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# Willing Silence and Silent Willingness to Communicate (WTC) in the Chinese EFL Classroom: A Dynamic Systems Perspective

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Host: dr hab. Iwona Dronia, prof. UŚ

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ul. Grota-Roweckiego 5, Sosnowiec, Poland

## Abstract

Second language (L2) acquisition research has long emphasized the importance of 'talking in order to learn' the L2. However, many L2 learners exhibit low willingness to communicate (WTC) or even silence in L2 classrooms. L2 WTC refers to learners' readiness to engage in L2 discourse with specific individuals at a particular time. Drawing on Dynamic Systems Theory, this study explored the interplay between WTC and silence among four Chinese students in their English language class. Through classroom observations, self-reported WTC ratings, and stimulated recall interviews, five types of attractor states were identified: unwilling and silent, capable but silent, desirous but silent, silent yet yearning, and willing and breaking silence, with the first two being most prevalent. The findings offer insights for designing tailored teaching interventions that foster active participation in language classrooms.