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Abstract:

Abstract The Research analyzed the effectiveness of digital portfolios in enhancing English as a Foreign Language (EFL) speaking skills among undergraduate English-s students. Utilizing a sample of 60 students at the Higher education level. The study incorporated several technological tools, chiefly web-based applications like Goog facilitate creating and sharing digital portfolios. This research underscored the potential impact of these portfolios on students' speaking abilities and, as a result, the proficiency. Interestingly, the data unveiled a substantial correlation between the use of digital portfolios and improvements in students' speaking skills. Approximate participants agreed that digital portfolios substantially improved their pronunciation and fluency. In comparison, around 69.70% claimed that the innovative approac significantly aided grammar and vocabulary usage during speaking. Additionally, the study highlighted various benefits of using digital portfolios in EFL learning, inclu promoting learner autonomy and enhancing digital literacy skills. The findings underscored the potential role of digital portfolios as a pivotal tool that could influence of EFL education, given its capacity to substantially improve speaking skills. The research also calls for further exploration into the innovative applications of digital po EFL learning. It suggests conducting similar student-centric studies in different contexts to expand our understanding of how digital teaching tools like digital portfolio transform EFL education globally.

Complete Specification

Description:Empowering Secondary Education with Digital Portfolios to Strengthen ELT Skills and Speaking Abilities

Field and Background of the Invention
English as Foreign Language (EFL) learners could develop competence through online portfolios. This method empowers students to actively participate in their edu by assessing their performance and tracking their development through time. It fosters in them a desire to study. Digital portfolios place learning in the hands of stu requiring them to create and curate their work, reflect on their learning growth, and communicate their knowledge in interactive ways. This approach aligns with the pedagogical shift towards student-centred learning, emphasizing learner autonomy and interactive, meaningful learning experiences, which is beneficial in enhancin students' speaking skills. An environment of active instruction, analytical thinking, and self-directed learning can be fostered in higher education, where this study concentrates, and secondary education. It encourages developing competencies necessary for success in higher education and in one's chosen vocation.
The research highlights digital portfolios as one of the innovative information and communication technology (ICT) tools for enhancing EFL speaking skills, particula higher education. A digital portfolio is a collection of artifacts, achievements, reflections, and learning goals made readily available on a digital platform for collabora and constructive feedback. In the context of EFL, digital portfolios help students improve their speaking skills. As per the findings, digital portfolios allow students tc on various aspects of speaking, including pronunciation, fluency, grammar, and vocabulary. Many participants agreed that digital portfolios helped improve their pronunciation and fluency, and they also concurred with their impact on enhancing grammar and vocabulary. These portfolios, designed with various technology tc as Google Drive, allow students to reflect on their learning and progress, gain confidence, enhance their language understanding through practice and self-reflectio

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