

Motivation, Language Attitudes and Globalisation: A Hungarian Perspective

Zoltán Dörnyei, Kata Csizér, and Nóra Németh. Clevedon, England: Multilingual Matters. 2006. Pp. v + 205.

The volume, *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*, written by Dörnyei, Csizér, and Németh, presents the results of a large survey on motivation in second language learning from over 13,000 Hungarian foreign language learners collected in three successive stages during 1993, 1999, and 2004. The objectives of this book were to provide a quantitative statistical analysis on the significance of the relationship between the socio-political changes in Hungary and the variety of interests among Hungarians in learning five foreign languages: English, German, French, Italian, and Russian. The informants were young teenagers selected nationwide and surveyed during an eventful, historical time in the country, that is, the 12-year transitional period when the nation went from restrained communism to an open, Western-style democracy. The fact that Hungary faced many difficult obstacles in a plethora of areas in its drive towards European Union membership makes this study particularly interesting. The various national, political, social, and personal motives of the Hungarians to choose and learn particular foreign languages are analyzed in this volume.

The book is organized into seven chapters. The opening chapter is an introduction to the various theoretical concepts within a detailed description of the country of interest, Hungary. The politics of the country are discussed in the context of choosing which foreign language to learn and light is shed on the state of tourism and learners' motivation for intercultural exchange. The authors define the concept of motivation as "intended to explain nothing less than the reasons for human behaviour" (p. 9). This observation refers not only to learning a foreign language, but also to many other linguistic areas, such as psycholinguistics and sociolinguistics. However, the authors' aim is not to provide a detailed analysis of the complex issue of motivation, but to outline two conceptual areas: Dörnyei's framework of the "L2 motivational self system" and "the impact of intercultural contact on attitudinal/motivational change" (p. 9). The reader should be cautioned that, though the term *motivation* encompasses a broader spectrum of qualities than the term *attitude*, the authors use the terms *attitudinal* and *motivational* as synonyms throughout the book.

The clear schematic presentation of Gardner's socio-educational model of language learning provides supportive material for further discussion in Dörnyei, Csizér, and Németh's book. Because of the importance of the social and psychological aspects in second language acquisition, Gardner and his associates (e.g., Gardner, 1988; Gardner & MacIntyre, 1993) developed a model that includes a combination of attitudes toward the target language. The key components of their socio-educational model are: integrative motivation, interest in foreign language, and integrative orientation. However, in the past decade, there have been many attempts to redefine the term motivation (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994, 1998; MacIntyre, Clément, Dörnyei, & Noels, 1998). The authors rely on Dörnyei's previous work arguing that Gardner's definition of integration-related terms is ambiguous as "it has no obvious parallels in any area of mainstream motivational psychology and its exact nature is difficult to define" (p. 10). Dörnyei, Csizér, and Németh could have strengthened their discussion even more by analyzing the interaction between the external and internal factors that are important for the learner's motivation.

Chapter 2 of the volume is primarily concerned with the methodological framework of the study, detailing the research design, focus areas, participants, and instruments. The five languages, English, German, French, Italian, and Russian, were selected because they were the five most widely taught foreign languages in Hungary at the onset of the study. The status of these languages varied considerably in Hungary. The focus of the research is on the relationship of the level of proficiency in a foreign language and the motivation to study that particular language. Three data sets have been utilized: survey data from students, data from teachers collected by a short questionnaire, and demographic data concerning exposure to intercultural contacts.

In chapter 3, Dörnyei, Csizér, and Németh examine motivational components such as integration, instrumentality, attitudes towards the L2 speakers/community, milieu, linguistic self-confidence, and cultural interest and vitality of the L2 community; the authors also observe the various relationships between these language dispositions and their change over time. In this chapter, it is broadly suggested that the impact of globalisation can be seen through the multilingual design and the changing status of the different languages in relation to each other over the examined 12-year period of time. Analyzing the popularity ranking order of the five international languages, this study concludes that there is consistency across the various languages in all three survey phases, with English taking the first position as the most popular, followed by the traditional regional *lingua franca*, German, in second place, and French, in third place. Interestingly, Italian closely approaches the average French ratings. And finally, as a language imposed by the communist regime, Russian was never popular or widely used among Hungarians, remaining in fifth place.

In chapter 4, the authors examine participant variables such as gender, place of residence (capital city or rural areas), on the one hand, and the choice of foreign language, on the other. Reviewing the effects of school instruction on the learners' motivation, the authors found that "the popularity of non-world languages decreased less over time among active learners than among non-learners" (p. 72). Thus, they call for finding creative ways of getting students to learn "non-global languages" (p. 144).

Chapter 5 appeals to people who like numbers, but it is also accompanied by dozens of diagrams and schematic illustrations to assist non-mathematically inclined readers. This chapter offers an explanation of the Structural Equation Modelling (SEM) Dörnyei, Csizér, and Németh employed in their survey in order to create a framework of L2 motivation, called the *L2 motivational self system*. The results suggest that more people study English not because they are motivated to learn it, but because they "study the language as an obvious and self-evident component of education in the 21st century" (p. 89). In contrast, the role of integrative motivation was noted as increasing with regard to languages other than English.

In chapter 6, various motivational profiles are defined and the differences between the groups are explained. The size and gender composition of the groups are closely examined, showing that, for example, the same student may be assigned to the group of the most motivated learners of English and the least motivated learners of Italian. The statistical method of cluster analysis was used here with the objective of identifying the subgroups that share similar motivational patterns.

Chapter 7 analyzes in detail the contact variables and the changes in attitude towards language, according to the degree of "objective and subjective contact" (p. 122). A discussion of the contact-attitude relationship follows, along with an analysis of the two important

mediating factors between contact and participant dispositions in the datasets during the three different points of data collection. In the concluding chapter, the authors abridge their findings on the issues of language globalisation, motivation and the Self, and intercultural contact. In the final section, the authors summarize the complex issues via an overview of the statistical data.

Overall, the book provides the reader with extensive statistical data about teenage foreign language learners in Hungary and a detailed exposé of results gained by complex statistical methods. The volume is certainly an engaging read for those interested in quantitative analysis in linguistics. It is also valuable to linguists, educators, and trainers, because of its rich source data on the components of motivation in language learning, the various successful and unsuccessful learners' profiles, and the effects of schooling on language learning. Sociolinguists will be interested in how the significant national socio-political changes affect the various language attitudes. However, undergraduates who lack a background in second language acquisition may find it at times very dense and difficult to follow. In sum, this volume is intended for a broad audience in terms of research interests, but it requires the reader to have some familiarity with the fields covered. The discussion of the findings would have benefited from a more detailed theoretical explanation of the meaning of the terms used by the researchers, such as "active learners" in contrast to "non-learners" (p. 72) and "objective" versus "subjective contact" (p. 122). Furthermore, the authors use the term "learner type" (p. 95) in the introduction to chapter 6 in a context other than the manner in which this term is used in the area of language learning.

Dörnyei, Csizér, and Németh's language motivation survey focuses on stable motives across various language learning situations. The book is a successful attempt to conceptualize motivation in a typical European foreign language learning (FLL) context. It also describes the significance of the socio-political changes affecting the language preferences in Hungary. Because learners in an FLL context have insufficient contact with the target language groups, integrative motivation is determined by more general attitudes and beliefs; that is, it is based on an interest in foreign languages and people and the cultural and intellectual values of the target language. The longitudinal design of the study made it possible for the researchers to observe the changing status of different languages in relation to each other over the 12-year research period. In addition to the wealth of groundbreaking findings, this analysis opens up new directions and reveals alternative paths for future exploration.

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