Empowering EFL Learners' Pronunciation Skills through the Employment of ELSA Application

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Abstract

The constant activation of effective mobile-assisted language learning applications is deemed a necessary step to respond to the dynamic changes in modern communicative learning enterprises. Previous researchers believed that with the accompaniment of sophisticated digital learning media, language learners can potentially transform into more proficient communicators as they have mastered a wide variety of useful language expressions and words to be efficiently integrated into their communication enterprises. This small-scale library study attempted to investigate the usefulness of the ELSA application in empowering EFL learners' pronunciation skills. As pronunciation is an inseparable element related to the insistent development of communicative skills, the researcher initiated this investigation to encourage second language educators to be more open-minded and technologically literate in utilizing a vast range of relevant technological learning platforms to improve their learners' speaking proficiency. To achieve the aforesaid study objective, the researcher employed a thematic analysis approach while analyzing the findings from 30 previous ELSA application journal articles. A thematic analysis approach helped the researcher to yield more accurate, robust, and relevant findings as identical findings were grouped into some main themes. The thematically-categorized findings disclosed that the ELSA application enhanced EFL learners' pronunciation accuracy and pronunciation learning autonomy.

Keywords: MALL, EFL learners, pronunciation, library study, thematic analysis

I. INTRODUCTION

English is one of the most important languages in this Industrial Revolution era. With the accompaniment of advanced English competencies, EFL learners will have broader opportunities to attain gratifying academic achievements and experience vocational success in impending events. Khalizah and Damanik (2024) state that it is essential for second language educators to equip EFL learners with well-developed English proficiency levels leading them to become successful academicians and professional workers. One of the most important skills to be mastered is speaking. Speaking is deemed a challenging competency to master as language learners are required to address clear messages to the targeted audience with the impartation of comprehensible and precise language expressions. This underlying principle conforms with Muamar et al. (2022) articulating that to be labeled as efficient and proficient target language speakers, EFL learners need to convey the particular information meaningfully to their designated interlocutors by which mutual communication enterprises are successfully established. EFL learners generally confront taxing communication impediments while attempting to improve their speaking skills such as lack of vocabulary, proper language expressions, and the continual occurrence of mispronounced words. These obstructions are associated with Kholis (2021) adducing that the majority of second language learners tend to make an early departure from their current speaking learning dynamics due to the deficiency in vocabulary, restricted linguistic expressions, and constant mispronunciation issues.

The last-mentioned aspect plays a pivotal role in stipulating EFL learners' success in their habitual speaking learning enterprises. With an enlightenment of decent pronunciation abilities, EFL learners can potentially establish more solid, mutual, and meaningful conversational events with the targeted interlocutors resulting in the conveyance of comprehensive ideas. Utami (2024) have likewise emphasized the crucial role of pronunciation in determining the smoothness of communication dynamics among second language learners through which they are habituated to enunciate each word accordingly to address obvious ideas, conceptions, and standpoints to the desired audience. Hence, second language educationalists ought to keep in mind that various kinds of mispronounced words can severely cause unintended breakdowns in their learners' communicative events. To prevent this uninvited hindrance from happening in the prospective discourse occurrences, language learning instructors need to immerse EFL learners into a series of meaningful pronunciation learning exposures emphasizing accuracy, fluency, and communicative aspects. The aforementioned advice is consistent with Kobilova (2022) theorizing that any kind of misarticulated words are more likely to cause unexpected misunderstanding and misinterpretation among the interlocutors, and one useful trajectory to minimize this issue is to expose language learners to varied interactive, hands-on, and contextual pronunciation practices.

For this reason, second language teachers are recommended to invest their daily communication learning trajectories with the prudent and precise activation of mobile-assisted language learning tools. With the proper incorporation of mobile-supported language learning platforms, EFL learners are given supportive assistance for mitigating their pronunciation learning obstructions. It can be articulated that way since language learners can repeatedly practice challenging words with the exemplary pronunciation models provided by this digital learning media. This beneficial value concurs with Santiana et al. (2022) avowing that through mobile-enhanced language learning systems, EFL learners will no longer feel apprehensive while being assigned to utter their specific thoughts in formal and informal communication events as they have gained a more profound understanding of how to utter the articulation of particular words accurately. The probable technological platform second language educationalists can further utilize to sustain the progressive development of their learners' pronunciation skills development is the ELSA application. The major objective of devising this generative artificial intelligence tool is to promote better-facilitated communicative learning experiences to the whole language learning community members. This can be achieved through various user-friendly features such as the delivery of immediate feedback, availability of varied interactive speaking learning features, and promotion of proactive pronunciation learning engagement. These triadic values lend support to the technological-based learning theory proposed by Ngoc et al. (2023) contending that the ELSA application can stand as a powerful solution for second language educators to overcome various communication barriers among EFL learners through that the

users are given plenty of opportunities to remedy some pinpointed pronunciation mistakes in the presence of enjoyable, positively-sound, and anxiety-free learning climates.

During the internalization of the ELSA application, second language learners begin instilling robust speaking learning autonomy in their academic journeys. It is reasonable to assert this contention as all the digital materials are specifically designed in line with learners' divergent learning needs, preferences, and styles. Saragih et al. (2023) recommended second language educationalists embark on their regular speaking classroom circumstances with the judicious implementation of ELSA application through that EFL learners are more motivated to continue honing their pronunciation skills as the specifically designed topical subjects are created in consonance with their current learning situations. Another promising feature offered by the ELSA application is the constant immersion into an interactive dictionary. As EFL learners access this language learning application menu, their target language competencies and perspectives are going to be expanded to the fullest potential. In this learning tool, second language learners will not solely learn how to utter some specific words accurately but also attain the definitions and a richer repertoire of proper language expressions, which in turn enable them to transform into more adaptable speakers who can partake in international communication interfaces with other interlocutors. This invaluable learning outcome is supported by Akhmad and Munawir (2022) confirming that ELSA application paved a rewarding pathway for second language learners to proactively participate in global communication interactions wherein their current linguistics and pronunciation proficiency are intensively enriched in an attempt to transfigure into insightful target language speakers. Furthermore, the ELSA application can insistently ascertain the nurturance of EFL learners' communication and pronunciation skills in the long run. This statement can be articulated as the conveyance of positive, constructive, and credible feedback immediately given after the completion of certain pronunciation practices. Through all these beneficial and meaningful inputs, EFL learners will be more cognizant of particular pronunciation areas that need to be continually honed. As a result of this laudable initiative action, language learners are more liable to showcase more exemplary communication performances since they have attempted not to repeat those identical errors in their forthcoming pronunciation practices. Zou et al. (2023) affirmed that with the help of the ELSA application, EFL learners are more prone to consistently display more exceptional speaking performances through which they always redouble their expended efforts to rectify some pinpointed pronunciation mistakes that occurred in their prior learning events.

To actualize this significant degree of pronunciation learning benefits, second language teachers are expected to design some moderately challenging subject matters to be further discussed by EFL learners. With the incorporation of this intriguing learning process, second language learners can establish solid, mutual, and collaborative group discussions with other learning counterparts. These student-centered classroom climates will habituate learners to conduct a more profound exploration of the topical lessons they are going to discuss, reinforcing their intellectual curiosity. The above-depicted input is corroborated by Liang et al. (2022) who recommended second language educationalists immerse their learners into collaborative and proactive pronunciation learning activities amidst the employment of ELSA application in which they enjoy the exponential growth of their target language competencies development attributed to the expansive knowledge, skills, and experiences sharing addressed by their entrusted learning companions. To ensure the fullest optimization of these social learning enterprises, second language educators should provide clearer and well-structured digital learning guidelines at the onset of their designated pronunciation learning dynamics. With the supervision of these widely accepted technological standards, EFL learners are willing to share equitable responsibility while accomplishing particular tasks in their groups. Resultantly, they will not merely promote more supportive classroom learning climates to the whole learning community members but also attain the most coveted target language proficiency they are longing to achieve. Nurmin et al. (2023) emphasized the critical importance of equipping EFL learners with systematic digital learning guidelines before involving them in a vast array of online collaborative speaking activities by which they are more accountable for completing the particularly given assignments reflected in fruitful group achievements.

Five previous investigations were conducted in line with the major topic portrayed in this small-scale library study. Setiadi (2021) advised second language educationalists to continuously buttress their learners' speaking competencies with the integration of suitable technological platforms to promote more proactive classroom engagement and life-long learning character among them. Chuyen et al. (2021) uncovered that a vast number of Vietnamese EFL learners were highly supportive of the constant incorporation of the Duolingo application in their daily speaking learning enterprises through which they totally underwent more pleasant and stress-free communication practices with various interactive digital materials. Metruk (2024) underscored the paramount role of introducing EFL learners to the accurate, judicious, and effective usage of mobile-assisted language learning media by constantly expanding the desired communicative competencies to the utmost growth. Setiadi (2021) unfolded that the great majority of Indonesian EFL learners endured a significant degree of improvements in their speaking performances, skills, and achievements after being exposed to the British Broadcasting Corporation channel where they are habituated to hone their critical listening skills, which in turn influential for developing their communication proficiency to more advanced levels. Tilwani et al. (2022) unraveled that in the support of TED Talks media, Saudi Arabian university EFL learners have shifted into more confident, fluent, courageous, and exemplary speakers while presenting their speeches in the presence of large number of audiences. These commendable speaking learning outcomes are cultivated since they have profoundly observed the specific ways seasoned communicators deliver their thoughts meaningfully to the listeners and acquired a richer repertoire of useful language expressions to be further implemented in their future presentations. These five overviewed investigations have not made any attempts to delve more exhaustively into the indispensable role of ELSA application in empowering EFL learners' pronunciation skills. The occurrence of this research gap may be promoted by two following factors. Presumably, second language educators are reluctant to capitalize on this digital learning platform in their daily communication enterprises as they might experience an intensified restlessness as to whether this media will bring about a significant degree of communicative skills improvement comprising speaking and pronunciation. Moreover, the implementation of the ELSA application cannot be generalized in other classroom communication contexts, particularly in some specific regions. Specifically speaking, the ELSA application was invented in 2015 by an outstanding alumnus from Standford University named Vu Van. His main intention in devising this digital application is to assist non-native speakers who struggle to develop their speaking and pronunciation skills. Despite the above-explicated drawbacks, the researcher envisioned three major benefits obtained by second language educational stakeholders upon the accomplishment of this present small-scale research project. The forthcoming findings will broaden educators' perspectives that technological-based speaking learning activities can be supportive assistances for EFL learners to enhance their two major communication aspects; speaking and pronunciation to the greatest levels they never imagined before. This admirable learning reward takes place since sophisticated digital platforms immerse language learners into various interactive, hands-on, and extensive communication practices, the missing aspects they can hardly discover in conventional classroom settings. The impending results may rejuvenate second language learners' paradigms that communicative learning enterprises are not the pathways they should have avoided. As long as they are committed to practicing the designated communication aspects through the activation of compatible technological platforms, language learners will benefit most from the forthcoming learning outcomes they are targeting to attain as they instill a higher degree of preparedness before commencing the real-time classroom dynamics. In the end, the impendent research outcomes will provide greater assistance for second language educational stakeholders to accommodate the already-determined curriculum structure with the meaningful employment of mobile-supported language learning platforms, allowing the thorough promotion of convivial and better-facilitated classroom learning environments in the presence of heterogeneous learners. Concerning the previously stated literature gap and aspirations, the researcher made expedient efforts to discover some reasonable responses to the following research problem: how did the ELSA application empower EFL learners' pronunciation skills?

II. METHOD

The researcher capitalized on a library analysis method upon commencing this small-scale qualitative investigation. In the light of a library analysis approach, the researcher could produce more credible, robust, and relevant findings to contribute to the betterment of the specific research areas being investigated. It can be articulated that way since the researcher repeatedly analyzed the targeted findings if they matched the major topic proposed in this investigation. Klassen et al. (2012) state that a library analysis method is useful for promoting more reliable, strong, and relatable results as the particularly analyzed data are profoundly analyzed to be harmonious with the subject-specific fields. To substantiate the robustness of these findings, the researcher harnessed a thematic analysis methodology. A thematic analysis methodology is beneficial for helping the researcher to produce more accurate results in which all the designated findings are grouped into identical research themes. This advantageous value is in agreement with Braun and Clarke (2021) theorizing that it is of foremost importance for qualitative-oriented researchers to utilize a thematic analysis approach so that all the targeted findings are clustered into similar themes leading to the empowerment of trustworthy research outcomes. The researcher also applied an open-coding approach to ascertain the mutual concatenation between the library and thematic analysis. With the support of an open-coding method, the researcher could easily spot various kinds of unintended discrepancies and incongruities among the findings. As a result, the researcher minimized mismatches and misinterpretations commonly occurring among the qualitative-based findings. Nowell et al. (2017) articulate that it is of key importance for researchers to incorporate an open-coding approach at the commencement of their qualitative investigations through which they thoroughly ensure the validity of analyzed findings.

The researcher had two major criteria before embarking on this small-scale library investigation. Firstly, the researcher selected 30 previous ELSA application studies ranging from 2020 to 2025. Secondly, these 30 prior scientific works were taken from various reputable international and national journal article platforms such as Elsevier, Journal of English Teaching, Cogent Education, Educational Psychology, and Frontiers journal. With these two fulfilled aspects, the researcher surmised that the forthcoming research results would potentially promote significant contributions to the specifically explored topic as the generated findings were produced in accord with the issues in these modern educational systems. The researcher also infused 2 major reasons propelling him to initiate this small-scale library investigation. As the technological-based learning approach played an essential role in improving EFL learners' communication proficiency, second language educationalists' digital literacy perspectives need to be enriched by the impending findings from this study as an attempt to enhance the quality of their classroom learning enterprises. Through the meaningful implementation of mobile-assisted language learning, EFL learners are adept at uttering their particular thoughts, ideas, and conceptions clearly to heterogeneous interlocutors contributing to the significant escalation of their speaking competencies, particularly pronunciation.

Anchoring on these above-explicated backgrounds, the researcher expounded the thematically-subsumed finding descriptively. To that end, the researcher did not assert his personalized arguments, interests, or opinions concerning the main topic in this library study. Instead, the researcher addressed a comprehensive understanding of all these findings by referring to relatable technological-based learning theories and findings generated by previous investigations. By actualizing this ultimate research step, the targeted educational stakeholders will be assured while reading the potential outcomes from this moderate library investigation as the researcher based his plausible data delineations in harmony with the evidence-based decisions imparted by seasoned educational experts and practitioners.

III. RESULTS AND DISCUSSION
The researcher determined two major themes based on an in-depth thematic analysis conducted before: (1) ELSA application enhanced EFL learners' pronunciation accuracy and (2) EFL learners developed robust pronunciation learning autonomy through the implementation of ELSA application. Comprehensive data depictions can be discerned in the following lines.

Theme 1: ELSA Application Enhanced EFL Learners' Pronunciation Accuracy

Theme 1	Studies
ELSA application enhanced EFL learners' pronunciation accuracy	Anggraini (2022); Kholis (2021); Sholekhah and Fakhrurriana (2023); Ngoc et al. (2023); Pham and Pham (2025); Khalizah and Damanik (2024); Permatasari (2024); Hidayah et al. (2024); Al-Shallakh (2023); Akriono (2024); Indari (2023); Nuraini et al. (2024); Fauziah et al. (2024); Maulidyah et al. (2024); Muamar et al. (2022); Suragih et al. (2021); Dehghanpour et al. (2022).

Theme 1 revealed that the ELSA application enhanced EFL learners' pronunciation accuracy while attempting to foster their target language competencies. The entrenchment of accurate pronunciation accuracy occurred since EFL learners obtained varied constructive, positive, and rewarding feedback from ELSA application after completing their previous pronunciation practices. With these useful suggestions, EFL learners will be more confident in partaking in the impendent pronunciation learning dynamics as they have gained a comprehensive understanding of how to enunciate those targeted words accurately. This first finding is closely interlinked with Kholis (2021) who suggested that Indonesian second language educationalists internalize ELSA application at the onset of pronunciation learning enterprises wherein EFL learners are willing to be more proactive in expressing their particular thoughts due to the profound comprehension towards the words they aim to articulate. ELSA application is also beneficial in addressing a thoughtful reminder for EFL learners concerning the frequent pronunciation mistakes they made in prior communication events. As language learners constantly obtain a gentle reminder from this generative artificial intelligence, EFL learners can progressively transform into more competent speakers since they reduce the unintended mispronunciations taking place in their previous speaking practices. Ngoc et al. (2023) discovered that most Vietnamese EFL learners have gradually shifted into more skillful target language communicators amidst the continual implementation of ELSA application in which they are exhaustively aware of pinpointed pronunciation errors.

ELSA application continuously exposes EFL learners to a vast array of interactive, communicative, and real-time speaking learning experiences, they subconsciously produce more comprehensible notions in their communication enterprises. The promotion of this positive learning outcome takes place since EFL learners are habituated to various exemplary pronunciation models provided by this generative artificial intelligence. By possessing a richer perspective of accurate pronunciation learning models, EFL learners will be more proactive in establishing mutual and meaningful social interactions with other learning counterparts in their regular classroom circumstances. This commendable learning behavior is the tangible result of EFL learners' abilities to implement the previous pronunciation skills learned through the ELSA application. Permatasari (2024) advocated for second language educators to immerse EFL learners into hands-on and contextualized communication practices during the incorporation of the ELSA application to enable them to be more proactive, confident, and proficient target language speakers. Hidayah et al. (2024) adduced that the ELSA application can potentially escalate EFL learners' speaking skills through which they acquire exceptional pronunciation learning models through real-time communication practices.

As EFL learners have been more adept at pronouncing various English words accurately through the implementation of the ELSA application, they orchestrate appropriate language expressions and vocabulary best fitting with their communicative events. In other words, EFL learners have familiarized themselves with the specific communication encounters they are going to face allowing them to yield accurate messages in their daily conversations. Fauziah et al. (2024) postulated that in support of the ELSA application, EFL learners no longer deem pronunciation and speaking learning practices as daunting tasks. Instead, they are vibrant to elevate their target language proficiency to the fullest potential due to the establishment of meaningful discourse events with other learning counterparts. Another invaluable communication reward obtained through the decent internalization of the ELSA application is EFL learners could automatically amended some mispronounced words amid the formal and informal communicative events. With immediate remediation of these faulty pronounced words, the targeted interlocutors are more likely to handicap EFL learners as mindful communicators since they have been profoundly aware of the specific errors occurring in their discourse occurrences. This contention is in accord with Dehghanpour et al. (2022) unveiling that the majority of Iranian university EFL learners have endured a significant degree of improvements concerning their speaking performances, competencies, and achievements after being introduced to the ELSA application in which they are habituated to conscientious before pronouncing a certain number of words through their communication practices.

Theme 2: EFL Learners Developed Robust Pronunciation Learning Autonomy through the Implementation of ELSA Application

Theme 2	Studies
EFL learners developed robust pronunciation learning autonomy through the implementation of ELSA application	Rineapi et al. (2022); Rismawati et al. (2022); Akhmad and Munawir (2022); Nushi and Sadeghi (2021); Febri and Duri (2023); Alwin et al. (2024); Mahmudah and Daulay (2024); Satoa and Murrellb (2024); Rosyid and Hidayati (2020); Indriyani et al. (2024); Putri (2024); Senowarsito et al. (2024); Suseno (2023).

It is interesting to highlight that the ELSA application inculcated robust pronunciation learning autonomy among EFL learners. This probability may happen due to the exposure to interesting, interactive, and relevant pronunciation learning materials offered by this digital learning media. With the immersion of these modern communication practices, EFL learners unwittingly experience a higher degree of pronunciation learning enjoyment in the long run resulting in the cultivation of a robust desire to continually practice pronouncing some challenging words outside the regular classroom contexts. This rewarding learning outcome is tightly interwoven with Rineapi et al. (2022) unearthing that the predominant number of Indonesian EFL learners are desirous of conducting incessant pronunciation practices out of the classroom circumstances amidst the internalization of ELSA application through that their utmost speaking learning interest had been significantly increased due to the exposure of less-threatening and positively-sound communication activities. ELSA application is critical empowerment for EFL learners to practice their desired pronunciation skills without being restricted by time and place. It can be articulated this way because EFL learners can locate their leisure time to dedicate their pronunciation practices based on their current situations. This flexibility is completely divergent from conventional pronunciation learning contexts wherein EFL learners are highly demanded to master the articulation of given words in confined classroom periods. Akhmad and Munawir (2022) recommended that Indonesian second language teachers commence their habitual

classroom learning dynamics with the ELSA application so that EFL learners are more likely to instill robust autonomy as they are willing to conduct independent pronunciation practices without being forced to.

The terrific elevation of pronunciation learning autonomy is simultaneously attributable to the liberation of trials and errors amidst communication practices. ELSA application is suitable for emanating this positively sound and emotionally supportive learning atmosphere in which EFL learners are not severely criticized after generating unwanted mistakes in their pronunciation practices. Instead, they are encouraged to iteratively repeat practicing the complex pronunciation of challenging words leading to the comprehensive mastery of those new terms. This meritorious learning reward echoes Mahmudah and Daulay (2024) believing that with the judicious enlightenment of the ELSA application, EFL learners gradually decrease their foreign language learning anxiety whereby they are prompted to conduct more intensive pronunciation practices concerning the intricate words hindering their meaningful communication events with other interlocutors. For second language educators, it is worthwhile for them to assign EFL learners to initiate their regular pronunciation practices outside classroom-related settings with ELSA application. With these independent pronunciation learning dynamics, EFL learners are more liable to develop a robust sense of ownership towards their learning journeys resulting in the demonstration of gratifying academic performances. Indriyani et al. (2024) averred that it is crucial for second language-speaking learning instructors to constantly commission EFL learners to engage in self-reliant communication practice during the activation of ELSA application to foster their responsibility, autonomy, and commitment directing them to obtain more fruitful learning outcomes. As EFL learners have sustainably escalated their learning autonomy, their intellectual empowerment concerning pronunciation knowledge is concurrently increased. This probability may happen because language learners are willing to conduct a more profound exploration of newly discovered words forming in the ELSA application. In this context, the ELSA application can be a major driving force for EFL learners to broaden their understanding of the origins, phonetics, phonology, definitions, and enunciation of these words. Resultingly, EFL learners do not only undergo a significant elevation of their pronunciation area but also profound recognition regarding the underlying principles of these novel words. Putri (2024) has likewise noted that it is of foremost importance for second language teachers to introduce EFL learners to the meaningful, prudent, and efficient employment of ELSA application before immersing them into complex communicative exposure through that they continuously heighten their pronunciation learning inquisitiveness with the deeper exploration on newly-found terms forming in their communication contexts.

To ensure the best practice of ELSA application in these modern communication enterprises, second language educators should devise pronunciation materials in harmony with EFL learners' specific speaking learning needs, preferences, and levels. The suggested action matters most for preserving a higher level of pronunciation learning motivation and autonomy among EFL learners since all these topical subjects correspond with contextual life conditions. Thus, EFL learners are more prone to redouble their efforts to hone their designated pronunciation skills through which they perceive these learning pathways as the pivotal stepping stones leading them to be more highly-achieving and successful academicians. The above-elucidated conception is parallel with Alwin et al. (2024) who unveiled that the vast majority of Indonesian EFL learners are spirited to conduct an intensive series of personalized pronunciation practices daily after being equipped with ELSA application as the specific topical lessons are enacted based on real-life scenarios.

IV. CONCLUSION

Reflecting on the thematically subsumed findings in this small-scale library investigation, second language educationalists ought to ascertain the meaningful incorporation of ELSA application at the commencement of their classroom learning enterprises. It can be suggested that way since the ELSA application enhanced EFL learners' pronunciation accuracy. This mobile-assisted language learning application is beneficial for immersing EFL learners in various interactive, hands-on, meaningful speaking practices. As a result, language learners progressively transfigure into more competent target language users capable of orchestrating appropriate expressions and vocabulary in their regular communication enterprises. ELSA application is a rewarding trajectory for EFL learners to begin inculcating robust pronunciation learning autonomy. The significant elevation of pronunciation learning autonomy is well-ingrained since language learners experience a higher degree of enjoyment in their communication practices heightening their self-reliance to hone the pronunciation of some challenging words outside the formal classroom walls.

The thematically-categorized findings encouraged second-language educational stakeholders to provoke better-facilitated classroom learning dynamics. For teachers, the meaningful implementation of the ELSA application is beneficial for promoting more convivial communicative learning environments among EFL learners. Hence, they need to be more literate in ensuring the maximum utilization of this digital learning application before immersing their learners in the impending classroom activities. For language learners, the ELSA application is a major driving force for EFL learners to infuse a higher degree of learning motivation. With the prolific cultivation of strong learning endeavors, language learners are willing to hone the designated competencies to the fullest potential as all the designated activities solidified their proactive classroom participation. For second language educational stakeholders, the meritorious pronunciation learning rewards emanating from the ELSA application would foster their impending effortful actions to renew their pedagogical paradigms that mobile-assisted language learning application does not only spark a higher degree of enjoyment but also embed life-long learning character among EFL learners. Thus, second language educational parties should devise more contextualized materials and activities compatible with EFL learners' specific pronunciation learning needs, growth, and conditions. By actualizing the suggested action, language learners are desirous of redoubling their efforts in practicing the pronunciation of targeted words as they obtain immediate, mutual, and constructive feedback after accomplishing their current pronunciation practices.

Irrespective of all these invaluable insights, the existence of this small-scale library investigation was not without some inevitable shortcomings. As the researcher merely investigated the empowerment of EFL learners' pronunciation skills through the employment of the ELSA application, it is pivotal for future researchers to replicate the current model of this small-scale library study by delving more exhaustively into other promising mobile-assisted language learning applications such as Duolingo and Say It. By conducting more profound investigations on these divergent technological platforms, educational stakeholders will possess richer perspectives of digital learning insights to be further embodied in their regular classroom activities. Furthermore, prospective researchers should investigate the significant degree of benefits promoted by ELSA application in other second language learning areas; speaking, grammar, and vocabulary. Having been aware of the diverse meritorious rewards that emanated from this mobile-assisted language learning application, second language educators will have broader opportunities to promote fruitful learning outcomes attainment amidst EFL learners as they have experienced during pronunciation learning enterprises.

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