



Teacher's Elicitation Techniques in English for Nursing: A Classroom Interaction Analysis

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Abstract

This study describes the types of elicitation techniques used by an English teacher during classroom interaction in English for Nursing learning at SMK Negeri 1 Bulango Selatan. This research employed a qualitative case study design. Data were collected through five classroom observations and video recordings involving one English teacher who taught eleventh-grade nursing students. The data were analyzed using the qualitative data analysis model proposed by Miles and Huberman, including data condensation, data display, and conclusion drawing. The analysis was based on Tsui's (1995) elicitation framework, which classifies elicitation into six types: elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify. The findings revealed that the teacher used four types of elicitation techniques, namely elicit inform, elicit confirm, elicit agree, and elicit repeat. Among these, elicit inform was the most dominant because the teacher frequently used informational questions to check students' understanding and encourage participation during classroom interaction. The findings also showed that elicitation techniques contributed to increasing students' participation in English for Nursing learning, although most students' responses remained short and simple. In addition, elicit commit and elicit clarify were not identified during the observations, indicating that classroom interaction had not fully encouraged elaborative and critical communication. These findings suggest that elicitation techniques play an important role in supporting interactive communication and professional language learning in ESP nursing contexts.

1. Introduction

In the modern nursing world, the ability to communicate in English is a competency that cannot be overlooked. Nurses are required to interact with patients, medical staff, and colleagues from diverse linguistic backgrounds, while also understanding medical documentation and meeting international healthcare standards. Therefore, learning English for Specific Purposes (ESP) in the field of nursing is crucial, as it provides contextual language skills relevant to professional needs. The International Council of Nurses (ICN) even emphasizes that the ability to communicate effectively in English is one of the global competencies that professional nurses must possess.

However, the reality in the field shows that classroom interactions in English language learning within the nursing context tend to remain limited and passive, so the communicative goals of ESP learning have not been optimally achieved. One factor influencing classroom interaction quality is the teacher's use of elicitation techniques, which are pedagogical strategies designed to stimulate students' verbal responses and encourage active participation.

Initial observations at SMK Negeri 1 Bulango Selatan indicate that although teachers asked open-ended questions, most students were only able to provide brief, one- or two-word answers. This suggests that the elicitation techniques used have not yet fully fostered meaningful two-way interaction. This aligns with the views of Yenti and Rahmalia (2022), who emphasize that English teachers must be able to create classroom interactions that are enjoyable and not boring, as well as Gunawan et al. (2021), who state that a teacher's ability to manage classroom interactions is the most important skill in the learning process.

Several previous studies have examined the use of elicitation techniques in English language classroom interactions. In their study on oral feedback from male and female teachers, Khairisya and Fithriani (2023) found that both groups of teachers used five forms of elicitation, with "elicit confirm" being the most dominant. Furthermore, Danial, Talib, and Dama (2024) examined the use of expressive and directive elicitation in English language classrooms and found that both types of elicitation contributed to enlivening the classroom interaction atmosphere.

Meanwhile, Putri, Mestari, and Danial (2025), in their study on elicitation technique practices in EFL classrooms, found that direct questions were the type most frequently used by teachers to check students' understanding. Nargiza (2021) also found that "elicit information" is the most dominant type of elicitation used in speaking classes at the university level, with a percentage reaching 72.23%, and it has been proven to play a significant role in increasing students' verbal participation.

Although these studies have made significant contributions to our understanding of elicitation techniques in EFL instruction in general, there remains an under-explored gap: the use of elicitation techniques in the context of nursing

ESP at the vocational high school (SMK) level. Most existing studies have been conducted in general EFL contexts or at the university level, and thus do not specifically describe how elicitation techniques are applied in English language classroom interactions oriented toward professional nursing competencies.

In addition, previous studies generally used different theoretical frameworks, whereas the comprehensive classification developed by Tsui (1995), which includes six types of elicitation inform, confirm, agree, commit, repeat, and clarify has not been widely applied in the context of nursing ESP learning at SMK.

Based on this gap, this study aims to describe the types of elicitation techniques used by English teachers during classroom interactions in the Nursing program at SMK Negeri 1 Bulango Selatan. The research question posed is: What types of elicitation techniques do English teachers use during classroom interactions in the Nursing program at SMK Negeri 1 Bulango Selatan? The novelty of this study lies in the use of Tsui's (1995) theoretical framework, which comprehensively covers six types of elicitation within the context of nursing ESP at the vocational high school level.

Consequently, the findings of this study are expected to provide a more complete and contextual understanding of teachers' elicitation practices in supporting the development of professional communication competencies among nursing students.

2. Method

This study employs a qualitative approach using a descriptive case study design. This approach was chosen because the study aims to provide an in-depth description of teachers' use of elicitation techniques in English-for-nursing classroom interactions as they naturally occur in the learning environment. In line with Creswell's (2013) perspective, qualitative research is conducted in real-world settings where researchers seek to understand events based on the meanings attached to them by the participants. A descriptive method is used to identify and interpret the types of elicitation techniques that emerge during the learning process, without manipulating or controlling specific variables.

This study was conducted at SMK Negeri 1 Bulango Selatan, specifically within the Nursing Vocational Program. This school was selected through purposive sampling because it offers English language instruction within the context of vocational nursing, making it relevant to the focus of this study. The research participant was an English teacher who instructs the 11th-grade Nursing class. The class consisted of vocational nursing students with basic to intermediate English proficiency levels.

Most students were still developing confidence in speaking English and tended to provide short responses during classroom interaction. This condition became one of the reasons why classroom interaction and elicitation techniques were considered important to be examined in this study. Participant selection was based on purposive sampling, considering several criteria: the teacher teaches

English in the Nursing Program, has experience managing English classroom interactions, has direct experience teaching ESP specifically in a nursing context, and has participated in professional development programs focused on the pedagogical competencies of English teachers. These criteria ensure that the selected participant has a direct connection to the research focus and actively applies elicitation techniques in their teaching practice.

Data collection was conducted using two main techniques: classroom observation and video recording. Observations were carried out during five learning sessions in the 11th-grade Nursing class, using a passive participatory observation method, in which the researcher was present in the classroom to observe interactions between the teacher and students without directly participating in the learning process. During the observations, the researcher used an observation sheet developed based on Tsui's (1995) elicitation theory, which classifies elicitation techniques into six types: elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify.

Table 1. Observation Sheet of Elicitation Types in Classroom Interaction

No	Learning Activities	Elicitation Type	Yes	No	Description of Teacher Activities	Examples of Elicitation Interactions
1		Elicit Inform				
2		Elicit Confirm				
3		Elicit Agree				
4		Elicit Commit				
5		Elicit Repeat				
6		Elicit Clarify				

Each type of elicitation is accompanied by indicators and a column for recording the actual utterances exchanged between the teacher and students. To ensure the accuracy and objectivity of the data, all learning sessions were video-recorded. The recording equipment was positioned so that the voices of both the teacher and students could be clearly captured without disrupting the learning process. The video recordings were then transcribed verbatim to serve as the basis for data analysis.

The data analysis in this study followed the qualitative data analysis model proposed by Miles and Huberman (1994), which consists of three stages: data condensation, data presentation, and drawing conclusions. In the data condensation stage, all transcription and observation results were sorted and simplified by focusing on the teachers' utterances containing elicitation techniques, while data irrelevant to the research questions were discarded. In the data presentation stage, the identified utterances were categorized based on the six

types of elicitation according to Tsui (1995) and presented in the form of systematic narrative descriptions accompanied by examples of utterances from the observations.

During the coding process, the researcher repeatedly reviewed the transcription data and identified teacher utterances containing elicitation patterns. The utterances were then classified into the six elicitation categories proposed by Tsui (1995). To maintain consistency and accuracy of interpretation, the categorization process was conducted carefully by repeatedly comparing the utterances with the indicators of each elicitation type.

The final stage was drawing conclusions and verification, in which the researcher formulated the final findings based on patterns emerging from the data as a whole. Data validity is ensured through triangulation between observation results and video recordings, so that the resulting findings reflect the actual conditions of classroom interaction.

3. Result

This study was conducted through five classroom observations in the eleventh-grade Nursing class at SMK Negeri 1 Bulango Selatan. Data were collected through classroom observations and video recordings, then analyzed using Tsui’s (1995) elicitation framework, which consists of six elicitation types: elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify. The findings revealed that the teacher employed four elicitation types during classroom interaction, namely elicit inform, elicit confirm, elicit agree, and elicit repeat. Meanwhile, elicit commit and elicit clarify were not identified throughout the observation process.

Table 2. Frequency of Elicitation Types Across Observations

No	Elicitation Type	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Total Presence
1	Elicit Inform	✓	✓	✓	✓	✓	5
2	Elicit Confirm	✓	✓	✓	-	-	3
3	Elicit Agree	✓	-	-	-	-	1
4	Elicit Commit	-	-	-	-	-	0
5	Elicit Repeat	-	-	✓	✓	-	2
6	Elicit Clarify	-	-	-	-	-	0

Table 1 shows that *elicit inform* was the most consistently used elicitation type across all classroom observations. This indicates that the teacher frequently used informational questioning strategies to encourage students' participation and assess their understanding during English-for-Nursing learning. In contrast, *elicit commit* and *elicit clarify* were not identified in any observation session, indicating limited interaction that encouraged deeper elaboration and critical responses from students.

First Observation

The first observation was conducted during a lesson on Analytical Exposition Text related to health topics, particularly handwashing in nursing practice. Three elicitation types were identified in this session: *elicit inform*, *elicit confirm*, and *elicit agree*. *Elicit inform* was the most dominant type and was used to explore students' understanding of analytical exposition texts and health-related vocabulary through questions such as "What is an analytical exposition text?" and "What is this?" while showing pictures related to bacteria and hygiene. Students generally responded with short answers such as "Bacteria" or "A text that elaborates the author's opinion."

In addition, *elicit confirm* was used to check students' readiness and understanding through confirmation questions such as "Washing your hands is important, right?" Meanwhile, *elicit agree* appeared when the teacher encouraged students to express agreement toward statements related to healthy habits. Although students participated actively, most responses remained brief and lacked elaboration.

Second Observation

The second observation focused on students' analysis of analytical exposition texts discussing patient privacy. In this session, only *elicit inform* and *elicit confirm* were identified. *Elicit inform* was used to encourage students to identify text structures and explain their reasoning through questions such as "Why did you choose this paragraph as the second argument?" Students' responses indicated that they understood the structure of the text, although their explanations were still limited.

Elicit confirm was used to ensure students' readiness for presentation activities and to confirm their understanding of the lesson material. Similar to the first session, *elicit inform* remained the dominant type of elicitation, while students' responses continued to be short and minimally elaborated.

Third Observation

The third observation discussed the topic of asking and giving opinions in health-related contexts. Three elicitation types were identified: *elicit inform*, *elicit confirm*, and *elicit repeat*. *Elicit inform* was again the dominant type, used to explore students' understanding of expressions such as asking for opinions and

giving responses. Students generally answered using simple vocabulary and short expressions.

Meanwhile, elicit confirm was used to ensure students understood classroom instructions and examples of agreement or disagreement expressions. Elicit repeat appeared when the teacher asked students to repeat sentences such as “What do you think about this?” and “Are there any other ideas?” This activity aimed to strengthen students’ pronunciation and familiarity with interactive expressions. The appearance of elicit repeat demonstrated the teacher’s effort to improve students’ communicative competence in English interaction.

Fourth Observation

The fourth observation focused on analytical exposition texts related to everyday health issues such as smoking, exercise, and healthy lifestyles. In this session, two elicitation types were identified: elicit inform and elicit repeat. Elicit inform was used to check students’ vocabulary understanding and comprehension of the lesson topic. Students responded with short answers such as “Smoking” or “Diet,” indicating basic understanding but limited elaboration.

In addition, elicit repeat was used through repetition activities in which students repeated sentences and expressions related to health communication. This activity was intended to familiarize students with English sentence patterns commonly used in health-related contexts. Like previous observations, students participated actively but still produced brief responses.

Fifth Observation

The fifth observation focused on students’ classroom presentations and vocabulary understanding. In this session, only elicit inform was identified. The teacher mainly asked students about vocabulary meanings and English-Indonesian translations during presentation activities. Students responded correctly to several vocabulary questions; however, their responses remained simple and limited to one- or two-word answers.

The limited use of elicitation types in this session indicates that classroom interaction mainly focused on basic vocabulary mastery rather than deeper communicative interaction. Although the teacher successfully encouraged student participation, the interaction had not yet fully developed students’ elaborative communication skills.

Summary of Findings

Overall, the findings demonstrate that elicit inform was the most dominant elicitation type and appeared consistently across all observation sessions. This indicates that the teacher relied heavily on informational questioning strategies to encourage classroom interaction and assess students’ understanding. Elicit confirm appeared in the first, second, and third observations, while elicit repeat appeared in the third and fourth observations. Elicit agree was only identified in

the first observation. Meanwhile, elicit commit and elicit clarify did not appear throughout the observations.

The findings also show that elicitation techniques contributed positively to increasing student participation during English for Nursing learning. However, most student responses remained short and minimally elaborated, indicating that classroom interaction had not fully encouraged critical, reflective, and extended communication. These findings suggest that deeper interactional strategies are still needed to support students' professional communication competence in ESP nursing contexts.

4. Discussion

The findings indicate that the most frequent type of elicitation used by teachers was Elicit Inform. The dominant use of Elicit Inform indicates that the teacher used questions more frequently to obtain information from students, check how well they understood the material, and encourage students to provide responses during the lesson. The questions given were usually related to the subject matter rather than other subject matter. Students were encouraged to answer the questions using English vocabulary relevant to the field of nursing because the questions given were generally related to the subject matter and the nursing context. This indicates that the teacher connected English learning with communication needs in the context of English for Nursing.

Furthermore, the analysis demonstrates that Elicit Commit and Elicit Clarify were not found during the observation process. One important finding of this study is the absence of these two types of elicitation. This indicates that classroom interactions still concentrate more on providing short answers, confirming answers, agreeing with them, and repeating information rather than asking students to provide clarification or express a deeper commitment to an opinion or action. In other words, classroom interactions have not fully encouraged students to engage in more complex communication and critical thinking.

The Dominant Type of Elicitation

The results of the study indicate that Elicit Inform is the most frequently used type of elicitation in classroom interactions. This suggests that teachers tend to use questions aimed at eliciting information from students during the learning process. These questions encourage students to provide answers and explain the lesson material, which aligns with learning objectives that emphasize conceptual understanding and the ability to communicate.

This finding aligns with research conducted by Nargiza (2021), who found that Elicit Inform was also the most frequently used type of elicitation, at 72.23%. Her research indicates that elicitation techniques, particularly Elicit Inform, play a crucial role in enhancing students' verbal participation.

However, there is a difference in context between the two studies. Nargiza's study was conducted in a college-level speaking class aimed at improving students' speaking skills. Meanwhile, the use of Elicit Inform in this study was intended to encourage students to speak and understand academic learning material.

Therefore, despite differences in the learning context, both findings indicate that Elicit Inform is the most widely used and most effective type of elicitation in encouraging students to actively participate in lessons.

The Role of Elicitation in Classroom Interaction

Research findings indicate that elicitation plays a significant role in enhancing teacher-student interaction in the classroom. Teachers can use elicitation techniques to encourage students to participate more actively in learning. As noted (Husna & Amri, 2018, p. 612) one effective strategy for encouraging students to actively participate in classroom learning is to use elicitation techniques. According to Richards and Schmidt (2010: 191) in Kaswan (2014, p. 48) elicitation technique is any technique or procedure designed to encourage a person to actively produce spoken or written language, such as asking someone to describe a picture, tell a story, or complete an unfinished sentence.

Elicitation techniques encourage students to be more active in the learning process because they involve students in the process of understanding and discovering language Mandasari et al. (2019, p. 3). In addition, these techniques provide students with opportunities to use language directly during the learning process. Teachers use elicitation techniques to foster more active interaction between themselves and their students during the learning process Nova (2019, p.130)

Furthermore, elicitation can be used by teachers as a tool to assess student understanding. Tsui (1995, p. 26) states that elicitation is used to gather student responses, which can be used to guide classroom interactions and assess students' level of understanding.

Furthermore, research conducted by Nargiza Y., (2021) reinforces these findings by showing that elicitation specifically "Elicit Inform" is used most frequently to encourage students to speak more actively in class. This indicates that elicitation is not only useful for asking questions but also for increasing student participation.

Elicitation in the Context of ESP Learning

The use of elicitation in English for Specific Purposes (ESP) instruction, particularly in English for Nursing, is crucial for helping students understand and use English appropriate to the nursing field. Students are encouraged to use vocabulary and expressions relevant to healthcare contexts when the teacher asks questions. This is particularly important for nursing students because they are required to communicate effectively in professional settings, such as when interacting with patients and other healthcare professionals.

ESP (English for Specific Purposes) is an approach to English language instruction designed to meet the specific needs of learners in particular fields or for specific purposes, such as engineering, healthcare, or business Ko (2023, p. 328). Elicitation techniques can be an effective approach to encourage students to use language contextually in accordance with the nursing work environment

Taken together, the observations confirm that teachers employed four types of elicitation: elicit inform, elicit confirm, elicit repeat, and elicit agree. The “elicit inform” type was found to be the most frequently used, followed by “elicit confirm.” There is evidence that the use of elicitation can increase student participation and encourage them to actively participate in English. These outcomes reinforce experts' views that, in ESP, teaching techniques that encourage students to participate actively are crucial for building communication skills relevant to the workplace.

It is also important to acknowledge certain limitations that may have influenced the patterns of elicitation observed in this study. Nursing students at the vocational level often exhibit language anxiety and passive communicative habits shaped by prior learning experiences that prioritized rote memorization over interactive engagement. These factors likely contributed to the predominance of brief student responses and may partly explain the absence of elicit commit and elicit clarify, since both types require students to express commitment to an opinion or seek further elaboration — acts that demand a higher degree of linguistic and communicative confidence. This observation distinguishes the ESP nursing context from general EFL settings: whereas EFL classrooms typically aim at broad communicative competence, ESP nursing instruction must simultaneously develop domain-specific vocabulary, professional register, and interactional skills relevant to patient care and medical communication.

The dual focus of ESP places particular pressure on elicitation strategies, as teachers must scaffold both linguistic form and content knowledge within a single interaction. Considering these challenges, it is recommended that teachers in ESP nursing contexts gradually introduce elicit commit and elicit clarify techniques through scaffolded prompts and familiar health-related scenarios that lower the affective barrier to extended student responses. Pair and small-group role-plays simulating nurse-patient dialogues, for instance, may provide a low-stakes environment in which students practice expressing opinions and seeking clarification before engaging in whole-class interaction. Such pedagogical adjustments would not only enrich the repertoire of elicitation techniques but also better prepare students for the communicative demands of professional nursing practice.

5. Conclusion

This study concludes that English teachers at SMK Negeri 1 Bulango Selatan use four of the six types of elicitation techniques proposed by Tsui (1995), namely elicit inform, elicit confirm, elicit agree, and elicit repeat, in classroom interactions within the Nursing program. Elicit inform was the most dominant type and was consistently used in every session, while elicit commit and elicit clarify were not found at all during the observation process.

The absence of these two types of elicitation indicates that classroom interactions have not fully encouraged students to think critically and communicate elaboratively in accordance with the demands of professional nursing competencies. These findings are based on observations of one teacher at one school over five sessions; therefore, generalizing the research results must be done cautiously and cannot represent the broader context of ESP nursing education.

This study focuses solely on identifying the types of elicitation techniques used by teachers without examining the factors underlying the selection of these techniques. Therefore, future research is recommended to expand the scope of the study by involving more teachers and schools so that the findings are more representative. Additionally, future research could employ a mixed-methods approach that combines observation with in-depth interviews to uncover teachers' and students' perspectives on the use of elicitation techniques. Further research could also be directed toward examining the effectiveness of using "elicit commit" and "elicit clarify" specifically in the context of nursing ESP to enhance the quality of student interactions and professional communication competencies.

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