Integrating Eclecticism and Technology in Language Teaching: The Case of Lusail University in Qatar

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Abstract
The objective of this research is to highlight the importance of technology in teaching languages within an eclectic framework. To achieve this goal, we have discussed how modern pedagogy strongly emphasizes integrating technology into language teaching. We have also analyzed the objective of teaching "Technology in Education" to students seeking a major in teaching English language at Lusail University, Qatar's first private national university. The paper focuses on the students' needs to enhance the teaching and learning process by integrating modern technology tools into teaching to adapt to future shifts in technology and pedagogy. We have insisted on the challenges of technological improvements, and the necessity to anticipate and adapt to unpredictable trends in education. By the time students graduate, the educational technologies can be outdated, and this impacts the relevance of gained skills in the rapidly changing educational environment. This research has therefore observed that by applying appropriate educational approaches and developing teaching practices, students can understand the rapidly changing educational contexts and develop their ability to adapt accordingly.
Key words: Eclecticism, Language Teaching, Teacher Education, Technological Integration, Pedagogical Innovation, Higher Education

Introduction

Technological innovations are challenging traditional teaching approaches, including language learning. These conventional methods generally need to address the learners' needs. Eclecticism in language learning promotes a flexible strategy that integrates several approaches to provide a more efficient teaching environment and a customized learning experience. This article examines technology integration to enhance eclecticism as a critical asset of English Language Teaching (ELT). Furthermore, it analyzes the context of Lusail University (LU), Qatar's first private national university.

The teaching and learning process is changing, and educators and students are expected to adjust to the evolving requirements of the educational environment. With the existing artificial intelligence-powered tools, students need to gain skills that prepare them to succeed in the job market, and the teaching field.

Educational systems typically develop curricula that focus on specific learning objectives, and they expect educators to use a variety of teaching methods to develop the students' targeted skills. Therefore, modern teaching must focus not only on acquiring knowledge but also on the necessary skills to cope with existing technological advancements. The insufficient preparation of students can challenge them to adapt to the changes in the education field. Consequently, the instructor should choose the appropriate resources to enhance the teaching process and make it more authentic. Teachers using an eclectic approach can use a wide variety of media in their lessons, including but not limited to visuals, audio, video, newspapers, discussions, and more (Coyle et al., 2010). According to Tomlinson (2014), competent educators dedicate significant effort to gathering captivating and compelling instructional resources to enhance their teaching.

Brown (2009) states that an eclectic approach allows instructors to choose the most efficient and updated teaching materials. He also highlights that the eclectic method provides teachers with various teaching methods that can help address many students' needs. This study reviews the literature on eclecticism as a pedagogical approach and the impact of technology on achieving learning outcomes. It aims to discuss areas of proficiency and enhancement to contribute to advancing technology-based language teaching practices within the eclectic approach.

1. Literature review

Eclecticism in education refers to the use of different teaching strategies and approaches to create an engaging learning experience for students. This approach recommends the use of different teaching methodologies to address the students' needs.

According to Kumaravadivelu (2006), educators are expected to select their course materials based on a deep understanding of all teaching theories to adopt the most appropriate ones. This understanding should consider the goals and context of language teaching and learning, the learners' needs, the available materials, and the language acquisition process. Gao (2011) defines eclecticism as an instructional approach that integrates all language skills (such as listening, speaking, reading, and writing) and includes practical application inside the classroom. In addition, he recommends that teachers use and exploit all alternative teaching approaches while avoiding their limitations. According to Kumar (2013), principled eclecticism should prioritize learners over methodologies. Therefore, it is the responsibility of the instructors to decide on the methods and strategies to be used in the classroom.

Moreover, Parupalli (2018) clarifies the principles of eclecticism in the following manner: teachers can choose different teaching methods in the classroom based on the lesson goals and expected outcomes. As a result, students will benefit from learning experiences that encourage active learning. Parupalli (2018) outlines the characteristics of the eclectic approach as follows: (1) Eclecticism fosters student-teacher interaction, making the learning experience more engaging. (2) Eclecticism designs instructions to meet the specific requirements of each student. (3) Eclecticism improves practical instruction by promoting active learning. (4) Eclecticism facilitates educators in achieving the learning outcomes efficiently.

Furthermore, Larsen-Freeman (2011) highlights that the eclectic method is characterized by its pluralistic nature, consistency, and inclusion of varied learning activities that align with the learners' needs. Building on eclecticism's fundamentals, this approach emerges when adopted in the context of language teaching. According to Dalton-Puffer (2011), this strategy integrates different language-learning pedagogies to achieve specific learning goals. In addition, Dörnyei (2014) observes that there has been a notable increase in the presence of instructional resources in classrooms over the twenty-first century, including audio, visual, and kinetic elements. This requires using diverse materials suitable for achieving learning objectives rather than being restricted to verbal communication (Mehisto et al., 2008).

Exploring the concept of eclecticism in language education prompts an examination of pedagogical ideas that endorse this approach. These ideas emphasize the need to use a variety of teaching approaches and actively involve students in the learning process. This highlights how the eclectic model may be applied to promote effective teaching practices. Modern pedagogical theories stress the importance of students' critical thinking skills. These perspectives bolster the eclectic approach by arguing for a mix of individualized instruction, group projects, and hands-on experience. This combination guarantees that students attain language competency and cultivate the essential skills for continuous learning (Dörnyei et al., 2014).

The initial discussion on educational theories and eclecticism establishes the foundation for thoroughly examining the concepts that shape the eclectic approach to education and knowledge acquisition. Piaget and Vygotsky are two constructivists whose beliefs emphasize the role of social contact and active learning in the development of cognition (Vygotsky, 1978). These concepts are consistent with eclecticism since they advocate for using learning approaches, including students actively participating in activities that foster collaboration and experiential learning. Furthermore, humanistic methods (Schunk, 2012), which emphasize learner autonomy and participation, can be integrated into the teaching practices. According to Gardner (1983), students possess a variety of intelligences, some of which include linguistic, logical-mathematical, spatial, and interpersonal intelligences, amongst others. Gardner's theory of Multiple Intelligences, first presented in 1983, emphasizes the necessity of employing many different approaches while instructing students (Gardner, 1983). Therefore, educators can adopt different instructional methodologies, which in turn makes it possible for them to provide a learning experience that is both adaptive and efficient.

The purpose of this study is to examine the need for eclecticism in language teaching by integrating technology for enhanced learning, explore innovation pedagogies and emerging technologies in the context of LU, and provide insights into adapting to unpredictable educational shifts by addressing challenges and offering suggestions.

2. The Need for Eclecticism in Language Teaching: Integrating Technology for Enhanced Learning

Eclecticism in language instruction encourages educators to adopt different teaching approaches that can accommodate the learners' needs, and many different aspects are interconnected in the education field to enhance pedagogical methodologies. These factors include the skills and competencies that graduates need in the twenty-first century, such as problem solving, critical thinking, and collaborative work (Roll & Wylie, 2016). Kumaravadivelu (2006) argues that eclecticism allows instructors to choose the most suitable approaches and practices based on the situation, objectives, and learners' profiles, since the variety of teaching strategies encourages adaptability and creativity that are essential for an effective learning experience.

Eclecticism acknowledges and seeks to overcome the constraints of a single methodological approach. It integrates the advantages of many approaches, enabling a comprehensive and customized educational experience. Adaptability is essential for addressing learners' varied language, cultural, and cognitive requirements (Richards & Rodgers, 2014). In addition, eclecticism is in accordance with the concepts of individualized education, which promotes the adaptation of teaching approaches to suit individual learning styles and preferences (Tomlinson, 2014). This section describes how educators can integrate components from many pedagogical theories to enhance language learning using modern educational technology.

When technology is used, learners become more interested and engaged in the learning experience. Technologies like Learning Management Systems (LMS), Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) can create effective and engaging learning experiences. These technologies can significantly enhance learning outcomes by providing immediate feedback and customized learning experiences (Godwin-Jones, 2015). In addition, technology promotes collaborative learning by allowing students to interact with their peers and instructors using online discussion platforms and LMS, which develops their communication skills (Blake, 2013). For example, AI offers customized learning experiences and regular feedback, AR guarantees better interaction, and VR allows students to be fully immersed in lifelike language environments. These sophisticated technologies present many advantages in any modern learning environment. The exploration of AI, AR and VR

demonstrates how advanced technologies are expanding the limits of conventional teaching approaches (Luckin, et al., 2016).

To bridge the gap between primary objectives and implementation in education, proven instructional practices that foster the development of ability are necessary. Determining the most effective practices for learners in the field of education allows teachers to customize their approaches to achieve the desired results. Colleges and universities have included new technologies, but to achieve significant and long-lasting results, it is essential to introduce new ideas in the teaching and learning approach, as well as evaluation methodologies, instead of only emphasizing technology (Hampel & Stickler, 2015).

In response to the changing needs of higher education and the use of emerging technologies, institutions are increasingly prioritizing the integration of effective instructional methods to improve language acquisition. This integration has offered better teaching practices and a more enjoyable learning environment for students, transforming the educational experience from passive to active learning (Selwyn, 2011). However, this requires flexible teaching approaches that align with current educational contexts (Koehler & Mishra, 2009). This encompasses the correlation between comprehension and practical research, technological advancements, pedagogical principles, and distinct methodologies, including teaching methods to enhance continuous learning (Guskey, 2002).

The following sections explore the practical application of various teaching methods, highlighting important features, challenges, and strategies for customizing these approaches to specific learners and subjects.

2.1. Blended Learning

Blended learning is a combination of in-person and online teaching. This approach offers flexibility in delivering knowledge to students (Graham, 2013). Blended learning settings use the advantages of both face-to-face and online methods. They provide options for asynchronous learning, allowing students to access materials and submit assignments anytime, anywhere, as well as synchronous learning, which enables real-time engagement and instant feedback (Osguthorpe & Graham, 2003). This combination facilitates a variety of learning preferences and enhances a more individualized learning experience (Horn & Staker, 2014). Blended learning demonstrates eclecticism by integrating in-person teaching with the use of online resources that create an adaptable learning environment. In blended learning, technology supplements learning by offering online resources and activities in an asynchronous way.

2.2. Flipped classroom

Flipped classrooms facilitate students' participation and peer collaboration, fostering a better understanding of the subject content. Moreover, flipped classrooms support the principles of the eclectic approach by encouraging students to reuse the knowledge in different ways. They can also include digital tools to promote greater participation of their peers (Herreid & Schiller, 2013).

2.3. Task-Based Language Teaching

Task-Based Language Teaching (TBLT) facilitates the acquisition of language skills by using different approaches, authentic teaching materials, and practical activities. Research has demonstrated that TBLT can enhance student motivation and language competency by providing significant learning experiences (Robinson, 2011). TBLT is based on the premise that language acquisition is most efficient when learners are actively involved in activities that necessitate the use of a language. These exercises include real-life situations, enhancing the learning process by making it more

pragmatic. In addition, TBLT places great emphasis on engagement and communication, which is in line with the communicative approach to language instruction (Long, 2015). When adopting TBLT, instructors create activities that mirror authentic language usage in real-life scenarios, such as placing an order at a restaurant, arranging travel plans, or engaging in a business meeting. Assessment in TBLT primarily involves evaluating the ability to complete tasks successfully and utilize language in real-life situations (Skehan, 1998; Robinson, 2011). TBLT supports the eclectic method as it integrates real-world activities that need active language usage, connecting theoretical understanding with practical implementation. This approach combines principles from interactive and instructional theories to ensure that language learning is both adaptable to the environment and efficient (Nunan, 2004).

2.4. Project-based learning

Project-Based Learning (PBL) involves students working together on projects to solve problems. This approach helps develop students' critical-thinking skills and encourages collaboration among peers. PBL aligns with the eclecticism approach in language education since it includes various tasks that require different strategies to solve problems. This approach incorporates experiential learning and realistic language usage by involving students in collaborative projects that need efficient use of the language abilities. It aligns with the notion of eclecticism, which involves using different teaching methods to improve language competency as well as problem-solving and critical-thinking skills (Al-Rawahi & Al-Mekhlafi, 2015).

2.5. Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) is an educational approach that combines teaching subject content with the acquisition of a second language. This method enables students to acquire a language by studying subjects like science or mathematics (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011), focusing on students' critical thinking skills and creativity (Banegas, 2013; Cenoz, Genesee, & Gorter, 2014). Moreover, this strategy enhances linguistic competencies and an understanding of the subject-related materials (Navés, 2009) and promotes the development of advanced cognitive abilities, such as analysis, synthesis, and assessment, which makes it an effective tool for comprehensive education (Mehisto, Marsh, & Frigols, 2008; Lorenzo et al., 2010). CLIL implementation necessitates solid collaboration between language instructors and specialists to develop cohesive curricula that address language acquisition and content mastery goals (Cenoz et al., 2014). The programs frequently incorporate PBL that uses the language to solve a problem and attain the desired result. This enables educators to tailor their teaching approaches to achieve linguistic and cognitive objectives and demonstrates how the combination of varied teaching methods can improve educational results (Banegas, 2013), thus aligning with the principles of the eclectic approach.

3. Innovation Pedagogies and Emerging Technologies in Language Teaching: The Context of LU

Established in 2020, LU demonstrates its dedication to the progress of higher education in the country. The institution offers two separated campuses to accommodate female and male students, offering a wide range of undergraduate and graduate programs that attract students from more than seventy nationalities. LU is leading the way in incorporating contemporary teaching methods, such as the implementation of "linked classes", a new and innovative approach aimed at addressing the changing requirements of students. Furthermore, LU has also adopted a thorough strategy for using technology in teaching and language instruction. The institution has established a positive learning environment that promotes diverse

teaching methods via regular classes and investment in technical infrastructure. This case study examines the context of LU in Qatar and the advantages and challenges of implementing a diverse and varied strategy in a higher education environment. It also examines the university's adoption of a unique educational model with an eclectic approach as a framework.

The new concept of linked classes at LU created a shift from the traditional structure of classrooms to linked synchronous classes. This approach involves teaching two different groups of the same course, one group of students attends the class physically on campus, while the other group attends online via the university's LMS: Blackboard Ultra. This teaching method happens in rotation between the groups, assuring that each group attends online and on campus twice a month. This new approach was created to adapt to the variable enrollment numbers in different sections. The institution tries to accommodate all students by integrating smaller sections into bigger ones, while ensuring high involvement and interaction. This guarantees the availability of courses with low enrollment and enhances the learning experience by combining the characteristics of real and virtual classrooms. LU's use of linked classrooms showcases its commitment to providing an education that is easily accessible and flexible. By integrating traditional and contemporary teaching methods, LU not only fulfills the needs of students but also establishes a standard for the future of higher education in Qatar. The institution has upgraded its classrooms with interactive whiteboards, and digital projectors, enabling the utilization of different multimedia resources (Al-Kaabi & Al-Kaabi, 2017).

However, effective integration of linked classes necessitates considerable expertise in classroom management, specifically in addressing the concurrent requirements of in-person and online students. Instructors must possess a high level of proficiency in utilizing technology to overcome the physical separation between these groups, guaranteeing that all students have access to equal learning opportunities (Comas-Quinn, 2011). This requires a range of instructional techniques that are designed to actively include students, regardless of whether they are attending in person or remotely. It also necessitates a solid understanding of the digital technologies that enable this combination of online and in-person learning. LU faculty members have frequent training sessions to incorporate technology into their teaching and are motivated to explore creative teaching methods. In addition, the institution provides online courses and resources, allowing students to learn at their own pace.

Research has shown that using technological tools enhances engagement and collaboration among learners, as it considers students' preferences to utilize technology and its impact on their learning. Utilizing technology to augment learning results in increased student enthusiasm and involvement. As a result, using technology in education facilitates the dissemination of knowledge, making it more convenient, practical, and advantageous. The strategy implemented at LU showcases the fundamentals of an eclectic approach to language instruction. It also aligns with the eclectic approach's focus on flexibility and adaptation. Eclecticism in language teaching utilizes various approaches to enhance the tailored and efficient learning experience. Similarly, LU's linked classes combine traditional face-to-face interaction with modern digital tools, guaranteeing a comprehensive and engaging learning experience for all students. This method enables educators to choose and combine the best suitable strategies for each situation, ultimately improving language learning and increasing student involvement.

As part of the LU curriculum, students enrolled in the ELT program offered by the College of Education and Arts must complete the "Technology in Education" course. This course aims to provide future teachers with the necessary technological resources and competencies to effectively use modern technology in their instructional methods, emphasizing the power of technology as a fundamental component of education. At

the same time, these students learn about different teaching approaches, such as the eclectic approach, to equip themselves with the ability to adjust their teaching strategies to cater to the varied requirements of their future learners.

The important question that arises is: how can these students proficiently use technology in whatever language teaching approach they adopt, namely the eclectic approach? This challenge requires students to critically analyze the process of integrating technology resources with a range of teaching styles to create classrooms that are both creative and adaptable to their students' different requirements.

LU students must be aware of the available technological resources and the fundamental principles of the eclectic approach to effectively incorporate technology into language instruction. They should acquaint themselves with diverse instructional technology, including interactive software, online collaboration platforms, and multimedia materials.

Recognizing the features and constraints of these tools is essential, as it enables individuals to choose the most suitable technology for various educational situations (Chapelle & Sauro, 2017). For instance, interactive whiteboards may be utilized to improve visual learning in grammar lectures. At the same time, online discussion forums, such as the Discussion Board in the LMS Blackboard, can be employed to foster peer engagement in writing projects. Furthermore, under the eclectic approach, which prioritizes flexibility and adaptation, students must acquire the skill of integrating several teaching approaches to address their learners' varied requirements effectively (Al-Khasawneh, 2022). This entails carefully selecting and implementing appropriate technical tools aligned with specific instructional methodologies. For example, AI-powered language learning applications may be utilized to offer customized feedback during a communicative language teaching (CLT) session. Additionally, VR settings can be employed to generate engaging language experiences that enhance a TBLT method (Ellis, 2003).

Through ongoing reflection on the efficacy of their technology integration in various settings, these potential teachers may enhance their approaches to ensure they effectively address their students' requirements. Reflective practice is essential in the eclectic approach since it motivates teachers to adjust and develop their approaches based on practical classroom experiences and technology improvements. Therefore, by integrating a thorough understanding of educational technology with the adaptable principles of the eclectic method, students may acquire expertise in utilizing technology to augment language instruction and learning since they cannot access online lectures and materials without the use of technology. This approach encourages using diverse resources and teaching methods to help students reach their individual goals (Chen et al., 2020). To enhance their program, it is recommended that teachers broaden the range of materials used, encourage cooperation among employees, and provide many methods for engaging with students (Hargreaves & Fullan, 2016). Furthermore, to accommodate the students' learning styles, it is advisable to offer exercises to students with difficulties and to those who can advance (Hargreaves & Fullan, 2016).

The transition from passive to active learning has profoundly affected contemporary educational approaches, highlighting student-centered methods that promote increased participation and collaboration (Means et al., 2013). This paradigm shift promotes educational approaches that engage students in active learning, fostering cooperation and building vital soft skills like teamwork and critical thinking (Lin & Lan, 2015). Freina and Ott (2015) contend that utilizing previous knowledge enhances the learning process, which corresponds to the eclectic teaching approach that incorporates multiple strategies to cater to unique learning requirements. With its adaptability in integrating several teaching modalities, the eclectic approach fosters a dynamic and engaging educational experience by encouraging students to actively

participate rather than passively receive information, ensuring that each student is provided with opportunities that will facilitate their success (Robinson, 2011). In addition, modifying the configuration of methods and how students may obtain resources might assist teachers in developing more individualized instructional sessions (Hargreaves & Fullan, 2016). For example, collaborative assignments facilitate interpersonal communication among students and enable them to exchange knowledge acquired in the classroom. As part of this methodology for examining the factors that motivate individuals, students engage in discussions, analyses, justifications, and assessments (Hargreaves & Fullan, 2016). Without the teacher's guidance, all students actively participate in decision-making during group assignments. Robinson (2011) states that the primary goal of group projects is to promote the creation of new knowledge, encourage the exchange of diverse perspectives and ideas, and inspire the attainment of shared goals. Piletti (2007) highlights three stages of collaborative teaching: planning (which includes setting goals, investigating possibilities, and assigning responsibilities and resources); group action (which includes collecting data and records, analyzing and interpreting the results); and evaluation (which involves checking whether the goal was achieved and assessing the student's performance). Despite the efficacy and benefits of collaborative learning, modern educational models prioritize individual capabilities' development.

However, mere collaboration does not necessarily indicate genuine cooperation (Baker & Inventado, 2014). For the eclectic method to succeed in a technology-enhanced language education setting, instructors must step beyond simple cooperation and strive for collaborative progress. This guarantees that the use of technology is not only practical but also enhances and promotes an integrated dedication to developing teaching methods to better cater to the varied students' requirements.

Technology is essential in the evolution of teaching methods, as it provides chances to improve student involvement, innovation, and autonomy (Lorenzo et al., 2010). Integrating technology into education promotes innovation and helps develop skills relevant to the modern job market. Additionally, it improves educational outcomes (Means et al., 2013). However, the integration of technology in the teaching and learning process may encounter opposition from those accustomed to standard educational methodologies (Darling-Hammond et al., 2017). In order to address these difficulties, it is crucial to cultivate a climate of innovation inside educational establishments and engage all parties involved in the procedure (Araujo & Belian, 2018).

Conventional methods that depend on memorization are being reassessed to support approaches encouraging active engagement and discussion (Woolf, 2010). This change highlights the need for educators as mediators rather than just communicators of knowledge (Masetto, 2012; Freire, 2014). By promoting student accountability and involvement in the creation of teaching techniques, instructional methods become more adaptable and focused on the students' needs. For example, using case studies as teaching methods can help students bridge the gap between passive and active learning, by allowing them to apply their knowledge to real-world situations, therefore improving their problem-solving and decision-making abilities (Ullrich et al., 2010).

Integrating effective teaching methods enhances the eclectic approach, fostering a more captivating and individualized learning environment. This model promotes active engagement and prompt evaluation by using several teaching approaches to address the unique requirements of students (Rolfe, 2021). Additionally, combining technology with diverse teaching approaches improves the efficiency of language education by offering engaging and effective learning experiences. This strategy promotes active learning, develops critical-thinking skills, and prepares students to adapt to technology-driven advancements (Renzel et al., 2010).

4. Adapting to Unpredictable Educational Shifts: Challenges and Suggestions

Despite its many advantages, technology also brings concerns, such as the infrastructure's cost, the availability of technical assistance, and the importance of training for educators. An eclectic approach requires an in-depth familiarity with several approaches and the capacity to combine them successfully (Richards & Rodgers, 2014). Educators must possess the expertise and abilities to create and apply diverse instructional methods. To overcome this challenge, educators must collaborate and engage in ongoing professional development training sessions (El Hajj & Harb, 2023). It is essential to ensure that educators are highly proficient in using new technologies and incorporate them successfully into language teaching (Comas-Quinn, 2011). However, the digital gap and resistance to change are major obstacles that must be considered (Koehler & Mishra, 2009). Furthermore, academic institutions should allocate resources toward developing strong infrastructure to facilitate the integration of cutting-edge technologies. This encompasses fast internet connectivity, sufficient computer equipment, and software solutions.

Transitioning from conventional to diverse teaching methodologies requires an alteration in thinking among educators. In order to effectively deliver information, educators should demonstrate a willingness to explore various approaches and be flexible in adjusting their instructional methods to accommodate the unique requirements of their students. Collaborative support and mutual assistance are essential in facilitating this shift since they enable instructors to exchange valuable insights and benefit from one another's expertise (Hargreaves & Fullan, 2012). The selected techniques need to be in line with the learning objectives, resulting in a coherent learning experience. Evaluating the effects of any teaching approach and implementing changes based on data analysis are essential for ongoing enhancement (Brown, 2009; Darling-Hammond et al., 2017).

The rapid progression of technology has created both obstacles and promising prospects as they embrace the shift from conventional to modern academic approaches. The question is: how do new technologies impact instructors' perspectives of educational change? Backhouses (2013) argues that educators who actively utilize technology exhibit innovation and adapt well when faced with demanding higher education settings. Ivala et al. (2013) emphasize the substantial improvement of practices by using new technologies as they provide feedback, encourage cooperation, and promote interactive exchanges between instructors and students. This is achieved through platforms such as social networking sites or discussion forums.

Nevertheless, institutional restrictions have been recognized as obstacles that affect educators' desire to integrate developing technology into their teaching methodologies (Ivala et al., 2013). Educational institutions must provide a conducive atmosphere so that students and teachers can make the most of technological advancements in the classroom. To achieve this goal, it is necessary to acknowledge the influence of developing technologies and establish guidelines that promote the participation of all individuals inside and outside the academic institution (Ivala et al., 2013).

Significant discoveries indicate that the fast and varied advancement of new technologies presents difficulties in integrating them into education. The distinction arises from the contradiction between the technological tools employed by instructors and those utilized by students within educational institutions. For instance, many university professors still need to learn about Web 2.0 tools like wikis, social networks, and text messaging despite students' growing reliance on them (Huang et al., 2016). Another obstacle is the guarantee of data confidentiality and protection, especially when employing artificial intelligence and internet platforms. Institutions must enforce rigorous data protection procedures to secure student data and adhere to

legal obligations. Moreover, the expenses associated with preserving technical equipment might be prohibitory, particularly for organizations with restricted resources. It is essential to find cost-effective solutions and get financing to successfully incorporate technology into language instruction (Huang et al., 2016).

Scherer et al. (2013) emphasize that the disparity between the technology utilized in classrooms, such as LMS and the technology employed by students, creates challenges for educators trying to implement new technologies. However, educators who identify as users of innovative technologies feel that new technologies, such as OpenAI tools, can promote cooperation and engagement in educational contexts, whether they are happening in real-time or not. For instance, several educators believe that using Web 2.0 technology or AI tools enhances students' academic achievements, fosters engagement with instructors and peers, and elevates overall happiness with the course. Within the framework of LU, which utilizes technology-enhanced learning approaches like "linked classes", it is crucial to recognize the possible obstacles arising from the differences between standard educational technologies and those that students are more accustomed to. For example, by using OpenAI resources and AI in the adopted LMS, faculty members at LU may create a learning environment that encourages collaboration and involvement, thereby bridging the gap in language education and harmonizing with the eclectic approach. By incorporating these sophisticated technologies into their instructional methods, educators may improve academic results and cultivate a more engaging learning environment for students, whether in a physical classroom or through online platforms (Blake, 2013). This strategy guarantees the university's dedication to adaptability and successful implementation of contemporary teaching methods. Due to this rationale, numerous educators use these technologies in their instructional practices (Ajjan & Hartshorne, 2008). Beldarrain (2006) further supports the idea that student engagement may be enhanced using digital tools like Wikis, blogs, and podcasts. Incorporating social media into the learning process can also enhance student engagement, promote interaction, enable global networking, and develop social skills (Kang et al., 2011). Due to their popular use, social media platforms are ideal for facilitating research collaboration, disseminating information about ongoing projects, and facilitating online and in-person education (Griffith & Liyanage, 2008). Griffith and Liyanage (2008) examine the capacity of networking sites, as students frequently utilize social networks for collaborative projects involving academic study. Teachers can go beyond traditional synchronous sessions by establishing online communities on sites like Facebook and others. This enables students to engage in self-paced learning while promoting regular discourse on their ideas and areas of interest (Churcher et al., 2014). Moreover, blog debates foster substantial relationships among groups, indicating that students engage actively in the learning community and contribute significantly to knowledge development (Kang, Bonk, and Kim, 2011). Furthermore, this tool allows instructors and students to interact while establishing a social constructivist learning environment (Kang et al., 2011).

However, prior studies emphasize the necessity of reevaluating and developing strategies to utilize emerging technology in education efficiently. For example, instructors may encounter resistance from students in their online communities and social networks while attempting to use Web 2.0 tools for instruction (Churcher et al., 2014). Therefore, to effectively address the challenges of the twenty-first century, it is essential to reconsider educational methods. This involves the importance of evaluating the learner's prior knowledge and abilities, thus, actively engaging students in defining their learning objectives and choosing suitable Web 2.0 tools (Griffith & Liyanage, 2008). Furthermore, educational innovation must acknowledge the function of user-generated content in the curriculum since it encourages self-regulated learning. Churcher et al. (2014) emphasize the significance of pedagogy for

instructors by highlighting the establishment of connections, cooperation among peers, and sharing of resources within a community of learners. The integration of modern technologies in educational practices necessitates enabling instructors to establish a connection between learning theories and emerging technology (Bozalek, Ng'ambi & Gachago, 2013). Muradkhanli (2011) highlights the significance of comprehending the correlation between learning theory and technology. He contends that educational techniques had to be grounded on established learning theories and methodologies. Nevertheless, Williams & Burden (1997) reveal that many instructors must improve their understanding of learning theory when selecting technology for instructional purposes. This is a difficulty for educators who aim to fulfill the course requirements by creating instructional materials and closing the divide between pedagogical expertise and emerging technology.

4.1. Emerging technologies are changing the dynamics of teaching and learning in the classroom

4.1.1. Artificial Intelligence

AI provides customized learning experiences by adjusting to the specific demands of each learner. Language learning applications that utilize AI may offer immediate feedback, monitor advancement, and recommend tailored learning exercises. AI can revolutionize language instruction by enhancing efficiency and customization for individual learners (Chen et al., 2020). In addition, AI can assess learner data to offer personalized feedback and adaptive learning paths, considering students' strengths and weaknesses (Picciano, 2014). The use of AI in language training showcases the eclectic approach of tailoring teaching techniques to suit the unique requirements of each student, thereby combining different instructional methodologies to facilitate individualized learning.

AI tools like machine learning and natural language processing (NLP) make it possible to build smart tutoring systems to evaluate student work and provide each student with specific comments based on their needs. For example, AI chatbots can replicate dialogues with individuals who speak a language well, allowing learners to interact with native speakers immediately. In addition, AI can detect deficiencies in students' understanding and provide specific resources to enhance these areas (Woolf, 2010).

AI integration in language education facilitates adaptive learning, wherein the instructional material and tempo are customized according to the student's unique progress and requirements. For instance, an AI-driven language learning application can adapt its teaching content and speed according to the student's specific advancement and requirements. If a learner encounters difficulty with a particular grammatical notion, the application may offer supplementary exercises and explanations designed explicitly for that problem. At the same time, it can go more rapidly through areas where the student exhibits competence. This individualized method guarantees that the learning process is adjusted for each student's learning level, promoting a more prosperous and effective development of language skills. When education researchers and classroom instructors collaborate, they provide teachers with practical advice and inspiring examples. Given that AI can impact learning outcomes in real classrooms, it is crucial to prioritize studies that focus on its applications. Research is necessary to fully exploit the potential of AI in the teaching and learning process.

AI technology in education offers attractive advantages such as personalized learning, ongoing assessment, and the ability to foster student participation in hybrid classrooms. As a suggested remedy to the issue of limited instructors, several scholars have even proposed the utilization of AI and robots to assume classroom

responsibilities (Chen et al., 2020). By offering appropriate help, this tailored approach can potentially improve student participation and boost learning results. Additionally, AI can support data-based decision-making, enabling educators to monitor students' achievement and adapt their teaching methods accordingly (Baker & Inventado, 2014).

Despite the increasing popularity of screen-centered personal assistant (PA) systems, integrated PA systems should continue to be included in education. Robots have the potential to enhance education by decreasing absenteeism, fostering dialogue in language classrooms, helping students, and promoting creative thinking and problem-solving skills. In addition to their function as actors for communication, robots in education also serve as both conventional and individualized teaching systems (ITS).

AI technology may also be employed in educational institutions to automate administrative tasks such as payments, schedule management, and access to information. This optimizes the process of managing school systems. Students are permitted to access approved instructional resources whenever they choose. The "learning by teaching" process is adopted in several aspects of developing instructional software. This approach utilizes educators or instructive agents who provide students with assistance, resources, and evaluation.

AI may aid in formulating teaching goals and strategies tailored to individual students, considering their strengths, limitations, challenging but expensive subjects, preferences, and areas of interest. AI algorithms collaborate with professionals in educational institutions to guide students down specific topic routes, therefore improving the learning experience. The potential uses of AI technology in education are virtually limitless.

The use of AI in the field of education is intriguing. Consequently, this stimulates fresh avenues of investigation which, over time, evolve into established methodologies in the discipline by employing cutting-edge tools for collecting and evaluating data. Nevertheless, many scholars and educators perceive these areas as uncharted territory. In addition to considering the promise of AI, it is important to recognize the constraints and challenges associated with its deployment and education. A barrier to implementing AI in education is the need to shift from a generic strategy to customized instruction and personalized learning. Conventional higher education institutions are being profoundly impacted by technological progress and the shift towards an information-based economy. The development of frameworks or concepts for AI-based learning is an ongoing area of research.

4.1.2. Virtual Reality

VR has consistently demonstrated its capacity to improve results, as shown by several studies conducted over the years. VR generates a captivating ambiance that actively involves the senses, including sight, sound, smell, and even touch (Chen, 2016). It also generates authentic language immersion experiences that replicate real-life encounters, so it improves conversational abilities and cultural perception to help in learning new words and understanding context. VR technology provides distinct possibilities for immersive and hands-on learning experiences. This technology enables the creation of highly immersive language learning experiences, providing students with the opportunity to practice their language abilities in simulated real-world contexts. VR offers a contextualized language learning experience, which helps improve listening and speaking abilities (Freina & Ott, 2015). For example, those learning a language can take part in virtual excursions to historical locations, interact in simulated discussions with native speakers, and improve their language skills in an appropriate setting. Although VR can be used in education, some obstacles limit its acceptance, including high costs, limited accessibility, and the requirement for technical proficiency and technological prerequisites (Chen, 2016).

The advantages of VR in language instruction include improved student motivation, higher recall of vocabulary and phrases, and better cultural understanding. VR can provide authentic situations that actively include many senses, enhancing learning and leaving an enduring impression (Peterson, 2017). An instance of this is a VR simulation replicating a marketplace in a different nation. This simulation can assist students in refining their skills in negotiation and negotiating social interactions in a manner that is culturally suitable (Lin & Lan, 2015). VR strengthens the eclectic approach by offering comprehensive and engaging learning experiences incorporating different settings and real-life situations, supplementing traditional language teaching approaches.

Despite being the subject of study for more than five decades, there are still a few unresolved inquiries regarding its application. Contemporary VR technologies often utilize headsets with displays (HMDs) to provide users with an immersive and lifelike virtual 3D environment. Nevertheless, achieving realism, real movement, and engagement in these systems continues to be a difficult task. Currently, there is a need for more techniques available for the development of VR experiences and display technologies (Merchant et al., 2014).

It is important to acknowledge that our brains' psychovisual nature enables us to quickly identify and disrupt immersion when we encounter flawed or inaccurate characteristics. Therefore, it is crucial to always strive to improve the authenticity of virtual reality environments. Interacting with individuals is more rewarding than engaging with simulations. This also applies to interactions that occur on a screen. Complete replication of real-life encounters is impossible. Student-teacher communication should always be given the highest priority. The integration of traditional teaching with technology-based delivery techniques is essential. Moreover, all these resources are constrained. Colleges and universities need information technology assistance and secure Wi-Fi networks to enable the efficient use of electronic devices that consume a significant number of resources. Investing in these advanced and trendy technologies is still costly for educational and training institutions, even if the costs have decreased significantly.

4.1.3. Augmented Reality

AR is an emerging technological advancement that is experiencing an increase in popularity. Its influence will inevitably expand as AR smartphones and other devices become accessible worldwide. The concept of AR has captured our attention because of its ability to overlay virtual imagery onto real-world environments, creating a blend of virtual and physical worlds (Azuma, 2015). AR enhances the eclectic approach by integrating interactive digital aspects into real-world settings, enhancing the learning process and facilitating vocabulary acquisition in a way that corresponds with various teaching methods.

Diegmann et al. (2015) differentiate between VR and AR. On the one hand, while virtual reality offers several possibilities, the individual's ability to experience movement in physical space is restricted. On the other hand, AR allows users to move about to some extent in the area around them. It improves learning processes by visually representing objects and enhances understanding.

Suppose that ELT students are allowed to analyze a sample teaching scenario and acquire information about its characteristics. AR can enhance understanding by presenting complex or difficult-to-replicate scenarios, particularly for undergraduate students. Additionally, it involves enhancing educational experiences to be more effective and engaging. AR applications can also increase learning by boosting creativity and fostering students' engagement (Billinghurst & Dünser, 2012).

AR projects digital data onto the physical environment, enabling dynamic and captivating educational encounters. It may superimpose digital information on

physical items. AR can potentially enhance student motivation and improve the overall enjoyment of the learning process, including language learning (Billinghurst & Dünser, 2012). AR applications can convert ordinary things into educational resources. It can also improve the process of acquiring and understanding language by offering visual and contextual hints. For example, AR flashcards enhance vocabulary learning by including animations and sounds, facilitating students' comprehension and retention of new keywords. AR may be utilized to develop interactive textbooks, enabling students to access multimedia material by scanning photographs using their smartphones. This enhances their learning experience and makes it more efficient (Azuma, 2015). Since AR in language instruction can enhance contextual learning, it enables students to acquire vocabulary and linguistic structures within the framework of real-world situations. For example, an AR application may assist students in navigating a museum display by offering explanations and engaging activities in the desired language. Contextualized learning enhances language abilities by making them more applicable to real-life contexts (Huang, Chen, & Chou, 2016).

Many schools now use wearable devices, including smartwatches connected to the internet, Google Glass, Microsoft HoloLens, and Facebook's Oculus Rift VR system. Examples include bracelets, rings, distinctive necklaces, appealing clothing, and tattoos.

AR applications include various characteristics that necessitate resolution of several challenges. Students may continue to need help seeing AR content, even after its technological advancements. Therefore, further investigation is necessary to understand how students perceive and decide to utilize VR in educational environments (Wu et al., 2013). Researchers should prioritize the development of empirically validated models and design guidelines for AR environments that specifically tackle challenges using AR applications (Parmaxi & Demetriou, 2020). To understand the benefits of AR in various settings, future research should prioritize examining factors such as student enjoyment, motivation, engagement, and interest (Yuen et al., 2011).

The existing literature has conflicting perspectives about the advantages and drawbacks of AR. Although several studies suggest that implementing AR might be complex, others argue that its accessibility is beneficial. Therefore, it is crucial to examine the factors that contribute to the excessive use of AR technology, such as the relevance of the issue and the appropriateness for different age groups. Further research is needed to investigate the correlation between multisensory stimulation and AR devices and their impact on educational achievements. Individuals seeking to incorporate this technology into their study would greatly profit from a comprehensive understanding of the methodology for material creation.

Conclusion

All pedagogical approaches have pros and cons, and the eclectic approach is no exception. This approach is a dynamic and engaging teaching method that involves active participation, adaptability to different situations, a focus on the student's needs, and the incorporation of diverse classroom activities. However, the eclectic approach is reported to have limitations, such as restraining instructors from engaging in critical self-reflection on their teaching practices and introducing potential risks related to the methodological challenges associated with its implementation (Livingstone, 2012).

The future of language instruction relies on the capacity to adjust and create new approaches. In light of emerging technology and evolving pedagogical practices, educators must demonstrate a willingness to incorporate a variety of instructional strategies. This will improve language acquisition results and equip students to excel in a dynamically evolving environment. Educators are qualified to develop highly effective and captivating learning experiences by implementing diverse approaches

and integrating technology. Providing instructors with the essential training to utilize educational technologies proficiently is the highest priority. This guarantees their ability to adjust to various teaching methodologies and customize the training needs to accommodate the varying requirements of the students, therefore optimizing the advantages of an eclectic approach.

This paper argues that modern educational technologies have the potential to enhance significantly contextual teaching and learning methodologies. For eclectic pedagogical approaches to be effective, this research argues that teachers must engage in ongoing professional growth by cultivating a culture that prioritizes ongoing enhancement and cooperation. Furthermore, eclecticism enables educators to adapt to the ever-changing and progressive requirements of their students. It advocates for a student-focused approach, highlighting the significance of customizing teaching practices to suit the unique context of each classroom. Teachers can cultivate diverse teaching methods and utilize advanced technology to provide an immersive and intellectually exciting learning atmosphere that promotes the development of language competencies and critical thinking skills. If educators can enhance their methods of instruction and reflect on how they educate, they can prepare graduates who are more equipped for the workforce. However, a rethinking of universities' function is necessary for pedagogical innovation in education, and additional studies are required to investigate the enduring effects of eclecticism on language acquisition and to determine the most effective approaches for incorporating new methodologies and technologies for better language learning experience.

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