Editorial

The goal of the special issue is to provide robust examples of how we as a field can research the dynamic nature of learner individual differences (IDs). The papers in this volume provide both a sound theoretical discussion of several IDs in relationship to their (posited or empirically attested) role(s) in L2 learning, as well as specific methodological ideas on how to best reveal the dynamic nature of IDs.

As repeatedly mentioned in the field (Dewaele, 2013; Dörnyei, 2005, 2009, Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2009; Gurzynski-Weiss, 2020), including in a special issue within this very journal (de Bot & Bátyi, 2017), learner IDs are no longer seen as static and stable but as dynamic and changing over time and in response to other IDs (Dörnyei, 2009, 2010; Gurzynski-Weiss, 2020; Kormos & Csizér, 2014; Serafini, 2017), as well as context (de Bot & Fang, 2017; Lowie, van Djik, Chan, & Verspoor, 2017; Mercer, 2015; Serafini, 2020). While this is mentioned frequently in relationship to complex dynamic systems theory (CDST; de Bot, Lowie, & Verspoor, 2007; Larsen-Freeman, 1997, 2011, 2015, 2020), there still exists a general lack of understanding with respect to *how* to investigate the dynamicity of IDs, particularly for those who have worked in other frameworks and are newer to CDST and/or approaching IDs as dynamic with respect to longitudinal design.

In this special issue, I invited a renowned expert to explore the dynamicity of a commonly investigated learner ID within the field of second language acquisition (SLA). The impressive list of contributors and the ID they examine is as follows: Carmen Amerstorfer on learning strategies; Jean-Marc and Livia Dewaele on classroom emotions; Tammy Gregersen on anxiety, Daniel O. Jackson on working memory, Peter MacIntyre on willingness to communicate, Ellen J. Serafini on the L2 self, and Amy S. Thompson on multilingual selves. Each author ensures the accessibility of their expertise by first describing their ID of focus, the role it plays in L2 learning, and then moving on to the heart of the special issue: a discussion on how the ID in question can change, what influences this

change, and, critically, concrete examples of research methodology that will allow us to explore the dynamicity of their ID. The special issue concludes with the first semester data of a multi-year study exploring multiple learner IDs (Jung, DiBartolomeo, Melero-García, Giacomino, Gurzynski-Weiss, Henderson, & Hidalgo).

Carmen Amerstorfer opens the special issue with her article on learning strategies titled, "The Dynamism of Strategic Learning: Complexity Theory in Strategic L2 Development." In this article, Amerstorfer discusses how a holistic investigation of L2 strategies requires the integration of numerous interconnected, flexibly-interacting influences at constant interplay. Most importantly, she re-examines data from a previous study through a CDST lens, demonstrating how CDST offers additional insight compared to methods that have viewed IDs as more static.

Jean-Marc and Livia Dewaele then write on classroom emotions in their contribution "Are Foreign Language Learners' Enjoyment and Anxiety Specific to the Teacher? An Investigation Into the Dynamics of Learners' Classroom Emotions," focusing specifically on the interplay between foreign language enjoyment and foreign language classroom anxiety, and how they are influenced by (and undoubtedly influence in turn) the specific language teachers. Analyzing multiple factors at play, Dewaele and Dewaele demonstrate how foreign language enjoyment appears to be more dynamic and teacher-dependent than foreign language classroom anxiety, which is comparatively more stable and less teacher-dependent.

In her "Dynamic Properties of Language Anxiety," Tammy Gregersen, using published data from existing studies, first demonstrates how anxiety is in fact a dynamic learner ID. Gregersen then moves on to describing the roles language anxiety plays within a dynamic system, and how these considerations change all levels of research: theory, research questions, methodology, as well as pedagogical implications.

Daniel O. Jackson follows with a discussion on working memory, with an article entitled "Working Memory and Second Language Development: A Complex, Dynamic Future?" Jackson begins by asserting that working memory (WM) has always been considered as dynamic and interrelated, at least internally with its multiple facets. Considering WM as a complex learner ID, however, has been less discussed, particularly with respect to CDST. Jackson reappraises WM within a CDST framework, highlighting theoretical and methodological challenges and opportunities.

In his "Expanding the Theoretical Base for the Dynamics of Willingness to Communicate," Peter MacIntyre examines how learners navigate a multitude of considerations in the moments they decide whether or not to communicate in the L2. Using his idiodynamic method, MacIntyre demonstrates how his team is able to examine the nuances of willingness to communicate at the timescale of a few minutes, and how this detailed examination is leading to new theory, research methods, and pedagogical implications.

Ellen J. Serafini, in her "Further Exploring the Dynamicity, Situatedness, and Emergence of the Self: The Key Role of Context," examines how learner selves manifest across contexts and timescales, critically considering existing research and calling for much-needed work that examines how learner perceptions of themselves and their interlocutors impact the system and, ultimately, language learning.

Exploring multilingual selves in "My Many Selves Are Still Me: Motivation and Multilingualism," Amy S. Thompson investigates the dynamicity of multilingual learners' language systems and the influences that induce change. Specifically, through a re-examination of data published earlier through the lens of the dynamic model of multilingualism (Herdina & Jessner, 2002; Jessner, 2006, 2008), Thompson demonstrates how researchers can utilize dynamic analysis to increase understanding within their existing data sets, as well as in larger conversations within the field.

Finally, the empirical study "Tracking the Dynamic Nature of Learner Individual Differences: Initial Results from a Longitudinal Study" by Jung et al. presents the first semester data of a study examining multiple learner IDs over several years. Focusing on the L2 motivational self system (Dörnyei, 2009), personality (Ashton & Lee, 2009), learning and cognitive styles (Reid, 1995; Oxford, 1993), and working memory (Stone & Towse, 2015), the study examines what learner IDs are present in the initial semester of study, how they vary between learners and relate to other IDs, and how four learner profiles emerged in the initial semester dataset.

Together, the papers in this issue provide cutting-edge examples of how to approach learner IDs from a CDST framework: theoretically, empirically, and even at times providing guidance on how to use this information in pedagogical contexts. Each paper has an exceptionally thoughtful discussion of the dynamicity of the ID in question, what this reconceptualization means for existing research, with some studies even reexamining published data to demonstrate how additional insight can be uncovered through dynamic approaches, and how viewing these learner IDs as dynamic reshapes our work at all levels of research.

I would like to thank Mirosław Pawlak for the honor of the invitation to edit a special issue for *Studies in Second Language Learning and Teaching* (and the freedom to choose a topic – what a dream!). My sincerest thanks to the contributors for the outstanding contributions they have shared in this collection, and their camaraderie and enthusiasm from the get-go. I would also like to thank the reviewers who generously lent their time and expertise to critique and constructively comment on earlier drafts of these papers. Finally, my sincerest thanks to Daniel Jung at Indiana University, who tirelessly assisted in editorial work throughout this process.

Finally, it is important to mention that many of these research projects will be presented in our AILA ReN symposium at the World Congress of Applied Linguistics (AILA) in Groningen, the Netherlands, in August 2020. I invite you all

to join us there for additional conversation and collaboration in moving dynamic ID research forward.

Laura Gurzynski-Weiss
Indiana University, Bloomington, IN, USA
lgurzyns@indiana.edu

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