completed by EFL teachers who had Spanish and/or Catalan as a native tongue. The findings demonstrate a positive correlation between accent and comprehensibility, and the authors note that phonology impacted the teacher evaluations more than grammar or vocabulary, thus providing a valuable contribution to the field.

The findings presented by Leah Geoghegan in Chapter 9 arise from a cross-sectional study which used quantitative research methods. The study investigated the effect of a three-month SA programme conducted in English-, French- and German-speaking countries on the motivation and identity of bilingual Spanish/Catalan undergraduate students, and whether the location of the SA programme (English-speaking country versus French- or German-speaking country) had any impact on the motivation and identity of these students. The questionnaire used by Geoghegan is provided in the Appendix, and this is a useful resource in understanding her methodology. The findings reveal only partial differences between the two groups; hence, conclusive results are not presented. However, a follow-up study by Geoghegan and Pérez-Vidal (publication forthcoming) continues this investigation.

Pogorelova and Trenchs' contribution (Chapter 10) focuses on life experiences, in order to evaluate the level of adaptation of bilingual Catalan/Spanish undergraduates during SA. The longitudinal qualitative study used a profile questionnaire, interviews and narrative diaries to investigate the experiences of twelve participants before, during and after SA. The authors emphasised the complexity of adaptation and demonstrated that both academic and personal experiences can impact SA participants and influence the adaptation process. Intercultural adaptation during SA is generally considered to be adaptation to the host culture; however, due to the prevalence of participants' encounters with other international students, the authors argue that a more appropriate definition would be 'adaptation to foreign cultures' (p. 276), a contribution which reflects increases in student mobility and subsequent developments in the field.

Ariadna Sánchez-Hernández concludes the volume in Chapter 11 with an investigation of the impact of SA on the pragmatic competence of twelve international students in the United States. The study draws upon Schumann's (1978, 1986) Acculturation Theory, in order to assess connections between pragmatic competence and participants' sociocultural and psychological acculturation. The mixed methodology and triangulation of data demonstrate that the participants' overall pragmatic competence did improve during their semester abroad, and that there was some variation in how pragmatic competence related to acculturation. Sánchez-Hernández's findings evidence the impact of academic pressure and social support from home-country peers on the acculturation of international students. This is not accounted for by Schumann, demonstrating the need to build upon his framework to account for increased mobility in a more globalised world, also noted in Chapter 9. This chapter therefore foregrounds developments in how acculturation may be theorised and analysed in future.

This volume may find readership among language professionals, including language teachers and linguists. It is specifically relevant to the current European educational context, as English teaching and instruction is becoming ever more prevalent across Europe, a trend noted by many of the authors. There are some spelling errors, typos and mistakes in the volume, which may at times cause a small degree of confusion for the reader.

Another potential criticism and common argument throughout many of the chapters in this volume is the tentative nature of the results presented. Many of the authors acknowledge the need for further studies, and the importance of larger sample sizes in these future studies in order to obtain more reliable results. Nevertheless, the volume presents some fascinating work, and the value of the volume is not lessened by the exploratory and/or inconclusive nature of some of the research presented. Rather, the authors' acknowledgements of the necessity of further research serve as testaments to the innovative nature of the studies presented, in that many follow lines of investigation for which there are not necessarily precedents. These examinations of gaps in the literature and the encouragement of further study are quite exciting and suggest that the authors and other scholars may continue to build upon the work presented in this volume.

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