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Emergence of Innovative Curriculum and Use of Digital Paradigm for Teaching English: A Case Study of an Applied College in Jeddah, KSA

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ABSTRACT COVID-19 has already influenced socio-economic and educational systems across the globe, especially affecting the elementary schools and professional/technical education. Many institutions implemented virtual teaching to deal with the emergency. This change affected many stakeholders, such as administrators, policymakers, teachers, students, and parents. Learning English has always been challenging in the EFL context for many linguistic, socio-cultural and pedagogic reasons. Applied colleges in the Kingdom of Saudi Arabia (KSA) have different purposes to serve. The objectives of the study are to explore the need for curricular changes, and paradigm shift, to investigate if the Augmented Reality (AR) environment is better than the traditional (face-to-face) learning method, and to find out if the concerned teachers are well equipped to yield better results. Qualitative method was adopted and interviews with 6 teachers were conducted to elicit the required data, which was later transcribed, coded and thematically analysed to arrive at conclusions.