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## Eclectic Blended CALL Application of Indonesian EFL College Students with Different Motivation Levels in Critical Reading Courses

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### Abstract:

This study utilized an eclectic blended method with CALL application, combining flipped, brain-targeted teaching, and Know-Want to Know-Learn (KWL) to cater to diverse student learning styles. This study aimed to evaluate the effectiveness of the eclectic method as a teaching strategy, the difference in students' reading motivation before and after using the eclectic blended method with the CALL application, the difference between high and low motivation students taught by the eclectic blended method with the CALL application, and the interaction between the eclectic method as a teaching strategy and students' reading motivation level toward students' critical reading achievement. A 2 x 2 factorial research design was conducted in some colleges of English Education Department students in Indonesia. The data were collected using motivation-level questionnaires and critical reading tests. The experimental and control classes were conducted with 30 students in each class as the sample. The study used two-way ANOVA to analyze data, revealing significant differences between the experimental class taught using the eclectic blended with CALL application and the control class taught using conventional methods. The results also revealed differences in students' reading motivation and the interaction

### Keywords:

Eclectic blended method  
Computer-Assisted Language Learning (CALL) application, students' motivation, EFL critical reading

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between the teaching strategy and their reading motivation level toward critical reading achievement. The Eclectic Blended Method with Computer-Assisted Language Learning (CALL) Application is an innovative approach for Indonesian EFL college students, combining multiple teaching strategies and technology to cater to different motivation levels in a critical reading course. This approach is inclusive, flexible, and allows personalized learning, boosting students' motivation and engagement in the course. The study suggests that educators can improve students' reading achievement and motivation through an eclectic blended method and recommends further research on this combination with technology instruction.

## 在线学习中的教学领导力和教师效率

### 摘要:

本研究采用折衷法和 CALL 应用程序, 结合翻转课堂、大脑定位教学和“知道-想知道-学习”(KWL)来满足不同学生的学习风格。本研究旨在评估折衷法作为一种教学策略的有效性, 使用折衷法和 CALL 应用程序之前和之后学生阅读动机的差异, 使用折衷法和 CALL 应用程序教学的高动机学生和低动机学生之间的差异, 以及折衷法作为一种教学策略与学生阅读动机水平对学生批判性阅读成绩的相互作用。在印度尼西亚一些英语教育系学生学院进行了一项 2 x 2 因子研究设计。使用动机水平问卷和批判性阅读测试收集数据。实验班和对照班以每班 30 名学生为样本。本研究采用双向方差分析法分析数据, 结果显示使用折衷混合 CALL 应用教学的实验班与使用传统方法教学的对照班之间存在显著差异。结果还揭示了学生阅读动机的差异以及教学策略与他们的阅读动机水平之间的相互作用对批判性阅读成绩的影响。折衷混合方法与计算机辅助语言学习 (CALL) 应用是印度尼西亚 EFL 大学生的一种创新方法, 它结合了多种教学策略和技术, 以满足批判性阅读课程中不同动机水平的需求。这种方法具有包容性、灵活性, 并允许个性化学习, 从而提高学生的课程积极性和参与度。该研究表明, 教育工作者可以通过折衷混合方法提高学生的阅读成绩和积极性, 并建议进一步研究这种与技术教学的结合。

**关键词:** 折衷混合法; 计算机辅助语言学习 (CALL) 应用; 学生动机; EFL 批判性阅读

## 1. Introduction

The eclectic blended method for language teaching is understood to be a combination of several learning models in a single lesson. In other words, eclectic is a learning method that addresses the weaknesses of implementing learning using only one learning method. Based on the research results, the use of a single learning method is less able to accommodate the heterogeneous learning styles of the students in one class. This is in line with the findings of Iscan, 2017; Richards and Rodgers (2016), and Mwanza (2016), who stated that the eclectic approach is a language education method that combines various approaches and methodologies to teach languages according to students' learning objectives, abilities, and learning styles. Parupalli (2018), Kumar (2017), and Iscan (2017) emphasize the importance of an eclectic approach in learning, according to which the eclectic approach is pluralistic, consistent, and involves diverse learning activities in accordance with variations

in learning styles and students' needs, which of course adapts the material.

Teaching English as a foreign language, especially critical reading, is challenging. In the Critical Reading class, lecturers must know which learning strategies can stimulate student motivation. In the twenty-first century, reading has become an important academic skill. However, many students lack motivation to study because their reading skills are unsatisfactory. Poor reading skills can hinder enthusiasm (Larkin, 2017; Kweldju, 2015). Many students have difficulty with this skill; therefore, they need innovative learning model-based technology, such as the eclectic blended learning model and computer-assisted language learning (CALL) learning applications in higher education contexts.

Students are sometimes not ready to learn, which is built in a learning process with only one learning method that is deemed unable to accommodate the diverse learning styles of students in the classroom, so that students are better prepared to receive learning. Along

with technological developments, the government recommends that the learning process in higher education be integrated with technology. As technology and computer-mediated environments become increasingly common in educational settings and as the eclectic method is adopted in contexts where language educators and researchers are keen to engage in pedagogical innovation, research into the blending of the eclectic method with technology-mediated environments becomes unavoidable, particularly to assist language educators and researchers in understanding how CALL influences task and curriculum design (Tavakoli & Lotfi, 2021). Based on previous studies conducted by Dozie et al. (2023), Asif and Khan (2022), and Brett (2020), it can be concluded that relatively little has been published on the eclectic method in technology-mediated contexts. Therefore, this research combines eclectic-blended learning using CALL as a Critical Reading learning medium where students can access interactive critical reading texts, practice questions, and enrichment materials to help them understand content, apply reading strategies, and receive feedback online. According to Brett (2020), the CALL application stimulates students in the foreign language learning process. technology-based interesting reading to improve understanding of text content.

According to Rukminingsih et al. (2021), several previous studies by Arifin (2020), Rukminingsih (2018), Larking (2017), Lee et al. (2016), Kweldju (2015), and Amudson (2015) stated that critical reading is a thinking and reading process that requires higher-order thinking skills. skills that need to be implemented as effective and innovative learning strategies to motivate students to learn critical reading. Several research findings based on the brain or neuroscience and obtained by Rukminingsih et al. (2021), Din (2020), Seegers (2020), Trolan (2018), Rukminingsih (2018), and Parr (2016) concluded that learning strategies based on neuroscience or the brain can increase motivation, values, creativity, comfort, critical thinking, feelings of peace, and self-efficacy of students. Meanwhile, several previous studies using the eclectic model obtained by Mwanza (2016, 2020), Parupalli (2018), Iscan (2017), and Kummar (2017) concluded that combining several learning methods could accommodate the diversity of students' abilities. Thus, this research addresses various research gaps, including theoretical, empirical, methodological, and setting gaps from previous studies, by implementing an eclectic blended method with CALL application for Critical Reading learning.

Based on previous studies and pre-research results that showed that students' critical reading skills are poor, it is necessary to carry out fundamental research using innovative learning models based on neuroscience and technology through eclectic blended models using computer-assisted learning (CALL) applications. The eclectic model applied in this research is a combination

of several learning strategies, including flipped classrooms, brain-targeted teaching by Hardiman et al. (2012), and KWL (Know, Want to Know, and Learned) with the CALL application for learning Critical Reading courses. The research objectives are as follows:

1. To test the effectiveness of the eclectic blended learning method through the CALL application compared with the conventional method in teaching critical reading courses.

2. To examine the significant difference between high and low students' reading motivation before and after being taught an eclectic blended learning method using the CALL application.

3. To test the effectiveness of the implementation of the eclectic blended learning method with CALL application in EFL critical reading for high motivation students compared with low motivation students.

4. To examine the interaction between teaching methods (eclectic blended learning method with CALL application and conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading.

### Hypotheses

H1: The eclectic blended learning method through the CALL application is more effective than methods for teaching critical reading courses.

H2: There is a difference between high and low students' reading motivation before and after being taught using an eclectic blended learning method through the CALL application.

H3: The eclectic blended learning method with CALL application in EFL critical reading for high motivation students achieves better achievement than low motivation students.

H4: There is an interaction between teaching methods (eclectic blended learning method with CALL application and conventional method) and students' motivation levels (high and low motivation) toward their achievement in EFL critical reading.

## 2. Literature Research

### 2.1. Eclectic Method

The eclectic method combines several language-teaching techniques to meet learners' requirements and goals. The eclectic method, which was first introduced in the 1970s, has gradually gained popularity in language education. The eclectic method is a blend of several learning methods (Jebiwot, et al., 2016). There are no distinct approaches or language instruction ideas for the Eclectic Method. Various teaching strategies are derived from various language teaching systems and adapted to meet the demands of students. According to Larsen and Freeman (2000:128), teachers who subscribe to the pluralistic view of methods and choose from among methods to create their blend, their practice is said to be eclectic". Every designed teaching strategy has

advantages and disadvantages. In the classroom, there was no authentic or engaging approach to language teaching. As a result, an eclectic teaching style has emerged, which is said to be the best method for teaching languages. According to Brown (2002), an eclectic approach enables educators to choose resources that best suit the changing circumstances in their classrooms. Parupalli (2018), Kumar (2017), Iscan (2017), and Gilliland et al. (1994) argued that the eclectic method is adopted because it is not dependent on a single technique or style of instruction.

The eclectic approach to language instruction is a flexible and adaptable method that draws on various teaching approaches and concepts. The learning experience is intended to be customized to each student's specific requirements and abilities as well as the objectives of each class. Teachers can create dynamic and engaging learning environments by combining various aspects. This can help keep students interested in and accommodate their unique learning styles. The Eclectic learning model for language teaching combines multiple learning models in a lesson, addressing the limitations of using a single model to accommodate diverse learning styles in a single class (Iscan, 2017; Richards & Rodgers, 2016; Mwanza, 2016).

## 2.2. CALL Application

Computer-assisted language learning (CALL) is being explored for occasional use, independent study, skill development, and course focus, despite its effectiveness in language proficiency; however, it is not as popular as email or the Internet. CALL, which was created by Hardisty and Windeatt (1989), can be effectively integrated into the language-learning process, providing educators with increased availability via email, chat groups, and asynchronous bulletin boards. CALL offers multimodal assessment, instant feedback, and flexibility to many students (Nurawalia, 2021; FitzPatrick & McKeown, 2020; Ting, 2020)

According to Bahari (2020), computer-assisted language learning (CALL) has evolved into an advanced tool that uses computer technology. Many studies have investigated the effectiveness of using CALL for language learning (Nurawalia, 2021). Islam et al. (2021) also stated that virtual activities should not be viewed as a division of the learning environment or as a replacement for traditional classrooms. Google apps enable students to retrieve learning materials so that they have more time to read and understand the materials before attending traditional classrooms.

## 2.3 EFL Critical Reading

Critical reading is part of the reading process. While reading, people simultaneously think and process the text to find information and gain a strong understanding (Rukminingsih, 2021; Sapitri & Amin, 2018; Wallace, 2003). Critical reading aims to enable students to analyze, synthesize, evaluate, and create text from

various sources, including conceptual or research-based articles from journals, proceedings, magazines, and ELTS reading tests. This approach helps students express their opinions, draw new insights, and develop new ideas (Rukminingsih, 2021; Ann, 2013).

Critical reading is closely linked to EFL students' reading comprehension skills. Critical reading methods enable students to employ all three cognitive processes in Bloom's taxonomy, which are generally connected to critical thinking skills (Nasrollahi et al, 2015). In this study, the learning objective of a critical reading course was adapted from Bloom's taxonomy, which involves analyzing, synthesizing, evaluating, and creating the text.

This program helps students to express their opinions, draw new insights, and develop new ideas. Students study various kinds of texts to enhance their analytical, interpretive, and evaluative abilities by adapting the CEFR level C2 standard (a long and difficult reading on a variety of general topics). The texts studied include research-based articles or topics, as well as texts that meet reading proficiency requirements, such as TOEFL, IELTS, and TOEIC.

## 3. Methodology

### 3.1 Research Design

This study was conducted in the English Language Education Department at PGRI Jombang University by employing a  $2 \times 2$  factorial design to compare the two teaching methods. The factorial design  $2 \times 2$  to compare two teaching models involving an eclectic blended learning model with the CALL application applied in an experimental class and a conventional method in a control class and two levels of students' motivation (high and low motivation). The factorial design  $2 \times 2$  is employed to measure two factors and two levels (Rukminingsih et al., 2020). Three variables were used in this research: independent variables (eclectic blended learning method with CALL application for the experimental class and eclectic method as a conventional teaching method for the control class), independent variables, students' reading achievement as the dependent variable, and students' reading motivation levels (high and low motivation levels) as moderator variables.

### 3.2 Sample and Data Collection

This study was conducted at PGRI Jombang University in East Java Province, Indonesia. Thirty students majoring in the English Language Education Department participated in random cluster sampling. The sample consisted of students in a critical reading class. Class A was the experimental class taught using the eclectic blended method with the CALL application, and Class B was the control class taught using the eclectic method. Each class consisted of 30 students (15 high and 15 low motivation levels). A critical reading course was

provided during the fifth semester. The study design is presented in Table 1.

Table 1. 2 x2 factorial design (compiled by the authors)

Factor teaching strategy	Eclectic blended learning method with CALL application (A1)	Conventional method (A2)
High	A1.B1	A2.B1
Low	A1.B2	A2.B2

Table 1 lists the following.

A1B1: Highly motivated students are taught using the eclectic blended method with the CALL application as an experimental class.

A2B1: Highly motivated students are taught blended learning combined with conventional methods in the control class.

A1B2: Students with low motivation are taught using the eclectic blended Method with CALL Application as an experimental class.

A2B2: Students with low motivation were taught using the conventional method in the control class.

Data were collected from students' reading motivation questionnaires and reading comprehension examinations. The questionnaire was used to assess students' reading motivation and to classify them into two categories: high and low. The questionnaire employed a Likert scale and was designed with indicators of students' reading motivation. A reading comprehension test was used to assess the students' progress in EFL reading comprehension.

### 3.2.1. *Explicit Reading Strategy Instruction for this Study*

This study was conducted in the Critical Reading course, and the students were trained to understand the greatest level of EFL reading comprehension. Students in the critical reading course must study texts adapted from the Taxonomy Bloom and CEFR C2. Its foundation is Bloom's taxonomy of high-order thinking skills (Hots), which were modified by Bloom and Krathwohl (1956) and Anderson and Krathwol (2001). In addition to reading IELTS reading tests, journals, conferences, magazines, and conceptual or research-based pieces, students should be able to analyze, synthesize, evaluate, and generate many types of texts. They must be able to comprehend the text by analyzing, synthesizing, evaluating, and creating, as well as identifying an argument, including issues, conclusions, and reasons in the text, interpreting facts and opinions on texts, assessing the evidence given in support of an author's argument, synthesizing ideas on related issues from intertextual sources, evaluating the text, and summarizing the text.

The course lecturer is an experienced university lecturer. The training lasted eight weeks and was taught in an eclectic blend. The course syllabus was introduced to students during the first week of the first meeting. In the first week, both the experimental and control groups took a pretest to determine their prior knowledge scores and to guarantee that both classes had similar background knowledge. The students were then assigned reading motivation levels to classify those with high and low reading motivation levels.

In this teaching strategy, we implemented an eclectic blending method using CALL. Three teaching strategies involve the eclectic method. The teaching strategies were (1) flipped classrooms, (2) brain-targeted teaching models (BTT), and (3) Know-Want to Know-Learn (KWL).

The flipped classroom is a new learning approach in which students watch video lectures outside the classroom, thus increasing their active learning time. This method, similar to an inverted classroom, allows students to watch or listen to lessons at home and complete their homework in class, thus enhancing their reading skills and overall learning experiences (Fulton, 2012). The KWL (Know, Want, Learned) strategy was created by Ogle (1986) and is a teaching and learning strategy primarily used for information text. It helps readers elicit prior knowledge, set a purpose for reading, monitor comprehension, assess comprehension, and expand ideas beyond the text. This strategy combines elements of oral discussion, identifies gaps and inconsistencies, and creates individual lists of what students want to learn. The final step involved reading new materials and sharing what they had learned. The brain-targeted teaching model (BTT), which was created by Hardiman (2012), involves Brain target one: Emotional climate, Brain target two: Physical environment, Brain target three: Learning design, Brain target four: teaching for mastery, Brain target five: teaching for application, and Brain target six: evaluation and assessment.

### 3.2.2. *CALL Application*

The computer-assisted language learning (CALL) approach, created by (Hardisty & Windeatt, 1989), is an integration technology in the classroom that uses computer hardware and software to teach and learn foreign languages. It encompasses various tools and approaches, ranging from traditional drill-and-practice programs to virtual learning and web-based distance learning. In this study, we applied an interactive reading program and graded reader activities to CALL applications.

### 3.2.3. *Pre-reading*

First, the lecturer got students to read the sources similar to the topic discussion for the next meeting at

home, and the students had to do homework dealing with this topic (flipped classroom).

Second, students discussed homework in class with their peers and the lecturer as a facilitator (flipped classroom).

Third, the lecturer created a supportive and stress-free learning environment to enhance student engagement and learning outcomes (Positive Emotional Target 1).

The lecturer established a good physical environment. The room was provided with good lighting, air conditioning, sound, and sweet aromatic aromas, which enhanced students' attention, comfort, and relaxation. (Physical Environment Target, 2)

### 3.2.4. While Reading

First, the lecturer shared the link to the reading materials, whose topic was almost the same as their homework taken from Interactive Reading Programs (the CALL application).

Second, the teacher makes visual representations such as concept maps or graphic organizers to help students develop a "big picture" understanding of content and connect it to prior knowledge) (Learning Design Target 3).

Third, before reading the text, the students were required to fill in the table of KWL, dealing with the reading text taken from the Interactive Reading Programs (KWL).

Fourth, the lecturer focused on transferring knowledge to students from short-to long-term memory (Teaching for Mastery Target 4).

Fifth, students were asked to read various sources dealing with the same topic of the text given by lecturers using Graded Readers' Activities (CALL application). The lecturer creates opportunities for practical application and problem-solving by asking students to synthesize sources to strengthen their opinions in evaluating the text. (Knowledge Application Target 5).

### 3.2.5. Post-reading

First, the lecturer gave the students activity scores and feedback to their summaries (Brain Target Six: Evaluation and Assessment).

Second, the lecturer enforced the comprehension of the text by asking the students to conclude the lesson today and confirming it with the lecturer (Brain Target Six: Evaluation and Assessment; Evaluation Target 6).

## 4. Results

### *RQ1: Effectiveness of eclectic blended method with CALL application critical reading course*

A reading comprehension test was used to assess the students' EFL reading abilities. This study used two-way analysis of variance with a significance level of  $\alpha = 0.05$ . Four hypotheses were tested in this study. Two-way ANOVA requires four assumptions: normality and homogeneity. The F and Barlet test were used to determine homogeneity, whereas the Lilliefors test was used to assess normality.

Table 2. Test of normality (compiled by the authors)

Achievement	Strategy	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
1	Eclectic blended method with CALL	0.253	30	0.200	0.864	30	0.901
2	Conventional method		30	0.200	0.840	30	0.891

The results of the normality test showed that the significant achievements of Teaching Strategy 1 (eclectic blended method with CALL application, 0.901) and Strategy 2 (conventional method, 0.891) were higher than 0.05. The results show that the achievements of teaching strategies 1 and 2 had a normal distribution.

Table 3. Test for homogeneity of variance achievement (compiled by the authors)

Levene statistics	df1	df2	Sig.
0.090	1	58	0.885

The results of the homogeneity test showed that the significance values of achievement (0.885) were higher than 0.05 (Table 3). This indicates that the data were homogenous.

Table 4. Descriptive statistics (compiled by the authors)

Students' CR achievement	Teaching strategies		N	Mean	Std. deviation	Std. error mean
	Eclectic blended with CALL application	Conventional method				
			30	86.0000	12.59447	2.19943
			30	0.78.000	9.96546	1.81944

Table 5. Independent sample t-test (compiled by the authors)

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
									Lower	Upper
Students' CR achievement	Equal variances assumed	1.359	0.448		2.72	0.008	8.00	2.93	14.8	2.18
	Equal variances not assumed			2.72	51.00	0.009	8.00	2.932	14.8	2.19

Based on Table 4, the descriptive analysis revealed that eclectics blended with the CALL application strategy, with a mean score of 86.000. Meanwhile, in the conventional method, the mean score was 78.000. The result showed that there was a difference mean of 8 points when comparing the mean scores of the eclectic blended method with CALL application.

Based on Table 5, it was found that the significant value of Levene's test for equality was 0.448 higher than 0.05, (0.448 > 0.05), so it can be concluded that the data variance between the eclectic blended with CALL application class and the conventional method class was homogeneous. The assumed equal variance of significant value (2 tailed) was 0.008, which was less than 0.05

(0.008 < 0.05). It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

**RQ2: Significant difference in reading motivation between high and low students before and after being taught by the eclectic through CALL application**

Data 2: The score of the comparison between high and low students' reading motivation before and after being taught by the eclectic blended model through the CALL application in teaching EFL Critical reading can be seen in the following tables. Before conducting the inferential analysis, the researcher applied a test of normality and homogeneity using SPSS.

Table 6. Tests of normality (compiled by the authors)

	Eclectic blended method with CALL	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig
Achievement	Pre-test	0.217	30	0.300	0.794	30	0.410
	Post-test	0.223	30	0.390	0.840	30	0.332

<sup>a</sup> Lilliefors Significance Correction

The results of the normality test showed that the significance achievement of the pre-test (0.410) and post-test (0.332) was higher than 0.05 (Table 6). This means that the pre-test and post-test data had a normal distribution.

Table 7. Test for homogeneity of variance achievement (compiled by the authors)

Levene statistics	df1	df2	Sig.
0.236	1	58	0.649

The results of the homogeneity test showed that the significance values of achievement (0.649) were higher than 0.05 (Table 7). This indicates that the data were homogenous.

The paired sample statistics revealed that the mean score on the pretest of the eclectic blended method with the CALL application was 55.00 (Table 8). Meanwhile, the mean score on the blended was 83.000. The results indicated an improvement of 30 points by comparing the mean scores of the pre- and post-tests.

Table 8. Descriptive statistics (compiled by the authors)

	Mean	N	Std. deviation	Std. error mean
Pre-test eclectic blended method with CALL application	55.000	30	6.14948	1.12274
Post-test eclectic blended method with CALL application	85.000	30	9.96546	1.81944

Table 9. Paired sample tests (compiled by the authors)

Eclectic blended method with CALL application	Paired differences				T	df	Sig. (2-tailed)	
	Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
				Lower				Upper
Pre-test	-23.33	14.2	2.42	-28.2	-18.3	-9.62	29	0.000
Post-test								

Based on the results of Table 9, we found a significant value (2-tailed is 0.000 less than 0.05 (0.000 < 0.05). This means that the null hypothesis is rejected and the

alternative hypothesis is accepted. It can be concluded that there was a significant difference in dealing with the main score of students' achievement between the pretest

and post-test. In other words, there is an effect of employing the blended eclectic with CALL to enhance students' achievement in critical reading courses. The mean of the paired sample test was  $-23.333$ . It shows that there is a significant difference between pretest mean scores of  $55.000$  and post-test is  $85.000$ . It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

**RQ 3: Effective eclectic blended learning method with CALL application in EFL critical reading compared to low motivation students**

Table 10. Tests of normality (compiled by the authors)

Reading motivation		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Achievement	High reading motivation	0.331	17	0.203	0.738	17	0.343
	Low reading motivation	0.203	13	0.146	0.617	13	0.227

<sup>a</sup> Lilliefors Significance Correction

The results of the homogeneity test (Table 11) showed that the significance value of achievement ( $0.209$ ) was higher than  $0.05$ . This indicates that the data were homogenous.

Table 11. Test for homogeneity of variance achievement (compiled by the authors)

Levene statistics	df1	df2	Sig.
7.916	1	28	0.209

According to Table 12, the group statistics revealed

Table 12. Group statistics (compiled by the authors)

Eclectic blended method with CALL application		N	Mean	Std. deviation	Std. error mean
Motivation					
CR achievement	Low eclectic blended method with CALL application high reading motivation	13	74.70	12.6	3.51104
	High eclectic blended method with CALL application low reading motivation	17	85.70	6.24	1.51406

Table 13. Independent sample T-test (compiled by the authors)

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
CR achievement	Equal variances assumed	7.916	0.185	-287	28	0.008	-10.0	3.51	-17.2	-2.89
	Equal variances not assumed			-2.63	16.45	0.018	-10.0	3.82	-18.1	-2.00

Based on Table 13, the significance value of Levene's test for equality was  $0.173$ , which was higher than  $0.05$ , ( $0.185 > 0.05$ ). It can be concluded that the variance in the data when employing CS between high and low reading motivation was homogeneous. The equal variance assumed to be significant value (2 tailed) was  $0.009$ , which was less than  $0.05$  ( $0.009 < 0.05$ ). It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. The main difference value was  $10.09050$ , which showed a significantly

Data 3: The score of the comparison between high and low students' reading motivation taught by the eclectic blended model through the CALL application in EFL Critical reading can be seen in the following tables. Before conducting the inferential analysis, the researcher applied a test of normality and homogeneity using SPSS. Data were analyzed using an independent-sample t-test.

The results of the normality test (Table 10) showed that the significant achievement of students with high ( $0.343$ ) and low reading motivation ( $0.227$ ) in CS activation was higher than  $0.05$ . This indicated that the high and low data had a normal distribution.

that the implementation of eclectic blended learning with CALL application was divided into two groups: high- and low-motivation groups. The high reading motivation group consisted of 17 students, and the low reading motivation group consisted of 13 students. The mean score for high motivation was  $85.70$ , while that for low motivation was  $74.70$ . The result depicted a significant difference of about nine points by comparing the mean scores of high- and low-motivation students.

different mean score between the students' achievement taught by the eclectic blended learning with the CALL application with high and low reading motivation ( $74.6154 - 84.7059$ ). There was a significant difference between  $17.28801$  and  $2.89298$  (95% confidence interval of the difference between lower and upper).

**RQ4: The interaction between the teaching method (eclectic blended model with CALL application and conventional method) and students' motivation levels**

**(high and low motivation) toward achievement in EFL critical reading**

Data 4: To assess the interaction between the independent variable (eclectic blended learning method with CALL application and moderator variable (students' motivation level] ) and students' achievement in EFL critical reading using two-way ANOVA.

Table 14 shows that the significant values for teaching strategies and reading motivation levels were 0.002, which is a significant value of 0.002, which is lower than 0.05 ( $0.002 < 0.05$ ). It can be concluded that there was an interaction between the teaching methods and the students' reading motivation levels toward their achievement. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Table 14. Two-way ANOVA results (compiled by the authors)

Source	Type II Sum of squares	df	Mean square	F	Sig.
Corrected model	4827.154 <sup>a</sup>	5	965.431	9.788	0.000
Intercept	460360.789	1	460360.789	4667.47	0.002
Strategies	3630.809	2	1815.405	18/406	0.000
Motivation	760.789	1	760.789	7.713	0.007
Strategies* motivation	217.476	2	606.738	11.607	0.002
Error	8285.068	84	98.632		
Total	486900.000	90			
Corrected total	13112.222	89			

<sup>a</sup>R Squared = 0.368 (Adjusted R Squared = 0.331)

## 5. Discussion

### RQ1: Effectiveness of eclectic blended method with CALL application critical reading course

To answer the research questions, the researchers used an independent sample *t*-test. Data were analyzed using descriptive and inferential statistics. The descriptive statistics described the mean score comparison between the experimental class taught using the blended eclectic method as the experimental class and the conventional method as the control class. The inferential statistics were used to determine the score comparison from the post-test between the experimental students who received instruction through the blended eclectic method with the CALL application and the students who were taught using the conventional method. The results showed that students taught using the blended eclectic method with the CALL application achieved better achievement than the control group. Based on the descriptive analysis, the blended eclectic with CALL application strategy resulted in a mean score of 86.000. In contrast, in the conventional method, the mean score was 78.000. The result indicated that there was a difference mean of 8 points when comparing the mean scores of the blended eclectic method with the CALL application and the conventional method. Based on inferential statistics in the table output independent sample test, the assumed equal variance of significant value (2 tailed) was 0.008, which was less than 0.05 ( $0.008 < 0.05$ ). It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

Based on the results of the data analysis, the blended eclectic method with the CALL application had a positive effect on students' critical reading achievement. Several previous studies have reported similar results. A study by Tavakoli and Lotfi (2019) on the effectiveness

of CALL-mediated task-based learning on learners' motivation for L2 reading suggested the positive effects of CALL on learners' motivation and achievement. Numerous studies have also suggested that the use of CALL in language classrooms can influence learner achievement. Parupalli (2018), Kumar (2017), and Iscan (2017) emphasized the importance of an eclectic approach to learning, according to which the eclectic approach is pluralistic, consistent, and involves diverse learning activities in accordance with variations in learning styles and students' needs, which of course adapts the material.

The results of this research by implementing the blended eclectic method with CALL application inferred that eclectic blended learning, a combination of traditional and digital teaching methods, offers advantages such as personalized learning, flexibility, multimedia engagement, efficiency, accessibility, and a global perspective. It caters to individual learning styles, saves time in the classroom, and broadens students' understanding of global issues, thus making it an effective educational approach. These studies are also supported by Sooria and Prabu (2023), Dozie et al. (2023), Asif and Khan (2022), and Biggs et al. (2020).

### RQ 2: Significant difference between high and low students' reading motivation before and after blended eclectic teaching through CALL application

To answer the second research question, the researchers used a paired samples *t*-test. Data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to determine the mean score comparison between high and low students' reading motivation before and after being taught by blended eclectic through the CALL application. The paired sample descriptive statistics revealed that the mean score on the pretest of the eclectic blended method with the CALL application was 55.00. The mean post-

test score was 83.000. The results indicated an improvement of 30 points by comparing the mean scores of the pretest and post-test. Based on the inferential statistic of the output-paired sample test, a significant value (2-tailed is 0.000 less than 0.05 ( $0.000 < 0.05$ ). This means that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there was a significant difference in dealing with the main score of students' achievement between the pretest and post-test.

Based on the results of the data analysis, the blended eclectic method with the CALL application had a positive effect on students' critical reading achievement. Several previous studies have reported similar results. A study by Tavakoli and Lotfi (2019) on the effectiveness of CALL-mediated task-based learning on learners' motivation for L2 reading suggested the positive effects of CALL on learners' motivation and achievement. Numerous studies have also suggested that the use of CALL in language classrooms can influence learner achievement. Kumar (2017), Iscan (2017), and Parupalli (2018) emphasized the importance of an eclectic approach to learning. According to them, the eclectic approach is pluralistic, consistent, and involves diverse learning activities in accordance with variations in learning styles and students' needs, which adapt the material.

The results of this research by implementing the blended eclectic method with CALL application inferred that eclectic blended learning, a combination of traditional and digital teaching methods, offers advantages such as personalized learning, flexibility, multimedia engagement, efficiency, accessibility, and a global perspective. It caters to individual learning styles, saves time in the classroom, and broadens students' understanding of global issues, thus making it an effective educational approach. These studies are also supported by Sooria and Prabu (2023), Dozie et al. (2023), Asif and Khan (2022), and Biggs et al. (2020). The results of the study authenticate the findings of the studies conducted by Parupalli (2018), Kumar (2017), and Iscan (2017), which proved that students who were provided with the Eclectic Approach showed better results than the control group in reading skill.

### **RQ 3: Effective eclectic blended learning method with CALL application in EFL critical reading compared with low motivation students**

To answer the third research question, the researchers used an independent sample *t*-test. Data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to determine the mean score comparison between high and low students' reading motivation after being taught by blended eclectic through the CALL application. The independent sample descriptive statistics revealed that the comparison of the mean score in the post-test of the eclectic blended method with CALL application to high-motivation

students compared with low-motivation students in reading class.

Based on the results of the group statistics, the implementation of the eclectic blended method with the CALL application was demonstrated, which was divided into two groups: high reading motivation and low reading motivation. The high reading motivation group consisted of 17 students, and the low reading motivation group consisted of 13 students. The mean score for high motivation was 85.70, while that for low motivation was 74.70. The result depicted a significant difference of about nine points by comparing the mean scores of high- and low-motivation students.

This means that students with high motivation achieved better critical reading scores than did those with low motivation after implementing the conventional method. This finding was consistent with prior studies that explained that, according to Neugebauer (2016), another important factor that is absolutely necessary for EFL reading learners is reading motivation. Reading motivation is essential for learners because they must be motivated in English language learning to develop reading comprehension and successfully understand texts.

The relationship between motivation and reading comprehension has been elaborated in various theoretical frameworks, including self-determination and expectancy-value theories (Neugebauer, 2016; Conradi et al., 2014). A study by Tavakoli and Lotfi (2019) on the effectiveness of CALL-mediated task-based learning on learners' motivation for L2 reading suggested the positive effects of CALL on learners' motivation and achievement.

### **RQ4: The interaction between the teaching method eclectic (blended model with CALL application and conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading**

The results of the two-way ANOVA showed that the significant values for teaching strategies and reading motivation levels were 0.002, which is a significant value of 0.002, which is lower than 0.05 ( $0.002 < 0.05$ ). It can be concluded that there was an interaction between the teaching methods and students' reading motivation levels toward achievement. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

The interaction between high or low motivation levels and eclectic teaching approaches, which combine traditional methods with Computer-Assisted Language Learning (CALL) programs, can significantly impact students' academic progress. According to previous research, the eclectic method, which is learner-centered, motivating, interactive, and adaptable to context, can be very successful in an inclusive classroom environment. This makes it possible to accommodate diverse learning styles using various methods and tools, which can

increase motivation and engagement levels among students. Furthermore, research has indicated that eclectic learning strategies improve students' academic achievement and retention compared with standard methods. This method works particularly well when teaching English to primary school students, which suggests its usefulness in various subjects and educational levels.

This finding is in line with previous studies and theories that eclectic blended strategies with online instruction are teaching strategies that could encourage students' achievement and reading motivation levels in teaching reading (Summa, 2021; Alsayad et al., 2019; Hashim, 2018; Ohoiwutun et al., 2014). In summary, the eclectic teaching method, when combined with CALL applications and adapted to students' motivation levels, can significantly enhance academic success, emphasizing the importance of considering these factors when designing teaching strategies to maximize student achievement (Steinmayr et al., 2019; Muenks et al., 2018).

In summary, the eclectic approach in English Language Teaching (ELT) is a flexible method that combines various teaching approaches and methods. This approach emphasizes context sensitivity, the incorporation of materials from various sources, and a learner-centered approach. Teachers should prioritize learners over methods and adapt their teaching to meet learners' needs and learning situations. The approach is flexible and context sensitive, which allows teachers to select the best method for their students. Blended learning, combining online and traditional classroom methods, significantly improves English Language Teaching (ELT) reading skills, addressing comprehension challenges, and requires a balance between online and classroom activities; thus, by implementing eclectic blended with CALL application, students' reading motivation and achievement in their critical reading course was boosted.

The implication of this study is that an eclectic approach to language teaching combines various methodologies and techniques, allowing instructors to tailor the methods to individual contexts. This improves language skills, flexibility, and holistic learning, particularly in critical reading. By incorporating CALL applications, teachers can address challenges and enhance comprehension, while promoting creativity and adaptability in teaching critical reading.

## 5. Conclusion

To meet the demands of the Higher Education Curriculum and the Independent Curriculum, which recommend learning using various teaching strategies, this study employed the eclectic blended method with the CALL application, which is a combination of several learning strategies, including flipped classrooms, brain-targeted teaching, and Know–Want to Know–Learn

(KWL), which aims to accommodate heterogeneous student learning styles.

The aims of this study were to test (1) the effectiveness of the eclectic method as a teaching strategy, (2) the difference between high and low students' reading motivation before and after being taught by the eclectic blended learning method with the CALL application, (3) the difference between high and low motivation students taught by the eclectic blended method with the CALL application, and (4) the interaction between the eclectic method as a teaching strategy and students' reading motivation level toward students' critical reading achievement. The results showed that (1) there was a significant difference between the experimental class taught by the eclectic blended learning method and the control class taught by the conventional teaching method, (2) there was a significant difference between high and low students' reading motivation taught by the eclectic blended method with CALL, (3) there was a difference between high and low motivation students taught by the eclectic blended method with CALL application, and (4) there was an interaction between the eclectic method as a teaching strategy and students' reading motivation level toward students' critical reading achievement.

The academic contribution of using the eclectic blended method with computer-assisted language learning (CALL) in Indonesian EFL college students is that it improves their engagement, motivation, reading comprehension, critical thinking, collaboration, and technology proficiency. This innovative approach contributes to educational technology and future teaching practices by enhancing the learning experiences.

This study suggests that educators consider an eclectic blended method integrated with the CALL application as a teaching strategy for teaching English as a foreign language in various language skills and competencies. The eclectic approach in English Language Teaching (ELT) is a flexible method that combines techniques from various approaches by combining the CALL application. This approach emphasizes context sensitivity, incorporating materials from various sources, both online and offline, and is a learner-centered approach.

Teachers should prioritize learners over methods and adapt their teaching to meet learners' needs and learning situations. The approach is flexible and context sensitive, which allows teachers to select the best method for their students.

## Limitations of the Study

The limitations of this study include the implementation of an eclectic method in Computer-Assisted Language Learning (CALL) applications for teaching a critical reading approach that remains adaptable and flexible, allowing educators to choose

techniques that suit their students' needs and contexts. However, further research is required to address these limitations.

## Author Contributions

Conceptualization, R.; methodology, R. and M.P.; software, A.F.I.; validation, R.; formal analysis, M.P.; investigation, R., A.F.I., and M.P.; data curation, A.F.I.; writing—original draft preparation, all authors contributed equally; writing—review and editing, R.; visualization, A.F.I. and M.P.; supervision, R.; project administration, M.P. All authors have read and agreed to the published version of the manuscript.

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## Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki and was approved by the Research Ethics Review Committee for Research Involving Human Research Participants, Group 1, PGRI Jombang University, Jombang, Indonesia.

## Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

## Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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## Conflicts of Interest

The authors declare no conflicts of interest.

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