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| BOOK REVIEW

Lanvers U. (2024). Language Learning Beyond English: Learner Motivation in the Twenty-First Century. Cambridge University Press: Book Review

Afnan Alazhari[1] ✉ **and Dr. Abeer Alharbi[2]**

[1] Department of English, College of Education, Majmaah University, Al-Majmaah, 11952, Saudi Arabia
[2] Department of English, College of Education, Majmaah University, Al-Majmaah, 11952, Saudi Arabia

Corresponding Author: Abeer Shujaa Alharbi, **E-mail**: as.alharbi@mu.edu.sa

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Ursula Lanvers examines in Language Learning Beyond English how English worldwide dominance affects student motivation as well as national language education policies, multilingual practices, and the perceived value of languages other than English (LOTE) across the globe. English has become a global communication language that creates opportunities while simultaneously contributing to the marginalization of other languages. The author demonstrates that students are more likely to maintain interest in learning additional languages when educators establish teaching methods that recognize English as both a tool for global connection and a factor that creates language imbalances. Lanvers structures the book around a five-part motivational framework that guides readers through the key dimensions of twenty-first-century multilingual motivation.

The opening section explains how English functions as a global political tool that offers access to economic, academic, and social mobility while also reinforcing structural inequalities. Drawing on by Lanvers applies Phillipson's (1992) linguistic imperialism and May's (2019) multilingual turn English determines policy decisions and educational systems and student perspectives about language value. She convincingly argues that English functions as a double-edged tool: it facilitates upward mobility yet diminishes the perceived value of minority and heritage languages.

The second section examines how English prestige affects language education policy development in various countries. Lanvers demonstrates that numerous governments often unintentional choose English as their primary language which creates a "policy imbalance" between English and other languages. The research findings from Saudi EFL scholarship align with this section. As Alharbi (2024) notes, English dominance in Saudi classrooms frequently leads to pedagogical practices that overlook local linguistic and cultural considerations. Lanvers highlights that educational policies create the same impact on student motivation as they do on teaching methods in classrooms.

The third section reviews basic theories of language learning motivation such as Dörnyei and Ushioda (2017) before explaining Lanvers' innovative moving motivation model. This model illustrates how learners' motivations shift across time, context, and

sociopolitical condition. The motivation matrix serves as a core organizational system that classifies motives according to their value and their intrinsic or instrumental characteristics. The model organizes motivations into four categories distinguishing between personal advantages and collective benefits and between motivations that originate from within or outside the individual. The model includes four motivational quadrants: the Individual–Instrumental quadrant represents career development through language learning, Individual–Intrinsic represents personal interest and enjoyment, the Collective–Intrinsic quadrant helps safeguard cultural and linguistic heritage, while Collective–Instrumental quadrant reflects the need for language skills to support national economic growth. Lanvers uses this matrix to show how learners frequently move between different motives as circumstances change. This framework offers an insightful lens for designing more responsive and sustainable language learning policies.

The fourth section presents solutions or sustaining student motivation when learning multiple languages. Lanvers argues that language learning must meet learners' emotional, cultural, and ethical needs, not merely functional skill demands. The author identifies three essential methods that help students maintain their motivation through intercultural competence development and community involvement and global citizenship education. Her recommendations align with recent findings on technology-mediated collaborative learning. The research by Alharbi (2020) shows that students can build agency through wiki-based collaborative writing by co-constructing meaning, thereby enhancing intrinsic and collective motivation. Lanvers' examples demonstrate that multilingual success is strengthened when learners develop emotional and social connections with the languages they study.

The last part illustrates how European and international multilingual areas protect linguistic diversity through their opposition to English dominance. Lanvers shows that educational programs that foreground heritage-language instruction and intercultural curriculum development create successful language learning environments. She argues that sustaining learner motivation requires coordinated collaboration among institutions, educators, policymakers, and communities. The book positions language learning as a social and political initiative that shapes how people identify themselves and maintain fairness and preserve their cultural heritage.

The research by Lanvers presents a well-considered and insightful and methodologically sound study that significantly advances the field of applied linguistics. The book achieves its highest value through its combination of multiple academic fields. Lanvers strategically combines motivation theory with sociolinguistics and language policy and educational psychology to develop a comprehensive and timely analysis of English dominance and its far-reaching effects on global multilingualism. The moving motivation model is one of the book's most original contributions as it presents an innovative framework for capturing the dynamic and context-sensitive evolution of language learning motivations in ways that extend beyond traditional L2 motivation theories.

The book achieves excellence in demonstrating how broader ideological and policy-level frameworks affect individual language learning experiences. Lanvers supports her theoretical claims with specific examples that illustrate how national educational goals and government priorities affect student motivation. The case studies in the final section enhance its practical relevance, making the book especially useful for language educators, curriculum designers and policy makers.

However, the book would benefit from a more sustained analysis of how English dominance affects learners from the Global South. Although non-European contexts are mentioned, the discussion remains largely Eurocentric. A fuller engagement with rapidly transforming regions, such as the Gulf, where English intersects with local identity politics, economic reforms, and educational restructuring, would strengthen the global applicability of the framework. The research by Alharbi (2024) on Saudi EFL classroom pedagogical issues shows how English education shapes local educational systems through complex modification processes. Incorporating such perspectives would deepen the book's international relevance. The moving motivation model shows strong theoretical structure, but the book would benefit from more detailed examples to show how teachers put its principles into practice. The research by Alharbi (2020) on digital collaborative learning demonstrates how technology-mediated collaboration can boost intrinsic and collective student motivation could have further strengthened Lanvers' argument about diverse learning spaces capable of fostering enduring motivation.

Overall, Language Learning Beyond English presents a detailed analysis of motivation in complex linguistic environments while highlighting the need for alignment between pedagogical practices, policy goals, and ideological commitments. to sustain multilingualism. The research conducted by Lanvers provides timely, significant, and pedagogically relevant insights for modern applied linguistics. Her motivational framework is especially relevant for education systems balancing global English demands with the preservation and empowerment of local linguistic resources. The material in the book aligns with my experience teaching English to multilingual learners in Saudi Arabia. The research results about policy and ideology and learner motivation mirror challenges identified in Alharbi (2020, 2024) particularly the need for pedagogies responsive to local cultural norms. Lanvers' discussion of ethically grounded, community-based motivational approaches provides valuable insights that will

continue to inform my work as both a researcher and educator. Language Learning Beyond English provides important and actionable knowledge for teachers, policymakers, and scholars seeking to create multilingual education systems within an English-dominant global context.

Conflicts of Interest: The authors declare no conflict of interest.
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