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Dörnyei, Z.; Csizér, K. and Németh, N. (2006). *Motivation, Language Attitudes and Globalisation*. Clevedon: Multilingual Matters Ltd.

It is unquestionable the fact that English has become a language of international communication in this globalised world, in which there seem to be closer and closer social, economic and cultural similarities among the different countries of the developed world.

It is also beyond doubt that motivation and attitudes towards a language are crucial for that language to have a greater importance for the people who want to learn it.

Motivation, Language Attitudes and Globalisation is a very interesting book whose scenery is Hungary, a country that is undergoing a fast transition from a closed communist society to a western-style democracy (it became a member of the European Union in 2004). The impact of these sociopolitical changes affect the linguistic reality of this country, and here, like in most of the countries of this globalised world, English has become the most learned foreign language.

The book object of review is divided into seven different chapters, and each of them offers the reader important and useful information about this huge research. It is the largest ever done investigation in the field of linguistic attitudes in the whole world. As above mentioned, it is focused on Hungary through a period of twelve years.

The first chapter offers a theoretical framework of the matter. Firstly, the authors show a brief description of the present-day Hungary, a country which has undergone important changes after the collapse of Communism. Dörnyei et al. focus on the tendency to globalisation that can be observed in many countries of the world. In this chapter, the authors also justify the importance of language attitudes and motivation during the foreign language teaching/learning process. It has been evidenced that during this process, a positive attitude towards the language that is being learned is going to help to acquire it faster than a negative attitude towards that language and culture.

The second chapter provides a detailed methodological summary of the investigation. The method employed is based on the use of a questionnaire that was answered by a representative sample (3%) of the student population of Hungary (13,000 Hungarian language learners). A sample of teachers was also involved in the study by filling out a test with valuable data about classes and schools in this country (information about the number of students, specialisation in the class, and so on), as well as information about the tourist profile of the different areas where the questionnaires were administered.

Data were collected at three different periods of time, in 1993, 1999 and 2004, and it is of a great value in order to contrast the results obtained at these three years. All the data were analysed through computers following statistical methods.

Chapter three is devoted to reveal a general description of the findings. The authors examine the questions that were asked to the participants about the different foreign languages studied at the Hungarian education system (English, German, French, Italian and Russian) in terms of seven different dimensions: integrativeness, instrumentality, attitudes towards the community of the second language speakers, vitality of those L2 communities, cultural interest of the countries where those languages are spoken, milieu or personal feelings towards those languages, and linguistic self-confidence.

The answers are provided in percentages for each of the items in each of the analysed years. An overview of the results may be observed looking at the figures in the tables. The authors give specific details about each of the items through graphics, even distinguishing between American and British English, whilst studying aspects such as the cultural interest or the vitality of the L2 community.

As a logical effect of globalisation, it is not surprising that the results reveal that English is by far the most chosen foreign language followed by German in the second place, and French in the third position which has declined, whereas Italian has become more popular. The reader can also observe how the popularity of English has increased over the 12-year period.

Chapters four to seven provide further analysis of the data using various complex statistical procedures. In chapter number four, the authors examine the main sources of variation; gender comparison of the seven dimensions above mentioned; geographical variation, which seems to have a special importance in this small country due to the fact that it is located in the borderline between Eastern and Western Europe. The River Danube separates the country not only from the geographical, but also from the lifestyle point of view. Being the western side of the country relatively developed; "a poor and traditional, largely rural eastern part; and a highly developed metropolis displaying all the strong and weak points of such a conglomeration" (Dörnyei et al., 2006:62). A process of 'Englishisation' seems to have been undergone around the whole country.

Chapter five offers an analysis in depth of the findings by using complex statistical methods such as the SEM or Structural Equation Modelling through which the inter-relationship of the various variables is shown. The findings reveal that English continues to be the most popular language, but it seems not to be a motivated decision for students, but an obvious need in the 21st century. In chapters four and five, two novel issues in the L2 motivation literature are examined: first, the motivational profiles of successful and unsuccessful language learners and how learning one language can interfere with another; and second, the motivational impact of increased intercultural contact between members of the L1 and the L2 communities.

Chapter six is concerned with the way reasons or motivations are combined in learners to achieve specific motivational types. With that purpose, the authors carry out a cluster analysis distinguishing four different groups of students, being number one the least motivated learners, whereas number four is the opposite of group one, the most motivated students. Again, English is the language whose motivation to be learned is bigger among students.

Chapter seven is the last one and it provides the reader an overall summary of the results obtained in the study. The authors state that in spite of the liberalisation of Hungarian politics and the opening of this society to tourism, the participants' language and intercultural attitudes have not improved, but, to the contrary, most attitudinal variables have shown a significant decrease, even attitudes towards receiving foreign visitors seem to be negative.

In the last part of the book, there is a summary and conclusion section where the authors briefly summarise the three main ideas of this research: the fact of language globalisation; the importance of motivation in second language acquisition; and the impact of cultural contact as a direct consequence of globalisation.

The authors stress the importance of these three aspects in the context of Hungary, since here a series of unprecedented changes are taking place.

Finally, a list of interesting references, as well as a set of sixteen appendixes close the book. In the appendixes, the reader can find the different questionnaires used in this research (in English and Hungarian versions), as well as some tables with the findings in terms of percentages.

In my view, this work plays a vital role in disseminating the most recent research on language attitudes and motivations in foreign language learning. It is the largest-ever L2 motivation survey in the world, in which a great range of variables have been analysed with accurate statistical methods. It also deals with a very up-to-date and interesting topic, the globalisation and the linguistic and cultural contacts that are taking place all over the world. In the authors' words "there is a growing tendency worldwide for people to develop a bicultural identity, partly rooted in their local culture and partly in the global culture, being English the language associated with the global culture" (Dörnyei et al.: 145). All in all, this work can be of great interest to all second language learners, but it is of particular importance for all the scholars who work on the field of sociolinguistics.