GIFTED STUDENTS AND AR IN LANGUAGE LEARNING

INSIGHTS FROM A SYSTEMATIC SCOPING REVIEW

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SUMMARY

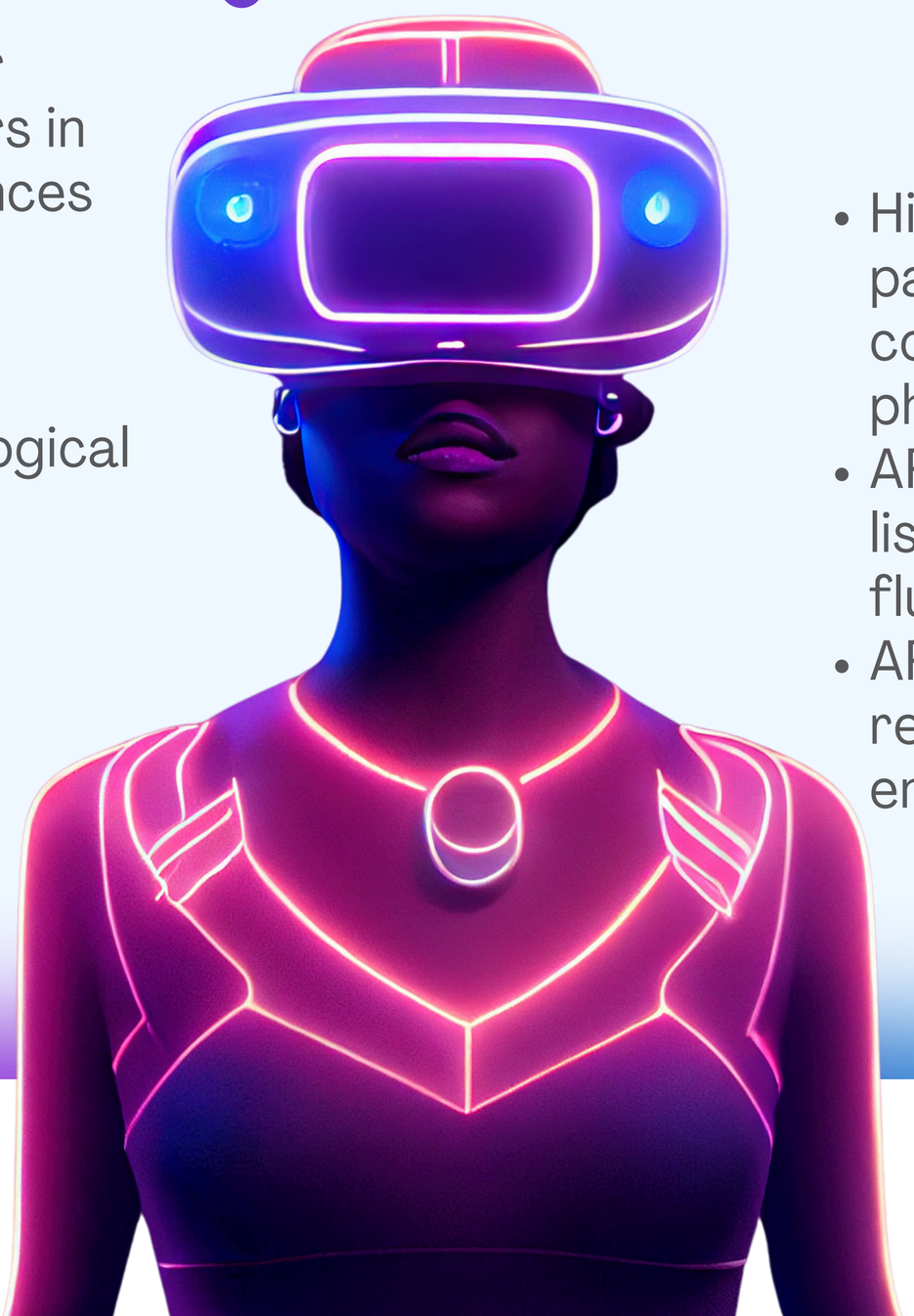
This scoping review explores how augmented reality (AR) influences English language acquisition and motivation in gifted learners.

RESEARCH DEVELOPMENT

- Literature search in:
  - Scopus
  - Web of Science
  - ERIC
  - Redalyc
- Screening and selection (PRISMA-ScR).
  - 2020-2025
  - Peer-reviewed articles (open access).
  - Gifted, ESL/EFL context, AR.
- Data extraction and narrative synthesis.

CONCLUSIONS

AR is a promising tool for supporting gifted learners in ESL/EFL settings. It enhances both linguistic skills and motivation, though implementation requires pedagogical and technological adaptation.



OBJECTIVES

GENERAL To examine the impact of AR on linguistic development and motivation in gifted ESL/EFL learners.

SPECIFIC

- Identify which English language skills gifted learners tend to master more easily.
- Identify which language skills are most enhanced by AR.
- Explore how AR influences motivation in gifted learners and its role in enhancing communicative competence.

RESULTS

34
ARTICLES

- Higher level of L2 proficiency, particularly in oral communication and phraseological development.
- AR improves vocabulary, listening, pronunciation, and fluency.
- AR enhances motivation, reduces anxiety, and fosters engagement.

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