Contents

Contributors ix
Foreword xv

1 Introduction: Applying Complex Dynamic Systems Principles to Empirical Research on L2 Motivation 1
Zoltán Dörnyei, Peter D. MacIntyre and Alastair Henry

Part 1: Conceptual Summaries

2 Ten ‘Lessons’ from Complex Dynamic Systems Theory: What is on Offer 11
Diane Larsen-Freeman

3 Attractor States 20
Phil Hiver

4 Rates of Change: Timescales in Second Language Development 29
Kees de Bot

5 Initial Conditions 38
Marjolijn Verspoor

6 Context and Complex Dynamic Systems Theory 47
Ema Ushioda

7 Human Agency: Does the Beach Ball Have Free Will? 55
Ali H. Al-Hoorie

8 Social Network Analysis and Complex Dynamic Systems 73
Sarah Mercer

9 The Dynamics of Possible Selves 83
Alastair Henry
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>‘Directed Motivational Currents’: Regulating Complex Dynamic Systems through Motivational Surges</td>
<td>Zoltán Dörnyei, Zana Ibrahim and Christine Muir</td>
</tr>
<tr>
<td>11</td>
<td>Motivation on a Per-Second Timescale: Examining Approach-Avoidance Motivation During L2 Task Performance</td>
<td>Peter D. MacIntyre and Alicia Serroul</td>
</tr>
<tr>
<td>12</td>
<td>Dynamics of the Self: A Multilevel Nested Systems Approach</td>
<td>Sarah Mercer</td>
</tr>
<tr>
<td>13</td>
<td>Changes in Motivation, Anxiety and Self-efficacy During the Course of an Academic Writing Seminar</td>
<td>Katalin Piniel and Kata Csizér</td>
</tr>
<tr>
<td>14</td>
<td>Motivation, Emotion and Cognition: Attractor States in the Classroom</td>
<td>Frea Waninge</td>
</tr>
<tr>
<td>15</td>
<td>Once Burned, Twice Shy: The Dynamic Development of System Immunity in Teachers</td>
<td>Phil Hiver</td>
</tr>
<tr>
<td>16</td>
<td>Learner Archetypes and Signature Dynamics in the Language Classroom: A Retrodective Qualitative Modelling Approach to Studying L2 Motivation</td>
<td>Letty Chan, Zoltán Dörnyei and Alastair Henry</td>
</tr>
<tr>
<td>17</td>
<td>‘I Can See a Little Bit of You on Myself’: A Dynamic Systems Approach to the Inner Dialogue between Teacher and Learner Selves</td>
<td>Tammy Gregersen and Peter D. MacIntyre</td>
</tr>
<tr>
<td>18</td>
<td>Understanding EFL Learners’ Motivational Dynamics: A Three-Level Model from a Dynamic Systems and Sociocultural Perspective</td>
<td>Tomoko Yashima and Kumiko Arano</td>
</tr>
<tr>
<td>19</td>
<td>The Dynamics of L3 Motivation: A Longitudinal Interview/Observation-Based Study</td>
<td>Alastair Henry</td>
</tr>
</tbody>
</table>
20  Study Abroad and the Dynamics of Change in Learner L2 Self-Concept
Kay Irie and Stephen Ryan

Ryo Nitta and Kyoko Baba

22  The Dynamics of L2 Imagery in Future Motivational Self-Guides
Chenjing (Julia) You and Letty Chan

23  Conclusion: Hot Enough to be Cool: The Promise of Dynamic Systems Research
Peter D. MacIntyre, Zoltán Dörnyei and Alastair Henry