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**Martin Lamb, Kata Cszér, Alastair Henry, and Stephen Ryan**  
***The Palgrave Handbook of Motivation for Language Learning***  
**Palgrave Macmillan: Switzerland, 2019; 697 pp, ISBN 9783030283803**  
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*The Palgrave Handbook of Motivation for Language Learning* provides *theory* for enthusiastic scholars who aim to understand the psychological constructs in language learning as well as *practice* for concerned motivation researchers and language teachers who would like to develop and maintain motivation. It is a combined reference work and guidebook that aims to provide an overview of scholarly work on second language (L2) motivation. According to one contributing author, the collection “represents the full richness of the material associated with the motivational dimension of SLA, and the description of three decades of L2 motivation research” (Dörnyei, 2019, p. 61).

This handbook covers the pedagogical applications of language learning motivation theories, where the authors chronicle how L2 motivation grew out of mainstream motivational psychology and developed unique constructs. Consequently, these constructs, along the lines of the “ideal L2 self”, appealed to researchers in the field. In his criticism of Gardner’s motivation paradigm, Dörnyei states his amazement with its rigorous scientific nature and how Gardner and his colleagues “drew on firm theoretical principles in social psychology” (p. 39). Additionally, he discussed previous motivation theories and then proposed research instruments with testable psychometric parameters.

The handbook sheds light on theoretical issues concerning the underlying dynamic approach in L2 motivation research. Motivation is a dynamic subsystem with continuous and complex interaction with other learning factors, which gained recognition in the field of SLA with the introduction of the complex dynamic systems perspective (Larsen-Freeman, 1997; de Bot et al.,

2007). However, the editors discuss the shortcomings of a dynamic understanding of L2 learning characteristics, noting the lack of adequate theory on individual differences and personality characteristics to accommodate the dynamic interaction. In this regard, Dörnyei and Ryan (2015; see also Dörnyei, 2017) introduced a new perspective from psychology focusing on a broader theoretical framework accompanied by dynamic interactions. Interestingly, integrativeness is an antecedent construct to motivation that Gardner proposed in 1985. In this sense, Dörnyei and Csizér reviewed integrativeness in a broader sense and expanded the process with the self-concept, which led to the L2MSS (second language motivation self-system) model. Dörnyei drew on the theory of possible selves (Markus & Nurius, 1986) and the theory of self-discrepancy (Higgins, 1987) to develop the L2MSS model.

The first part of the handbook is dedicated to reflections on the theories of L2 motivation over the past decades. Dörnyei reflects on Gardner's motivational constructs and reviews the literature of relevant research studies, while Csizér reflects on Dörnyei's self-systems. The authors included theories that influenced L2 motivation trends and research methods, such as Csizér's overview of the motivation self-system model and Noels's self-determination theory (SDT) of L2 motivation.

The second part includes reviews of L2 motivation research theory in practice. The authors in this part present contrasting study designs in language learning motivation between practical convenience and theoretically oriented approach. Additionally, this chapter illustrates how the scope of research has shifted from the individual to the teacher to a group-oriented viewpoint. In pursuit of pedagogical relevance, Kormos and Wilby discuss task motivation and key concepts from a cognitive psychology perspective, to investigate how learners are motivated in learning tasks.

The editors reserved the third section for L2 motivation studies based on learner type or geographic location. In the first and second sections, the contributors present the theoretical and pedagogical concepts, highlighting the diversity of learning groups and how the complexity of motivation enriches L2 motivation research.

The last section of the handbook is reserved for under-researched aspects of L2 motivation that may expand our understanding of motivational constructs in different contexts. L2 motivation research has developed far from mainstream psychology; coupled with the particular importance for comprehending why learners choose to learn a language and the "ideal L2 self" which is unparalleled in other fields of education. However, motivation in the context of content and language integrated learning (CLIL), flow, and task-moti-

vation remain under-researched areas. With theoretical developments, Ushioda presents the imminent challenges of the current research methods. In the same chapter, she chronicles innovations in L2 motivation research and outlines possible issues that need to be considered in future research.

This handbook is an overview of the state of the art in L2 motivation research. It serves as a manual for motivating researchers and educators to understand the research development and different paradigms of language learners' motivation. Studying L2 motivation is both rewarding and challenging: rewarding because it is a central factor in language learning, and hence, fundamentally relevant to the practice of learning and teaching; and challenging because studies in this area have proliferated so much that one can get lost in the diversity of concepts and methods. This handbook provides an overview of how the concepts, theories, methods, contexts, and practices of L2 motivation have developed and which are the main questions and directions for future research.

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