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Maximizing ELSA Speak for Developing English Fluency and Reducing Speaking Barriers in Language Learners

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ABSTRAK

Banyak pembelajar bahasa Inggris menghadapi kendala dalam meningkatkan kefasihan berbicara, seperti pelafalan yang kurang tepat, keterbatasan kosa kata, dan kurangnya kepercayaan diri saat berbicara. Penelitian ini bertujuan untuk mengkaji efektivitas aplikasi ELSA Speak dalam mengembangkan kefasihan berbahasa Inggris dan mengurangi hambatan berbicara. Metode yang digunakan adalah Explanatory Sequential Design yang terdiri dari tahap kuantitatif dan kualitatif. Pada tahap kuantitatif, peserta diberikan pre-test dan post-test untuk mengukur peningkatan kemampuan berbicara. Hasilnya menunjukkan peningkatan signifikan, terutama dalam aspek pelafalan. Pada tahap kualitatif, wawancara dilakukan untuk menggali pengalaman peserta dalam menggunakan aplikasi. Temuan menunjukkan peningkatan kepercayaan diri, penurunan kecemasan berbicara, serta apresiasi terhadap fitur umpan balik langsung dan koreksi pelafalan. Meskipun terdapat beberapa kendala teknis, aplikasi ini dinilai membantu dan menarik. Kesimpulannya, ELSA Speak efektif digunakan untuk meningkatkan kefasihan dan mengatasi hambatan berbicara dalam pembelajaran bahasa Inggris.

ABSTRACT

Many language learners face challenges in developing English speaking fluency, including mispronunciation, limited vocabulary, and low self-confidence. This study examines the effectiveness of the ELSA Speak application in improving speaking skills and reducing speaking barriers. Using an Explanatory Sequential Design, the research includes a quantitative phase followed by a qualitative phase. In the quantitative phase, students took pre-tests and post-tests to measure progress. Results showed significant improvement, especially in pronunciation. The qualitative phase involved interviews to explore students' experiences using the app. Findings revealed increased confidence, reduced anxiety, and positive responses to the app's real-time feedback and pronunciation correction features. Despite minor technical issues, students found ELSA Speak engaging and helpful for independent practice. The study concludes that ELSA Speak is an effective tool for enhancing fluency and addressing speaking difficulties. These results suggest that digital applications can support traditional language learning by providing structured and interactive speaking practice.

1. INTRODUCTION

Fluency in English plays a vital role in cross-cultural communication, business, education, and the exchange of ideas. Nevertheless, achieving proficiency remains a significant challenge for many English learners, particularly in the area of speaking skills. Although speaking is a key component of effective communication, aspects such as pronunciation, intonation, and speaking confidence often develop more slowly compared to other language skills, including reading and writing.

(Huda & Rahmawati, 2024) assert that speaking is the most complex language skill to master among the four main skills. Conventional language learning approaches, such as classroom instruction and language exchange programs, often lack sufficient focus on pronunciation and individualized speaking practice. Furthermore, learners' development of spoken English proficiency can be hindered by inconsistent teaching quality and limited access to native speakers. Recent research also highlights the importance of frequent and targeted practice, combined with real-time feedback, to enhance oral proficiency and reduce speaking anxiety (Kim & Kim, 2021; Y. Zhang & Xu, 2022). Mobile-assisted language learning (MALL) applications, such as ELSA Speak, provide opportunities for autonomous, flexible learning, supporting pronunciation improvement and confidence building (Lee, 2021; Park & Son, 2023).

Within the scope of this study, the researcher identified that many language learners continue to experience difficulties in speaking, including inaccurate pronunciation, limited vocabulary, and a lack of confidence when required to speak publicly. These barriers negatively affect their overall communication competence and learning motivation. To address these challenges, this study proposes the use of the ELSA Speak application as a supportive tool. ELSA Speak offers real-time pronunciation correction and personalized feedback, enabling learners to practice independently and improve their speaking skills more effectively.

This study aims to evaluate the effectiveness of the ELSA Speak application in enhancing the speaking skills of English major students. Additionally, it seeks to explore students' perceptions and experiences regarding the use of ELSA Speak as a supportive tool to improve their pronunciation, fluency, and overall confidence in speaking English.

Using technology-enhanced learning tools, researchers have attempted to overcome the shortcomings of traditional classroom-based training, which frequently provides few opportunities for speaking. Applications that support traditional language training through mobile-assisted language learning (MALL) have become viable substitutes. More precisely, academics have taken notice of the ELSA Speak program because it uses artificial intelligence to evaluate and improve English pronunciation.

There is still a lack of knowledge on the long-term effects of ELSA Speak and related tools on comprehensive speaking competency, which goes beyond pronunciation, even if the body of research supporting their use is expanding. In addition, most current research focuses on general language learners; very few studies address English majors, who frequently need a greater level of oral competency for academic and professional reasons.

To close that gap, this study offers a thorough assessment of the ELSA Speak application among English majors, taking into account not only gains in pronunciation but also fluency, vocabulary usage, and speaking confidence. It provides a more sophisticated view of how digital tools might benefit advanced language learners by fusing quantitative measures of speaking improvement with qualitative insights into learners' experiences and perspectives. Its dual-method approach, focused attention on English majors, and examination of ELSA Speak's wider effects on communicative competence rather than just pronunciation accuracy are what makes it distinctive. By illustrating how AI-driven technologies can be successfully included in higher education language programs to promote more competent, self-assured English speakers, this all-encompassing method adds to the developing conversation on mobile language learning.

2. METHODS

In this study, the researcher selected class 22A English education from Antasari State Islamic University. The class is comprised of 18 students, who will be sorted again using a pre-test to identify students with language proficiency issues. This study will utilize a sample of students who exhibit deficiencies in speaking as the subject population.

Two types of instruments were used in this study: a speaking proficiency rating and a structured interview guide. Based on a rating scale developed by (Muhsin, 2016), it assesses five components of oral performance - pronunciation, grammar, vocabulary, fluency, and comprehension- while the interview guide explored students' experiences in using the ELSA Speak app.

The usefulness of the ELSA Speak application in enhancing students' English-speaking abilities was assessed using a mixed-methods strategy that combined quantitative and qualitative data. To assess changes in speaking proficiency after a four-week intervention, a pre-experimental one-group pre-test–post-test design was used. Semi-structured interviews were used in the qualitative component to examine participants' opinions and application-using experiences. The researcher created a systematic interview guide to gather qualitative data, and two language education specialists verified it. Open-ended questions in the guide probed students' opinions of the ELSA Speak app, including how easy it is to use and how it affects motivation, speaking confidence, and pronunciation.

Table 1. Table of Cycle 1 Student Learning Outcomes in Cycle 1

Instrument	Components Assessed	Source	Validation	Scoring Method
Speaking Rating Scale	Pronunciation, grammar, vocabulary, fluency, comprehension	(Muhsin, 2016)	Expert-validated rubric	5-point Likert scale per component
Interview Guide	User perception, motivation, confidence, usability	Researcher-made	Reviewed by two experts	Thematic coding of responses

Following the identification of the sample, the researcher instructed the students to utilize the ELSA Speak application for a period of four weeks. Subsequent to the completion of the four-week period, the researcher administers a subsequent evaluation of the students' speaking proficiency, employing the same inquiries as the initial pre-test. Subsequently, post-test results were obtained, and the researcher conducted interviews with the students to ascertain their experiences while utilizing the application.

The paired t-test is a statistical technique used to compare the mean values of two correlated data sets (Samuels, 2011). The researcher employed this analysis to ascertain the efficacy of the ELSA Speak application in enhancing the language skills of students who had utilized the application for a period of four weeks. In regard to the analysis of the interview data, the researcher employed a thematic analysis approach. Thematic analysis is a data analysis procedure that focuses on the identification, description, explanation, validation, and correlation of themes (Kampira, 2021).

3. RESULT AND DISCUSSION

Results

After the researchers conducted the study for about two months, the researchers found a significant difference from the participants who used the ELSA Speak application. The researcher also analyzed what the participants went through during the month of using the application through interviews. The researchers have divided the results into two parts, quantitative and qualitative.

Quantitative Result

The researcher gave a pre-test to all students in class 22A to determine the sample that met the criteria. The criteria sought were students who had problems with speaking such as lack of confidence, pronunciation errors, and lack of vocabulary. After looking at the scores and calculating them using the average score, the researcher found five students who had scores below the average of 3.58.

Following a four-week interval, the researcher administered a post-test to the five students, employing the same treatment as the pre-test. The researcher found that there was an increase in the scores of all students.

Table 2. Table of Pre-test and Post-test Scores

No	Name	Pre-Test	Post-Test
1.	Student 1	3.4	4
2.	Student 2	3.4	3.8
3.	Student 3	1.2	3.6
4.	Student 4	1.2	3.4
5.	Student 5	2.8	4

Prior to conducting paired t-tests on the data, it is imperative that researchers ascertain the normality of the data. The data utilized in this study is required to adhere to the assumptions of normality in order to undertake a rigorous evaluation of the efficacy of the ELSA Speak application in enhancing students' oral proficiency.

In order to employ the t-test for the purpose of data analysis, it is essential that the data be normally distributed. A team of researchers employed a normality test to assess the data, which indicated that the distribution of the data was normal ($p > 0.05$). The statistical analysis employed in this study is parametric, specifically the paired sample t-test.

Table 3. 1 Table of Paired Sample T-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - posttest	-1,36000	0,90995	0,40694	-2,48985	-0,23015	-3,342	4	0,029

The paired samples t-test yielded a significance value of 0.029 (t = -3.342), which is lower than the threshold of 0.05. This result indicates that the ELSA Speak application had a statistically significant effect in enhancing students' speaking skills.

Qualitative Result

The researcher conducted interviews with students immediately following the administration of the post-test. The researcher then proceeded to categorize the students' responses into three overarching themes. The following three categories were used to analyze the data gathered from participants: perceived benefits, participants' experience, and difficulties faced.

a. Perceived Benefits

1) Confidence Level

The researcher inquired about the students' confidence levels prior to and following the utilization of the application. The ensuing data sets represent the results of interviews regarding the confidence levels of students before and after the implementation of the ELSA Speak mobile application:

"I think my pronunciation has improved quite a bit, but I'm still a little shy to speak English. My speaking rating before using the ELSA Speak app was 3 out of 10, while after using the app it was about 7 out of 10." (Student 1, personal communication, 2025).

"Before using ELSA Speak, I felt quite hesitant when speaking in English, especially in terms of pronunciation and intonation. I often worried whether the way I pronounce words is correct or not. However, after using ELSA Speak regularly, I feel much more confident. The app helps me realize mistakes in pronunciation and provides clear feedback, so I can correct them directly. Now, I am more comfortable speaking in English without worrying too much about sounding unnatural." (Student 2, personal communication, 2025).

"Before using ELSA Speak, I wasn't very confident when speaking English because I often worried about my pronunciation and fluency, but after use it for a while, I feel like I've improved a little, my pronunciation is getting better and I more aware of my mistake. I'm still not 100% confident but at least I feel a bit more comfortable speaking now." (Student 3, personal communication, 2025).

"I think my confidence level in speaking English before using ELSA Speak is very low. I will rate it like 4 out of 10 because I cannot speak English directly to others or to people and I have to write it down firs before I try to speak, and after using ELSA Speak, I think my confidence level has increased a little bit like 7 out of 10." (Student 4, personal communication, 2025).

"Before using ELSA Speak, I felt less confident in speaking English because I was worried about my accent and pronunciation. However, after using ELSA Speak, I feel more confident in speaking English because I have improved my pronunciation and accent." (Student 5, personal communication, 2025).

2) Benefits

The following section contains the findings from interviews conducted regarding the benefits students perceived after utilizing the application:

"I think it's easy because it can be accessed anywhere and anytime. It short less than 10 minutes." (Student 1, personal communication, 2025).

"ELSA Speak provides immediate and accurate feedback. AI technology is something I cannot get from books or videos. The exercises are also personalized to my needs, making learning more effective. Also, the app is flexible, it can be used anytime and anywhere." (Student 2, personal communication, 2025).

"The main benefit of ELSA Speak are real time and accurate feedback, personalized learn and flexibility to practice anytime. It helps improve with context-based exercise and track progress effectively." (Student 3, personal communication, 2025).

"I think the main benefit of using ELSA Speak application, it can correct user errors when pronouncing a word and even show how close the user's pronunciation to native speakers. So, the user can hear their pronunciation and in ELSA Speak application, the user can hear the correct pronunciation." (Student 4, personal communication, 2025).

"I believe that the main benefit of using ELSA Speak is the ability to improve pronunciation and accent more accurately and effectively. The app uses advanced speech recognition technology to analyze and improve my pronunciation. Additionally, ELSA Speak provides relevant exercises and materials to help me improve my speaking skills." (Student 5, personal communication, 2025).

3) Impact

This outcome emerged from the interview conducted to assess the impact on students after one month of utilizing the application:

"ELSA Speak helps me or another user to develop their own accent and the feature is very helpful because every vocabulary and sentence has it's pronunciation and sound written down." (Student 1, personal communication, 2025).

"Besides helping with pronunciation, ELSA Speak also improves my confidence in speaking. It trains intonation, rhythm, and fluency. So, my conversation sounds more natural. In addition, the context-based exercises enrich my vocabulary and understanding of language use it everyday situation." (Student 2, personal communication, 2025).

"ELSA Speak helps improve listening skills, confidence in speaking, and fluency by improving real-life conversation practice. It also enhances vocabulary and intonation awareness, making communication more natural and effective." (Student 3, personal communication, 2025).

"ELSA Speak has helped me not only with pronunciation but also with my overall English learning. It improves my listening skill and my boost my confidence in speaking. It also helped me in vocabulary add new word to my knowledge and improves fluency through different exercises. And the application provides feedback so I can correct my mistakes and speak more naturally. Overall, it makes learning English easier and more effective." (Student 4, personal communication, 2025).

"I believe that ELSA Speak has made a significant contribution to my language learning journey. Apart from improving my pronunciation and accent, ELSA Speak has also helped me improve my English speaking and listening skills. The app has also helped me expand my vocabulary and understand more complex sentence structures. As a result, I feel more confident and prepared to use English in different situations." (Student 5, personal communication, 2025).

b. Participants' Experience

1) Experience

In this section, the researcher expounds upon the experiences of the five students during their utilization of this ELSA Speak application:

"I notice the pronunciation is better and adapts to native English speaker, but to speak in front of people, I feel shy." (Student 1, personal communication, 2025).

"My experience with Elsa Speak has been very useful. The app gives instant feedback on my pronunciation, so I can correct it right away. The exercises are interactive and customized to my weaknesses, making learning more effective. Over time, I feel more confident and speak more fluently and naturally in English." (Student 2, personal communication, 2025).

"Using ELSA speak has been fun and really helpful. The feedback helps me spot mistakes and improve my pronunciation. Plus, the lessons are customized, making learning more effective. I also feel more confident and fluent when speaking because of the real-life practice." (Student 3, personal communication, 2025).

"Using ELSA Speak application is really help me improve my speaking skills. The application gives me feedback on my pronunciation, so I can fix my mistakes. It also teaches me a new word and helps me speak more fluently. I like that I can practice anytime and the lessons are easy to follow. Overall, it makes learning English more fun and effective." (Student 4, personal communication, 2025).

"Using the ELSA Speak app is very easy and interesting for me. Because, I can practice my speaking skills based on the topics that have been provided in the application." (Student 5, personal communication, 2025).

2) Usage Frequency

The researcher inquired about the frequency with which students applied the substance under study. The results of the subsequent interviews are delineated below:

"One month, every day, and five times a day." (Student 1, personal communication, 2025).

"I use Elsa Speak when I have free time, about 15-30 minutes. But, usually on weekends, I will intensify it to about 30-45 minutes. So, maybe not every day but I definitely try to open it every day." (Student 2, personal communication, 2025).

"I use ELSA Speak sometimes, usually once or twice a week. It depends on my free time." (Student 3, personal communication, 2025).

"I am not really often using ELSA Speak, but I used it when I have a free time." (Student 4, personal communication, 2025).

"I usually use the app for about 10-15 minutes. But I don't use apps every day, just in my spare time." (Student 5, personal communication, 2025).

3) Speech Sound Adjustment

The researcher posed an inquiry to the students, seeking their perspective on the app's features that had a substantial influence on enhancing their pronunciation:

"In this application, there is a feature that usually every time we learn to pronounce a vocabulary, there is a pronunciation procedure in the form of sound." (Student 1, personal communication, 2025).

"I used to mispronounce the word 'business' because I unconsciously pronounce all the letters including the 'I'. With the AI feedback feature in Elsa Speak, I realized that this word should be pronounced like 'business.' After some practice with the app's guidance, I was finally able to correct it and pronounce it more naturally." (Student 2, personal communication, 2025).

"I used to struggle with pronunciation work, especially the R and L sounds. When Elsa speaks, pronunciation feedback picture, I could see which part I got wrong. True color included feedback, green for correct, red for incorrect. It also gave me tips on how to fix my pronunciation. After practicing a few times, my pronunciation sounded much more natural." (Student 3, personal communication, 2025).

"In my experience, when I use ELSA Speak app, it helps me to correct my pronunciation mistake when I took 'Improve Pronunciation'. In this test, I got some sentences that I have to read and pronounce it correctly. Firstly, I record how I read the sentences and after that there is a presentation like 'how close my pronunciation with native speaker. If I didn't pronounce it correctly, the presentage will get lower. After I recognize it, I will record my pronunciation again to correct my pronunciation before." (Student 4, personal communication, 2025).

"In this application, each time I practice pronouncing a vocabulary word, there is usually an audio guide that provides the correct pronunciation procedure. This feature helps me improve my pronunciation accuracy by offering real-time feedback." (Student 5, personal communication, 2025).

c. Difficulties Faced

1) Challenges

A series of inquiries were made of researchers regarding the difficulties encountered by students when using the ELSA Speak application. The results of the interview are described below:

"The difficulty I experienced in using the voice recognition feature in the ELSA Speak application. Sometimes my voice cannot be recognized by the application, so I have to

repeat several times to get accurate results. And it's too short, only five times a day to not be premium." (Student 1, personal communication, 2025).

"One of the challenges I face is when the app doesn't always recognize my pronunciation correctly, especially for words that have certain accents or variations. Sometimes even though I felt I had pronounced it correctly, the app would still mark it as incorrect. However, I overcame this by trying several times and listening to the audio samples more carefully." (Student 2, personal communication, 2025).

"Yes, one challenge I face while using ELSA Speak was push recognition accuracy. Sometimes even when I felt like I pronounced a word correctly, the app still marked it as incorrect. This was frustrating because it made me doubt my pronunciation. Also, some premium features were locked so I could access all the exercises without a subscription." (Student 3, personal communication, 2025).

"I don't think I have encountered any challenges or difficulties while using the Elsa Speak application." (Student 4, personal communication, 2025).

"I encountered difficulties with the voice recognition feature in the ELSA Speak application. At times, the app fails to recognize my voice, requiring me to repeat myself multiple times to achieve accurate results." (Student 5, personal communication, 2025).

2) Obstacles and Usability Issues

This inquiry aligns with the previous one in that it pertains to the challenges encountered. The survey specifically solicits information regarding aspects that proved challenging for the participants. The ensuing results are enumerated below:

"In my opinion, the menu navigation section has too many options, which makes the user confused at first if it is not explained by someone who has used it, and then there is the lack of instructions on how to use the apps easier. The truth, the lack of correct example sentence to help us as users understand the error." (Student 1, personal communication, 2025).

"I think one of the challenges that many users, including myself, have experienced is that Elsa Speak doesn't always recognize accents or pronunciation variations accurately. Sometimes, even if you think you pronounce it correctly, the app still marks it as incorrect without a clear explanation. Also, some of the most helpful premium features are only accessible with a subscription, so free users are limited in their practice." (Student 2, personal communication, 2025).

"One aspect I find challenging in the Elsa Speak is the inconsistent pronunciation scoring. Sometimes, I repeat the same word multiple times, but the scores vary, which makes me unsure if I'm actually improving. Also, some menu layouts are not very intuitive, so it takes time to get used to fitting certain features." (Student 3, personal communication, 2025).

"So, I find the challenging one is in 'Improve Pronunciation' There are low-hanging fruit skills where every day I will get some tests to improve my English, it's challenging, but it's also fun." (Student 4, personal communication, 2025).

"Apart from the voice recognition feature, there was another difficulty that made it a little difficult for me, which was the many options listed in the app. it was a little difficult for me because of the lack of direction on which features could be used without a subscription." (Student 5, personal communication, 2025).

Discussion

The objective of this study is to examine the effectiveness of the ELSA Speak application in enhancing English speaking proficiency among students by integrating quantitative and qualitative findings. The quantitative results demonstrated a statistically significant improvement in students' speaking proficiency, as indicated by the pre- and post-test scores ($p = 0.029$, $t = -3.342$). These results corroborate earlier research in the domain of technology-assisted language learning, which has demonstrated that digital tools

can enhance language acquisition through customized learning, tailored feedback, precise pronunciation instruction, and effective language evaluation (Kumar Betal, 2023).

The qualitative findings further enriched the analysis by exploring students' experiences after using the app for one month. A thorough analysis of the interview data yielded three overarching themes: perceived benefits, participants' experiences, and difficulties faced.

In the preliminary theme, entitled "Perceived Benefits," students consistently reported heightened levels of confidence and enhancements in pronunciation. This finding aligns with the principles outlined by (Csizér, 2019) in his L2 Motivational Self System, which posits that heightened exposure to a second language, coupled with structured and directed practice, serves to mitigate anxiety and foster heightened confidence in the learner. The provision of real-time corrective feedback and the implementation of personalized exercises are integral components of the ELSA Speak program. These elements facilitate students' heightened awareness of their phonetic errors, thereby rendering the learning process more meaningful and purposeful.

The students further noted the flexibility and accessibility of the application, which allowed them to engage in practice at any time and in any location. This finding aligns with the conclusions of (Viberg & Grönlund, 2012), who underscored the capacity of mobile learning applications to enhance learner autonomy and motivation by facilitating learning in an informal setting. Furthermore, students reported a range of additional impacts, including enhanced vocabulary, listening comprehension, and intonation. These results align with recent findings that mobile applications can facilitate multiskill language development through contextualized and interactive content (Zou et al., 2022).

The second theme, participant experience, demonstrated that although the intensity and frequency of use varied among the students, they generally found the app enjoyable and effective. The majority of participants expressed appreciation for the visualization of speech sounds and the implementation of a scoring system, which facilitated the monitoring of their progress. This finding aligns with the prevailing perspective that AI-based language learning tools, when utilized in conjunction with a feedback-rich environment, enhance metacognitive awareness and pronunciation skills (Lee & Lee, 2020).

However, the third theme, difficulties encountered, revealed some usability issues. A number of students reported experiencing frustration with the speech recognition feature. On occasion, the feature failed to recognize correct pronunciation, and at other times it provided inconsistent feedback. These technical limitations are consistent with the concerns raised by (Zhang & Zou, 2022), who noted that speech recognition tools should improve accuracy and contextual sensitivity to be more effective in language learning. Furthermore, users indicated the interface's complexity and the absence of clear guidance as factors contributing to the challenges experienced by novice users in navigating the platform. This issue has been previously documented in research on the usability of applications in MALL environments (Xodabande, 2017).

Moreover, constraints inherent in the freemium access model were identified as a significant impediment. The students observed that numerous significant features were restricted behind a paywall, impeding their capacity to derive the maximum benefit from the application. As proposed by (Lin & Lan, 2020), the equitable access to high-quality language learning technology remains an important issue in the field of educational technology.

This study provides valuable insights into how AI-powered mobile applications might be used in practice to improve English-speaking skills. By combining quantitative and qualitative data, the study offers a comprehensive understanding of the learning objectives as well as the experiences and viewpoints of the students. Specifically, the ELSA Speak app was found to be a useful resource for independent practice. Its flexibility in usage, personalized activities, and real-time feedback help learners become more self-directed, self-assured, and involved in the language learning process. From an educational perspective, the results indicate that mobile-assisted pronunciation aids can enhance conventional classroom training by providing focused, customized assistance.

The study also supports theoretical frameworks in motivational psychology and self-regulated learning, like the L2 Motivational Self System, by showing how digital settings can improve learners' emotional, cognitive, and metacognitive involvement. These findings demonstrate how more formal integration of mobile technology into language curriculum can promote longer-term oral competency growth and learner autonomy. It is important to recognize that this study has several limitations despite its contributions. The study only included a small sample from one class, which might have limited how broadly the results can be applied. Therefore, it is important to use caution when extrapolating these findings to larger groups. The intervention's four-week duration might perhaps have been insufficient to record sustained gains or retention in speaking ability.

A further drawback is that the qualitative component was based on data from self-reported interviews. Despite offering insightful information on student attitudes, interviews could be skewed by

social desirability or personal prejudice. Additionally, participants used the free version of ELSA Speak, which prevented them from accessing several premium features that could have improved their educational experience. It's possible that this restricted access had an impact on the intervention's depth and consistency among students. A bigger and more varied sample of students from various institutions or geographical areas should be included in future research to expand on the findings of this study. By broadening the scope, the outcomes would be more dependable and applicable in a variety of educational settings.

Furthermore, employing a longitudinal research design that goes beyond four weeks may provide a more thorough understanding of the long-term impacts of mobile pronouncing aids on confidence and speaking ability. To determine which platforms, work best for various learner profiles, comparative research involving several mobile applications with comparable capabilities would be helpful. Future studies could also look into the role of in-app instructions and user interface design, especially for novice users, as these areas were noted as difficulties by study participants. Lastly, it's critical to address concerns of equity and access. It may be possible to get around the drawbacks of freemium models and guarantee that all students have access to top-notch digital learning resources by looking into how educational institutions might assist students through subscriptions or collaborations with app developers.

4. CONCLUSION

This study demonstrates how the ELSA Speak app can significantly aid students in developing their English-speaking abilities, particularly in domains like confidence, fluency, and pronunciation. The research shows how much students improved as well as how they used the app what they enjoyed, what helped them, and where they faced difficulties by fusing test data with student comments. Many users found the app's personalized feedback and encouragement of consistent, independent speaking practice to be helpful and inspiring. The report also identifies areas that require improvement, including improving the app's speech recognition accuracy, usability, and accessibility for students who cannot pay for premium services. Applications such as ELSA Speak provide flexible and individualized supplementary speaking practice for pupils outside of the classroom, which is a useful tool for educators and educational institutions. In order to help students stay motivated, overcome challenges, and link their app-based learning to classroom objectives, it would be beneficial to investigate how teachers might support them in making successful use of these tools. Mobile learning applications can play a significant role in language instruction with careful support and improved design.

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