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The Perceptions of Grade 10 Teachers and Learners Towards the Use of Augmented Reality (AR) To Teach English Reading Comprehension in Chris Hani West District, Eastern Cape

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Abstract

This paper examines the perceptions of grade 10 learners and their teachers regarding the use of AR technology in English reading comprehension lessons in the Chris Hani West District. The aim was to examine the perceptions of grade 10 teachers and learners regarding AR on teaching reading practices and learning outcomes, comparing its effectiveness with traditional methods. Guided by an interpretivist paradigm, a case study design was employed, utilizing semi-structured interviews with purposively sampled teachers and learners. Thematic analysis revealed that learners and teachers viewed AR as a pedagogical teaching tool that can significantly enhance learner engagement, motivation, and collaborative learning. Key findings indicate that AR assisted in vocabulary development, improved text visualization, and led to better information retention and comprehension compared to traditional instruction. Both teachers and learners perceived AR as a valuable and innovative pedagogical tool. The study concludes that AR holds significant promise for creating dynamic, learner-centered reading comprehension instruction, thereby contributing to the literature by providing empirical, context-rich evidence from an under-researched FAL setting. Its successful integration, however, is contingent upon adequate teacher training, reliable technical infrastructure, and ongoing support. Recommendations include adopting AR as a supplementary teaching tool, investing in continuous professional development for teachers, and improving school technological resources to facilitate effective implementation.

Keywords: *Augmented Reality, Reading Comprehension, English First Additional Language, teaching, Technology Integration.*

Introduction

In the South African educational system, language issues have long been a source of concern and sensitivity. The country is varied and well-known for its racial and cultural issues (Abrahams et al., 2023). However, one of the most urgent language challenges for learners in academics is their limited English proficiency (Modise et al., 2021). Lower English proficiency levels limit the amount of learning that learners can demonstrate in writing, speaking, reading, and listening. According to Alhamami (2021), these learners struggle in examinations because they are unable to demonstrate their knowledge adequately. Moreover, reading comprehension is a challenge for English First additional Language learners across South Africa in several areas, including vocabulary, phonological awareness, decoding, and spelling (Shore, 2019). Iqbal et al., (2017), argue that these problems may also include learners' and teachers' lack of motivation, inadequate vocabulary acquisition, poor sentence structure and tenses, and an inability to deduce meaning from context. According to Khataee (2018), a study conducted in Iraq found that some Iranian English as a Foreign Language (EFL) learners struggle to comprehend English-language texts from the 10th grade to the university level. He argues that raising learners' reading comprehension levels would boost their willingness to read and academic performance. However, overcoming these obstacles requires identifying efficient strategies to improve EFL learners' reading comprehension abilities as well as to encourage their interest and involvement in reading.

To address these issues, teachers can utilize visual aids to enhance the comprehension of English language learners and foster a more flexible learning environment (Shabiralyani et al., 2018). To this end, teachers may utilize augmented reality (AR) technologies that facilitate the display of visual data, providing learners with an immersive, real-world learning environment. Augmented Reality (AR) is a technology that enriches the real-world environment by superimposing computer-generated content onto it (Hantono et al., 2018).

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According to Radu et al. (2023), Augmented Reality will allow learners to directly engage with scientific phenomena that may otherwise be challenging to observe by superimposing virtual models and simulations onto the real world. It allows learners to interact with information feedback in various formats, such as visual or tactile elements, including images, sounds, or text, that can provide additional information or guidance for learners.

Augmented reality (AR) technologies offer multiple benefits for m-learning, online learning, and blended learning, including immersive learning experiences and more engaging learning settings. Teachers can utilize augmented reality (AR) to create virtual worlds and simulations that enable learners to interact with and experience real-world environments without ever leaving the classroom (Young et al., 2020). It can be seen as a bridge between classical education tools and media technologies, which positively affects user performance (Bursali & Yilmaz, 2019). However, as several academics have pointed out, there are few empirical studies on AR-assisted comprehension. They suggested that more research is needed to help and enhance learners' reading comprehension skills. Most research has examined AR in the learners' native tongue. Additionally, there have been limited attempts to examine other essential components for improving reading, such as background knowledge, which has been considered a significant factor in enhancing learners' reading comprehension performance within an AR-based context.

Therefore, the aim of this paper was to:

- Investigate the perceptions of Grade 10 teachers and learners towards the use of Augmented Reality technology in English reading comprehension lessons in Chris Hani West District, Eastern Cape.

Literature Review

Although both learners' and teachers' opinions of the use of augmented reality (AR) in English comprehension training are generally favourable, they also point out areas that need modification and improvement. When augmented reality (AR) is used in reading comprehension classes, grade 10 learners, especially ESL learners, report feeling more engaged and interested (Huang et al., 2021). Since AR turns reading from a passive activity into a participatory one, many learners find its immersive nature to be inspiring. In contrast to conventional approaches, Grade 10 learners reported in a poll by Iqbal and Iqbal (2021) that augmented reality (AR) made complex texts more accessible and enjoyable, allowing them to focus for more extended periods of time.

Augmented Reality is one of the emerging and new technologies that has made learning more interactive and entertaining. Learners' attitudes about this type of learning are essential. An attitude is defined as "a synthesis of thoughts and feelings that guides behaviours, reactions, or responses." Attitude is more than just thinking. "Attitude is more than feelings" (Asadi & Ebadi, 2024). In terms of the impact of AR on student attitudes, Ross (2020) proposed a paradigm for developing Augmented Reality in English training for learners. In this scenario, children without access to a packed backpack or facilities could utilize this technology as a second language solely through a smartphone or tablet. The results showed that learners' interest in and attitudes toward the model were positively impacted by it. The achievement, attitude, and cognitive load levels of fifth-grade learners from different secondary schools in Erzurum, who were studying English through augmented reality, were investigated in a separate study by Shabiralyani et al. (2018). It was discovered that secondary school learners were happy with the way AR helped them learn English, that their anxiety levels were low, and that they wished to see more of these apps in their future classes. The survey also revealed that successful learners had far more positive views than others.

Teachers, on the other hand, recognize some limitations but see AR as a tool with immense potential. Many teachers value augmented reality's capacity to accommodate different learning styles and offer individualized education, which is essential in schools with a range of language competence levels, according to a Yoon (2020) study. Teachers, however, also voice concerns about the time and effort required to integrate augmented reality tools into their lessons successfully. According to some teachers, the early

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learning curve and the requirement for technological expertise may hinder its widespread adoption (Yoon, 2020).

Moreno et al., (2021), claim that teachers who include augmented reality (AR) into their lessons typically possess a greater degree of digital competency than their counterparts. According to Marín-Marín et al. (2023), teachers' views towards utilizing AR are directly influenced by ICT training, given their reported lack of involvement in augmented reality research in environmental education. Piedade and Batista (2025) argue that increased teacher involvement in this field is essential. Teachers who do not use AR perceive three key challenges: uncertainty in using technology, a lack of digital pedagogical abilities, and a lack of technological resources (Moreno-Guerrero et al, 2023).

However, to properly utilize the potential of this new technology in the classroom, even teachers who have previously embraced AR must enhance their digital literacy. According to Huertas et al., (2021), teachers view augmented reality as a technology that can provide a dynamic and stimulating learning environment, promoting learning and knowledge acquisition. Teachers' opinions on augmented reality in the classroom, however, rely on their capacity to fully utilize the technology as well as the accessibility of technological resources. The teachers were especially aware of AR's capacity to broaden the range of instructional approaches, pique students' interest, and make difficult material easier to learn.

Theoretical Framework

This research is grounded in Vygotsky's Sociocultural Theory (SCT), which posits that interaction, cultural resources, and contextual experiences all influence learning, a process that is inherently socially mediated (Vygotsky, 1978). Vygotsky's theory suggests that social interaction, cultural background, and tool use all play significant roles in cognitive development, which aligns with the potential of augmented reality (AR) technology to support language acquisition-challenged learners in improving their reading comprehension skills.

Lev Vygotsky believed that higher-order cognitive growth in learners take place in the Zone of Proximal growth (ZPD), which is the gap between what a learner can do on their own without the assistance of the knowledgeable person (peers, teachers, or resources) and what they can do with the right kind of help from the knowledgeable person which is the process that is known as scaffolding. Therefore, learning is not a solitary individual endeavor but rather a collaborative process that is enhanced by social interaction, mediation, and teamwork (Vygotsky, 1978).

According to Lev Vygotsky's socio-cultural theory principles, Augmented Reality serves as a mediation tool. It makes complex concepts more relatable and helpful for learners by fusing digital elements into real-world environments (Simsek & Direkci, 2023). For example, AR could provide learners with immediate visuals, vocabulary support, or contextual cues to help them stay inside their reading comprehension zone of proximal development. Therefore, by acting as dynamic scaffolding, these resources might help learners engage with the content in meaningful ways and reduce cognitive reading challenges. In line with Lev Vygotsky's theory, Maurice (2020) posits that AR fosters cooperative learning environments by motivating learners to collaborate, investigate, and solve problems collectively. Learners extract meaning from AR-enhanced text and activities, which align with Vygotsky's focus on the social element of knowledge acquisition through social interactions. In addition, AR use in language learning facilitates a more culturally relevant learning experience within the relevant learning context. It enhances learners' real-world opportunities to interact with language and cultural elements. Therefore, Vygotsky's socio-cultural theory facilitates the development of learners' reading comprehension skills by mediating learning, enhancing comprehension, and promoting collaborative meaning-making.

Material and Methods

In this study, the researchers employed a qualitative approach. A case study was used as a research design. As stated by Rule (2018), a case study is an organized, comprehensive examination of a specific event in relation to its surroundings. According to Takahashi and Araujo (2020), a qualitative case study ensures that

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the research issue is analysed from multiple angles, enabling comprehensive and multifaceted analyses of complex circumstances within their actual environment. This study employed the interpretivist paradigm, which posits that the most effective way to produce knowledge about reality is through interpretation. Interpretivists aim to understand a phenomenon and its complexity in its specific context, rather than drawing broad conclusions about the entire population (Creswell, 2019). The researchers employed the interpretivist paradigm, as it is appropriate for qualitative research and deemed the best fit for addressing the study's issue, which involves conducting semi-structured interviews to explore the perceptions of grade 10 English FAL learners and teachers regarding the integration of AR in teaching reading comprehension.

Purposive sampling was employed in this study because it enables researchers to recruit individuals who can provide in-depth and thorough information about the phenomenon being investigated (Campbell et al., 2020). A purposive sample of five (5) learners in the grade 10 class was chosen. Four (4) teachers also participated in this study.

Data from teachers and learners were gathered for this project using semi-structured interviews. With this method, the researcher was able to gather unstructured data, examine participant ideas, sentiments, and opinions regarding a specific subject, and delve deeply into delicate and frequently private issues (Adler, 2022). Interviews were audio-recorded with participants' informed consent to ensure the integrity and accuracy of the data. After that, the recordings were verbatim transcribed for examination. To ensure transparency and maintain anonymity, interviews were held in a quiet and private space. To identify, analyze, and present patterns or themes in the data, the researchers employed a thematic data analysis approach. The researchers employed a thematic data analysis approach, as it offers flexibility and sufficient capacity to produce rich, transparent, and in-depth content from complex data (Braun & Clarke, 2019). The semi-structured interviews were recorded, transcribed verbatim, and read repeatedly to gain a complete understanding of the gathered data. The researchers refined and grouped the initial codes into emerging themes through continuous comparison between transcribed data from recordings and analysis, until no new insights emerged, indicating that the researchers had reached the saturation point (Fusch et al., 2022).

Results

Data Collected from Teacher Interviews

Responses from teacher participants revealed that learners showed a positive attitude towards the use of augmented reality in the classroom. Teachers noted that all learners who were introduced to AR reported an improvement in their scores after being introduced to AR apps. Teachers found the use of AR in the classroom to be a valuable and progressive tool for enhancing reading comprehension. The reflection of teachers reveals the following themes:

Improved Learner Participation

The group of learners introduced to AR showed a significant improvement in participation in classroom discussions. The visual content helped them improve their confidence in engaging with other learners during classroom discussions.

Teacher A from school A highlighted that:

Initially, learners were somewhat confused about this initiative until they received the training. The learners who were taught using AR were highly motivated and engaged in the lessons. You could see in their faces that all of them enjoy being part of the lesson. It was clear that all of them found the use of AR more engaging and productive. Even the scores they obtained after the treatment were significantly different from the scores they had initially. Many of them, even those who are reluctant to read, showed a high level of participation in discussions.

From the participant responses, teachers attested that learners were very impressed with the innovation of AR usage in reading comprehension lessons. From the excitement of learners, the AR experience helped

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fuel the motivation of those reluctant learners in the classroom. Seemingly, AR use in the classroom is an inviting teaching tool, as most learners are eager to participate in the discussions arising from the given text. This innovative reading approach has also had positive results in terms of reading comprehension scores, as scored by learners. It also fosters a positive learning environment that motivates every learner in the classroom to participate in the learning process.

Background knowledge of the text

The findings reveal that learners were able to grasp and capture the background knowledge of the text through videos and pictures that were produced by the AR mobile app. The visual content helped learners better abstract the meaning of the text and enhance their comprehension skills.

Teacher A from school B commented:

Most of the kids from the chosen group for the experiment find AR classes exciting. It made their reading more dynamic and allowed them to envision what they were reading, keeping them engaged. I have noticed a significant increase in participation and eagerness to read. Even individuals who were hesitant to read and lacked confidence were more likely to join and interact when using cell phones. Anyone could tell that it increased the enjoyment and interest in reading comprehension. The video content and visuals offered by the AR app helped students grasp the background of comprehension and other critical factors that aid in boosting reading for meaning.

Teacher B in School A also agreed that video and 3D representations helped learners grasp the background knowledge of the text easily, and that this improved their ability to comprehend the given text.

The teacher said:

They also claim that the AR app on their cell phones helped them better understand the meaning of the text when it displayed videos and a 3D representation of the text's background.

Teacher B in school B also added:

Firstly, I noticed that they enjoy reading when using their cell phones. Although some learners occasionally get distracted when using their cell phones, most of them showed significant improvement in reading comprehension. They showed a massive interest in videos and pictures that were portrayed by the app. Through them, they were able to master and recall what they were reading. Even though they agreed that they see the difference between reading using AR and reading using the old method.

The findings above clearly highlight that the use of an Augmented reality application as a teaching tool for reading comprehension in the language classroom has enriched learners' ability to generate background knowledge of the text by producing video content, 3D images, and sounds related to the text. This played a crucial role in enhancing comprehension among learners, as they were now able to interact with and relate to the text content more effectively. Visual content in reading plays a crucial role in improving comprehension. This also plays a very crucial part in learners who learn best by being exposed to the text material literally. Therefore, this means that the AR experience supports various learning styles in the classroom.

Improved Vocabulary

Teacher B in School A stated that learners attested to being able to unpack complex concepts and unfamiliar vocabulary through the assistance of innovative AR digital apps on their smartphones after being introduced to AR mobile applications. Even learners who typically lack confidence in reading due to poor vocabulary showed an interest in reading.

Teacher B in school A said:

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Most of the learners attested that they had no trouble understanding challenging phrases and concepts after being introduced to AR.

The findings reveal that learners perceived AR integration as a significant and useful pedagogical tool for teaching reading comprehension. The findings clearly indicate that the AR tool has assisted learners in overcoming several comprehension-challenging factors, such as difficulties understanding the exact meaning of the text due to a lack of understanding of complex concepts within it. However, learners demonstrated a very promising level of confidence in using AR technologies in the reading lessons, as most of them were no longer troubled by challenging concepts when comprehending. This framework enhanced learners' ability to extract the meaning of the text correctly and confidently, as the augmented reality apps provided multiple examples of meanings and highlighted words.

Data Collected from Learner Interviews

The findings revealed that learners from both schools perceive AR as a handy and engaging tool for enhancing English reading comprehension, particularly for visual learners who struggle with reading comprehension. At least one learner expressed that AR can sometimes be distracting to them, as they tend to shift their focus between reading and the visuals portrayed. The following are the reflections of themes that have emerged from learner responses:

Improved Memory Retention

One of the participants expressed that using AR in reading is exciting and fun. The participant noted a vast improvement in text retention and visualisation.

Learner C in school A said:

I think it is impressive. When we read a short story and then use the AR app to see the setting and characters, it makes everything clearer. It is fun and helps me remember better.

The findings clearly demonstrate that AR has the potential to improve learners' memory retention and recall abilities. The visuals produced by the AR app may help learners enhance their understanding of the text content. The more learners can visualise the text, the more they can retain and recall knowledge. This is a crucial element of comprehension, as most learners struggle to retain and recall information when reading.

Enhanced Comprehension

Several learners from School A and School B reported that AR improved their understanding and level of involvement.

Learner E of school A stated:

It looked fun, and I think it could help with comprehension, especially for people who struggle with reading.

Another participant also expressed that the AR was a handy tool in enhancing reading comprehension.

Learner C in school A responded:

I used to struggle with understanding some parts, but now it feels like I am inside the story.

The findings reveal that learners view AR as very helpful in comprehending a text. Typically, when learners attempt to read for comprehension, they struggle to extract meaning from the passage due to several factors. However, the findings demonstrate that AR has proven its potential to enhance reading comprehension.

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Reduction of Learner Focus

One of the participants expressed that sometimes he gets distracted by AR visuals and loses focus.

Learner A of school B stated:

It is beneficial. However, it can be distracting at times. I ended up focusing more on the effects than the meaning of the passage. I like it for some lessons, but not for every class.

Although AR in the classroom is widely viewed as a productive teaching tool for reading, the findings suggest that there may be some disadvantages. One of the disadvantages is that learners might be easily distracted by visual content. Learners may focus more on the visuals than on reading.

Positive Feedback from Teachers

One learner explained that she noticed a significant difference between the use of AR and its non-use by learners. They further explained that all learners who used AR in their reading continued to receive positive feedback from teachers.

Learner D of school A explained:

After using AR, I saw a big difference. My friend from the other group, who did not use AR, said reading comprehension is still an issue for her and is hard for her. Most of us in the group who used AR got positive feedback from our teachers.

According to the findings above, it is evident that teachers observed an improvement in learners who were exposed to the AR experience. Positive remarks given to learners improved their confidence in AR as a teaching reading tool. This means that the more teachers acknowledge the improvements in terms of performance, the more learners boost their eagerness and interest in the reading lesson. However, the findings also indicate that learners continue to experience challenges in comprehending texts using the old approach.

Discussion of Results

The study's findings reveal that teachers had a positive attitude towards the integration of AR in reading comprehension activities. The researcher and teachers observed the eagerness and excitement learners had in participating in the lesson. Many learners even mentioned that their performance improved after they started engaging with AR applications. This suggests that when teachers incorporate AR into reading comprehension instruction, learning becomes more engaging and enjoyable, while also facilitating learners' more profound understanding of the reading passage. Asadi and Ebadi (2024) support these findings, as they found that teachers exhibit great enthusiasm and interest in teaching through AR. According to their findings, they explained that the visual content produced turns reading into a fun and active classroom experience, which also motivates teachers in their teaching.

One aspect that teachers have noticed is the improvement in learner participation. Initially, some teachers were confused and unsure about how AR operates; however, after it was introduced properly, they reported gaining confidence, and learners began participating in discussions. Even learners who usually feel shy showed willingness to respond to questions and share their ideas with others during reading activities. Teachers explained that the use of visual elements and engaging content helped learners feel more included and confident during group discussions. This finding is supported by Akçayır and Akçayır (2022), who asserted in their study that AR helps promote active participation in learners by providing them with something they can interact with. Similarly, Chen et al. (2023) also found that AR helps shift the focus from the teacher to the learners, enabling the lesson to be more learner-centered. This was also noted in the current study, where learners not only listened to the teacher but also made contributions to classroom engagement and discussions with their classmates.

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This finding also aligns with Vygotsky's (1978) socio-cultural theory of learning, which posits that learning occurs most effectively when learners work collaboratively and share ideas. Therefore, this suggests that AR promotes this kind of interaction in the classroom, enabling learners to learn not only from the app but also from one another. Teachers also reported that learners were assisted in building a better understanding of the background knowledge of the texts they were reading. The findings showed that the visual elements generated by AR apps helped them visualize what they were reading. In this way, learners were able to connect the information to real-world experiences and gain a deeper understanding of the text's meaning. Learners who usually struggled to imagine what a text described were now able to see it through the app. According to Meyiwa's (2024) research, AR enables learners to apply their prior knowledge to connect new ideas and develop a deeper understanding of texts.

Another significant finding is that teachers were very impressed with the way AR integration has helped learners develop vocabulary and gain a broader understanding of challenging concepts. Teachers elaborated that learners could easily access meanings, visual contents, and examples of unfamiliar words through AR mobile applications. A study by Ibáñez et al., (2017), supports this observation, demonstrating that AR has the potential to enhance vocabulary by linking words to sounds, images, and real-life experiences. Learners are more likely to recall information from the texts and better understand their meaning when they can see and hear how words are used. From Vygotsky's (1978) perspective, this illustrates how AR serves as a learning scaffold, assisting learners in developing their reading skills and supporting them in becoming more independent readers. Therefore, this suggests that learners perceive AR in the classroom setting as a valuable, engaging, and effective tool for enhancing reading comprehension.

On the other hand, the study findings show that the majority of grade 10 learners described augmented reality as an engaging and valuable teaching tool for reading that made reading comprehension more interesting, enjoyable, and easier to understand. This finding aligns with Akcayir and Akcayir (2017), who noted that AR enables more interactive learning and encourages learners to participate actively in the lesson. This finding is also supported by Chang and Hwang (2018), who highlighted that AR assists learners in building a broader understanding by connecting visuals with the text. This enhances comprehension and recall.

Another aspect that emerged is that learners explained that AR assisted them in remembering information and significant details of the texts. Chen et al. (2025) also revealed that AR improves learners' memory by connecting concepts with images, making learning more memorable and meaningful.

However, some learners revealed that not all their AR experiences were positive. Another learner explained that the videos, images, and sounds can sometimes become distracting, drawing attention away from the text. Aliweh and Rehab (2024) similarly stated that excessive visual use can divert focus if lessons are not carefully structured. This suggests that while AR can enhance engagement, teachers need to balance its use to ensure learners remain focused on reading and comprehension objectives.

However, some learners revealed that not all their AR experiences were positive. Another learner explained that the videos, images, and sounds can sometimes become distracting, drawing attention away from the text. Radu (2020) similarly stated that excessive visual use can divert focus if lessons are not carefully structured. This suggests that while AR can enhance engagement, teachers need to balance its use to ensure learners remain focused on reading and comprehension objectives.

Learners also appreciated the positive feedback they received from their teachers after using AR. They noticed that they were gradually praised by teachers more than those who did not use AR. The recognition aided their confidence and interest in reading. Meyiwa (2024) explained that encouragement from teachers plays an important role in instilling positive attitudes towards technology in learning. Furthermore, the perceptions of learners reveal that AR is not only a fun and engaging teaching tool but also a compelling and innovative way to enhance comprehension and memory in English reading lessons. However, there may be some distractions; nevertheless, the overall feedback from learners suggests that AR has a substantial impact in making reading more accessible, engaging, and rewarding for grade 10 learners. Alhamami (2021) supports the above results when he revealed that AR assists learning and makes it more engaging, turning

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difficult lessons into fun and interactive learning experiences. In this study, AR made reading a hands-on, visual, and social process, transforming it from something many learners found difficult into something they genuinely enjoyed.

Recommendations

- The study recommends that teachers employ AR to offer support in reading comprehension, but not to replace existing reading approaches. It should be used to help learners visualize text, build vocabulary, and enhance comprehension.

- Since AR can be distracting for some learners, it is recommended that teachers consistently monitor and scaffold AR tasks to prevent distractions and ensure that the learning objectives remain clear.

- The study recommends that teachers reflect on what works in their AR-based lessons and adapt their approaches to cater to the diverse learning needs of their students.

- Since most teachers struggle and are less familiar with technological tools, the study recommends that schools create workshops and training sessions to assist teachers in developing the technical and pedagogical skills necessary for AR integration.

- The study recommends that schools should have reliable access to a network, functioning mobile devices, and relevant AR digital applications for English FAL reading comprehension lessons.

- The study recommends that schools should create collaboration between teachers across different schools to share resources, lesson preparations, and challenges that arise related to AR use in English FAL lessons.

- Schools should phase in AR-based reading clubs and enrichment programs to support learners who are struggling with reading.

- The study recommends that the Department of Basic Education should include AR and other technologies in service teacher educational professional developments.

Conclusion

The study examined the perceptions of grade 10 learners and their teachers towards the use of AR technology in English reading comprehension lessons in the Chris Hani West District of the Eastern Cape. The study employed a qualitative research approach, which enabled a thorough understanding of the perceptions of grade 10 learners and teachers on the integration of AR and its impact on learners' comprehension skills, engagement in reading lessons and activities, motivation, and teachers' experiences in employing this innovative teaching tool. The study's findings revealed that the implementation of AR in English reading lessons and activities promoted a more engaging, interactive, and learner-centred learning environment compared to old teaching reading methods. It was noted that learners who were exposed to AR experience showed a great willingness and curiosity in the AR-based lessons, which enhanced their understanding when reading different texts. Teachers in this study expressed that AR was beneficial, as it captured learners' attention and fostered collaborative learning, despite facing different challenges. Therefore, the study concludes that learners and teachers perceive AR as a promising and potentially effective teaching tool for enhancing reading comprehension in English as a foreign language. The tool demonstrated that when used correctly, it can bridge the gap between complex language concepts and practical understanding, making learning enjoyable and engaging.

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