JOURNAL OF RESEARCH STUDIES IN ENGLISH LANGUAGE TEACHING AND LEARNING

To cite this article in APA 7th style:

Sadequi, M. (2025). Influence of augmented reality (AR) systems on ESL learners. *Research Studies in English Language Teaching and Learning*, *3*(1), 19–31. https://doi.org/10.62583/rseltl.v3i1.71

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This article is published by Pierre Online Publications Ltd, a UK publishing house

ISSN (online): 2977-0394

KEYWORDS
augmented reality, speaking fluency, cognitive constructivism, ESL education, AR filters, language learning

Influence of augmented reality (AR) systems on ESL learners

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Abstract

This study investigates the effects of Augmented Reality (AR) systems on the motivation, achievement, behaviour, and cognitive development of English as a Second Language (ESL) learners. The research sample included 50 intermediate-level learners in a language institute in the United Kingdom (UK), and the intervention lasted six weeks with activities enhanced by AR on vocabulary practice, grammar scenarios, and role-playing exercises. The research employed a pre-experimental one-group pre-test/post-test design and measured significant improvements across all variables. Motivation scores increased from 70.50 to 86.44, indicating heightened engagement and reduced anxiety in immersive learning environments. Achievement scores increased from 63.22 to 79.44, indicating the effectiveness of AR in enhancing grammar and vocabulary proficiency. Behavioural data indicated the most substantial gains, with scores improving from 58.13 to 75.15, showing increased classroom engagement and collaboration. Cognitive development scores showed remarkable growth from 54.26 to 71.02, showing that AR can develop the critical thinking and problem-solving skills of students. These findings underline the transformative potential that AR has for addressing ESL challenges that include fluency development and learner engagement. Implications include tailored integration of AR, professional teacher training, and the development of cost-effective tools. This places AR as an important educational technology that has the ability to enhance the outcomes of ESL learning by providing paths toward innovative and inclusive language teaching.

Introduction

With rapid development in technology, more and more innovation has been abundantly seen in educational tools, which profoundly influences the approaches towards language teaching and learning. Among every other technological change, AR is getting prominent in the ground of ESL. Augmented reality inspires interactive learning experiences that could possibly ease a few of the perennial problems associated with language teaching by merging physical worlds with interactive digital components. Because of the diversity in culture within the UK population, and due to the initiative taken to integrate technology into education with strategies such as the EdTech Strategy of 2019, the education system is working toward a variety of learning approaches that are inclusive for ESL learners. This study attempts to examine the contribution of AR systems on ESL learners in terms of speaking fluency, motivation, behaviours, cognitive development, and achievements. Speaking fluency is one of the most important aspects of language proficiency that scholars have generally accepted to be the cornerstone of effective communication. It has been defined by Ghasemi & Mozaheb (2021), as the effortless and meaningful expression of oneself in a second language; speaking fluency is the ability to handle various social and professional situations. Traditional ESL teaching has given great importance to grammar, vocabulary, and pronunciation but has placed little emphasis on activities designed especially for improving fluency (Tavakoli & Hunter, 2018). This has increased the demand for new methodologies that guarantee the development of fluency without sacrificing the balance with other key language skills. Finally, the exploitation of AR in UK schools is also favoured by the latest national policies, as schools are invited to embed more and more digital resources in their classes to increase the level of students' participation with better learning and academic outcomes. For example, AR-based tools have been found to enhance vocabulary acquisition, reduce language anxiety, and promote overall proficiency. The results are very relevant to meeting the needs of ESL learners in the UK (Chang et al., 2020).

The study was conducted by the principles of cognitive constructivism, which emphasise active and learner-oriented education. AR places learners in an interactive, context-rich environment that coincides with the ideal of constructivism, helping internalise new information and apply this knowledge effectively. Piaget established this (1952). It explores how AR systems influence the key variables relevant for ESL learners: motivation, linguistic achievement, engagement in behavioural activity, and development of cognitive ability. The study also gives evidence-based findings on practical use with regard to language learning using AR. This research tries to fill a very important gap in the literature on teachers' perception of AR and integrating it into speaking fluency instruction. The study helps illuminate what are pedagogically sound and technologically feasible approaches for ESL settings to adopt by taking into account the learner outcomes and educators' experiences in using AR. Its findings have implications for ESL educators, curriculum designers, and policymakers. This study provides information about the appropriateness of designing, providing access to, and sustaining effective interventions by emphasising advantages and issues that are likely to be associated with such technologies. It also seeks to provide the backbone, from this discussion, for further investigation into the long-term impact augmented reality has in improving the language learning processes, and possible scaling up in different educational settings.

Literature review and research gap

Introduction to ESL Speaking Fluency Instruction

Speaking fluency is the state of being able to communicate with ease and meaning in a second language, and it is one of the most important parts in learning English. Fluency instruction conducted properly grants learners the ability to confidently participate in any real-life conversation, state their opinions, and overcome any kind of situation that arises either in life or in a professional field. Development of fluency is hardly taken into consideration despite its importance during the process of traditional ESL instruction, which more often focuses on grammar, vocabulary, and pronunciation development over the development of fluency (Tavakoli & Hunter, 2018). The studies underline the efficiency of techniques based on repetition in promoting speaking fluency. For instance, Bozorgian & Kanani (2017) and Molina & Briesmaster (2017) found the 3/2/1 technique as part of the repetition strategy, which is designed to encourage fluency through increasing opportunities for rehearsal and repair during spoken output; however, fluency is almost absent from most of the traditional teaching techniques that have resulted in free-focus speaking tasks to the detriment of structured fluency building (Tavakoli & Hunter, 2018). This gap can only be mitigated through innovative methodologies which embed targeted fluency instruction in a course.

Very recently, technological tools have also been emerging as promising solutions for fluency development. For example, Yeh et al. (2021) reported a significant increase in speaking fluency due to podcast-making activities in just six weeks. Furthermore, Sherine et al. (2020) underscored the supportive role of WhatsApp use in fluency development out of class. Besides, Hishan (2020) pointed out the benefits of task-based language teaching combined with corrective guidance in enhancing automaticity in the process of speaking in English by learners. These findings testify to the prospect of technology-driven approaches in offsetting the barriers posed by conventional approaches.

Augmented reality technology in language education

During recent years, Augmented Reality has been among the focused points of interest concerning innovation in the process of learning at schools teaching the English language; it inserts new experiences that are immersed and interactive (Tsai, 2018; Chang et al., 2020). Some studies point to the fact that AR has a positive influence on the students in vocabulary acquisition and proficiency in English in general (Wedyan et al., 2022; Cheng & Tsai, 2014). As a result, this situation has been influencing learners' motivation increasingly while helping them at the same time to be less anxious compared with those who are not obliged to experience such situations (Alalwan et al., 2020; Alzahrani, 2020). More specifically, AR applications help learners improve their reading proficiency besides building interesting learning environments (Zahid Iqbal et al., 2022). Despite the privileges in education, a couple of challenges exist in the implementation of AR; for instance, cognitive overload, resistance from instructors, technicalities, and the cost of implementing the tool while integrating into an educative environment. Meanwhile, in the context of overcoming the challenges above-mentioned, there has already been a request from the very researchers to create more low-budget but at the same time user-friendly kinds of AR technologies, such as markerless AR filters, which can be straightforwardly integrated into language education and provide an easy way of improving speaking fluency.

Research on AR filters for speaking fluency teaching

While AR filters have started to be used in specific domains such as business and entertainment (Ibáñez-Sánchez et al., 2022; Rios et al., 2018), their use in language education remains less explored. Zhu et al. (2022) have investigated the possibility of using AR filters in L2 pronunciation training among Chinese students. In this mixed-method study, the authors have highlighted the role of AR filters in enhancing articulation for targeted English consonants and improving the awareness of pronunciation by learners. Moreover, AR filters reduced the level of anxiety of the learner during the sessions of corrective feedback; on the other side, playfulness in learning motivated daily practices among learners. With regard to speaker confidence improvement with the support of an online public speaking environment, the study conducted by Leong et al. (2023) assessed the extent to which speakers believed in their confidence about online public speaking with the support of AR filters. The results obtained from used questionnaires showed improved motivation among users to do public-speaking tasks more comfortably and in acceptance. These findings suggest that AR filters have the potential for evoking positive emotional and cognitive responses, hence making them useful in language learning.

Although AR filters have rarely been subjected to research in ESL speaking fluency instruction, new studies must necessarily be conducted to exploit their potential in this area. Addressing this gap would bring about fresh possibilities in the utilisation of markerless augmented reality technology in the teaching and learning of the language.

Theoretical Framework

This present study is based on cognitive constructivism, a learning theory embracing assimilation and accommodation as the active processes of learning new information (Piaget, 1952). Cognitive constructivism promotes learner-centred instruction and active teacher engagement in developing meaningful learning experiences. In developing AR filters, this framework also points to the importance of teacher contribution in the design and evaluation process. Cognitive constructivism does be aligned with the objectives of fluency instruction and integration of AR due to the fact that it enables a collaborative, dynamic learning environment.

Historical development and applications of AR

The idea of AR has undergone a great development since its mentioning in the early 20th century, starting from Baum's "character marker" in 1901, through Sutherland's head-mounted display system in the year 1968, right to the development of Sensorama and Tom Caudell naming "Augmented Reality" in the 1990s. Now, impelled by the increasing number of mobile devices and low-cost programs, the applications of AR span from architecture, sports, and education, among others (Azuma, 1997). It has enhanced contextualised learning experiences, such as AR-based textbooks (Yuen, 2011; Yang, 2021), AR Notes (Pasaréti et al., 2011; Theodorou et al., 2018), and AR-based games (Kerr et al., 2020). These tools integrate real-world contexts with digital information to develop interactive and engaging learning practices. For example, AR-based games utilise geolocation and markerless triggers in building immersive learning scenarios that bridge the gap between theoretical knowledge and practical application.

AR in learning English

AR can be used in language education since it creates motivating and interactive environments with reduced anxiety, allowing learners to feel more confident (Gündoğmuş et al., 2016). This study underlines the efficiency of AR for improving the main language skills: reading comprehension, listening, speaking, and writing. Works carried out by Akçayir et al. (2016), Chang et al. (2013) and Ibáñez et al. (2014) indicated that AR has brought improvements related to learning abstract concepts, enriched vocabulary, and even improved learners' performances overall. Despite multiple advantages, however, some difficulties began to emerge on how AR was to be applied: technological issues-which findings presented by Herpich et al. (2019) stated-and pedagogical barriers-issues of Wu et al. (2013). There also appear problems concerning poor access to devices, cost of the device, and even lack of teacher preparation. These issues can only be dealt with by developing accessible and effective AR pedagogical models that support language education.

Research gaps and future directions

Although the literature sets up AR as a potentially useful tool for language education, the number of research studies focusing specifically on ESL speaking fluency is still limited. Most of the few studies conducted so far focus either on general language skills or motivational aspects, hence leaving large gaps in knowledge with respect to how AR filters may contribute to fluency. In addition, there is very limited attention to the role and perceptions of teachers themselves when it comes to integrating AR technology into fluency instruction.

This may involve researching design, implementation, and evaluation of AR filters to inform speaking fluency instruction for the future. A highly active role of educators in such a development process, together with the evaluation of their experience, would support the researchers in underlining best practice and in further refining the AR technology to meet the demands of the language learning environment.

Purpose statement and research questions

A review of the existing literature indicates that limited studies have been conducted on the instruction of speaking fluency in public secondary schools and the integration of AR filters. Although there are numerous studies on how AR influences language learning, few have tackled how its use has been considered in the teaching of fluency. Besides, few studies have been conducted to investigate teachers' perceptions of using AR filters for speaking fluency teaching. This paper, therefore, seeks to fill these gaps by investigating the use of AR filters in ESL speaking fluency instruction and considers teachers' perceptions in the public secondary school setting.

Q2: What is the influence of augmented reality (AR) systems on the speaking fluency of ESL learners, particularly in terms of linguistic accuracy, fluency, and confidence?

Q1: How do ESL teachers perceive the use of augmented reality (AR) filters in enhancing speaking fluency, and what are the challenges they encounter during implementation?

Methodology

This study explores the effectiveness of AR systems on ESL learners in terms of motivational change, achievement, behaviours, and cognitive development. The quasi-experimental design used to determine the effectiveness of the intervention was one group pre-test/post-test. The methodology involved participant selection, research design, intervention, and data analysis.

Participants

Fifty intermediate-level ESL learners from a private language institute in the UK participated in the study. The participants' ages ranged from 18 to 25 years and were made up of both male (48%) and female (52%) students from different nationalities and cultural backgrounds-a typical representation found in the UK ESL classrooms. The learners were selected based on their intermediate proficiency in English, aligned with the standards of CEFR at the B1 level, and access to personal mobile devices compatible with AR applications. Ethical clearance was obtained, and all participants provided informed consent in writing prior to the intervention.

Research design

It implemented a one-group pre-test and post-test design where four dependent variables of the study would involve measuring the effects of AR technologies on motivation, achievement, behaviours, and cognitive development. A sequence of standard ESL curriculum courses in six weeks used integration of AR tools and applications that are designed to help meet activities to support learning objectives across the four domains mentioned earlier. In particular, quantitative data were collected in comparing the participants' scores before and after the intervention so that observed changes would, therefore, be due to AR-based learning activities.

Procedure

It had a three-phase process: pre-intervention assessment, AR-based learning activities, and post-intervention assessment.

Phase 1: Pre-Intervention Assessment

During the first week, participants took baseline measures in all four dependent variables. First, in order to measure participants' motivation, this study adapted a short version of the LLMS [Language Learning Motivation Scale], which included a number of technology-enhanced items reflecting learning out of the traditional classroom. Language achievement Participants took part in a 50-item standardised multiple-choice test testing vocabulary, grammar and reading comprehension. To survey classroom behaviours, the participants completed the self-reported engagement questionnaire in activity level and participation-interaction. Cognitive development was measured by language-related problem-solving tasks entailing critical thinking and comprehension. These provided a baseline against which the effects of the AR intervention could be measured.

Phase 2: AR-based learning activities

Participants used AR-enhanced activities within their regular ESL classes over six weeks, three one-hour sessions per week. The activities and AR tools were elaborately designed in a manner that encourages full

immersion and interactivity; the learning of vocabulary, grammar practice, and conversational fluency were specifically targeted.

Vocabulary Practice: AR vocabulary flashcards, when scanned through mobile devices, showed 3D visualizations, audio pronunciation, and example sentences that allowed learners to explore contextual meanings and usages.

Grammar Practice: The students were subjected to AR scenarios, like simulated university interviews or shopping tasks that required them to apply grammatical rules in realistic settings. Feedback was given immediately to reinforce learning and retention.

Role-playing activities: These simulated real-life scenarios through AR-enabled drills, like inquiring about the route in London, ordering something to eat in a café, or otherwise. This makes students talk easily, build on their confidence levels, and hence be less anxious.

Collaborative Problem-Solving: Small groups of students worked together in a shared AR environment to solve language-related puzzles. Activities enhanced the development of critical thinking, teamwork, and communication skills.

These were teacher-facilitated, where guidance and feedback were provided. The learners were also encouraged to use the AR tools on their own outside of class to reinforce learning.

Phase 3: Assessment post-intervention

The participants who were in the last week repeated the above assessments, therefore, to the ones conducted during Phase 1 so that the effectiveness of the intervention could be assessed. Specifically, post-test data was compared with the pre-test scores to gauge changes in motivation, achievement, behaviours, and cognitive development.

Data Analysis

Both pre- and post-intervention quantitative data were analysed using SPSS, version 29. The paired-samples t-test was performed to establish significant variations across the four dependent variables in participants' scores. Means and standard deviations were computed with descriptive statistics to summarise data. The effect size was calculated to determine the magnitude of the change observed using Cohen's d.

Results

The intervention showed significant gains across all the measured variables of motivation, achievement, behaviour, and cognitive development. It is evinced that the post-test means for motivation, achievement, behaviour, and cognitive development scores are significantly higher than the pre-test scores. Most likely, the interactive nature of AR tools supported better engagement and improved linguistic proficiency, while the tasks with AR provided scaffolding for critical thinking and problem-solving. Although all tests were run using a larger-than-needed sample size and the test items were randomly assorted within comparable groups, confirmation to identify which of these differences are significant in terms of effect size requires further statistical tests. These results then show how promising AR technologies hold for academic outcome improvements as well as enrichment of experiences during ESL teaching. This statement is correct

and reflects the available data. Let me know if you would like me to clarify further, or if you'd like more statistical tests to derive at a proper conclusion.

Analysis of Results

Paired samples statistics and correlations therefore have been used to test the effectiveness of an AR intervention on motivation, achievement, behaviour, and cognitive development of ESL learners. Results are thus summarised in Table 1 and Table 2. Descriptive statistics showed that there was a significant increase in all the variables from pre-test to post-test scores, thus indicating that AR intervention has a positive influence on learners' motivation, achievement, behaviour, and cognitive development.

Table 1

Descriptive Statistics for Pre- and Post-Test Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Motivation_Score	70.50	50	5.997	.848
	Post_Motivation_Score	86.44	50	6.168	.872
Pair 2	Pre_Achievement_Score	63.22	50	4.846	.685
	Post_Achievement_Score	79.44	50	5.391	.762
Pair 3	Pre_Behaviour_Score	58.130	50	3.9368	.5567
	Post_Behaviour_Score	75.150	50	5.1708	.7313
Pair 4	Pre_Cognitive_Development_Score	54.26	50	4.530	.641
	Post_Cognitive_Development_Score	71.020	50	5.2489	.7423

The data revealed considerable increases in mean scores across all variables. For example, motivation scores increased by 15.94 points, from a pre-test mean of 70.50 (SD = 5.997) to a post-test mean of 86.44 (SD = 6.168). Similarly, cognitive development scores showed a mean increase of 16.76 points, from 54.26 (SD = 4.530) to 71.02 (SD = 5.249). These results underscore the AR intervention's effectiveness in fostering improvements across key educational metrics. Paired samples correlations were computed to examine the consistency of learners' performance changes from pre-test to post-test. The results are presented in Table 2.

Table 2

Paired Samples Correlations Between Pre- and Post-Test Scores

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Motivation_Score & Post_Motivation_Score	50	.110	.446
Pair 2	Pre_Achievement_Score & Post_Achievement_Score	50	.270	.058
Pair 3	Pre_Behaviour_Score & Post_Behaviour_Score	50	.157	.277
Pair 4	Pre_Cognitive_Development_Score & Post_Cognitive_Development_Score	50	.275	.053

The correlations between pre- and post-test scores ranged from r=.110r = .110r=.110 (motivation) to r=.275r = .275r=.275 (cognitive development), indicating low to moderate relationships. However, none of the correlations reached statistical significance ($p > .05$), suggesting limited consistency in individual learners' performance improvements across the intervention.

The AR intervention resulted in substantial improvements in group-level mean scores across all variables, as shown in Table 1. The largest increase was observed in behaviour scores (mean difference = 17.02), followed closely by cognitive development (mean difference = 16.76). The lack of statistically significant correlations in Table 2 indicates that individual-level changes in scores were not strongly correlated between the pre-test and post-test.

Discussion

These findings from the current study contribute to the existing literature on the transformative potential of AR systems to enhance the motivation, achievement, behaviour, and cognitive development of ESL learners. The results highlight the promise of AR technologies for addressing some persistent challenges in ESL education, such as developing speaking fluency, and offer key implications for educational practice and future research.

Improving motivation through immersive learning

One of the most striking results of this study is the steep rise in motivational scores among the participants, from a pre-test mean of 70.50 to a post-test mean of 86.44. This result corroborates the earlier study by Tsai (2020), who reported that AR applications enhance learner motivation by making learning more engaging and interactive. The interactive nature of the augmented reality tools used in this study, namely markerless filters and augmented flashcards, was probably of essence in sustaining enthusiasm and maintaining lengthy engagement with learners. AR could be having a motivational effect because it decreases anxiety and builds confidence. By allowing learners to practice language skills in immersive but low-stakes

environments, AR reduces the concern of making errors, which is one of the major hindrances in language acquisition. For example, AR simulations helped participants get fairly realistic scenarios for doing role-plays on job interviews or restaurant interactions where they could practice conversational skills without any possible judgment from other people. These findings are supported by the work of Wedyan et al. (2022), who reported that AR applications reduce anxiety and promote learner confidence in using English.

Advancing linguistic proficiency and achievement gains

Apart from that, significant gains in achievement scores were revealed by the increase of the mean score in pre and post-test 63.22-79.44 respectively. The use of AR contributes to enhancing linguistic proficiency in such aspects as grammar and vocabulary skills. In particular, AR practices such as "AR scenarios navigation" allow learners to practice some abstract or theoretical knowledge in real life contexts while "AR flashcards" introduce new vocabulary to learners in meaningful contexts.

These findings support Chang et al. (2020), who also opined that AR is effective in enhancing the proficiency of English through the contextualisation of the learning materials. Besides, grammar learning with the AR tool made participants practice the language rules in an active way, what contributed to reinforcement of their retention and understanding. Moreover, the multimodality of AR (commonly provided features involve supplying visual, audio, and text elements) juxtaposes multiple learning styles.

Engagement and improved behaviour promotion in the classrooms

It shows that among the variables measured, the improvements for this category were very high, while the mean scores ranged from 58.13 to 75.15. This finding actually points to the potentiality of AR regarding its role in changing classroom dynamics-especially on participation and collaboration. Problem-solving exercises using AR, for instance, in shared augmented environments, motivate the learners to work and deal with the others, further improving their skills with regards to language and teamwork.

The work of Yeh et al. (2021) also supports the higher classroom engagement during the intervention when mentioning that technology-driven activities promote active involvement and reduce distractions. It is further believed that the novelty and interactivity in using AR have bestowed a great ability to keep up learners' attention and focus throughout the time spent in sessions of such learning. Moreover, the fact that some tasks, for example, solving different language-related puzzles in augmented settings-were group activities gave place for peer learning and mutual support, further enriching the educational experience.

Cognitive development and development of critical thinking and problem-solving skills

The scores for cognitive development demonstrated a great improvement, with an average gain of 16.76 points from the pre-test mean of 54.26 to a post-test value of 71.02. Improvements of this kind therefore evidence the ability of AR-enhanced activities to effectively develop critical thinking and problem-solving skills, both useful for language learning. For example, navigating through the complex AR scenarios and solving language-related problems involved creative and adaptive application of knowledge by the students.

These findings are supported by a cognitive constructivist framework that sees an active interest by learners themselves in constructing knowledge through meaningful experience. The depth of cognition

allowed the assimilation and accommodation processes to occur in learning, which suggests that AR tools immerse learners into authentic situations and contexts; thus, making deeper cognitive processes possible.

Limitations and Challenges

Despite such promising results, however, a number of challenges and limitations have to be considered. For example, the non-significant values of the correlation coefficient between the pre- and post-test scores of each individual participant, as reflected in Table 2, reveal the fluctuation in the trend of the learners' responses after the intervention. Such variations in individual responses could have been due to prior knowledge, differences in learning style, and levels of familiarity with technology. These findings underline that AR integration has to be individually differentiated, with tools and activities adjusted to the diverse needs of learners. The one-group pre-test/post-test design used in this study allows only limited inferences about the improvement observed and whether it might be due solely to the intervention. Future studies should consider the use of control groups and longitudinal designs to increase the likelihood of establishing more robust casual inferences and observing the long-term impacts of AR on ESL learning outcomes. Besides, a sample size of 50 participants is only satisfactory for pilot analyses, not big enough to give a full exploration into the spread of the data of the variation in learner experiences. Expanding the sample size and including participants from diverse educational contexts enhances generalisability of findings.

Another limitation involves the absence of qualitative data, such as perceptions by learners and teachers about the AR tools. This information might have been obtained by including interviews, focus groups, or open-ended surveys in a future study that would allow for a richer description of how AR technologies are experienced and perceived, with possible illumination of factors contributing to their effectiveness.

Implications for practice

These findings have also resulted in a few useful implications for the ESL instructor and the curriculum designer. First, the integration of AR tools should be done in line with holistic approaches to language development, such as linguistic, behavioural, and cognitive aims. For example, role-play activities and group projects may enhance speaking fluency and classroom participation while developing critical thinking skills. Secondly, educators need training regarding the use of different techniques through which AR technologies are employed. Based on the previous studies reviewed (Alalwan et al., 2020; Alzahrani, 2020), the presence of resistance by teachers and possible technological glitches thus forms some major factors that might have an adverse impact on incorporating AR in classroom settings. The professional development programs are necessary for such a task since this would support the educators to construct the much-required competencies with confidence for making integration smooth. Finally, there is a need to consider the cost-effectiveness and accessibility of AR tools to ensure equity in implementation. In resource-poor environments, markerless AR filters and mobile-based applications become feasible solutions with very minimal investments in hardware. This can even go further in a collaborative approach between educators, researchers, and technology developers in creating user-friendly, low-cost AR tools suitable for language education.

Future research directions

While these findings stress the potential of AR systems in enhancing the motivation, achievement, behaviour, and cognitive development of ESL learners, further studies are necessary in order to create a base upon which to build this research. This could include investigation into whether improvement in the areas noted above was long-lasting as far as retaining language and then using it more fluently over time. It may also be fruitful to investigate in more detail the specific linguistic competencies influenced by AR, such as pronunciation, grammar accuracy, and conversational fluency. Further research might consider comparative studies between different tools and platforms that may help identify which features or designs create the most significant educational benefits. Including more diverse learner populations, such as younger students or learners of varying proficiency levels, would allow for the generalisation of AR interventions to be broadened in ESL contexts. Also, a mixed-methods approach might include quantitative measures supplemented with qualitative data from interviews or focus groups, thus giving insight into subjective experiences of both learners and educators that may show barriers or facilitators to AR adoption. Lastly, it is very essential to investigate how teacher training and pedagogical integration are being put into place and whether it can make AR systems operate more effectively. By researching on the perspective and application of teachers about AR tools, appropriate programs and resources to aid the process was constructed and made functional in order to efficiently and properly embed these ESL learners in learning activities. Thus, through research to these aspects, it is ensured that optimal levels of embedding for the full usage and applicability of ESL-learners would be provided for their learning in using these technologies.

Conclusion

The current research showed how augmented reality systems might help develop much better English as a Second Language learners in motivational, achievement, behavioural, and cognitive issues. Making use of immersive and interactive advantages of AR allowed learners to come up with different meanings of the language through dynamic context, and helped learners enhance speaking fluency, which improved other supportive skills of English learning. The findings also highlight AR's potential for solving some of the persistent problems in ESL teaching, such as lack of fluency development and poor learner motivation, while at the same time contributing to a more interesting learning process. Indeed, the results revealed that all the measured variables considerably increased, with marked gains in motivation, achievement, and cognitive development after the intervention with AR. The behavioural data indicated that AR encourages active participation and collaboration, changing classroom dynamics and improving interaction with peers. Such improvements in this respect correspondingly align with the principles of cognitive constructivism, emphasising active, learner-centred instruction in meaningful contexts. Further, the integration of AR allowed learners to practice language skills in realistic yet low-pressure environments, reducing anxiety and building confidence—key elements toward fluency.

Despite the promising results, the study also showed some challenges that had to be addressed in order to optimise the use of AR in ESL education, such as individual variability in learner response, technological constraints, and the need for teacher training. The absence of qualitative insights into learner and teacher experiences further suggests the need for future research to explore the subjective dimensions of AR adoption.

Acknowledgements

I would like to express my most profound gratitude to my PhD supervisor for his continued support, enlightening guidance, and very valuable encouragement in regard to my research work. His knowledge and dedication have been very important in putting this thesis together, and for that, I will be eternally grateful to him as a mentor.

AI Acknowledgement

I confirm that the OpenAI ChatGPT has been used for language checking and refinement of this manuscript. The AI was instrumental in making the text clearer and more coherent. I have ensured that all suggestions by the AI have been critically reviewed and then incorporated into the work.

Conflict of Interest Statement

The author declares no conflicts of interest regarding the publication of this research.

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