

Students Perceptions in Dictogloss-Based Grammar Activity: A Post-Activity Survey of 10th Grade Students

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Abstract:

This study investigates the perceptions of 10th-grade students concerning the usefulness of Dictogloss-based grammatical activity applied in an English language classroom at The Eagle Cadet School, Faisalabad, Pakistan. Based on the Task-Based Language teaching paradigm, the study used a descriptive survey approach that was post-exposure to assess how students reacted to the instructional methods. A total of 50 students engaged in the structured Dictogloss session followed by a closed-ended Likert-scale questionnaire that was adapted from reliable sources. Most students felt that Dictogloss activity was overall good after evaluating the responses from Descriptive statistical analysis. Significant outcomes revealed that learners found the Dictogloss technique more helpful for enhancing sentence structure, grammar comprehension and motivation in utilizing English. In Addition, the activity was considered to be pleasurable, appropriate to the requirements of the students and ideal for learning grammar in future. The study fills a major gap in the literature by concentrating on students' perspectives especially in South Asian EFL setting, where there is a scarcity of such studies. The results validate the Dictogloss's pedagogical worth as a student-centered and collaborative method of teaching grammar. Suggestions are made for future study to investigate mixed-methods and longitudinal designs to gain better knowledge of situational implementation.

Keywords: Grammar Instruction, Dictogloss, Learner Perceptions, Descriptive Survey

Introduction

Students in several secondary schools meticulously encode grammar rules to the memory, but they often find it challenging to use them in real communication. Even after many years of teaching, students often find it difficult to build coherent, grammatically accurate sentences when performing speaking and writing tasks. This disparity reveals a basic problem: whereas traditional grammar might offer students theoretical understanding, but fails to provide students real-world skills crucial for using language properly and fluently. Although modern research in education emphasizes the need for collaborative, learner centered- approaches that correlate form with meaning, grammar still remains an essential component of language mastery (Long, 2015; Richards & Renandya, 2002). Among all of these techniques, Dictogloss has shown to be successful strategy which employs listening, collaboration and reconstruction to promote grammatical precisions in real-world situations. Dictogloss is cooperative task-based way of language teaching where students use their notes to recreate a short-spoken passage. The Dictogloss method's capability to foster learners' knowledge of grammar through communicative rebuilding tasks was pointed out by Wajnryb (1990), who promoted it. Further researches, has demonstrated that Dictogloss not only facilitated interactive grammar use but also enhances student participation through collaborative learning (e.g. Swain, 2000; Vasiljevic, 2010). Dictogloss which relies on the principals of Task-Based Language Teaching (TBLT) allows prospects for meaningful language use by keeping form in mind (Willis & Willis, 2007). In simple terms Dictogloss addresses the "grammar knowledge vs. utilization" gap by providing a method of teaching grammar through appropriate tasks that inspire students to execute grammatical structures in everyday life interacting scenarios. Few empirical studies

explicitly examine how students themselves perceive this approach, especially in South Asian EFL contexts like Pakistan, although the worldwide literature on Dictogloss promotes its pedagogical advantages. Student's views, which are crucial in evaluating the real-world effectiveness of any classroom creation, are frequently ignored by researchers who have typically concentrated on either the learning results or the teacher perspective (Nunan, 2004). Although its educational usefulness supported by several international research studies, limited empirical studies has been conducted on how secondary-level students see this method after classroom exposure, especially in South Asian EFL settings like Pakistan. This study fills this gap in the literature by concentrating on students' comments following real classroom exposure to Dictogloss, offering insight into perception, the impact and classroom feasibility. This study targets a specific issue: although Dictogloss is theoretical valid and practical adaptability, less has been discovered how it is perceived by the students who have been most affected by instructional setting. Since student perceptions affect sustainability and utility of creative grammar teaching strategies, it is important to understand them (Tomlinson, 2011). Opinions of students are seldom taken into consideration when evaluating education in many conventional classrooms, which results a mismatch between teaching methods and student needs. Thus, the key objective of this study is to investigate how 10th graders feel about grammatical exercises based on Dictogloss adhering to direct classroom interaction.

Research Objectives

The research objectives of the study are:

1. To evaluate students' perceptions towards the effectiveness of the Dictogloss activity in improving their grammatical knowledge.
2. To examine the extent of students' participation in the Dictogloss activity in relation to grammar instruction.
3. To find the difficulties and advantages that students mention when participating in grammar instruction based on Dictogloss.

Research Questions

1. How do students' perceptions towards the effectiveness of the Dictogloss activity in improving their grammatical knowledge?
2. What level of students' participation did involve in the Dictogloss activity in relation to grammar instruction?
3. What are the difficulties and advantages that students mention when participating in grammar instruction based on Dictogloss?

Significance of the Study

This study is significant from theoretical and practical point of view. From a practical perspective, it provides English teachers with feedback on student choices and the effectiveness of grammatical exercises. In particular contexts, traditional, rule-based language learning is still predominant. These insights support in bridging the gap between teaching methods and student demands. Theoretically, it facilitates learner-centered assessment in curriculum development and lends to the emerging field of research on task-based instruction in South Asian EFL contexts (Littlewood, 2004; Nation & Newton, 2009). It follows the concept that when changing or developing classroom activities, student input is important. This strategy aids in creating more enhanced teaching strategies that fulfill students' actual needs. This study uses a post-exposure descriptive survey design to accomplish its objectives. After an organized Dictogloss activity, students completed a questionnaire that obtained their opinions on ten key indicators. Students in the 10th grade at the Eagle Cadet School, Faisalabad who actively engage in grammar instruction as section of their curriculum, make up the sample. This design assures that results and findings are likely to be based on experiences of students instead of assumptions.

Delimitations of the Study

While effective, but this study looks merely at one school and one class section. It fails to compare Dictogloss to other teaching methods or assess long-term grammar retention. Yet, its

findings convey insightful information on how grammar is learned by students through hands-on activities. Although the results are context specific due to these constraints, they are still beneficial for classroom interaction and future research. The next section reviews important studies and theories that support this study to provide better comprehension of the theoretical and empirical foundations of Dictogloss and grammar training.

Literature Review

Grammatical competence is crucial for efficient communication, especially for school-level students interacting with English as Second language contexts. Grammar Education is still an essential component of English curriculum in Pakistani Secondary schools, although it is frequently presented using traditional, rule-based approaches that promote memorization over practical implementation. Students might therefore possess a theoretical understanding of grammar rules but find it difficult to effectively utilize them in speaking and writing tasks. A shift toward learner-centered pedagogies like Task-Based language has been encouraged by this gap between grammatical knowledge and real-world language use. Within this theoretical framework, Dictogloss has drawn interest as an interactive grammar activity that aimed at encouraging communicative competence and grammar precision by having students collaboratively reconstruct spoken words. Although it's educational usefulness supported by several international research studies, limited empirical studies has been conducted on how secondary-level students see this method after classroom exposure, especially in South Asian EFL settings like Pakistan. This study fills this gap in the literature by concentrating on perception of students by following real classroom exposure to Dictogloss, offering insight into perception, the impact and classroom feasibility. A pedagogical approach known as task-based language teaching (TBLT) sets a strong emphasis on using real-world and goal-oriented tasks to encourage language acquisition. It reflects the idea that practical application as compared to decontextualized form drills is the most successful method to acquire a language (Ellis, 2003; Willis & Willis, 2007). Dictogloss is one such technique which relies on the principals of Task-Based Language Teaching (TBLT), defined by Wajnryb (1990), as a cooperative classroom activity where students listen a brief text, make notes and then recreate it in groups. Dictogloss has shown to be successful strategy which employs listening, writing, and grammar skills simultaneously while motivating students to notice and use linguistic forms in context. This study describes grammar as the set of structural rules that decide how sentences are formed, and grammatical accuracy as the correct use of these rules in meaningful communication (Richards & Schmidt, 2010).

Theoretical Framework

This study depends on TBLT theory, namely the concept that grammar instruction should be integrated in communicative contexts (Long, 2015). The basic principle of TBLT is that language acquisition is enhanced when students are working on tasks that imitate the use of language in everyday situations. By incorporating form-focused instruction within a communicative framework, Dictogloss illustrates this idea and encourage students to fully understand and apply grammatical rules in meaningful conversation. This finding is further supported by Swain's (2005) Output Hypothesis, which suggests that generating language (as required in Dictogloss) helps recognizing linguistic gaps, and in return promotes grammatical development. A visual summary of this process is presented in figure 1, which illustrates the four main functions, input, Noticing, Collaborative Reconstruction and Grammar Development as they apply within Dictogloss tasks.

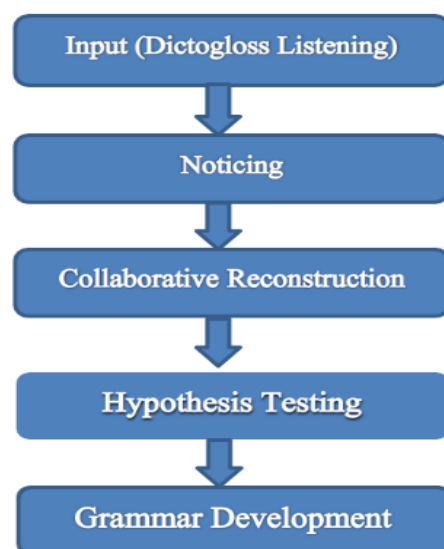


Figure 1: Swain's Output Hypothesis as Applied to Dictogloss Tasks (Adapted from Swain, 2005)

Review of Previous Studies

Several studies employing that Task-Based Language Teaching (TBLT) is a learning experience for enhancing both fluency and correctness. Haque et al., (2021) found that TBLT users can use grammar with fluency, confidence and with better ability in conversation. Similarly, Jahan and Shakir (2022) reported that TBLT improves student engagement and language skills in university classroom. Additionally, Majeed and Memon (2022) looked into how well Task-Based Language Teaching (TBLT) helped ESL students to become more fluent and proficient while speaking. Bryfonski and McKay (2019), performed meta-analysis of 52 studies on TBLT implementation and discovered that it significantly improves overall language learning outcomes. It did not particularly address grammar development that is a vacuum in literature regarding TBLT's involvement in enhancing grammatical competence. Ragni (2018) investigated pedagogical subtitles as technique that combines TBLT with form-focused instruction (FFI). Various research studies have been explored the educational power of Dictogloss. After participating in several Dictogloss sessions, Iraqi EFL students showed enhanced writing skills and grammar knowledge, according to Al- Obaydi and Al- Mosawi (2019). Likewise, Alsamadani (2022) found that Dictogloss tasks showed higher motivation and grammatical precision of the participation of Saudi Students as compared to those receiving traditional education. While Dictogloss tasks facilitated engagement and noticing, Kuiken and Vedder (2002) found that the variation in post-test grammar performance was not statistically significant, showing that implementation variables can influence effectiveness. Pertiwi (2018) examined the efficacy of Dictogloss technique in developing writing abilities, specifically in connection to student motivation. The results revealed that learners received significant level of motivation after participating in Dictogloss activity. However, Aymen and Essel (2016) investigated how Dictogloss-based exercise could improve EFL Students' listening comprehension. According to their research, employing Dictogloss activity in the classroom enhance the listening skill of the students. Ardanto (2024) used post-activity survey and discovered that students in Indonesia felt Dictogloss an interesting and useful for helping them retain grammar principles. On the other hand, the Dictogloss technique's creator Wajnryb (1990), highlighted the methods' educational adaptability and emphasized how it can continuously improve students' vocabulary knowledge, cohesion awareness and syntactic accuracy through integrated, speaking, listening and writing exercises.

Methodological Trends

To assess effectiveness, the majority of Dictogloss research studies adopt quasi-experimental designs with control and treatment groups (Alsamadani, 2022; Alkurtehe, 2021). Evaluation of pre-test and post-test results is commonly utilized to measure improvements in writing grammar and listening comprehension. Surveys, grammar quizzes and written essays are

commonly used instruments. Similarly, Jafar, (2021) used t-tests for data analysis by using a quasi-experimental design to assess the effect of Dictogloss on EFL writing motivation among Secondary students in Nigeria. A qualitative research examine the use of Dictogloss with pre-intermediate young students was conducted by Jose (2022). Through self-evaluation, classroom observation, and input from teachers and students, the study revealed that Dictogloss successfully integrated all four language skills and was appreciated by both teachers and students. Additionally, researchers are increasingly including technology into Dictogloss indicating an increasing trend toward digital or blended applications.

Identification of Gaps

There are still some research gaps despite its increasing popularity. First, there are not numerous research studies that give particular attention into how students perceive Dictogloss, especially in South Asian EFL settings like Pakistan (Hassan et al., 2023). The majority of research avoids how students perceive and respond to the approach itself in favor of concentrating on outcome like writing quality or grammar scores. Second, while TBLT is theoretically aligned with Dictogloss, rare studies examine learner's perception of its task-based nature and how this influences interest or participation. Lastly, there are limited mixed-methods or longitudinal research, which makes it challenging to evaluate contextual factors promoting implementation or prolonged grammatical improvement.

Justification for the Current Study

This research study fills these gaps by focusing how secondary-level students respond to grammar exercise based on Dictogloss following actual classroom participation. It offers much needed insights into how students perceive and respond to task-based grammar instruction and was conducted in Pakistani school setting. By prioritizing input from students beyond test scores alone, the study promotes to both theory and practice, supporting learner-centered curriculum change and TBLT implementation. Furthermore, the opinions of students are highlighted by study's descriptive survey approach which is crucial for evaluating Dictogloss's pedagogical practicality in grammar instruction (Tomlinson, 2011).

Research Design

This study adopted a post-exposure descriptive survey approach to examine how students experienced a grammar drill based on Dictogloss. The aim of this design was to observe the attitudes of the students after a shared teaching intervention thus; this approach is particularly suitable in educational setting wherein, without the use of pre-testing or control groups, researchers aim to investigate learner attitudes or beliefs. Dictogloss was treated as the exposure phase and data were gathered via organized perception-based questionnaire.

Population and Sample

The population for this study comprised students in the 10th grade who were enrolled in The Eagle Cadet School, Faisalabad, Pakistan. Such students were chosen due to their current involvement in learning grammar as part of their English language course. Their keen interest in language learning enables them an appropriate sample for assessing the efficacy of the Dictogloss technique. The selection of the students was ensured by convenience sampling where a total of 50 students involved in the study. For the sake of consistency in the learning environment, every participant finished the same educational task before answering the survey. After that perceptions of the students were gained by conducting survey-based questionnaire.

Instruments (Perception Questionnaire)

To evaluate the responses of the students, a structured questionnaire was applied to this study as adapted from the validated tool used in earlier Dictogloss related research (Ardanto, 2024). There were two sections in the questionnaire: Section A: Demographic data (class, age and gender). Ten closed ended Likert-scale items in Section B to assess motivation, learning experience, engagement and grammar recognition of the students. Following Warmbrod's

(2014) scoring methodology, every question was scored on a 4-point Likert scale from Strongly Disagree (1) to Strongly Agree (4).

Validity and Reliability

Using expert assessment rubrics, the questionnaire's content validity was evaluated in this study: Cohen and Swedik (2018) argue that to measure a content validity, the test's or its items must be representative in assessing the behavior being studied. Questionnaire's reliability was measured using Cronbach's Alpha, established manually in Microsoft Excel considering the standard formulae based-approach stated by Gliem and Gliem (2003). A Suitable degree of internal consistency was demonstrated by ultimate Alpha coefficient of 0.723. Reliability thresholds, state that values greater than 0.70 are considered trustworthy as shown in the table given below:

Alpha	Relative Level
00,00 – 0,20	Less Reliable
0,20 – 0,40	Rather Reliable
0,40 – 0,60	Enough Reliable
0,60 – 0,80	Reliable
0,80 – 1,00	Very Reliable

Table 3.3: Reliability Level Based on Alpha, Source: Triton (2006)

Dictogloss Activity (Exposure Phase)

Prior to receiving the questionnaire, students took part in 35–40-minute Dictogloss exercise which was adapted from Vasiljevic (2010). There were four phases involved in the activity: the first phase was Preparation phase, in which students were introduced with the key vocabulary and topic, in the Preparation phase which is second in number, teacher read a short narrative passage twice at a normal speed and students took notes during a second time reading, the third phase is all about Reconstruction phase in which students worked collaboratively by making small groups to rebuild the narrative utilizing grammatically accurate past tense. Feedback is the last phase in Dictogloss in which students cross match their results with original one. Hence, this exercise created an established framework and contexts for survey responses.

Data Collection Procedure

After getting the required approvals from the school administration, the collection of the data was carried out in May 2025. All 50 Students received a printed copy of the questionnaire after finishing the Dictogloss activity. At the beginning of the form, there was an introduction passage of Dictogloss to help participants comprehend the process and assure thoughtful answers. In the classroom, students filled out their questionnaires independently and then data were gathered and safely saved for analysis.

Data Analysis Procedure

Descriptive statistics were used to assess the mean scores, percentages and frequencies for every item to find broad patterns in students' perception. By following Warmbrod's (2014) scoring methodology, every question was scored on a 4-point Likert scale from Strongly Disagree (1) to Strongly Agree (4) as shown in the table given below:

Statement	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.6: Likert Scale Statement Score, Source: Warmbrod, 2014

Results and Discussions

This chapter discusses the results and discussion section. Firstly, the descriptive statistical analysis is preceded and then to answers the research questions in discussion section by comparing and contrasting the findings of the study with past studies.

Descriptive Statistics

Descriptive statistics were used to determine the overall trends in students' perceptions by assess the mean scores, percentages and frequencies for every item. The adapted questionnaire consisted of 10 closed-ended Likert-scale items were used to assess motivation, learning experience, engagement and grammar recognition of the students. By Following Warmbrod's (2014) scoring methodology, every question was scored on a 4-point Likert scale from Strongly Disagree (1) to Strongly Agree (4). The percentages and frequencies of all ten responses is presented in the Table 4.1 given below.

Item 1: I feel motivated to involve in Dictogloss activity to improve my English grammar.	Answer item	Frequency	Percentage
	Strongly Disagree	0	0%
	Disagree	2	4.0%
	Agree	27	54.0%
	Strongly Agree	21	42.0%
Item 2: Working in groups during the activity improved my learning experience.	Answer item	Frequency	Percentage
	Strongly Disagree	0	0%
	Disagree	1	2.0%
	Agree	29	58.0%
	Strongly Agree	20	40.0%
Item 3: Listening to the passage enhanced my comprehension skills.	Answer item	Frequency	Percentage
	Strongly Disagree	1	2.0%
	Disagree	4	8.0%
	Agree	29	58.0%
	Strongly Agree	16	32.0%
Item 4: Rebuilding the text helped me implement grammar rules effectively.	Answer item	Frequency	Percentage
	Strongly Disagree	0	0%
	Disagree	2	4.0%
	Agree	34	68.0%
	Strongly Agree	14	28.0%
Item 5: The activity increased my confidence in using English grammar.	Answer item	Frequency	Percentage
	Strongly Disagree	1	2.0%
	Disagree	3	6.0%
	Agree	31	62.0%
	Strongly Agree	15	30.0%
Item 6: I found the Dictogloss activity engaging and enjoyable.	Answer item	Frequency	Percentage
	Strongly Disagree	1	2.0%
	Disagree	3	6.0%
	Agree	33	66.0%
	Strongly Agree	13	26.0%
Item 7: The activity encouraged me to pay more attention to sentence structure and word order.	Answer item	Frequency	Percentage
	Strongly Disagree	4	8.0%
	Disagree	8	16.0%
	Agree	24	48.0%
	Strongly Agree	14	28.0%
Item 8: I would like to participate in similar grammar activities in the future.	Answer item	Frequency	Percentage
	Strongly Disagree	2	4.0%
	Disagree	2	4.0%
	Agree	26	52.0%
	Strongly Agree	20	40.0%
Item 9: The Dictogloss activity was relevant to my language learning needs.	Answer item	Frequency	Percentage
	Strongly Disagree	2	4.0%
	Disagree	4	8.0%
	Agree	27	54.0%

Item 10: Overall, I am satisfied with the Dictogloss activity as a method for learning grammar.	Strongly Agree	17	34.0%
	Answer item	Frequency	Percentage
	Strongly Disagree	0	0%
	Disagree	3	6.0%
	Agree	25	50.0%
	Strongly Agree	22	44.0%

Table 4.1 Data Analysis

Summary of key trends

The results of the structured questionnaire demonstrate a generally strong positive perception of the Dictogloss activity among 10th-grade students. More than 85% of participants agreed or strongly agreed with a large number of items, showing their satisfaction with the efficacy of the method. Particularly, significant levels of accord were measured including the items such as collaborative learning, grammar comprehension and general enjoyment. There were few disagreements, typically less than 10%, indicating low level of dissent and high student support for the teaching strategy.

Discussion

This study offers insights into how students perceive and respond to task-based grammar instruction. The findings showed that the strategy for improving grammatical expertise was strongly appreciated by students as evident by the generally positive responses. Majority of participants agreed or strongly agreed with a large number of items. Significant levels of agreement were met in Item 2 (Working in groups improved my learning experience) and in Item 4 (Rebuilding the text helped me implement the grammar rules) with 98% and 96% of participants who participated, respectively. This indicates that task's collaborative work and grammar usage were particularly appreciated. This accord with Vasiljevic (2010), who addressed how Dictogloss assists students learn grammar by promoting collaborative meaning construction using relevant language patterns. These findings are consistent with those of Al-Obaydi and Al- Mosawi (2019), who asserted that Dictogloss enhanced their grammar. Furthermore, more than 90% of students agreed or strongly agreed with items 1, 5, 6, 8, 9, and 10 reveal high levels of confidence, motivation, enjoyment and activity usefulness. Alsamadani (2022) showed higher motivation and grammatical precision by using Dictogloss tasks. Similarly, the findings are also aligning with Jafar (2021) who examined the effect of Dictogloss on writing motivation of EFL students. Although, item 7, which emphasized an attention to word order and sentence structure, had a slightly lower agreement rate (76%), with (24%) of students choosing Disagree or Strongly Disagree. This suggests that although the activity improved the grammar knowledge, some students might have found it challenging or failed to correctly identify its structural components. Kuiken and Vedder (2002) also expressed the same concern, pointing out that not all Dictogloss grammatical improvements are statistically significant. This suggests that task-based learning and curriculum objectives could not be matched. This fills in the gaps noted by Hassan (2023), who claimed that there is a lack of research on student perspective in South Asian context, specifically when it comes to evaluating how well fit the TBLT strategies. There was little dissatisfaction overall, as seen by the lower disagreement percentages among all items, with no individual scored a greater than 16% of disagreement. Collectively, results showed that students considered the Dictogloss activity both enjoyable and meaningful for grammar learning.

Conclusion

This study examined the way, the 10th graders at The Eagle Cadet School, Faisalabad responded in an English language class using grammar activity based on Dictogloss. This research study which was based on the Task-Based Language Teaching (TBLT), adopted a post-exposure descriptive survey approach, to collect data from the students after the participation in Dictogloss task. The results indicated that opinions of students were highly positive. The majority of participants believed that Dictogloss exercise enhanced their knowledge of grammar, their capacity to use the rules of grammar in writing and their

confidence while communicating in English. Moreover, students showed interest by participating in similar activities in the future and valued the task's collaborative nature. These findings demonstrate how well Dictogloss as a teaching method blends writing, listening, grammatical awareness and group learning. All of these are essential components of collaborative and task-based learning methodologies. The study adds to the expanding body of literature on TBLT by moving the emphasis from performance results to learner perceptions, an area that has received little research focus on South Asian settings like Pakistan. It emphasizes students' aptitude to adopt engaging and reflective teaching methods and promotes the educational usefulness of Dictogloss in student-oriented grammar instruction. However, this study has several drawbacks. Generalizability is limited by convenience sampling and the usage of single school group. Additionally, the study only used quantitative survey data; hence, qualitative information from interviews or classroom observations might have offered a more thorough understanding of viewpoints of the students. The results support the practical application of Task-Based Language Teaching (TBLT) in South Asian EFL settings like Pakistan. Teachers can use Dictogloss to teach grammar with the aim to create communicative, reflective and cooperative learning environments. This method is particularly useful in settings where traditional grammar education is prevalent and is consistent with core principles of interactional language teaching. Future studies ought to examine how students' attitudes change over time and across various skill levels by using mixed-methods or longitudinal approaches. The discussion would be enhanced by looking into the opinions of the students regarding the use of Dictogloss in various school environments. Furthermore, future research should examine how students perceive distinct South Asian educational environments with the focus on engaging student's perspectives into the creation of TBLT curriculum.

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