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INTEGRATING DICTOGLOSS WITH TECHNOLOGY AND DIGITAL TOOLS TO ENHANCE STUDENTS' COMMUNICATIVE-GRAMMATICAL COMPETENCE

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ABOUT ARTICLE

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Abstract: The aim of the article is identification of the core of dictogloss that has an integrative character and to discuss the positive experience of integrating digital tools and technology with dictogloss to develop students' communicative and grammatical competence. Additionally, the article outlines the procedure for conducting an empirical study on ways to enhance its effectiveness in developing students' communicative and grammatical competencies during English lessons.

Introduction. In Uzbekistan, the goal of teaching English at all stages of the education system is to develop students' communicative competence in the language. Language is not a field of science; it is a tool for learning science. A student needs to learn the language not only for communication but also to stay informed about innovations in his or her field of specialty. In history, instructing grammar was dominant in acquiring a foreign language, today it has lost its significance in EFL classrooms. Consequently, numerous grammatical errors are encountered in students' oral and written speech, which hinders their achievement of good results in language learning. Mastering grammar well and being able to apply it in practice contribute to the complete acquisition of the language and the prevention of mistakes.

Grammar is merely a set of rules to preserve the written word. Without these standards, there would be no continuity of language over time and communication of ideas would suffer. If one can master grammar, he/she can unlock ideas and thoughts that were written across time and place. (Praise. S, Munakshi K 2014) Nowadays, methodologists offer various methods and approaches to the language learning but most of them deal with resolving only communicative problems not grammatical. If grammar is presented in an engaging way with a communicative approach and new interactive technologies as well as cooperating digital tools, ELT lesson will be effective and get rid of language learning barriers. Therefore, this research focuses on the importance of the tech-based dictogloss in developing grammatical competence. There have been several researches in identifying the significance of dictogloss in enhancing grammatical competence of students', since few researches have been carried out on technology-integrated dictogloss. This study presents the differences between standard dictogloss and technology-based dictogloss, benefits on language learning as well as a sample lesson plan is presented.

We are currently living in the era of technology. Technology has entered every aspect of our lives. Due to its efficiency, many results are being achieved in a short time. In particular, the use of technology in the educational process is becoming an important factor in improving the quality and effectiveness of lessons. In the digital era, teaching has transformed the educational paradigm as it affects various aspects. It changes the way to access knowledge, interact with learning online learning the materials and perform learning tasks by using various online learning module. The unique features of digital tools are flexible and accessible to transform and expand the process of learning. Digital learning helps learners to easily link to the updated information and knowledge to share ideas through various online performances (Y.Lim 2021).

Using Dictogloss in Teaching.

Dictogloss is an integrative and collaborative language learning activity that is used in second language classrooms to help learners improve their comprehension, note taking and teamwork abilities. In teaching English as a foreign language, dictogloss is considered one of the most effective and well-researched methods. To communicate effectively in English within a communicative environment, it is crucial to integrate all language skills. Studies have proven that using dictogloss simultaneously enhances listening comprehension, reading, speaking, writing, grammatical competence, and vocabulary development, as well as making it one of the most beneficial techniques. Implementing it in lessons not only improves the quality of teaching

and facilitates language acquisition but also increases students' enthusiasm and motivation for learning the language. It was introduced by Ruth Wajnryb (Wajnryb 1990). There have been several researches based on dictogloss (K. Youngshin 2022; I.Aksenova.2023; Azmoon&Yasaman. 2021; N.Puspita. 2012; S.Kurtaj. 2021; R.Rahmi. 2016; J.Park. 2020;S.Jafar 2023; D.Pertiwi. 2018; D.Yanty 2018;L.Adriyansiah. 2020; Al-Obaydi L. Al-Mosawi F. 2019;B.Stewart, L.Rodrigues,J.Gonzales. 2014;) According to R. Wajnryb, originally, dictogloss consists of the following stages:

- a) A short text is read aloud to students twice at a moderate speed.
- b) During the reading process, students take notes on key words and phrases.
- c) Working in small groups, students reconstruct the text using the words and phrases they have noted.
- d) Each group refines their reconstructed version, focusing on grammatical structure and semantic accuracy, but without exactly replicating the original text.
- e) Different versions are analyzed and reviewed, and students refine their reconstructed text by removing unnecessary parts, making corrections, and discussing the outcome.(Wajnrib 1990)

Dictogloss is a powerful way of focusing attention on precise meaning as well as correct use of grammar. As a cooperative activity, it is challenging without being threatening and it gives learners a chance to discuss language and learn each other.(L.Adriyansiah. 2020) The subsequent steps of dictogloss affect students' knowledge of grammar positively to a large extent. As a result of applying dictogloss in teaching, students interaction, risk-taking, engagement, enthusiasm, thinking skills, note-taking and autonomy.(Al-Obaydi L. Al-Mosawi F. 2019) Dictogloss procedures are practical, yet flexible enough to account for the needs, interests and learning preferences of each learner. More than that the dictogloss activities allow english learners to be active and reflective during the learning process. (B.Stewart, L.Rodrigues,J.Gonzales. 2014) Dictogloss activities are effective in promoting metalinguistic competence, which deals with strategic knowledge for performing cognitive tasks as well as multiple language skills. It encourages learners to display knowledge of linguistic elements and organizational structure to keep the main topic of the text by collaborating each other.(L.Youngshin. 2022)

1.How dictogloss works?

1. Preparation. The teacher choose a short text(spoken or written) appropriate for the learners' proficiency level. The text should contain target vocabulary and gramatical structures.

2. Listening(dictation). The teacher reads the text aloud at a normal pacewhile students listen without writing. The text is then read again, and this time, students take key notes(not full sentences)

3. Reconstruction. In pairs or small groups students collborate to reconstruct the original text as accurately as possible using their notes. They focus on meaning, grammar and cohesion. and students compare their versions. They discuss difference in grammar, vocabulary, and structure.

4. Comparison and correction. The teacher reveals the original text and students compare their versions. They discuss difference in grammar, vocabulary, and structure.

5. Analyses & Reflection. The class reviews errors, discusses challenges, and reinforces target language features.

Benefits of using dictogloss in EFL classroom:

☐ An effective method that combines individual and group work. In the stages of dictogloss, students first work independently and then in groups to complete the task. This allows them to engage in independent, pair, and group work within a single activity.

☐ Enhances learners' communicative competence. In the fourth stage of dictogloss, students collaborate in groups to reconstruct the text, engaging in discussions that foster their communicative skills.

☐ Helps students identify their mistakes and weaknesses. At the end of the task, students can recognize their errors and gaps in knowledge, allowing them to pinpoint areas that need improvement.(T.Nabei. 2018)

☐ Enhance students' listening comprehension and note-taking skills. In the first stage, students are asked to listen the text carefully. For the first time, they concentrate their mind to listen main idea of the text. Second time, they shoul take notes of it and this enhance their note-taking skills.

☐ Promotes negotiation of meaning and colloborative learning. In the 3rd stage, students work cooperatively and discuss their comprehension and notes and this help them to

improve their turn-taking , expressing thoughts and participating in debate skills at the same time.

☐ Reinforces grammar, syntax and vocabulary in context. Grammar teaching is regarded as giving theoretical knowledge of targeted language structure and explain it. Therefore, students may lose motivation to learn it deeply. When dictogloss is applied in the classroom, grammar learning will be more engaging and motivate them to learn it.

☐ Develops critical thinking as students analyze and reconstruct texts. In the reconstructional stage student have to use risk-taking skills and think critically and this lead to improve their critical thinking ability.

☐ Adaptable for different proficiency levels. There are several variations of dictogloss which can be used with various students levels in english. These variations were suggested by several scientists.

Integrating dictogloss with technology and digital tools can make the learning process more engaging, interactive and effective because comparing it with traditional dictogloss, students actively involved to the learning process in tech-based dictogloss. Below are innovative ways to combine dictogloss with digital tools and Sample lesson plan is applied in the appendix.

2. How tech-based dictogloss works ?

1. Set-up(before class). Teacher chooses a short audio recordings(podcast/you tube clips). Grammar point and targeted vocabulary provided to the students.
2. Listening & note-taking(digital input). Short clips(1-2 min) are used instead of teacher-read texts. By using, Speech-to-text apps(otter.ai,Google docs, students compare their notes with AI-generated transcripts
3. Collaborative reconstruction(tech-mediated writing). Groups reconstruct the text in shared docs while the teacher monitors progress in real time. Google docs/sheets, padlet/Jamboard,AI Chatbots can be used in this process.
4. Comparison and feedback.(Automated analyses) Students paste their text and the original to auto-highlight differences using the tools like Diffchecker.com. Error correction can turn into a game with Kaahoot/Quizzes. Teacher records a video comparing group texts to the original via Screencast Feedback.

5. Extension Activities(creative tech tasks).Students turn the dictogloss text into a comic or video using Canva or Adobe express .Groups record their reconstructed text, focusing on pronunciation/intonation (<https://www.deepseek.com>. Applied:07.04.2025)

Advantages of tech-integration dictogloss in teaching process:

⑦ Personalization: Tools like Chat GPT adapt texts to students levels. Like traditional dictogloss, technology-based dictogloss texts suit all language levels. With the help of AI chat-bots, choosing texts appropriate to the students levels are much more easier and faster comparing with teacher selection.

⑦ Engagement: Gamification(e.g., Kahoot) boosts motivation. Motivation plays main role in education, and without engagement and motivation, the upcoming results may come down. Therefore, using online games in the classroom can be rewarding. According to researches, having enough motivation can accelerate learning process in an easy way.

⑦ Efficiency: automated feedback(grammarly) saves teacher time. Normal classes consist of 20-25 pupils and it takes much time to check all of them at the same time. Therefore, online tools like Diffchecker.com can reduce teachers spending time to analyse students' progress.

⑦ Authenticity:Podcasts/video expose learners to real -world languages. Real content is crucial in language learning, because by applying authentic materials students not only learn the language but also enhance their awareness of the culture of native speakers.

Conclusion

Instructing foreign language with rules and explanations leads to grasping deep knowledge in it. Not using it in practise causes communication barriers. Therefore, EFL instructors should accept this problem clearly and choose the proper approach, methods and technologies significantly. In teaching grammar, it is essential to combine communicative approach with technology to enhance grammatical competence of students because language learners not only use in their speciality but also communicate in real life scenarios. Above, the benefits of technology- based dictogloss discussed and gave suggestions for EFL teachers with sample lesson plan. Tech-based dictogloss is found more motivational and engaging than standard dictogloss. If it is implemented aimly, it brings good results in foreign language teaching.

Appendix

Tech based lesson plan using Google docs+Edpuzzle, targeted reported speech (for B1+/B2 learners) This template created by the help of AI.

Theme “ The news report”

Time: 80 min.

Objective: Practise reported speech while developing listening/writing skills via digital collaboration

1.Set-up(before class).

-Text selection: choose a 30 -second news clip(e.g from BBC news or a levelled ESL channel

- “sample text” if reading aloud)

-Edpuzzle setup:Upload the clip to edpuzzle(<https://edpuzzle.com/>),add pauses after key sentences, and embed comprehension(what verb did the mayor use?)

3. Warmer& Introduction(5 min.)

-To set the context and raise learners’ interest in the lesson

4. Preparation (15 min)

-To introduce the theme and vocabulary related to the topic. Use ice-breaker game “Find Who?”

5.In-class activity(45min)

-Tech tools needed: Google Docs, Edpuzzle,Zoom/Teams(for breakout rooms)

Stage	Teacher Action	Student task	Tech integration
Listening(5 min)	Assign Edpuzzle video as homework or play in class	Listen, take notes on key facts(names, verbs, tense)	Edpuzzle tracks individual progress
Collaboration(15 min)	Put students in breakout rooms(zoom/teams)	Share notes in a shared Google Doc, reconstruct the text using reported speech(<i>The mayor said that the city would...</i>)	Google Docs +Comments for peer feedback

Feedback(5-10 min)	Share a Diffchecker link comparing their doc to the original	Identify missing reported speech structures(e.g “will, would”)	Diffchecker.com
Extension(15 min)	Assign a Canva infographic task	Transform the news into a social media pos with quotes.	Canva templates with speech bubbles

6.Assessment and gamification(15min)

-Grammar Kahoot:create a quiz on reported speech errors from the reconstructions(tutorial here <https://kahoot.com>)

-AI Role play: Use ChatGPT as a “reporter” to interview students(e.g, What did the protesters say”).

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