Activation of Google Classroom Features to Engage Introvert Students in Comprehensible Output

Authors : Raghad Dwaik

Abstract : It is well known in language acquisition literature that a mere understanding of a reading text is not enough to help students build proficiency in comprehension. Students should rather follow understanding by attempting to express what has been understood by pushing their competence to the limit. Learners' attempt to push their competence was given the term "comprehensible output" by Swain (1985). Teachers in large classes, however, find it sometimes difficult to give all students a chance to communicate their views or to share their ideas during the short class time. In most cases, students who are outgoing dominate class discussion and get more opportunities for practice which leads to ignoring the shy students totally while helping the good ones become better. This paper presents the idea of using Google Classroom features of posting and commenting to allow students who hesitate to participate in class discussions about a reading text to write their views on the wall of a Google Classroom and share them later after they have received feedback and comments from classmates. Such attempts lead to developing their proficiency through additional practice in comprehensible output and to enhancing their confidence in themselves and their views. It was found that virtual classroom interaction would help students maintain vocabulary, use more complex structures and focus on meaning besides form.

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