Silence in English Language Pedagogy

Silence in language learning is commonly viewed negatively, with language teachers often struggling to interpret learner silence and identify whether it is part of communication, mental processing, or low engagement. This book addresses silence in language pedagogy from a positive perspective, translating research into practice in order to inform teaching and advocate greater use of positive silence in the classroom. The first half of the book examines the existing research into silence and, the second half provides research-informed practical strategies and classroom tasks. It offers applicable principles for task design that utilises rich resources, which include visual arts, mental representation, poetry, music, and other innovative tools, to allow both silence and speech to express their respective and inter-related roles in learning. Comprehensive yet accessible, it is essential reading for academic researchers and students in applied linguistics, TESOL, and language teaching, as well as for language teachers and educators.

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Silence in English Language Pedagogy

*From Research to Practice*

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Contents

List of Figures  
List of Tables  

1 Embracing Silence in Education  
1.1 Why Silence and Pedagogy Need Each Other  
1.2 Silence As an Emerging Theme  
1.3 Early Appeals for Silence in Education  
1.4 The Challenge of Defining Silence  
1.5 Pedagogy in the Face of the Silence Debate  
1.6 The Need to View Silence in Context  
1.7 Structure of the Book  
1.8 Concluding Insights  

2 The Presence of Silence in Second Language Acquisition  
2.1 Looking beyond the Silent Period  
2.2 Various Attitudes towards Silence in SLA Works  
2.3 Interpreting Views on Silence in SLA Research  
2.4 Current Gaps in SLA Research on Silence  
2.5 Concluding Insights  

3 Trends in Silence Research  
3.1 How Silence Research Evolves  
3.2 Overview of Distinctive Trends in Silence Research  
3.3 Research into the Dynamics of Inner Speech  
3.4 A Quest for the Cause of Silence  
3.5 Counter-Silence Interventions  
3.6 Research into Learner and Teacher Views on Silence  
3.7 Research into Productive Silence  
3.8 Achievements and Weaknesses in Silence Research  
3.9 The Paucity of Research on the Silent Period  
3.10 Concluding Insights  

4 Elements That Shape Pedagogy for Silence  
4.1 Understanding the Association between Silence and Speech  
4.2 Embracing Silence in Pedagogy  

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Contents

4.3 Five Principles of Productive Silence 57
4.4 Learner Strategies in Productive Silence 63
4.5 A Proposed Model for Classroom Activities 68
4.6 Recommendations for Teacher Development Programmes 71
4.7 Concluding Insights 72

5 Problematising Silence 74
5.1 Rethinking Ways of Inquiry 74
5.2 Conceptualising Negative Silence without Prejudice 74
5.3 Silence As Cultural Immobility 75
5.4 Silence As Subject to Misjudgement 77
5.5 Silence As Mind Wandering 79
5.6 Silence Out of Context 80
5.7 Silence As Resistance to Poor Pedagogy 81
5.8 Silence As a Lack of Response 82
5.9 Silence That Is Necessary but Absent 83
5.10 Silence Arising from Demotivational Dilemmas 85
5.11 Concluding Insights 86

6 Ways of Addressing Classroom Silence 87
6.1 Silence As a Struggle with Oneself 89
6.2 Silence As a Struggle with the Past 90
6.3 Silence As a Struggle with the Present 92
6.4 A Rewarding System That Works with Pragmatic Learners 96
6.5 A Humanistic System That Works with Reflective Learners 97
6.6 A Preparative System to Minimise the Occurrence of Negative Silence 97
6.7 Eight Dimensions of Support for Undesirable Silence 98
6.8 Concluding Insights 103

7 Online Silence 105
7.1 Identifying the Concept 106
7.2 Scholarly Attitudes towards Online Silence 107
7.3 Some Challenging Characteristics of Online Learning 110
7.4 Dimensions of Online Learning Experiences 116
7.5 Two Directions of Online Silence 116
7.6 Painful Online Silence 118
7.7 Helpful Online Silence 122
7.8 Concluding Insights 127

8 Coping with Undesirable Online Silence 129
8.1 The Challenging Nature of Online Learning 129
8.2 Ways of Coping with Painful Silence 131
8.3 Concluding Insights 138
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Silence in ELT Task Design</td>
<td>140</td>
</tr>
<tr>
<td>9.1</td>
<td>Why Silence in Tasks</td>
<td>140</td>
</tr>
<tr>
<td>9.2</td>
<td>The Unexplored Relationship between Task Design and Silence</td>
<td>140</td>
</tr>
<tr>
<td>9.3</td>
<td>A Journey to Explore Silence in Tasks</td>
<td>143</td>
</tr>
<tr>
<td>9.4</td>
<td>Study 1: Identifying Task Types in ELT Course Materials</td>
<td>145</td>
</tr>
<tr>
<td>9.5</td>
<td>Study 2: Learner Responses to Language Tasks in Australia</td>
<td>148</td>
</tr>
<tr>
<td>9.6</td>
<td>Study 3: Indonesian and Filipino Students Responding to Language Tasks</td>
<td>149</td>
</tr>
<tr>
<td>9.7</td>
<td>Study 4: Cross-Case Analysis</td>
<td>151</td>
</tr>
<tr>
<td>9.8</td>
<td>Study 5: Exploring the Distribution of Task Type in a Coursebook</td>
<td>155</td>
</tr>
<tr>
<td>9.9</td>
<td>Examples of Tasks Requiring More Silence Than Speech</td>
<td>157</td>
</tr>
<tr>
<td>9.10</td>
<td>Examples of Tasks Requiring More Speech Than Silence</td>
<td>158</td>
</tr>
<tr>
<td>9.11</td>
<td>Examples of Tasks Involving Both Silence and Speech</td>
<td>160</td>
</tr>
<tr>
<td>9.12</td>
<td>Recommended Tasks for Creative Silence</td>
<td>160</td>
</tr>
<tr>
<td>9.13</td>
<td>Concluding Insights</td>
<td>173</td>
</tr>
<tr>
<td>10</td>
<td>Some Ideas for Silence Research</td>
<td>175</td>
</tr>
<tr>
<td>10.1</td>
<td>Established Themes</td>
<td>175</td>
</tr>
<tr>
<td>10.2</td>
<td>Evolving Themes</td>
<td>176</td>
</tr>
<tr>
<td>10.3</td>
<td>Inactive Themes</td>
<td>183</td>
</tr>
<tr>
<td>10.4</td>
<td>Under-Explored Themes</td>
<td>186</td>
</tr>
<tr>
<td>10.5</td>
<td>Connecting Silence Research with the Teaching Profession</td>
<td>193</td>
</tr>
<tr>
<td>10.6</td>
<td>Concluding Insights</td>
<td>194</td>
</tr>
</tbody>
</table>

**References**

Index

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Figures

1.1 A screenshot from an ERIC database search of the keyword ‘silence’ page 2
3.1 The evolvement of silence research (1970s–2020s) 35
3.2 The continuum of thought and speech 37
3.3 Some functions of inner speech 38
3.4 Dimensions of learner silence 40
3.5 Two types of classroom experiments 44
3.6 The iceberg of learner silence 45
3.7 Tasks for investigating productive silence 47
4.1 The productive silence wheel 57
4.2 The multiple functions of productive silence 59
4.3 Conditions for productive silence 60
4.4 A model for productive-silence activities 69
6.1 The dimensions of learner struggle with silence 89
6.2 A cycle of teacher and learner mutual influence 96
6.3 Examples of teacher and learner mutual thoughts 96
6.4 Support provided for learners’ verbal participation 99
7.1 The conceptualisation of online silence 108
7.2 Dimensions of online learning experiences 117
9.1 A task-type pyramid 154
9.2 ‘If I was a robot’. Source: Funny Junk website 167
9.3 ‘If I was a robot’ template 168
9.4 ‘If I was a cat’ 169
9.5 ‘If I was a witch’ 170
10.1 The distribution of research impact in silence studies 176
## Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The distribution of understandings of silence in SLA books</td>
<td>21</td>
</tr>
<tr>
<td>7.1</td>
<td>Types of online silence</td>
<td>118</td>
</tr>
<tr>
<td>9.1</td>
<td>Common task types in language learning</td>
<td>146</td>
</tr>
<tr>
<td>9.2</td>
<td>Differing responses to fluency tasks</td>
<td>152</td>
</tr>
<tr>
<td>9.3</td>
<td>One hundred and forty-seven cognitive tasks</td>
<td>156</td>
</tr>
<tr>
<td>9.4</td>
<td>Sixty-six fluency tasks</td>
<td>156</td>
</tr>
<tr>
<td>9.5</td>
<td>Comparing two task types</td>
<td>156</td>
</tr>
<tr>
<td>9.6</td>
<td>A task introduced by Maley (2018, p. 46)</td>
<td>163</td>
</tr>
</tbody>
</table>