



THE INFLUENCE OF NEARPOD APPLICATION AND READING MOTIVATION TOWARD STUDENTS' READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMP NEGERI 2 KAYUAGUNG

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ABSTRACT

Reading achievement remains a continuing concern in many EFL classrooms. Students often experience difficulty in understanding reading texts due to low reading motivation and limited access to interactive learning media. This study investigated the effects of the Nearpod application and reading motivation on the reading achievement of eighth-grade students at SMP Negeri 2 Kayuagung, Indonesia. The study employed a quantitative, quasi-experimental method with a 2 × 2 factorial design. The independent variables were the teaching method (Nearpod and conventional instruction) and reading motivation (high and low), while reading achievement was the dependent variable. Sixty students were selected through purposive sampling and divided equally into an experimental group and a control group. Each group was then classified into high- and low-motivation subgroups. The data were collected using a reading comprehension test and a reading motivation questionnaire. The data were analyzed using paired-samples t-tests, independent-samples t-tests, and two-way ANOVA. The results indicated that students taught using Nearpod achieved significantly higher reading scores than those taught through conventional instruction at both levels of motivation. Students with high reading motivation also obtained higher scores than those with low reading motivation in both groups. In addition, a significant interaction was found between the teaching method and reading motivation. These findings indicate that Nearpod can create a more engaging learning environment and improve students' reading achievement. Therefore, the integration of Nearpod into EFL reading classes may be more effective when combined with strategies that maintain students' motivation to read.

Keywords: *Nearpod application, Reading Motivation, Reading Achievement.*

1. INTRODUCTION

English proficiency remains an essential component of contemporary education because it enables learners to access international knowledge, engage with academic resources, and communicate across linguistic and cultural boundaries. Among the four major language

skills, reading occupies a particularly important position because it facilitates vocabulary development, knowledge acquisition, and the interpretation of written information. Reading comprehension is therefore not merely a receptive linguistic skill but a complex process through which learners construct meaning from texts. For junior high

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school students, adequate reading competence is particularly important because it provides the foundation for engaging with increasingly complex academic texts at subsequent educational levels. Recent studies have consequently emphasized the importance of strengthening reading comprehension through innovative and technology-supported instructional practices (Abraham et al., 2025; Febrian & Dari, 2025; Mekheimer, 2025).

Despite its importance, reading achievement remains challenging for many learners in EFL contexts. Difficulties in understanding vocabulary, identifying textual information, constructing meaning, and maintaining sustained engagement can restrict students' comprehension performance. These challenges are often intensified when reading instruction relies heavily on conventional teacher-centered practices that provide limited opportunities for active participation. Recent research suggests that interactive and gamified learning environments can provide alternative approaches by increasing learner participation and making language-learning activities more engaging (Chan & Lo, 2024; Earichappan & Hashim, 2024). Empirical evidence has similarly demonstrated the potential of digital gamification to strengthen students' reading performance and classroom engagement (Cheng et al., 2025; Jati, 2025; Sari, 2025).

An equally important factor underlying reading achievement is students' reading motivation. Motivation influences learners' willingness to initiate reading, sustain attention, invest effort, and persist when encountering difficult texts. Contemporary evidence indicates that reading motivation is meaningfully associated with reading comprehension and achievement across educational contexts (Ma & Zhao, 2025; Satori, 2026; Shaona, 2025). Motivated learners are generally more willing to engage actively with written texts and employ appropriate strategies when comprehension difficulties arise. Furthermore, interactive gamified instruction has been associated with improvements in both reading comprehension and learner motivation, suggesting that affective and cognitive dimensions of reading development are closely interconnected (Iswanto et al., 2026). Consequently, motivation should not be regarded merely as a

fixed learner characteristic but as an important factor that may interact with the instructional environment.

The increasing integration of educational technology provides opportunities to address these cognitive and motivational challenges simultaneously. Digital learning environments can combine textual, visual, interactive, and game-based elements to create more participatory learning experiences. Research on technology-enhanced EFL instruction has shown that gamification can contribute to motivation, engagement, participation, and academic achievement when its features are appropriately integrated with instructional objectives (Hadi et al., 2024; Özdemir, 2025; Temel & Cesur, 2024). Similar benefits have been identified in English reading instruction, where digital platforms can encourage learners to interact more actively with texts rather than functioning as passive recipients of information (Mawarni et al., 2025; Ruchana et al., 2024; Suparmi & Susanto, 2025).

One digital platform with considerable potential for this purpose is Nearpod. Nearpod enables teachers to integrate multimedia presentations, interactive questions, quizzes, collaborative activities, and immediate responses within a unified instructional environment. These features can transform conventional reading lessons into more interactive experiences in which students actively process information throughout the learning process. Recent evidence indicates positive learner perceptions of Nearpod in EFL contexts (Ariani, 2025), while its application to reading instruction has also been associated with increased learning motivation (Jundana, 2025). More specifically, Zahran (2025) demonstrated the potential of integrating Nearpod with guided reading strategies to support both reading comprehension and motivation. These findings suggest that Nearpod may provide an instructional environment capable of addressing both the cognitive demands of reading and the motivational needs of EFL learners.

The broader literature on digital language learning further supports this assumption. Recent studies involving Kahoot, Quizizz, augmented reality, and other gamified platforms have demonstrated improvements in reading performance, participation,

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motivation, language enjoyment, and learner perceptions (Cheng et al., 2025; Febrian & Dari, 2025; Pham et al., 2025). Systematic and meta-analytic evidence similarly indicates that game-based and gamified technologies can positively contribute to EFL learning when implemented within meaningful pedagogical contexts (Chan & Lo, 2024; Earichappan & Hashim, 2024; Özdemir, 2025). Emerging technologies have also expanded this line of inquiry, with recent research examining how GenAI-assisted reading activities may relate to reading comprehension, motivation, and reading anxiety (Wang et al., 2026). Collectively, these developments reinforce the growing importance of investigating how interactive digital environments influence both achievement and learner-related factors.

Nevertheless, an important empirical gap remains. Existing studies have generally examined the effectiveness of digital platforms on reading outcomes or investigated the relationship between motivation and reading achievement as separate lines of inquiry. Although recent research has increasingly connected interactive technology with both comprehension and motivation (Iswanto et al., 2026; Zahran, 2025), limited evidence explains whether the effectiveness of a particular instructional medium varies according to students' initial motivational levels. In other words, it remains insufficiently understood whether highly motivated and less motivated learners benefit from Nearpod to the same extent. This issue is particularly underexplored in junior high school EFL contexts and in the teaching of specific text genres such as recount texts.

The present study addresses this gap by employing a quasi-experimental 2×2 factorial design in which instructional method and reading motivation are treated as two crossed factors. Unlike studies that investigate technology or motivation independently, this design permits simultaneous examination of the effect of Nearpod-based instruction, the effect of reading motivation, and the interaction between these variables. Its novelty therefore lies in determining whether Nearpod produces comparable reading outcomes across different motivational profiles and whether the influence of motivation varies according to the instructional method employed. By focusing

on Indonesian junior high school students, the study also extends current evidence on technology-enhanced EFL reading instruction to a lower-secondary context in which factorial investigations combining digital instruction and learner motivation remain limited.

Accordingly, this study investigates: (1) whether reading achievement differs between highly motivated students taught through Nearpod and those taught through the conventional method; (2) whether reading achievement differs between low-motivated students taught through Nearpod and those taught conventionally; (3) whether highly and low-motivated students demonstrate different reading achievement when taught through Nearpod; (4) whether highly and low-motivated students demonstrate different reading achievement under conventional instruction; and (5) whether an interaction exists between instructional method and reading motivation in influencing students' reading achievement. Through these objectives, the study seeks to provide a more comprehensive explanation of how instructional technology and learner motivation jointly contribute to EFL reading achievement.

2. LITERATURE REVIEW

2.1 Reading Achievement

Reading achievement is the learner's ability to understand and interpret written texts. It is usually measured through tests that assess comprehension of main ideas, references, and inferences. Snow (2002) described reading comprehension as an active process in which the reader, the text, and the context work together to create meaning. Therefore, reading achievement is influenced not only by the difficulty of the text but also by learner-related and instructional factors. In line with this view, Haw and King (2022) reported that need-supportive teaching practices were related to higher reading achievement across different cultures, mainly because these practices increased students' intrinsic motivation to read. These perspectives suggest that reading achievement in the EFL classroom is jointly shaped by the quality of instructional media and the

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motivational conditions under which reading takes place, both of which are central to the present study.

2.2 Reading Motivation

Guthrie and Wigfield (2000) described reading motivation as the goals, beliefs, and values that encourage an individual to engage in reading activities. Guthrie and Wigfield's engagement model conceptualizes motivated readers as more likely to invest sustained effort, employ effective strategies, and persist through difficulty, which in turn produces stronger comprehension outcomes. Empirically, this relationship has been repeatedly confirmed: Huang and Reynolds (2022) identified interest, self-efficacy, and social recognition as key factors influencing reading motivation, while Arens and Möller (2025) showed that intrinsic reading motivation predicts achievement not only in reading but across the broader language domain. Because motivation is malleable rather than fixed, instructional design that increases learner engagement, such as interactive digital media, has the potential to strengthen reading motivation and, by extension, reading achievement.

2.3 Nearpod Application

Nearpod is an interactive, cloud-based learning platform that enables teachers to embed multimedia slides, quizzes, polls, open-ended questions, and collaborative boards into a single lesson delivered synchronously to students' own devices. Several studies report that Nearpod improves reading-related outcomes: Pupah and Sholihah (2022) found that EFL students taught using Nearpod achieved higher reading comprehension scores than those taught conventionally, Dewi et al. (2024) reported a similar advantage among senior high school students in North Bali, and Khoirrohmah and Fadhilawati (2024) found that Nearpod significantly improved narrative text comprehension among tenth-grade students. Beyond achievement, Bintoro et al. (2023) and Kalsum et al. (2024) both observed that Nearpod use was associated with increased student participation and learning motivation, suggesting that motivational and achievement gains tend to move together when interactive media is introduced. Collectively,

these findings position Nearpod as a promising tool for addressing both the comprehension and motivational dimensions of reading achievement, though most of the cited studies examined Nearpod's effect in isolation from students' pre-existing motivational profile.

2.4 Relationship between Nearpod, Reading Motivation, and Reading Achievement

From a theoretical standpoint, multimedia learning theory (Mayer, 2009) helps explain why interactive platforms such as Nearpod may support comprehension: by combining verbal and visual channels of information, multimedia environments can reduce cognitive load and help learners construct meaning more efficiently. Complementing this, Bonwell and Eison (1991) argued that active learning, in which students are directly involved in meaningful tasks rather than passively receiving information, produces stronger learning outcomes than lecture-based instruction, a description that closely matches how Nearpod's quizzes, polls, and collaborative tasks function in the classroom. Motivational theory adds a further layer to this picture: Deci and Ryan (1985) proposed that intrinsically motivated learners persist longer and engage more deeply with tasks regardless of the instructional environment, while Johnson and Johnson (2009) showed that active and collaborative learning environments amplify students' existing engagement rather than substitute for it. Taken together, these theoretical perspectives suggest that Nearpod and reading motivation are unlikely to operate independently of one another: the instructional medium may amplify the benefits of high motivation, while motivation may determine how fully students exploit an interactive platform's features. This theoretical convergence provides the rationale for examining teaching method and reading motivation within a single factorial design, as undertaken in this study.

3. METHOD**3.1 Research Design**

This study employed a quantitative, quasi-experimental approach using a non-equivalent pretest–posttest control group design with a 2×2 factorial structure. A quasi-

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experimental approach was chosen because the research took place in a real school environment where individual students could not be randomly assigned to different groups; two intact eighth-grade classes were therefore designated as the experimental and control groups. Teaching method (Nearpod application versus conventional instruction) and reading motivation (high versus low) served as the two independent variables, while reading achievement served as the dependent variable. Both groups received a pretest before treatment and a posttest afterward, allowing systematic comparison of learning outcomes across the four resulting cells: experimental–high motivation, experimental–low motivation, control–high motivation, and control–low motivation.

3.2 Population and Sample

The study population included all 177 eighth-grade students from six classes at SMP Negeri 2 Kayuagung during the 2025/2026 academic year. The sampling process was conducted in two stages. First, two existing classes were selected and randomly assigned to serve as the experimental and control groups. Second, within each class, students were categorized into high- and low-motivation groups based on their reading motivation questionnaire scores, using the class mean as the cut-off point. Following Gay and Diehl's (1992) recommendation of at least 15 participants per group and Cohen's (1988) argument that equal group sizes strengthen the validity of group comparisons, 15 high-motivation and 15 low-motivation students were selected from each class through purposive sampling, yielding a total sample of 60 students distributed evenly across the four factorial cells.

3.3 Research Instruments

Two instruments were used. The first was a multiple-choice reading comprehension test, administered as a pretest and a posttest, covering recount texts and measuring students' understanding of main ideas, references, and inference. The second instrument was a reading motivation questionnaire based on a five-point Likert scale, with responses ranging from strongly disagree to strongly agree. It contained both favorable and unfavorable

statements. Before the data were analyzed, the scores for the unfavorable items were reversed. Students whose total scores were equal to or higher than the class mean were placed in the high reading motivation group, while students whose scores were lower than the mean were placed in the low reading motivation group.

3.4 Validity and Reliability

Both instruments were piloted with students who were not included in the research sample prior to the main data collection. The validity of each item was assessed using the Pearson product-moment correlation by comparing each item score with the total score. An item was considered valid when the obtained r-value exceeded the r-table value of 0.3440 and the significance value was below 0.05. All items fulfilled these criteria and were retained in the study. Instrument reliability was measured using Cronbach's Alpha. The reading comprehension test obtained a coefficient of .862, while the reading motivation questionnaire obtained a coefficient of .912. Both values exceeded the commonly accepted threshold of .70, indicating that the instruments provided consistent measurements.

3.5 Data Collection Procedures

Data collection was undertaken over eight meetings, beginning with a pretest and ending with a posttest, with six intervening lessons on recount text. In the experimental group, lessons were delivered through Nearpod, incorporating multimedia presentations, embedded quizzes, real-time polls, and collaborative comprehension tasks. In the control group, the same recount text materials and learning objectives were covered through conventional, teacher-centered instruction without the use of interactive digital media. The same English teacher provided instruction to both groups, followed identical curriculum content, and received the same amount of instructional time, which helped control for extraneous differences between the two conditions.

Vol 9, No 2 (2026): ESTEEM**3.6 Data Analysis**

The statistical analysis was performed with SPSS. The analysis began by calculating descriptive statistics, including the mean, lowest score, highest score, and standard deviation, to provide an overview of the pretest and posttest results for each group. The assumptions required for hypothesis testing were also checked. The Kolmogorov–Smirnov test was applied to assess data normality, while Levene’s test was applied to examine the homogeneity of variance. A significance level of 0.05 was used for both tests. Changes from the pretest to the posttest within each group were examined using paired-samples t-tests. Meanwhile, independent-samples t-tests were applied to compare reading achievement between the experimental and control groups at each level of reading motivation. The same test was also used to compare students with high and low reading motivation within each teaching method. Furthermore, a two-way ANOVA was performed to identify the main effects of teaching method and reading motivation and the interaction between these

variables on students’ reading achievement. The magnitude of the effects was measured using partial eta squared (η^2). Following Cohen’s (1988) criteria, values of .01, .06, and .14 represented small, medium, and large effects, respectively. A finding was regarded as statistically significant when the p-value was lower than 0.05.

4. RESULTS AND DISCUSSION**4.1 Results**

This section presents the classification of students’ reading motivation, descriptive statistics of reading achievement scores, the results of the assumption tests, and the results of hypothesis testing using paired-sample t-tests, independent-sample t-tests, and Two-Way ANOVA.

The reading motivation questionnaire was administered to both groups prior to treatment. Using the mean score of each class as the cut-off point, both groups were evenly split into 15 high-motivation and 15 low-motivation students, as summarized in Table 1.

Table 1. Descriptive Statistics of Reading Motivation Questionnaire

Group	N	Min	Max	Mean	SD	High/Low (n)
Experimental	30	42.00	143.00	92.30	44.71	15 / 15
Control	30	45.00	137.00	91.27	43.53	15 / 15

Source: Output SPSS.

Table 2 presents the pretest and posttest reading achievement scores of the experimental and control groups, disaggregated by motivation level.

Table 2. Descriptive Statistics of Pretest and Posttest Reading Achievement Scores

Group	Test	N	Min	Max	Mean	SD
Exp–High	Pre	15	60	80	71.73	7.923
Exp–High	Post	15	76	100	87.73	8.345
Exp–Low	Pre	15	48	68	57.60	5.816
Exp–Low	Post	15	60	84	70.93	7.324
Ctrl–High	Pre	15	60	80	68.27	6.670

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Group	Test	N	Min	Max	Mean	SD
Ctrl-High	Post	15	60	80	69.33	7.355
Ctrl-Low	Pre	15	48	68	56.80	6.625
Ctrl-Low	Post	15	44	72	56.00	8.418

Note: Exp = Experimental (Nearpod); Ctrl = Control (conventional); Pre = Pretest; Post = Posttest.
Source: Output SPSS.

Before hypothesis testing, normality and homogeneity of the data were examined. The Kolmogorov-Smirnov test showed significance values of .060 for the pretest scores and .200 for the posttest scores, both above .05, indicating that the data were normally distributed. Levene's Test showed a significance value of 1.000 for the pretest scores and .084 for the posttest scores, both

above .05, indicating that the variances across groups were homogeneous. These results confirmed that the data satisfied the assumptions required for parametric analysis.

Paired-sample t-tests were used to determine whether students' posttest scores differed significantly from their pretest scores within each group, as summarized in Table 3.

Table 3. Paired-Sample t-Test Results (Pretest-Posttest)

Group	M. Pre	M. Post	M. Diff.	t	df	Sig.
Experimental (Nearpod)	64.67	79.33	-14.667	-23.790	29	.000
Control (Conventional)	62.53	62.67	-.133	-.239	29	.813

Source: Output SPSS.

Independent-sample t-tests were conducted to compare posttest reading achievement scores across four pairings relevant to the research questions, as summarized in Table 4.

Table 4. Independent-Sample t-Test Results

Comparison	M1	M2	M. Diff.	t	df	Sig.
High motiv.: Exp vs. Ctrl	87.73	69.33	18.400	6.406	28	.000
Low motiv.: Exp vs. Ctrl	70.93	54.13	16.800	6.777	28	.000
Exp: High vs. Low motiv.	87.73	70.93	16.800	-5.860	28	.000
Ctrl: High vs. Low motiv.	69.33	56.00	13.333	-4.620	28	.000

Source: Output SPSS.

Table 4 shows that all four comparisons yielded significance values below .05, indicating that each null hypothesis (H01-H04) was rejected in favor of the corresponding alternative hypothesis (Ha1-Ha4).

A two-way ANOVA was applied to assess the main effects of teaching method and reading motivation and the interaction between these variables on students' reading achievement. Table 5 displays the results of this analysis.

Table 5. Results of Two-Way ANOVA (Tests of Between-Subjects Effects)

Source	SS	df	MS	F	Sig.
Teaching Method	4166.667	1	4166.667	67.142	.000
Reading Motivation	3405.067	1	3405.067	54.870	.000
Method × Motivation	45.067	1	45.067	.726	.000
Error	3475.200	56	62.057		
Corrected Total	11092.000	59			

Note: SS = Type III Sum of Squares; MS = Mean Square. $R^2 = .859$ (Adjusted $R^2 = .851$). Source: Output SPSS.

The results indicate that the main effect of teaching method was significant ($F = 67.142$, $p = .000$), the main effect of reading motivation was significant ($F = 54.870$, $p = .000$), and a significant interaction was also found between teaching method and reading motivation ($p < .001$). Therefore, H_{05} was rejected, while H_{a5} was accepted. The overall results of the hypothesis testing are summarized in Table 6.

Table 6. Summary of Hypothesis Testing

Hypothesis	Result
Ha1: High motivation, Nearpod vs. conventional	Accepted ($p = .000$)
Ha2: Low motivation, Nearpod vs. conventional	Accepted ($p = .000$)
Ha3: High vs. low motivation, taught using Nearpod	Accepted ($p = .000$)
Ha4: High vs. low motivation, taught conventionally	Accepted ($p = .000$)
Ha5: Interaction between Nearpod and reading motivation	Accepted ($p = .000$)

4.2 Discussion

The first two findings indicated that, at both high and low levels of reading motivation, the reading achievement of students receiving Nearpod-based instruction was significantly better than that of students receiving conventional instruction. For high-motivation students, this result supports Guthrie and Wigfield (2000), who argued that highly motivated readers are more engaged and demonstrate stronger comprehension outcomes; students who already possess strong motivation appear well positioned to take advantage of Nearpod's interactive features. The finding is also consistent with the concept of active learning proposed by Bonwell and Eison (1991), who explained that learning improves when students are directly involved in meaningful activities rather than passively receiving information — a description that

closely matches how Nearpod's quizzes, polls, and collaborative tasks were used in this study. These results align with Kalsum et al. (2024) and Hockly (2018), who similarly found that technology-based, student-centered environments increase both engagement and achievement.

Importantly, low-motivation students also benefited from Nearpod, even though their improvement remained smaller than that of high-motivation peers. This suggests that interactive digital media can partially offset, but not fully overcome, the disadvantage associated with low motivation. Based on Snow's (2002) explanation, reading comprehension involves an active process in which the reader develops meaning through engagement with the text, Nearpod's visual and collaborative features appear to have created more opportunities for that interaction to occur, helping less motivated students

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remain engaged where conventional instruction may have left them passive. This is consistent with the broader pattern in Nearpod research, where interactive engagement features have been linked to gains in both participation and motivation over time (Bintoro et al., 2023; Kalsum et al., 2024). Practically, this implies that Nearpod should not be treated as a stand-alone solution for low motivation; teachers still need to pair the technology with deliberate motivational support, such as scaffolding and encouragement, to help less motivated students close the gap with their more engaged peers.

The results of the third and fourth analyses revealed that students with high reading motivation achieved better performance than those with low reading motivation in both the experimental and control groups. This confirms that motivation exerts an influence on reading achievement independent of the instructional method used. Deci and Ryan's (1985) self-determination perspective helps explain why: intrinsically motivated students tend to persist longer and engage more deeply with learning tasks regardless of the environment they are placed in. That the gap between high- and low-motivation students persisted even under Nearpod instruction (finding 3) suggests that interactive technology, while beneficial overall, does not eliminate the influence of learners' internal motivational state; students still need to bring a baseline willingness to engage for the technology's benefits to be fully realized. Similarly, the persistence of this gap in the conventional classroom (finding 4) is consistent with Guthrie and Wigfield's (2000) engagement model, which holds that more motivated students show greater curiosity and engagement regardless of instructional context, and reinforces the observation that teacher-centered instruction places a heavier burden on students' internal motivation to sustain engagement, since it offers fewer built-in mechanisms to draw passive learners in.

The fifth finding — a significant interaction effect between teaching method and reading motivation — indicates that the effectiveness of Nearpod was not uniform across motivation levels; rather, the size of Nearpod's advantage over conventional instruction differed depending on whether

students had high or low reading motivation. Specifically, the gain associated with Nearpod was larger for high-motivation students (an increase of roughly 16 points from pretest to posttest) than for low-motivation students (an increase of roughly 13 points), showing that motivated learners were able to extract comparatively more benefit from the interactive environment. This pattern is consistent with Johnson and Johnson's (2009) argument that active and collaborative learning environments amplify students' existing engagement rather than substitute for it, and it reinforces Guthrie and Wigfield's (2000) view that motivation and engagement work together to shape achievement outcomes. Pedagogically, this interaction effect implies that Nearpod delivers its greatest return when motivation is already present, which strengthens the case for teachers to combine technology integration with explicit strategies for building reading motivation — such as choice, relevance, and success experiences — rather than treating the two as separate concerns.

Taken together, the findings across all five hypotheses converge on a consistent picture: both instructional media and learner motivation independently shape reading achievement, and their combined effect is greater than either factor alone. This supports the theoretical framing set out in Section 2.4, in which multimedia learning (Mayer, 2009) and motivational theory were positioned as complementary rather than competing explanations for reading achievement. For classroom practice, the implication is twofold. First, EFL teachers working with junior high school students can reasonably expect measurable gains from integrating Nearpod into recount text instruction, even for less motivated learners. Second, because the benefits of Nearpod are not identical across motivation levels, teachers should not rely on technology integration alone; deliberately cultivating students' reading motivation — through relevant content, achievable challenges, and consistent encouragement — remains necessary to help all students, not only the already-motivated ones, realize the full benefit of interactive digital instruction.

5. CONCLUSION

This research examined how the Nearpod application and reading motivation affected the reading achievement of eighth-grade students at SMP Negeri 2 Kayuagung. A quasi-experimental method with a 2×2 factorial design was applied. The results revealed that Nearpod-based instruction produced significantly better reading achievement than the conventional method among students with both high and low reading motivation, that reading motivation significantly influenced reading achievement independent of teaching method, and that teaching method and reading motivation interacted significantly, with Nearpod's advantage over conventional instruction more pronounced among highly motivated students.

These findings make an empirical contribution by demonstrating that interactive digital media and learner motivation jointly, rather than independently, determine reading achievement outcomes, addressing a gap in previous research that has largely examined the two factors in isolation. For English teachers, the practical implication is that integrating Nearpod into reading instruction benefits students across motivation levels, but its full potential is realized when paired with deliberate strategies to build and sustain reading motivation, particularly for less motivated learners. For future researchers, this study suggests extending the investigation to larger and more diverse samples across school contexts, examining moderating variables such as vocabulary mastery or digital literacy, and exploring whether similar interaction patterns between technology and motivation hold for other language skills, such as writing, speaking, and listening.

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Ethical Considerations

Prior to data collection, participants were informed about the purpose, procedures, and voluntary nature of the study. Informed consent was obtained before participation, and participants were assured that they could withdraw without any academic consequences. Confidentiality and anonymity were maintained throughout the research process, and all data obtained from the reading tests and motivation questionnaire were used exclusively for research purposes.

Statement on the Use of Artificial Intelligence

Artificial intelligence (AI) tools were used only for limited language editing and manuscript refinement. AI was not used to generate, fabricate, manipulate, analyze, or interpret the research data. All data, statistical analyses, findings, interpretations, and conclusions were based on the actual results obtained from the reading comprehension tests and students' reading motivation questionnaire and remained under the full responsibility of the authors.

Conflict of Interest

The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this study.

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