



Title	Impact of an EFL Digital Application on Learning, Satisfaction, and Persistence in Elementary School Children
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# Correction: Impact of an EFL Digital Application on Learning, Satisfaction, and Persistence in Elementary School Children

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**Correction:** *Early Childhood Education Journal*  
<https://doi.org/10.1007/s10643-024-01653-5>

The original version of this article unfortunately contained errors in text.

The article contains the text “XX” in section Ethical Considerations that was blinded during peer-review process was published incorrectly as such.

Therefore, the first two sentences of section Ethical Considerations should have been:

The Research Ethics Review Board of Kansai University (Approval No. 2020-4) approved this study before commencing data collection and recruitment. The study was registered with the UMIN Clinical Trials Registry (UMIN-CTR 000043031). The study was described to all

the participants and their parents, and they were explained that no academic credit would be granted for participation.

The original article has been corrected.

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