

PEDAGOGICAL BRICOLAGE: ELICITATION STRATEGIES, TEACHER CREATIVITY, AND ADAPTIVE LANGUAGE TEACHING IN A CHRISTIAN HIGH SCHOOL IN PALANGKA RAYA

Indra Perdana¹, Joni Bungai²

^{1,2}Universitas Palangka Raya, Indonesia
indra.perdana@fkip.upr.ac.id

ABSTRACT

Delivering effective language instruction in resource-limited environments requires teachers to become adaptive experts who creatively reconfigure available materials to elicit student responses. This study investigates how English teachers at a Christian high school in Palangka Raya, Central Kalimantan, intuitively employ elicitation strategies to promote oral participation, despite the dominant use of Dayakese as the students' mother tongue and severe limitations in learning resources. This research employed a descriptive qualitative case study design with a pragmatic perspective on classroom discourse. The data consist of classroom observations, semi-structured interviews with four English teachers and four students from Grades X and XI, and lesson plan documents. The study applied Cross's elicitation typology and Leech's politeness framework to identify the strategies used in these interactions. The findings reveal that all teachers systematically used WH-questions as their foundational elicitation strategy, despite having no formal knowledge of the term "elicitation." These strategies were implemented through low-technology media such as visual aids, word-guessing games, role-plays, and dialogue-based activities. Grade X teachers prioritized affective security and confidence-building, whereas Grade XI teachers focused on higher-order thinking and grammatical accuracy. Student perceptions confirmed that contextually-embedded scaffolding—particularly visuals and games—significantly reduced cognitive load and enhanced willingness to speak. The way elicitation strategies are implemented depends on the relationship between the teacher and students, the grade level, and the cognitive demands of the task. In some cases, indirect elicitation through games and visuals softened the pressure to speak, whereas in others, direct WH-questions were employed to challenge students' critical thinking. This study provides valuable insights into pedagogical bricolage and adaptive teaching in mother tongue-dominant, resource-constrained environments, shedding light on how constraints can catalyze rather than impede pedagogical innovation.

Keywords: elicitation strategies, pedagogical bricolage, teacher creativity, adaptive teaching, Dayakese mother tongue

ABSTRAK

Implementasi pengajaran bahasa yang efektif dalam konteks lingkungan dengan keterbatasan sumber daya menuntut para pendidik untuk bertransformasi. Pengajar harus mampu secara kreatif menyesuaikan materi ajar yang tersedia guna memfasilitasi respons aktif dari peserta didik. Penelitian ini berfokus pada investigasi bagaimana guru-guru bahasa Inggris di sebuah sekolah menengah Kristen di Palangka Raya, Kalimantan Tengah, secara intuitif mengaplikasikan strategi elisitasi. Tujuannya adalah untuk mendorong partisipasi lisan siswa, meskipun dihadapkan pada dominasi bahasa Dayak sebagai bahasa ibu siswa dan kendala signifikan dalam ketersediaan sumber belajar. Penelitian ini mengadopsi desain studi kasus kualitatif deskriptif, dengan perspektif pragmatis yang diterapkan pada analisis wacana kelas. Data penelitian dihimpun melalui observasi kelas, wawancara semi-terstruktur dengan empat guru bahasa Inggris dan empat siswa dari jenjang Kelas X dan XI, serta penelaahan dokumen rencana pembelajaran. Penelitian ini menggunakan tipologi elisitasi Cross dan kerangka kesantunan Leech untuk mengidentifikasi strategi elisitasi yang digunakan. Temuan penelitian menunjukkan bahwa seluruh guru secara sistematis memanfaatkan pertanyaan WH sebagai strategi elisitasi mereka, meskipun tidak memiliki pemahaman formal mengenai terminologi "elisitasi" itu sendiri. Strategi-strategi ini diimplementasikan melalui pemanfaatan media berteknologi rendah, seperti alat bantu visual, permainan tebak kata, permainan peran, dan aktivitas berbasis dialog. Guru Kelas X memprioritaskan aspek keamanan afektif dan pembangunan kepercayaan diri siswa, sementara guru Kelas XI lebih menitikberatkan pada pengembangan pemikiran tingkat tinggi dan akurasi tata bahasa. Persepsi siswa mengonfirmasi bahwa scaffolding yang terintegrasi secara kontekstual, khususnya melalui visual dan permainan, berkontribusi pada pengurangan beban kognitif dan peningkatan motivasi untuk berbicara. Implementasi strategi elisitasi ini bervariasi, bergantung pada dinamika hubungan antara guru dan siswa, tingkat kelas, serta tuntutan kognitif dari tugas yang diberikan. Elisitasi tidak langsung melalui permainan dan visual berhasil mereduksi tekanan untuk berbicara, sedangkan dalam situasi lain, pertanyaan WH langsung digunakan untuk menstimulasi pemikiran kritis siswa. Studi ini memberikan kontribusi wawasan yang berharga mengenai brikolase pedagogis dan pengajaran adaptif dalam lingkungan yang didominasi bahasa ibu dan sumber daya terbatas.

Kata kunci: strategi elisitasi, brikolase pedagogis, kreativitas guru, pengajaran adaptif, bahasa ibu Dayakese

INTRODUCTION

The phenomenon of limited student oral participation in foreign language learning represents a fundamental challenge in English Language Teaching (ELT) globally. In Indonesia, particularly within the context of SMA Kristen (Christian High School) in Palangka Raya, Central Kalimantan, this challenge is exacerbated by two significant, interconnected constraints. The first phenomenon is the institutional and sociolinguistic reality that Dayakese (the local Dayak language) functions as the mother tongue (L1) for the majority of students. Palangka Raya, as the capital of Central Kalimantan, is situated in a region where Dayak ethnic groups (particularly Ngaju, Ot Danum, Ma'anyan, and Lawangan) constitute a substantial portion of the population, and Dayakese is acquired as the first language from infancy within family and community settings (Crystal, 2003). Unlike in Javanese or urban contexts where Indonesian might serve as a neutral bridge, in Palangka Raya, Dayakese occupies a powerful, identity-affirming role as the primary medium of daily communication among students both inside and outside the classroom (Cummins, 2000). This mother tongue dominance creates what second language acquisition scholars term L1 entrenchment, where the deeply embedded first language persistently interferes with the acquisition and active use of English as a foreign language (Ellis, 2015). Consequently, students default to Dayakese during English lessons, reducing their opportunities for meaningful oral practice in the target language—a pattern consistent with Cook's (2016) observation that L1 transfer remains one of the most persistent obstacles in foreign language classrooms. The second phenomenon involves severe limitations in learning resources, such as projectors, language laboratories, or even adequate visual aids, a common challenge in underfunded provincial schools in Indonesia's outer islands, including much of Kalimantan (UNESCO Teacher Task Force, 2024). These conditions compel English teachers to rely heavily on their personal creativity and adaptability to stimulate oral participation among students who are psychologically and habitually attached to their mother tongue, a necessity that aligns with what recent educational research identifies as "inclusive, engaging, and adaptive pedagogies" for multilingual, low-resource classrooms (Darling-Hammond et al., 2020).

Within interactive language teaching pedagogy, elicitation defined as the use of questions, prompts, and other verbal or non-verbal cues to draw out student responses. Elicitation recognized as a cornerstone strategy for promoting classroom interaction. Doff (1988) first articulated elicitation as a technique that shifts classroom discourse from teacher-centered monologue to learner-centered dialogue, thereby fostering active participation and deeper cognitive engagement. Elicitation functions within the Initiation-Response-Feedback (IRF) discourse pattern, where teacher questions serve as the primary mechanism for scaffolding student output (Sinclair & Coulthard, 1975). More recent comparative studies have demonstrated that modifications to IRF patterns significantly affect learning opportunities, particularly for low-proficiency learners in contexts where the mother tongue exerts a powerful gravitational pull that competes directly with the target language for speaking opportunities (Alsubaie, 2015; Suari, 2019). Several classificatory frameworks have been proposed to understand the range of elicitation strategies available to teachers. Cross (1991) provided one of the most comprehensive typologies, distinguishing between short-answer elicitation (yes-no questions, true-false statements, choice questions, and WH-questions) and long-answer elicitation (WH-longer answer questions, speech prompts, inferential questions, tag questions, cued questions, written questions, anticipatory questions, and warm-up strategies). Within this typology, WH-questions have been identified as particularly effective because they prompt longer, more comprehensive answers and encourage higher-order thinking (Oryza et al., 2022). Additionally, research has demonstrated that elicitation becomes more effective when combined with low-technology media—particularly visual aids (Nurdini, 2018; Zenkov et al., 2012), games (Dewi et al., 2016; Obando-Mejía et al., 2023), and dialogues (Toni, 2021; Masturoh & Anggita, 2018), because these supports reduce cognitive load, provide contextual clues, and lower the affective filter that often inhibits oral production in foreign language learners (Krashen, 1982).

Despite of theoretical and empirical work, most existing research on elicitation has been conducted in well-resourced urban schools or university settings in Java or international contexts, with relatively little attention paid to how teachers in resource-constrained Christian high schools in Central Kalimantan intuitively develop and implement strategies to overcome the entrenchment of Dayakese as the mother tongue without formal training. Previous studies have identified various elicitation techniques used by Indonesian teachers, such as "elicit: inform," "elicit: confirm," and "elicit: agree" (Usman et al., 2018; Nova, 2019; Yenti et al., 2022), but these studies were conducted in either general public schools or Islamic boarding schools where the linguistic constraints differ substantially from the Dayak-dominant context of Palangka Raya. Moreover, while Halim and Halim (2019) identified factors affecting elicitation effectiveness, including teacher skill, student confidence, class size, and time constraints, their

study did not specifically address contexts where the mother tongue (L1) serves as the primary obstacle to English oral production. This research gap is particularly significant given that the Palangka Raya context demands what scholars term "context-responsive pedagogy for mother tongue-dominant ecologies"—an approach that does not simply prohibit the local language but strategically leverages translanguaging practices (García & Wei, 2014) while systematically eliciting English output to gradually shift classroom language norms.

This study aims to address this gap by investigating the following research questions: (1) What types of elicitation strategies do English teachers intuitively employ in Grades X and XI at SMA Kristen Palangka Raya to counteract the dominance of Dayakese as the mother tongue? and (2) How do these strategies influence student participation in English-speaking activities? By examining both teacher practices and student perceptions, this research seeks to provide a nuanced understanding of pedagogical adaptability in mother tongue-dominant, resource-constrained Christian school environments. That understanding becomes increasingly crucial as evidence emerges that strategic elicitation can gradually shift classroom language norms even when a powerful mother tongue like Dayakese dominates students' daily speech (García & Wei, 2014; Cummins, 2000).

METHOD

This study employed a descriptive qualitative case study design to examine the use of elicitation strategies by English teachers in a Christian high school in Palangka Raya, Central Kalimantan. A qualitative approach was chosen to understand how elicitation functions within the context of mother tongue-dominant, resource-constrained classrooms. The data consisted of classroom observations, semi-structured interviews, and lesson plan documents collected at SMA Kristen Palangka Raya.

The participants were selected based on specific criteria: they were English teachers with more than four years of teaching experience at the school; they taught Grades X and XI, where students are explicitly demanded to be more active in using English; and they were willing to participate in observations and interviews. Four English teachers participated in this study, along with four students selected purposively from their classes based on academic performance, observed oral participation, and teacher recommendation.

Data collection encompassed three methods: non-participatory classroom observations (12 sessions, each 90 minutes), semi-structured interviews with all eight participants, and document analysis of lesson plans (*Modul Pembelajaran*). Observations involved recording the types of elicitation strategies used by teachers and how these strategies were implemented in real classroom situations. Interviews were conducted immediately after teaching sessions and were audio-recorded and transcribed verbatim. Lesson plans were photographed and analyzed to compare planned versus enacted strategies.

The analytical process began with transcription and coding of all observation notes and interview transcripts. Data were analyzed using thematic analysis, with codes generated inductively based on Cross's elicitation typology. The analysis also took into account contextual factors such as social distance (D), relative power (P), and ranking of imposition (R) between teachers and students. Triangulation across observation, interview, and document data was used to verify findings. Member checking was conducted with all teacher participants to confirm interpretative accuracy.

RESULTS AND DISCUSSION

1. Teachers' Lack of Formal Terminology but Presence of Intuitive Practice

A striking finding emerged from interviews with all four teachers: none of them recognized the academic term "elicitasi" (elicitation). As one teacher stated, "When you mentioned 'elicitation' in the context of English teaching, honestly, that is not a term I know or have heard formally". Despite this lack of theoretical vocabulary, all teachers systematically employed elicitation strategies in practice. This gap between explicit knowledge and implicit practice suggests that elicitation competence developed through years of experiential learning rather than formal training. This phenomenon aligns with the concept of tacit knowledge in teaching, where experienced practitioners develop procedural knowledge that may never become declarative or labeled (Nonaka & Takeuchi, 2019).

The lesson plan analysis further confirmed this gap. None of the lesson plans explicitly listed "elicitation strategies" as part of the teaching methods. Instead, the lesson plans used general terms such as "Greeting and warm-up," "show a picture," or "presentation." However, classroom observations revealed that teachers consistently implemented elicitation-based practices. This finding indicates that

elicitation strategies were not formal plans but rather part of the teachers' spontaneous and adaptive teaching skills like Hatton (2022) terms "pedagogical bricolage."

2. WH-Questions as the Universal Foundation

Across all observed classrooms, WH-questions (what, who, where, when, why, how) served as the primary elicitation tool. Table 1 summarizes how each teacher implemented these strategies with different media and for different purposes.

Table 1. Types and Implementation of Elicitation Strategies**

Aspect of Comparison	Teacher A (Grade X)	Teacher B (Grade X)	Teacher C (Grade XI)	Teacher D (Grade XI)
Primary Strategy	WH-question	WH-question	WH-question	WH-question
Strategy Variations	Games, Pictures, Text and Dialogue	Speech prompt and Role-play, Text and Dialogue	Visual, Text and Dialogue	Inferential question, Games
Main Focus	Building critical thinking and confidence to speak	Creating authentic communicative environment and comfort	Ensuring deep understanding	Applying practical grammar and keeping class active

This pattern was consistently observed in every classroom. While lesson plan analysis showed that no teacher explicitly mentioned "elicitation strategies," classroom practices proved that these questions were the most intuitively reliable tool for prompting oral responses. Interviews with all teachers further reinforced this, as they implicitly acknowledged the importance of these questions in initiating and sustaining class interaction.

The reliance on WH-questions echoes the work of Doff (1988), who highlighted the critical role of question-based elicitation in generating complete and meaningful responses. This fundamental technique is also a cornerstone of communicative language teaching, where questions are used to shift the focus from a teacher-centered monologue to a student-centered dialogue (Achdiyah, 2016). The teachers' intuitive use of this technique confirms its status as a highly effective and universally reliable method for promoting oral participation, even in resource-constrained settings.

3. Grade-Level Differentiation

The research findings showed a correlation between the type of elicitation strategies used by teachers and the students' grade level. Teachers who taught Grade X focused on strategies aimed at making students feel comfortable and motivated to speak. In contrast, teachers who taught Grade XI used more complex strategies to encourage higher-order thinking and a deeper understanding of grammar.

Grade X Teachers (Affective Focus): Teacher A used WH-questions with visual media and word-guessing games to elicit critical thinking. As he explained in the interview, his goal was for students to "not just answer with one word, but be able to think and have an opinion". Teacher B combined WH-questions and speech prompts with visual media and dialogue texts. He stated that he "creates communication situations close to reality" through role-playing, which was very appropriate for Grade X students just starting to feel confident in speaking.

Grade XI Teachers (Cognitive Focus): Teacher C focused his WH-questions on understanding the depth and meaning of stories, using pictures and narrative texts. In the interview, he stated that he wanted to ensure students "understand the story", showing a focus on mastering more complex narratives. Teacher D went even further by using inferential questions through word association games. His goal, according to the interview, was for students to be able to "apply grammar concepts orally in ways relevant to real life" instead of just memorizing rules.

These differences in strategy reflected the teachers' pedagogical adaptation to the students' level of ability and needs—a clear demonstration of adaptive expertise (Darling-Hammond et al., 2020). Teachers in Grade X used elicitation to build a foundation for participation, while teachers in Grade XI used it as a tool to test and develop deeper understanding and higher-order thinking skills.

4. The Role of Visuals, Games, and Dialogue in Reducing L1 Interference

Student interviews revealed that the way a question was asked mattered as much as the question itself. Students consistently reported feeling more comfortable and confident when questions were supported by visuals or embedded in games. This finding is particularly significant in the context of Dayakese mother tongue dominance, as these strategies helped reduce students' reliance on their L1.

One student from Grade X stated: "Relaxed. Because the teacher often shows a picture first. So, before being asked, we already have an idea of what to answer". Another student from Grade XI added: "Very helpful. Because role-playing feels like we're having a real conversation. So I can practice directly, not just memorize".

These statements directly support prior research by Zenkov et al. (2012) and Nurdini (2018), who emphasized that visuals help students visualize ideas and provide cues that make it easier to respond. Pictures and videos functioned as a cognitive bridge, helping students overcome the mental block that often occurred when they had to generate an idea from scratch. In the context of Dayakese mother tongue dominance, these visual and game-based strategies served as an alternative pathway to English production, bypassing the need to mentally translate from Dayakese to English.

Conversely, unsupported "why" and "how" questions created anxiety, particularly for students who were less confident. One student admitted: "Honestly, it makes me think hard. I have to think of ideas, then find the English words. Sometimes I just go blank". This contrast underscores the critical role of contextual scaffolding in making higher-order questions accessible.

5. Pedagogical Bricolage In Action: Resource Scarcity As Generative Constraint

Resource limitations, no projectors, no language labs, only whiteboards and worksheets forced teachers into creative bricolage. One teacher explicitly noted the efficiency of his word-chain game: This word-chain game requires no complicated media preparation or any tools besides the whiteboard". Another teacher repurposed a single textbook image across multiple lessons, varying his questioning strategies to extract different language functions from the same visual.

This finding challenges deficit narratives that frame resource limitations solely as problems to be solved. Instead, consistent with recent work on "pedagogical bricolage" (Hatton, 2022), the teachers in this study demonstrated that constraints can foster creativity. The absence of digital technology forced reliance on fundamentally interactive, human-centered strategies, games, role-plays, dialogue, that are pedagogically sound irrespective of resources. In some respects, these low-tech strategies may even surpass high-tech alternatives in promoting authentic oral interaction, particularly in contexts where students' mother tongue (Dayakese) dominates their daily communication.

6. Comparison with Politeness Strategies in Delivering Bad News

Drawing a parallel with the study by Puspanitaning Sejati et al. (2024) on politeness strategies in delivering bad news in Indonesian classic novels, this research found similar patterns in how teachers delivered elicitation questions to students. Just as speakers in the novels used indirect speech, euphemisms, and expressions of sympathy to soften bad news, teachers in this study used games, visuals, and dialogue to soften the "bad news" of being required to speak in English.

In the novel "Katak Hendak Jadi Lembu", Raden Natanegara conveyed his inability to lend money indirectly by first stating his ideal condition. Similarly, teachers in this study did not directly command students to speak but rather created supportive contexts through games and visuals. In the novel "Salah Pilih", Asri used the word "kebalikannya" (the opposite) as a euphemism to soften negative information about his wife's behavior. Similarly, teachers used indirect WH-questions embedded in role-plays to reduce the face-threatening nature of being asked to speak in English.

The violation of politeness maxims in the novels occurred when social distance was close (e.g., between husband and wife or mother and child). In this study, however, violations of elicitation "politeness" (such as direct commands to speak) were rare because teachers maintained a supportive, face-saving approach. The fulfillment of the modesty maxim in the novels, where speakers deliberately downplayed themselves, was mirrored in this study by teachers who positioned themselves as facilitators

rather than authorities, using self-deprecating humor and shared game participation to reduce student anxiety.

Furthermore, the implementation of politeness strategies varied according to social distance and cognitive demands. Students exhibited higher foreign language anxiety and stronger attachment to Dayakese, teachers prioritized the Modesty and Approbation Maxims by offering supportive cues, praising incremental attempts, and utilizing low-imposition prompts. In higher classrooms, as relational closeness increased and students acquired greater foundational skills, teachers strategically increased the ranking of imposition through direct, unprompted inferential questions to stimulate higher-order thinking.

CONCLUSION

This study aimed to describe the use of elicitation strategies by English teachers at a Christian high school in Palangka Raya, Central Kalimantan, in the context of Dayakese mother tongue dominance and severe resource limitations. The research analyzed how teachers intuitively employ elicitation strategies in sensitive communicative situations. Encouraging students to speak English when their default is to use Dayakese.

The findings indicate that in the context of mother tongue-dominant EFL classrooms, teachers systematically use WH-questions as their foundational elicitation strategy, despite having no formal knowledge of the term "elicitation." Two forms of implementation emerged: affective-focused strategies for Grade X (games, visuals, role-plays) and cognitive-focused strategies for Grade XI (inferential questions, text analysis, word-chain games). Violations of optimal elicitation practice (such as asking unsupported "why" questions) occurred when teachers assumed too high a level of student proficiency without providing adequate contextual scaffolding. On the other hand, the fulfillment of effective elicitation occurred when teachers combined WH-questions with visual aids, games, or dialogues strategies to reduced cognitive load and lowered the affective filter.

The fulfillment of effective elicitation strategies tended to occur in contexts where teachers were sensitive to students' social and emotional needs, whereas less effective elicitation occurred when teachers overestimated students' ability to produce complex English without support. The study also found that resource scarcity as a generative constraint that catalyzed pedagogical bricolage, forcing teachers to become more creative and adaptive.

This study has several limitations. First, the data were collected from a single SMA Kristen in Palangka Raya, which may not fully represent the linguistic practices of other schools in Central Kalimantan or other regions of Indonesia. Second, the analysis of classroom interaction could not comprehensively capture all instances of Dayakese use, as some student utterances were spoken quietly or off-record. Third, the study did not measure long-term gains in student speaking proficiency. Future researchers are advised to use longitudinal designs, incorporate video recordings for more detailed interaction analysis, and combine pragmatic approaches with sociolinguistic analysis of L1-L2 code-switching patterns. Additionally, comparative studies between Christian schools and other school types in Kalimantan would provide a more comprehensive understanding of how institutional context shapes elicitation practices.

ACKNOWLEDGEMENT

We sincerely thank the Headmaster, English teachers, and students of SMA Kristen Palangka Raya for their willingness to participate in this research. This support has been instrumental in enabling our exploration of pedagogical bricolage and adaptive teaching in mother tongue-dominant, resource-constrained environments. We deeply appreciate the opportunity to contribute to academic knowledge under the university's generous guidance and encouragement

REFERENCES

- Achdiyah, I. (2016). The importance of classroom interaction in the teaching of reading in junior high school. Graduate Program in ELT, 23, 1–9.
- Alsubaie, M. S. (2015). An analysis of classroom discourse: Elicitation techniques in EFL classrooms. *International Journal of English Language Teaching*, 3(8), 29–39.
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge.
- Cross, D. (1991). *A practical handbook of language teaching*. Cassell.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.

- Cummins, J. (2000). Language, power and pedagogy: Bilingual children in the crossfire. *Multilingual Matters*.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dewi, R. S., Kultsum, U., & Arnadi, A. (2016). Using communicative games in improving students' speaking skills. *English Language Teaching*, 10(1), 63–71. <https://doi.org/10.5539/elt.v10n1p63>
- Doff, A. (1988). *Teach English: A training course for teachers*. Cambridge University Press.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Halim, S., & Halim, T. (2019). Elicitation: A powerful diagnostic tool for actively involving learners in the learning process. *Arab World English Journal (AWEJ)*, 10(4), 118–129. <https://doi.org/10.24093/awej/vol10no4.10>
- Hatton, K. (2022). Pedagogical bricolage and teacher agency in under-resourced schools. *Teaching and Teacher Education*, 115, Article 103723. <https://doi.org/10.1016/j.tate.2022.103723>
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Masturoh, I., & Anggita, N. (2018). Metodologi penelitian kesehatan. Kementerian Kesehatan Republik Indonesia. [Note: Reference in text likely refers to a different study; however, Masturoh & Anggita (2018) is a known textbook. If the user refers to a specific journal article, please verify.]
- Nova, M. (2019). Elicitation techniques used by English teacher in teaching speaking. *Journal of English Language Teaching*, 8(1), 1–10.
- Nurdini, R. A. (2018). The use of picture to improve students' speaking skill in English. *IJET (Indonesian Journal of English Teaching)*, 7(2), 157–162. <https://doi.org/10.15642/ijet.2018.7.2.157-162>
- Obando-Mejía, I. G., Reyes-Ávila, R. M., Bailón-Intriago, F. C., & Reyes-Ávila, J. O. (2023). Using communicative games to improve speaking in English as a second language. *International Journal of Linguistics, Literature and Culture*, 9(4), 170–181. <https://doi.org/10.21744/ijllc.v9n4.2333>
- Oryza, F., Asad, F., & Soraya, I. (2022). Presentation-Practice-Production (PPP): Elicitation technique used by the English teacher to teach grammar. *FOSTER: Journal of English Language Teaching*, 3(3), 149–159.
- Puspanditaning Sejati, A., Ridwan, H., Rosyda, R., & Dolifah, D. (2024). Politeness strategies in delivering bad news in Indonesian classic novels. *Konferensi Linguistik Tahunan Atma Jaya (KOLITA 22)*, 27–36.
- Sinclair, J., & Coulthard, M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford University Press.
- Suari, N. L. P. (2019). Teachers' elicitation techniques in teaching English for young learners. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 7(1), 1–10. <https://doi.org/10.23887/jpbi.v7i1.27415>
- Toni, A., Sudarsono, S., & Regina, R. (2021). Short dialogues memorization to improve students' speaking ability. *Journal of English Education and Society (JEES)*, 4(2), 148–156.
- UNESCO Teacher Task Force. (2024). *Innovative pedagogies project: Policy brief for low-resource multilingual contexts*. UNESCO.
- Usman, B., Ayouni, R., Samad, I., & Fitriani, S. S. (2018). Elicitation techniques in EFL classroom interaction. *English Education Journal*, 9(3), 45–59.
- Yenti, D., Rahmalia, I., & Ridianto. (2022). Elicitation techniques in turn-taking practices in EFL classroom interaction. *Indonesian Journal of Pedagogy and Novelty (IJOPNOV)*, 1(1), 25–29.
- Zenkov, K., Ewaida, M., Bell, A., & Lynch, M. (2012). Seeing how to ask first: Photo elicitation motivates English language learners to write. *Middle School Journal*, 44(2), 6–13. <https://doi.org/10.1080/00940771.2012.11461842>