

## THE PRACTICE OF ELICITATION TECHNIQUE IN EFL CLASSROOM INTERACTION

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### **Abstract**

*This study investigates the practice of elicitation techniques in English language learning at SMP Negeri 1 Tilango. The focus of this research is on how teachers use elicitation techniques to encourage interaction in EFL classrooms. A qualitative descriptive method was used to collect data through classroom observations throughout five meetings. The results showed that teachers applied four of five techniques described in Dofl's theory: asking questions, asking questions combined with text/dialogue, asking questions combined with games/activities, and asking questions combined with non-verbal language. Of these techniques, asking questions was the most frequently used, especially for assessing understanding and engaging students. Asking questions combined with games was the most effective technique for increasing student participation. Overall, this study concludes that elicitation techniques are important for creating active, communicative English classrooms.*

**Keyword:** Practice, Elicitation Technique, Classroom Interaction.

### **INTRODUCTION**

English learning at the secondary school level is currently a mandatory subject for every student. In the classroom, English is taught primarily through interaction between teachers and students, making communication a crucial element in achieving learning objectives. According to (Brown in Aini, 2017), interaction is the exchange of thoughts, feelings, and ideas carried out by two or more people, and will produce reciprocal effects on both communicators. This means that interaction in the classroom will not be achieved if only the teacher speaks while the students are silent and do not participate in the teaching-learning process. To get student-centered interaction, the interaction between students and teachers must affect student activeness and participation during the teaching and learning process

As educators, teachers have a key responsibility to design and implement classroom techniques that foster productive interaction. Interaction also includes classroom behaviors such as turn-taking, questioning, negotiation of meaning, and feedback (Chaudron in Mentari.p.8.2021). This means that in-class interaction allows students to participate actively. One such technique that supports these aims is the elicitation technique.

Elicitation is a teaching method used to provoke student responses and encourage them to speak during lessons (Setiawati, 2017).

This technique fosters active student communication and enables them to express their thoughts, feelings, and opinions in English naturally and engagingly. Furthermore, elicitation can help students overcome shyness and fear of making mistakes, making them more confident and willing to speak. According to Darn

(2008), elicitation is a preferred classroom method as it enhances student participation and supports a student-centered learning environment.

Walsh (2013) and Alsubaie (2015) define elicitation techniques as strategies used by teachers to get students to respond. Meanwhile, according to (Garside in Nova 2019), elicitation techniques are used when planned questions are asked that logically target vocabulary or grammatical concepts but do not contain the word from being taught. Based on the explanation above, it can be understood that elicitation is a teacher's activity to stimulate students to respond. It can be concluded that elicitation is generally in the form of teacher questions for students. In the context of English language learning, classroom interaction with the dominance of questions is expected, and elicitation encourages students to use English as a means of communication and means of conveying their thoughts.

Based on the explanation above, it can be understood that elicitation is a teacher's activity to stimulate students to respond. Doff proposed five types of elicitation:

### ***Asking questions***

Asking question is one of the common techniques used by teachers to invite students to participate in the classroom. (Doff in Nguyen, 2011. p.15) states that eliciting can occur at any stage of learning and is mainly done by asking questions. Regarding the types of questions to be asked, there are many ways of classification. according to (Wei Liu in Nguyen. p.16. 2011) criteria covering four aspects: grammatical form, communicative value, cognitive level and content orientation.

#### ***Classification of questions by grammatical form***

- **"Yes" or "no" type questions** These questions assist the teacher in assessing student understanding. Yes or no questions are "the easiest questions to answer,"
- **"or" question** the question is presented with two possibilities, and the respondent has to choose one of them
- **W-h questions:** This third type of question usually starts with what, where, when, which, why, and how to get the right information
- Classification of questions by communicative value
  - **"Display questions" or "pseudo questions"** to help teachers test students' knowledge and understanding while teachers have already known the answers
  - **"Referential questions"** the answer is not yet known to both the teacher and the student, thus increasing the teacher's interest in hearing the student's answer.

#### ***Classification of questions by cognitive level***

- **Knowledge questions:** ask students to remember or recognize information that is in the textbook or was told by the teacher
- **Comprehension questions:** ask students to interpret, explain, rephrase

or describe the information they want to raise in their own words.

- **Application questions:** ask students to explain other related events to solve a problem or speculate about broader causes or issues

### ***Asking Question Combined with Picture***

Pictures can serve as an effective tool in classroom instruction. When teachers use images from textbooks or other additional materials, they can engage students more easily by drawing their attention and sparking their interest and imagination. Doff (in Nguyen, 2011) explains that teachers often use pictures to introduce a topic by asking students to observe and respond to what they see, consider possible causes, predict future events, and express their thoughts or feelings about the image. Essentially, pictures help activate students' prior knowledge and thinking related to the topic being introduced.

This picture can serve as an example. This image is included with reading text and can be used to get students' thoughts about the theme of the reading text before reading it. Next, the teacher can use the same picture to teach or revise the vocabulary needed for the reading text, consequently so that students will understand the words more easily and clearly.

### **Example**



T : What do you see in the

picture? Ss : Farmer

T : What exactly are they doing?

S1 : They are harvesting

T : What exactly is being

harvested? Ss : wheat

The picture can be used to get students thinking about the topic given by the teacher. Besides that, teachers can use the same picture to revise the vocabulary necessary for reading the text. It will help the students understand the text easily.

### ***Asking Questions Combined with Games or Activities***

Games are the most engaging medium for delivering lessons. Games and activities can also be used to encourage student participation. Lee (in Rama 2007) states that games make it possible to learn a language and enjoy oneself at the same

time. Games help encourage students to maintain their interest in work. In addition, games can make students more active during the learning process.

### **Example**

A game that can create classroom interaction is Last Man Standing. This game is best played after the teacher has finished a topic. The stages: the teacher asks the students to circle, and then a student is given a ball. The teacher asks the students to say a word related to the learning material. The student who receives the ball must immediately say a word related to the topic. Those who repeat the word they have said lose and have to sit down. The student who stands last is the winner.

### ***Asking Questions Combined with Text/Dialogue***

According Doff (in Nguyen, 2011) states that teachers can also consider using text and dialog to guide students in responding to the language use and context of use presented in the text and dialog. Text and dialog are mediums in the teaching and learning process. Sometimes, teachers use texts or dialogs to deliver lessons. Text and dialog can be used to encourage students to participate during learning.

### **Example**

My Cat

Hello! My name is Sena. I have cat. Her name is Tiffany. The cat is very cute. Tiffany is very funny. Her fur is white and soft. I often wash it clean. Tiffany doesn't like meat. She likes fish. I love Tiffany so much.

T : Look at the text! What does the text tell us about?

S1 : My cat.

T : Can you tell me the name of Sena's cat?

S2 : Tiffany.

T : How does Tiffany appear? S3 : Cute.

T : What does Tiffany like? S4 : Fish, ma'am.

T : Good. Ok, based on the text, does anyone know what we will learn today?

Ss : No, ma'am.

T : Today we'll talk about descriptive text.

Through the text provided by the teacher, the teacher can make many questions to the students. The questions can be used to encourage students to participate and be active in class by using dialogs such as the teacher asking about the situation in the dialog, characters, etc.

### ***Asking Questions Combined with Non-Verbal Language***

Non-verbal language is one of the most interesting ways to teach students in the classroom. The language used is non-verbal, especially to acquire new vocabulary and structures (Doff in Nguyen, 2011.p. 23). This is because, in using non-verbal language, the teacher does not ask questions with his voice but with body language, mimicry, gestures, facial expressions, etc. It will provoke students' curiosity and attention.

#### **Example**

Teacher: (Waving her/his hands). What does it mean?

Students: Good bye

The example above is one of the gestures the teacher uses to elicit students to give answers or responses in learning.

### **Benefits of using Elicitation Technique**

**First**, eliciting is a tool used to create direct interaction between teachers and students. Corey (in Nguyen. 2011. P. 25) considers eliciting by teachers a “fundamental and important means” of classroom interaction.

**Secondly**, elicitation helps to maximize students' talk time and, at the same time, minimize teachers' talk time. In the classroom, if students respond to most of the teacher's questions at almost every stage of the lesson, they will talk more than if they listen to the teacher's explanation

**Third**, questioning techniques engage the class by keeping students alert, attracting their attention and making them think

**Lastly**, elicitation techniques can create motivation among students. According to Ur (in Nguyen. 2011), when trying to answer the questions asked by the teacher

### **Weakness of using elicitation techniques**

**First**, elicitation techniques can place significant demands on the teacher.

**Secondly**, eliciting does not always mean more talking time for students, especially when dealing with complicated or general knowledge

**Third**, the elicitation of questions can become automatic, resulting in student boredom due to repetition

### **RESEARCH METHOD**

The method used in this research is descriptive qualitative because it is expected that this research can describe the implementation of elicitation techniques when teaching English in the classroom. The participants were one English teacher and one seventh-grade class of 26 students at SMP Negeri 1 Tilango. The data collection method used observation. The observation checklist aims to observe classroom interaction using the teacher's elicitation technique. In the observation process, the researcher uses video recordings of the learning process. This observation was conducted for five meetings. Data analysis in this research used data reduction, data display, and conclusion drawing and verification.

### **FINDINGS AND DISCUSSION**

The teachers used four of the five elicitation techniques according to Doff's theory to create interaction in the EFL classroom, namely: Asking Questions used in every lesson to encourage

students' responses, Asking Questions combined with Games/Activity found in the first and fourth observations as the main technique in creating classroom interaction, Asking Questions combined with Text/Dialogue found in the second and fifth observations, where the teacher provided text to elicit students' responses, Asking Questions combined with Non-Verbal Language used as an additional technique to encourage interaction

Asking questions is the most common technique teachers use to encourage students to respond in English learning in the classroom. According to Doff's theory (in Nguyen, 2011), questions can motivate students to think critically and respond verbally, increasing their participation in class discussions. Teachers usually use elicitation techniques in the initial stage of learning to attract students' attention and in the main learning process to elicit their understanding of the material. The interaction created through the elicitation technique is two-way between teachers and students, where students are not only listeners, but also act as sources of information. Therefore, teacher dominance in learning can be avoided, and the teacher's role is only as a facilitator.

However, there are still weaknesses that become challenges for teachers in applying the elicitation technique, such as some students showing passivity and lack of confidence when asked to respond to the teacher's questions. This is due to the lack of vocabulary owned by students, fear of being wrong, and embarrassment in giving responses. In addition, when students struggle to understand the teacher's questions, the teacher must provide further clarification, which can reduce students' speaking time. Repetitive questioning may also lead to boredom, highlighting the need for teachers to design varied and engaging questions to maintain student interest and participation.

Overall, this finding supports previous research by Wati (2023) which states that elicitation techniques can build more effective interactions between teachers and students in EFL learning contexts. Teachers not only provide stimulus, but also create space for students to explore and convey their ideas actively. With proper implementation, elicitation technique can be an effective strategy in creating a more interactive and participatory language learning.

## **CONCLUSION**

Findings showed that asking questions was the dominant technique used to assess understanding, stimulate discussion, and encourage critical thinking. However, students showed greater motivation and engagement when questions were combined with games, as these activities were more fun and dynamic.

In conclusion, elicitation techniques, through direct questioning or combined with texts, games, activities and nonverbal language, have an important role in encouraging student-centered learning. These techniques encourage active classroom

interaction, increase student responsiveness, and contribute to more engaging and communicative EFL learning.

Based on the conclusion, it is suggested that teachers should be more creative in applying the elicitation technique to encourage students to speak. Teachers should apply several techniques in asking questions to enable students to answer them easily. In addition, teachers should also optimize and vary the questions used to elicit responses to make students participate actively in the classroom. Teachers should consider games in their teaching because games can be used more to elicit students' participation in an exciting and motivating way.

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