

Historical Development of English Learning Motivation Research: Cases of Korea and Its Neighboring Countries in East Asia. Kim, T. Y. (2021). Springer Singapore, 318 Pages, ISBN: 9789811625121.

CHILI LI

School of Foreign Languages, Hubei University of Technology

ORCID: 0000-0003-2163-9105

BINGJIE LIU

School of Foreign Languages, Hubei University of Technology

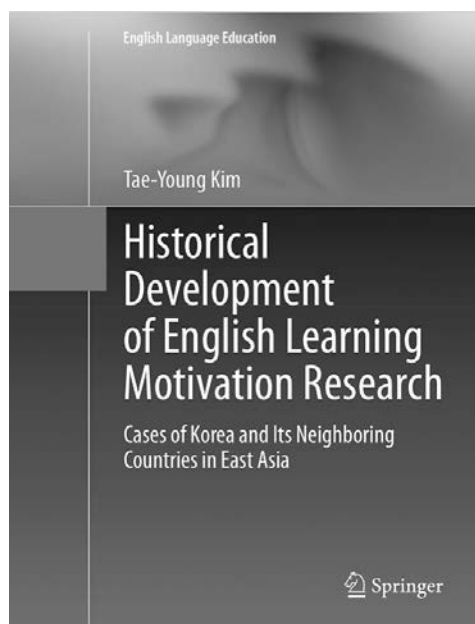
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Considering such intricate history regarding English learning in Korea and its neighboring nations in East Asia, Kim publishes the book *Historical Development of English Learning Motivation Research: Cases of Korea and Its Neighboring Countries in East Asia* in the hope of contributing to L2 motivation research by analyzing Korean students' English learning motivation not from synchronic but from macro, diachronic viewpoints.

Chapter 1 reviews the historical progression of English learning in South Korea. Chapter 2 is a historical overview of English learning in Korea in the nineteenth century and the Japanese Colonization Period. Chapter 3 focuses on the role of English among South Korean people during the Korean War and the post-war reconstruction period until the 1980s. Chapter 4 investigates the changing role of English as a useful device for communication among South Koreans from the 1990s and 2010s.

To provide a comprehensive view of English learning motivation, the learning of English in East Asian countries is introduced in Chapter 5. Chapter 6 introduces recent theoretical advances in L2 motivation research. Chapter 7 focuses on the socio-psychological factors inherent in English learning motivation among Koreans. Chapter 8 summarizes the arguments and findings in the previous chapters, and provides future prospects of English motivation in South Korea.

Overall, this book carries remarkable merits. Firstly, it provides a historical cross-nation perspective to analyze L2 motivation. It is an academically intriguing topic to trace the history of English learning and teaching and how motivation to learn this language



in Korea has evolved through successive generations. The current volume mainly argues the “person-in-context” view which underscores the need to consider the longitudinal socio-historical view as a crucial factor, not as a constant static in the background when we understand English learning and teaching (de)-motivation in Korea as well as other EFL countries around the globe.

Another strength of this book lies in that it gives a considerable amount of advice and prospects of L2 learning for teachers and students and sparks our thoughts on the way we are now being educated. By publishing this book, it is believed that similar lines of investigation focusing on the socio-historical genesis of L2 learning/teaching motivation can soon be pursued further. What’s more, it explains a long-term prospect of learning English which pays close attention to the recent technological advances represented by Information Technology.

There are a few areas in which the book may be improved. For instance, a more in-depth analysis of the L2 motivation regarding the relationships among the four countries could be discussed horizontally. This can make us better understand the relationships between L2 motivation and socio-historical events. Undoubtedly, the merits of this book far outweigh its shortcomings. The socio-historical, diachronic and longitudinal perspectives will be of great interest to teachers on the front lines of English language instruction, but also for researchers and university students who are interested in foreign language teaching and learning on the whole.