



Implementing Silence Pedagogy in English Language Teaching through a Neuropedagogical Approach in Indonesia

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Abstract

Silence in Indonesian EFL (English as a Foreign Language) classrooms is frequently misinterpreted as a sign of disengagement, often rooted in cultural stereotypes of passivity and respect for authority. Such assumptions risk overlooking students' individual identities, learning preferences, and cognitive needs. This conceptual review proposes an integrated framework that combines silence pedagogy with a neuropedagogical approach to enhance cognitive engagement, emotional well-being, and writing performance among Indonesian university students. Drawing from sociocultural and poststructural perspectives, as well as neuroscience-informed teaching practices, the study reframes silence as a productive cognitive-affective tool in EFL writing instruction. The framework consists of five interconnected components: silent pre-writing reflection, focused silent writing time, memory consolidation through quiet periods, emotionally safe and stimuli-reduced environments, and metacognitive self-regulation. These principles are grounded in brain-based learning strategies that foster attention, reflection, and creativity. A practical sequence of classroom activities is provided to support implementation, particularly for teaching argumentative writing to advanced-level undergraduate learners. This model has three major implications. First, it enhances student well-being and language output by validating silence as an intentional cognitive process. Second, it supports teacher professional development by challenging deficit views of silent learners and offering inclusive pedagogical practices. Third, it contributes to curriculum reform in Indonesia by integrating silence into evidence-based instructional design for EFL writing. Overall, this study advocates for reimagining silence as a strategic pedagogical resource that, when supported by insights from neuroscience, can foster deeper learning and greater equity in language education.

Keywords: brain-based, silence pedagogy, neuropedagogy, EFL, university