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***Cultural Migrants and Optimal Language Acquisition***  
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For this edited volume, Lundell and Bartning have compiled seven studies that although have not been designed for the purposes of the book, are similar in topic. The common theme that binds these pieces together is the ‘cultural migrant’, as coined by Lundell and Bartning. The authors describe these migrants as individuals who freely choose to immigrate to another country for any number of *cultural* purposes, whether it be for the “ideas, customs, and social behavior of a society”, or even the target language communicated within the given context (p. 5). Where these migrants come into play regarding the studies varies; but ultimately, their shift into the new culture is analyzed on the basis of their linguistic competence.

Within the book, there are two parts – “Part 1: Focus on Cultural Migrants” and “Part 2: Culture as a Decisive Factor”. Part 1 contains four studies and Part 2 contains three studies that respectively discuss cultural migrants and how they linguistically compare to natives, as well as their motives for immigrating and the effects of such influences. It is important to note that all the studies aim to address adult L2 learners’ linguistic competence within and/or as a result of residing in the new context. With that being said, I will now provide a brief overview of each study.

Study 1 (Gudmundson & Bardel) is an analysis of the lexical variation and sophistication of a Swedish native who lived in Italy for an extended period of time and learned Italian. Her L2 oral proficiency is compared to that of native speakers of Italian, with data collected from semi-guided interviews. This is similar to Study 2 (Lundell & Bartning) in that a comparison is being made between ‘nonnative’ and ‘native’ speakers. The participants of this study include “high level” L2 learners of French who participated in semi-structured interviews (that were evaluated by native speakers of French on their “native-likeness”) as well as written tests. Both oral and written data was further analyzed on a variety of measures – for example, morphosyntax and grammaticality. However, Study 3 (Edmonds & Guesle-Coquelet) is quite different in that comparisons are made not between cultural migrants and natives, but “highly integrated” Anglophones and those who are “less integrated”. This study focuses on the perceptions of several cultural migrants considering their use of ‘tutoiement’ and ‘vouvoiement’, which are contextual/situational French pronouns that do not necessarily have rule-based distinctions. The uncertainty of when to use these pronouns in

particular situations is therefore attributed to the participants' perceived integration within French society. As for Study 4 (Erman & Lewis), it returns to the comparison of 'native' and 'nonnative' speakers, specifically regarding a Swedish group's knowledge of English vocabulary versus that of English-speaking natives.

Part 2 of the book begins with Study 5 (Diskin & Regan), which discusses the experiences of both Polish and Chinese cultural migrants in Dublin, Ireland, as well as their L2 acquisition. For example, their use of discourse-pragmatic markers such as 'like' and 'you know' were analyzed. This study ultimately emphasizes the concept of 'language attitude' and how migrants may show accommodation or resistance to particular markers used by natives. Study 6 (Hammer & Dewaele) more thoroughly addresses ultimate attainment, which had only been touched upon in a few instances of the previous studies. The authors relate this topic to acculturation, in that the study proves "level of acculturation...to be tightly linked to self-reported proficiency levels in migrants", who in this case are Polish migrants in the UK (p. 195). In a similar vein, Study 7 (Granena) investigates the sociopsychological factors related to L2 'long-term achievement', with comparisons being made between early and late Chinese L2 learners of Spanish.

Considering that the information above is merely a brief review, these studies are richly detailed and provide a variety of perspectives on the second language acquisition of cultural migrants. Several of the authors also present extended background information of working concepts/terminology and references to prior research, which is particularly beneficial for novice readers of SLA who are perhaps unfamiliar with these ideas. This of course is helpful in terms of understanding the position of the authors, as well as what has led them to research these topics. Furthermore, the book is successful in that Lundell and Bartning overtly convey the purposes of compiling these studies and how they function to exhibit linguistic aspects of the cultural migrant. The premise of the cultural migrant is also a strongpoint considering that virtually no prior research has endeavored to analyze migrants with these distinct motivations (in comparison to individuals who are less privileged and migrate for economic and/or political reasons).

With that being said, there are some shortcomings that are worthy of being addressed. The first pertains to the organization of the book. Although Lundell and Bartning have divided the studies into two parts, the manner in which the studies are organized within their respective part is unclear. For example, I am unsure as to why Study 2 follows Study 1 and so on. Even more glaring is the fact that this book is extraordinarily Eurocentric. Almost all participants are either identified as being a European native (specifically Western European) or having immigrated to a Western European country and being linguistically compared to natives in this context. A perusal of the contributors to the book also reveals that every author is residing in a Western European country. Finally, the last criticism is more subjective in that although the studies are interesting as seen from the perspective of the cultural migrant, I am left wondering what the significance is of determining the linguistic 'nativeness' of L2 learners. This dichotomy of 'native' versus the 'nonnative' is ultimately problematic, and the use of terms such as "ultimate attainment" and even "optimal language acquisition" further emphasizes expectations that marginalize the L2 learner.

Considering the entirety of this book review, I feel that Lundell and Bartning were most successful in bringing the cultural migrant to the forefront of second language acquisition research. I think the book provides an excellent opportunity for researchers to further investigate the concept of motivation and sociopsychological factors, which are directions that may yield more practical knowledge and lead to pedagogical applications. Therefore, I would recommend this book to SLA researchers and even graduate-level scholars within the field.