Original Paper

Building Inner Motivation among FL Learners in the Age of Education Globalization with the Help of New Technologies

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Abstract

The main aim of this article is to present essential information concerning the correlation between building students' inner motivation and using modern technologies for teaching and learning purposes. Mixed research was conducted including questionnaires, tests, lesson observation sheets, and focus group interviews. The respondents were divided into three age categories. However, all the students agree that lessons using modern technologies significantly affect the level of their internal motivation to work independently. The role of teachers is significant, as they should constantly deepen their knowledge in this field and teach their students how to use new technologies effectively.

Keywords

motivation, new technology, ICT, intrinsic motivation, teaching

1. Introduction

In the past several decades, new technology has played an essential role in teaching and learning. This research considers the correlation between information and communication technologies (ICT) and intrinsic motivation as the main subject of its study. In the era of globalization, it is unimaginable to reject the use of new technology at schools. What is more, computer literacy is necessary to be successful in many areas, including education. The world and technological progress are constantly changing, and the role of the teacher is to introduce students to this new world, where they will be able to take full advantage of modern solutions. In order to achieve a long-term learning effect, the critical element is to develop intrinsic motivation in students, which will encourage them to act independently. This phenomenon has been widely observed among students around the world. In the literature of the subject, we find confirmation of the role of new solutions influencing the achievements and motivation

of students. Previous researchers proof that the use of new technologies influences better understanding of more complex topics, allows to learn more in a shorter amount of time, and is more entertaining than learning in using traditional methods. One primary problem with using technology for teaching and learning purposes is that sometimes both teachers and students do not have enough knowledge to use them effectively. This is a complex problem, and to simplify it requires getting to know the expectations of students, their willingness to use new solutions, and the level of their skills in this area. This becomes even more problematic because, in Polish schools, ICT is still not widely available. Therefore many students do not have sufficient knowledge of how to use technological teaching tools. For this study, it was interesting to investigate what type of lessons encourage learners more, those based on traditional methods or those based on modern technologies. Moreover, another question is if the age factor influences building inner motivation due to modern technologies. Here we want to find out whether technology usage during lessons increases learners' motivation towards acquiring new knowledge and have improved results during tests. Additionally, this article wants to show how teachers should teach to build inner motivation among foreign language learners in the age of education globalization and modern technologies. As far as we know, no previous research had investigated all those aspects of the Polish education system. In order to provide answers to all the research problems, this work will use various studies including questionnaires, tests, lesson observation sheets, and focus group interviews. The benefits of using the information and communication technologies are expected to have an impact on building students' intrinsic motivation to learn a foreign language.

1.1 Motivation and Technology

Motivation is a term that often appears in the research and educational context. However, there is a lack of precision in its definition in literature. Many researchers agree that motivation determines and guides human behavior, but there is a wide variation in why this happens. Many theories about motivation try to explain why people behave the way they do (Csizér, Dörnyei, 2005).

People need motivation to act. The stimulus can be delivered at many levels using a variety of techniques. When considering selecting an appropriate method of motivating, it is worth getting acquainted with both types of motivation. There are two: external and internal motivation (Pocztowski, 2007). External motivation is the individual's involvement in an action where the source of motivation is external factors. When people wonder what benefits they will get from an action, they are usually guided by external motivation. External motivation is the pursuit of reward or avoidance of punishment. In the short term, external motivation can bring tangible results. However, it is not very effective in the long run. Głoskowska - Sołdatow (2010) describes intrinsic motivation as a human reaction and actions taken due to the subjective value of a given goal. Therefore, human behavior results from their individual needs, desires and interests. Motivation based on interests is the most effective stimulus for personal development. Intrinsic motivation is the individual's commitment to act, resulting from their satisfaction, not external factors. This means that the reward is included in the task being performed. It is worth mentioning that people who are rewarded with external factors have a lower sense of

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satisfaction with performing a given task. In most cases, the best results are guided by internal motivation - then it is easier to both engage and feel satisfaction.

According to Hale (2012), attention is an essential factor in the learning process. Optimal learning will not occur until the student's attention has been caught. Teachers should get students' attention in the classroom, regardless of their learners' learning abilities, and if students' attention declines, teachers have to move quickly to a new activity to re-kindle it. Therefore, it is crucial to identify what appeals to individual students during learning, and in this context, using modern technologies during teaching should be an option to consider. Using technology can motivate students to pay attention.

According to Schrum, Shelley and Miller (2008), technology has the potential to increase class attendance and motivate students more. Prensky (2001) argues that modern technology can motivate students to learn at a similar level to their involvement in computer games.

2. Method

New technology in the modern world is essential to build inner motivation among foreign language learning students. In the age of globalization in education, all types of technology should be used in the classroom while teaching. To be an exciting and creative teacher means to use technology during the teaching process, the technology that is present in learners' daily lives. Students are not interested in learning the material that is alien to their everyday reality. The scope of the material should be consistent with the interests of students, their everyday life, and what they are surrounded by. Moreover, in the 21st century, modern technology is present in every minute of a teenager's life.

2.1 The Aim of the Study

In this study, the aim is to prove the thesis indicating that advanced technology helps build inner motivation among foreign language learners and answers several research questions directly related to the conducted research and modern technology. Firstly, the study wants to answer if foreign language learners use modern technology for learning and whether it increases their motivation. Secondly, this paper is to find out what type of lessons encourage learners more, those based on traditional methods or those which also use modern technology. The old school model of teaching assumes that the teacher is in the center, and the education process is based only on conducting lessons from the textbooks, using the blackboard and the student's notebook. Currently, this model is being replaced by more modern lessons, where the most crucial role is played by modern technology and the student's attitude towards it; however, not every learner is satisfied with this model of education. Another question is if the age factor influences building inner motivation due to modern technology. It may seem that the older generation can be afraid of modern tools, in contrast to Millennials or younger learners who live their lives in a technological, social-media field world. The next subquestion wants to determine whether the usage of technology during lessons increases learners' motivation to acquire new knowledge and perform better during tests. Finally, this study wants to show how teachers should teach to build inner motivation among foreign language learners.

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2.2 Population

The study group was selected among learners of English as a foreign language. The participants were divided into three age categories with two homogeneous samples within each category: teenagers, university students and adults above 40 years old. The groups were examined separately in their age categories. Each group would learn two prepared units of the material, each with a different method, while one group discussed a given unit of material using only the traditional school learning techniques based on course-books and notebooks, the other group would learn the same material using modern technology, during the next module the methods would be exchanged. At the beginning of the study, all the respondents would take questionnaires about their preferable learning tools and methods to increase their motivation and factors that impact on their learning process. In all age groups, the tests would be conducted to compare the acquisition of the knowledge after the traditional lessons and those based on modern technology. After conducting the experiment, focus group interviews would be conducted in all age categories separately.

2.3 Methodology

Before the start of the research, all the students in all of the research groups would be asked to fill in a questionnaire, which aims to check how much students know about modern technology, what is their experience in lessons with technology, what they think about it, whether they have their preferable learning methods and what motivates them the most. In addition, the questionnaire includes a record to compare the results in terms of age, gender, education or English language proficiency level. Some of the questions from the questionnaire cover those from the focus group interview that would be conducted at the end of the research to compare the results. The questions would be dichotomous, multiple-choice, close-ended using the Likert scale and open-ended to explore the topic more.

Lesson observation sheets would be prepared for the use of the researcher. During each lesson, both the support teacher and the researcher, at the same time, would take notes on the students' attitude toward presented topics, their previous knowledge, motivation while solving different types of tasks and their involvement in active participation in the lesson. The teacher would pay attention to their body language and the students' facial expressions to verify their emotions and attitudes towards the presented issue. It would help verify which techniques are more preferable and what affects learners' inner motivation toward learning English.

After each module, a language test would be carried out. The test would measure the progress in such skills as listening, reading, speaking and writing. Additionally, vocabulary comprehension would also be checked. The presented material during lessons would be new for the students. Each group in each category would be taught the same material in two different ways. At the end of every unit, the students would write the same test. The researcher would compare the results and study whether modern technology has a noticeable influence the students' motivation toward learning and performance.

At the end of the research, focus group interviews would be conducted in every category. Representatives would be selected for each age group, and then they would be interviewed by a

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moderator. The groups would talk about the possible perfect way for motivating students. They would cover such problems as modern technology, good learning tools, teaching methods, up to date knowledge, different applications teaching different skills, the role of the 21st-century teacher in building students' internal motivation using available tools and resources. This type of interview would be carried out to help the participants feel more comfortable and secure within the group, and the moderator, who can take into account not only responses themselves but also non-verbal communication, gestures and facial expressions.

3. Result

Thanks to the collection of the data from the questionnaires conducted at the beginning of the study, it is possible to analyze students' attitudes towards the use of modern technology. Moreover, the study found an answer to the first subquestion if foreign language learners use modern technology for learning and whether it increases their motivation. Questionnaires and other research tools will also help us answer whether the age factor is significant in the case of the students' willingness to make use of modern technologies.

When it comes to the participants' experience in using modern technologies to be applied in teaching and learning, only two people in the group of students over 40 never had contact with such learning tools, but these students are aware of many applications, software, and websites for learning a foreign language. Probably their lack of knowledge resulted in their inexperience in using them. The surveyed groups indicate great interest and pleasure in using modern technology for learning purposes, improving their inner motivation to learn. The level of satisfaction or avoidance and the feeling of being threatened with the applications of various technological solutions also depend on the respondents' age because a quarter of the surveyed group tried to avoid using modern tools. Almost all primary school students and the vast majority of academic students benefit from using ICT. Three-quarters of participants believe that students should know how to use modern technology—their awareness results from careful observation of the world and the processes taking place in it. In the era of globalization, it is necessary to use the resources available on the Internet and digitalization consciously. An even more significant proportion of participants is willing to learn more about modern technology. The most significant interest is expressed by primary school students, for whom technology is a constant element of their lives and for whom modern solutions are commonplace. However, despite the awareness of the need to develop in terms of progress in educational activities less than a half of all adults surveyed, i.e. both the university students and 40+ students, say that there is no relationship between the use of technology in learning and better performance. Primary school students have a completely different opinion about it. This disproportion is probably because of the changes that have taken place in the last few years as the popularity of new technology has gained further momentum. Teenagers now perform most of the activities of everyday life digitally. They communicate with each other mainly using the Internet, play online, and establish relationships through

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social media, which is why they logically claim that mastering modern technologies in order to learn will make their results much better because learning the secrets of these solutions will positively affect their internal motivation to learn more. In each study group, more than a half of the students believe that technology can help them learn new things and their skills can be improved thanks to it. This belief can be a key in using modern tools to build their intrinsic motivation to learn foreign languages. In each study group, more than a half of the students believe that technology can help them learn new things and that linguistic skills can be improved thanks to it. This belief can be vital in using modern tools to build their intrinsic motivation to learn foreign languages.

Moreover, more than a half of the respondents disagree with the statement that technology is not needed. It should be used on a daily basis at schools, language courses, or self-study at home. However, among the university students, there are some concerns about technical resources. This is probably due to their previous school experiences when the technology was not as advanced as today, and most of the equipment was unreliable. That is why more than a half of those interviewed in this group believe that electronic equipment breaks down too often, and nearly a half believe that using it in class may take too much time. Those claims may discourage the students from classroom work and negatively affect the level of their internal motivation. Therefore, the key role here is the teacher's role in introducing such students to the world of ICT giving them knowledge and teach them how to use modern tools in the learning process effectively.

In the frequency of using modern technology by the learners in English, academic students most often use it. University students regularly communicate with other people, source information, purchase new products, watch movies, make programs and write homework, download software, and have fun, all thanks to these modern electronic solutions. On the other hand, teenagers regularly play and communicate with other users in English, which is once again reflected in the age factor. Primary school students have different needs than adults, so they use tools that they enjoy and benefit from.

Tests after each module helped us find the answer to the next subquestion in which we wished to determine whether the usage of technology during lessons increases learners' motivation to acquire new knowledge and perform better during tests. Each of the study groups undertook two tests. As it turns out, regardless of age or feelings about technology prior to the study, each of the studied groups did worse after lessons based on traditional teaching methods (Figure 1).
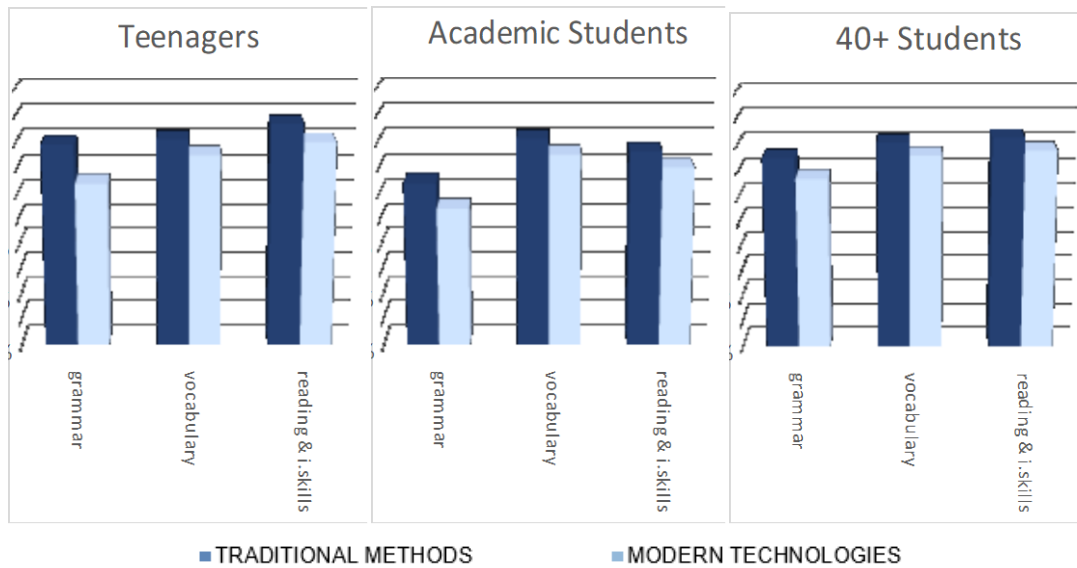
Figure 1. Tests Results

Source: Own elaboration

In each test, students achieved better results after learning with the use of modern teaching methods. It may seem that modern solutions are more accessible to students thanks to the possibility of using many different forms of learning, thanks to which each student can find the way of learning that suits him best. Thanks to the use of modern technology in the teaching and learning process, a lot of time can be saved, and therefore, it can be better used for learning. Classes based on traditional methods may be boring for students, and the repetition of tasks may not be attractive. Therefore, the use of, for example, interactive boards, language learning applications, or websites increases the attractiveness of lessons, which translates into the willingness to study independently at home and thus builds students' internal motivation.

Thanks to the observation of lessons by the support teacher, it is possible to answer what type of classes engage students more, whatever the techniques they are based on. Once again, the assumptions came true (Figure 2).

	TRADITIONAL LESSONS	MODERN LESSONS
GROUP ONE	2,92	3,72
GROUP TWO	2,47	2,97
GROUP THREE	3,19	3,91

Figure 2. Mean of the Level of Motivation

Source: Own elaboration

For most of the students lessons using modern tools seem to be more attractive and encourage them to perform better. The most significant difference was noticeable among the youngest and the oldest groups. Teenagers live every day with various technological solutions. Therefore lessons conducted this way can contribute to their greater interest in a subject. The use of modern technology makes the classes more interesting thus the students are more willing to participate in them. Classes based on textbooks usually bore the learners and they are less able to focus while performing one task for a long time, and the necessity to use paper teaching aids effectively can discourage the students. The variety of classes using the ICT also allows the teacher to adapt the lessons to better suit the students; it can motivate them to work as effectively as possible. For the third group of the participants, the use of technology in teaching and learning is completely new. The initial fears of this group turned into a desire to find out better solutions. Over time their activity increased, and knowledge about some tools made learning more pleasant and accessible for them.

The analysis of the focus group interviews shows how teachers should teach to build inner motivation among learners of foreign languages in the age of education globalization and modern technology. According to the participants, foreign language lessons should not be conducted with the help of only a textbook and traditional methods; the tremendous advantage of the lessons should be tasks and presentations using modern methods (Figure 3).
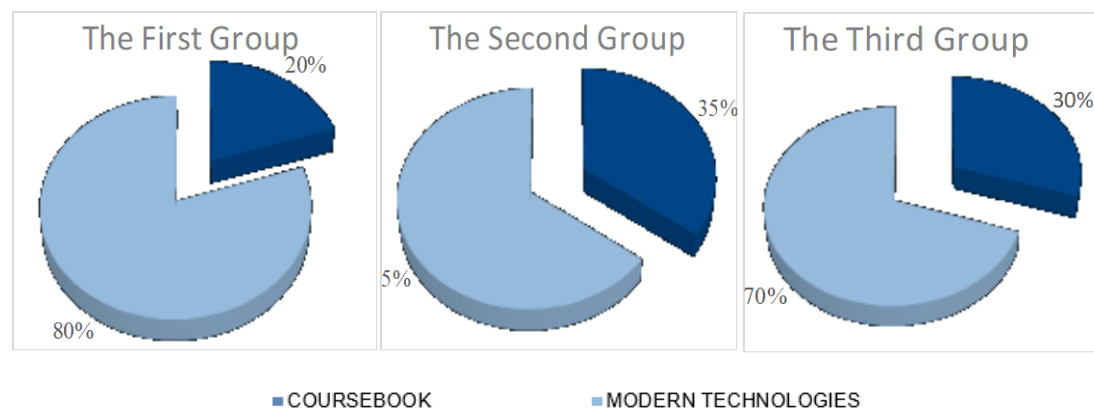

Figure 3. Preferred Distribution of New Technologies and the Textbook during the Course

Source: Own elaboration

Working with textbooks is tedious and con contribute to a decrease in students' internal motivation. The textbooks can be a kind of introduction to the topic, students do not rule out solving problems in a paper form, but they should be interlinked with those in an interactive form. Technology has advantages over more traditional methods thanks to the variety of forms of communication and the multitude of different tasks, after which the student can receives an immediate feedback. Students most often solve tasks by using interactive whiteboards during classes, platforms for learning a foreign language, reading tasks that contain interesting information, or tasks directly related to their interests.

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The respondents also pointed out that such lessons should not only contain book knowledge based on the formal language, but the teacher should also familiarize students with less official language which is used often used nowadays.

Moreover, when introducing students to a new topic, especially with additional grammar, the examples should be personalized, encouraging the students to be more engaged and focused on the grammar presentation. Conversation lessons are a critical element, as many students feel uncomfortable when speaking a foreign language. Therefore, the key role here is the role of the teacher, who should encourage and motivate them more. In addition, the teacher should be a kind of guide who shows the students the right direction, and a consultant who listens to and supports them. It is crucial for students that the teacher does not build a distance between them but instead tries to get to know them so that lessons can be adapted to the interests of their students, which has a positive effect on the students' commitment and motivation to learn. For the teenagers and university students, the teacher must constantly develop their knowledge and keep it up to date; this statement mainly concerns social media, where students find a lot of interesting, educational content. Knowing the most popular social - media platforms such as Instagram or TikTok, the teacher can use them in the lessons and provide students with information about which users are worth following. Many students pointed out that social media has a very positive impact on their development of the fluency using foreign languages because it is not typical science for them, but scrolling through feeds that can teach them something new every day.

Summing up, the data analysis confirms the thesis that modern technology has a positive influence on building internal motivation among foreign language learners. The respondents who were sceptical about using modern tools at the beginning of the research gradually changed their attitude while the study was being carried out. Their initial reluctance resulted from being then unfamiliar with modern solutions. Therefore, it is necessary to support teachers of foreign languages, who should not be afraid of using modern technologies, as it can have a positive affect on students' internal motivation. Moreover, in the era of education globalization, it is crucial to teach students how to use the possibilities offered by the Internet or programs for helping students to learn foreign languages. The use of modern technology while teaching increases their attractiveness and the students' involvement, which noticeable after checking their progress, and above all, on developing further internal motivation to learn on their own.

4. Discussion

The research aim was to check whether there is a correlation between learners' motivation and introducing the CLT into English classes. The study found that modern technologies impact building internal motivation among foreign language learners of English. Moreover, the research indicates that students, regardless of age, use modern tools to learn, strengthening their motivation. In addition, according to the respondents, there is an advantage of modern solutions over traditional teaching in each foreign language. Moreover, the analysis indicates that using technology during lessons increases

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the learners' motivation towards acquiring new knowledge and performing better during tests. Ultimately, according to the research groups, an ideal lesson should be diverse, engaging, and adjusted to the group of students, mainly based on new technologies. Combining various quantitative and qualitative studies made it possible to look at the studied problem more broadly. Thanks to the use of various instruments, we could respond in detail to subsequent research problems. The analysis of the questionnaires completed by respondents at the start of the study supports the theory that English language learners are knowledgeable about the existence of ICT, and most learners use the Internet in English regularly. The next subquestion was: "what type of lessons encourage learners more, those based on traditional methods or those engaging modern technologies?" A thorough analysis of the results presented by the support teacher, who ran the observation sheets during each lesson, where the accurately commented on the involvement of students in the lesson, allows us to conclude that students in each age group were much more willing to participate in classes conducted with the use of modern technologies. Students willingly answered the teacher's questions during these classes, participated in discussions, and solved the assigned tasks. Moreover, the results of the tests helped to find the answer to the third subquestion that was whether material presented through modern technologies is better understood and acquired. The tests were carried out to examine students' progress after lessons conducted using traditional teaching methods and after lessons entirely based on new technologies. The results indicate that in each study group, material implemented in a modern way was better absorbed, and students performed better on the tests. The last subquestion of this thesis: how teachers should teach to build inner motivation among foreign language learners in the age of education globalization and modern technologies was covered thanks to focus group interviews that guided teachers on motivating students during classes. Thanks to the open discussion, the students could express their opinions and give guidance to teachers. Each of the respondents willingly participated in the interview, and the role of the teacher in the teaching process turned out to be a key element of it. According to the respondents, the success of the classes depends to a large extent on the teacher. Students say that a modern teacher must be up-to-date with technological novelties, should use new technologies while conducting classes, and above all, he must show his students how to use these instruments to facilitate the process of self-directed learning. The results of this research are consistent with previous studies. In agreement with Hussein (2010), the use of technological tools has a significant impact on easier understanding of more complex topics; what is more, technology can be widely used during practice and revision of the material, but to do it effectively, students must receive an advanced information on how to use new technologies. However, not all of his findings appear to be consistent with and confirming the results of this research paper, which indicate that only a quarter of the academic students surveyed remain neutral in saying that using the Internet in the learning process takes too long, while Hussein's research (2010) showed that students at least half did not have an opinion on this issue. Hussein (2010) also claims that students in his study remain neutral because applying new solutions reduces students' self-esteem. This finding is inconsistent with this paper, where the majority of our

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respondents disagree with this statement. Another inaccuracy is that technologies take up too much time in class, which only 15% of the respondents agreed with. A possible explanation for this might be that the students were not as familiar with new technologies in the time of previous research as they are today. Over the last ten years, a lot has changed in terms of the perception of technology, which was once a novelty that students had to face; today, they are bolder and more willing to use modern solutions over time. The present study's findings also showed that for students, the most interesting activities are those based on games, communication with other people, websites and digital resources, automated feedback, and videos. Moreover, our respondents claim that technology helps them learn more in less time. Teachers can organize their lessons more effectively; they can interact with their learners base on their interests. In addition, they can be more flexible and adjust teaching methods that positively impact building inner motivation among students. These results are supported by previous studies of Shadiev and Yang (2020). However, some part of their analysis does not correlate with this study. According to the previous research, vocabulary and writing are the target language skills indicated by their respondents, although this study shows that Polish learners would prefer to focus on practicing their speaking and communication skills. This difference may be due to the requirements of the education system and the curriculum. In Poland, students have well-developed writing skills because schools emphasize preparing students for exams by teaching them patterns of written expression. In schools learners are not taught the freedom of written expression, while creating an essay, message or story. They must follow a specific pattern of creating these statements in order to obtain the appropriate number of points on the exam. This is an essential demotivating factor for schoolchildren because they do not learn the authentic language but try to correctly complete the task to be consistent with those in the answer key. This is probably why the respondents indicate conversation and communication as the most critical target language skill; communicating efficiently is crucial for them. As several researchers concluded, teachers need to conduct lessons based on authentic materials. For students, it is crucial to learn the English spoken by the users of this language daily, not just book phrases. A natural language learning experience is important for learners and positively affects their motivation to continue their independent learning. Rivera Baretto (2018) claims that almost all the respondents have very high positive reactions when it comes to using technology for learning, students choose the most straightforward tools, and blended learning leads to increased interest in learning English. These studies are not entirely consistent with the results of this thesis. Not all students, but only 75% of them, enjoy using technology. Moreover, students do not point to the simplest technological tools to learn. This discrepancy may be the fact that teachers do not attach much importance to the ICT; although their awareness has increased in recent years, teachers still do not show students many attractive websites or applications that can facilitate their learning. Lack of knowledge about the existing tools makes it impossible to choose the most preferential or the simplest ones. The development of student's skills in using new technologies has a positive effect on building their internal motivation and encourages them to work independently. Teenage students are more likely

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to work on computers, tablets, or phones than with a textbook. Their favorite type of activity is chatting with peers, and technologies are helpful for them to carry out projects, presentations, or homework. These findings are in line with the studies by Wieking (2016). However, there are some inaccuracies between the studies. Firstly, the respondents from previous studies indicated that the overuse of new technologies causes boredom in class, so textbooks are also necessary to conduct classes; a similar view presents Ilter (2009). Nevertheless, teenage students in this study indicate that they do not need books at all, and that the teacher should focus on conducting classes with the use of new technologies only because it stimulates their motivation the most. This is probably since Polish teachers conduct classes mainly with a textbook, and new technologies are a small springboard for students from traditional classes, which is why the respondents are more intrigued by classes conducted in this form. Another inaccuracy is that in the previous survey, as many as 98% of students say that new technologies help to learn new things, and in Poland, 60% of respondents agree with this statement. This disproportion may again result from the students' poor knowledge about new technologies and how to use them most effectively. To sum up, this master's thesis results are broadly consistent with the theory of the positive impact of modern technologies on building students' internal motivation and the results of the scholars' research. Despite several inaccuracies that may result from the advancement of schools in different countries using ICT, most of the aspects examined are confirmed.

Motivation is an extremely important aspect of everyone's life, regardless of age, gender, origin or background. It is what prompts us to take specific actions and to pursue a goal. There is a distinction between external and internal motivation, but the latter is the key to achieving long-term success. In the case of learning English, which has become the informal official language of the world it is crucial that students improve their self-motivation during the time of education globalization. In this research, many variables were taken into account to answer the vital question of whether new technology strengthens students' internal motivation to learn foreign languages. This topic was chosen because in Poland, despite the rapid development of the ICT in recent years, modern solutions are still not used in many schools and at students' homes . This research work can help teachers better understand that modern technology ought to be an integral part of every student's education and that in order for language lessons to be conducted in a more accessible way, information and communication technologies should be used. The findings of these studies can also identify the most relevant areas for students, the most attractive types of tasks, and the forms of presentation and practice that motivate students the most.

The research results show that, regardless of age, everyone has some experience in using technology for the purposes of learning. Moreover, after a deeper fuller analysis, the respondents who initially felt intimidated by the new solutions, reacted positively to the classes conducted which used new technologies, and their later language skills were much improved. In the opinion of most, textbooks have become a thing of the past, and attractive classes are conducted on up to date materials better related to the student's interests. The variety of classes also has a positive effect on building students'

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internal motivation. ICT offers many possibilities in selecting tasks and adapting them to the group of students and their own preferences. Correct use of technology can makes learning faster, easier and more fun. After becoming knowledgeable mor about some apps or websites, the students better appreciated new technologies in their learning process. The knowledge gained during the classes resulted in the students' willingness to work independently at home. During the study, the respondents admitted that instead of the previous methods used to learn new words, they now use Quizlet flashcards, which they can use anywhere and at anytime, students only need a device with has the access to the Internet and the certainty that they have mastered all the material after joining an online test that gives them feedback automatically. They had a similar point of view for other tasks; students prefer to join online tasks that are more attractive, form changes and get immediate feedback on their progress.

Another important issue is the role of the teacher in the teaching process with the use of ICT. The respondents in this study indicated that the teacher should function as a guide who should show them in the correct direction, helps them navigate through many Internet resources, and encourage them to gain better self-confidence when using such educational tools. However, teachers in Poland are still not knowledgeable enough about this subject. They themselves also have difficulty with in being able to use new technology correctly, so they try to avoid it while teaching. Modern lessons when they appear can be repetitive and can become less attractive over time. The role of the teacher is to constantly learn and meet the expectations of students. If learners do not feel that they are on the same wavelength as the teacher is, they are not able to generate enough motivation to act independently. Teachers of the 21st century should constantly educate themselves, take part in training, search independently for interesting sources for practicing English, and then thoroughly educate students in this field to encourage them to work independently. Students interacting with a teacher who is up-to-date with technological innovations, social media, and new solutions are more charismatic for students than the more traditional ones, thanks to which they can have a more positive impact on the students and their learning skills. The students' expectations of English classes are clearly defined; they should be primarily based on ICT and developing the most necessary and useful skills such as speaking and communication.

During the study, some limitations were introduced because of the current pandemic situation. Fortunately, due to the fear of further restrictions, the classroom classes at the beginning of the school year were used to maximize traditional classes. Some of the classes using modern technology were conducted at school, and only some in an on-line form. It is much easier to introduce students to the world of new solutions by standing next to them and reacting immediately to any of their emerging problems, but the limitation during online lessons allegedly forced students to use modern technology. Thanks to that, they have got used to this form of learning and have discovered new websites, apps, and platforms that additionally diversified these classes.

To sum up, in our country, the vast majority of students are in favor of classes with also include the use of modern technology, they believe that knowing how to use such resources will positively influence building their internal motivation to learn a foreign language, thus gaining life long lasting knowledge. However, an example must come from the national curriculum and the teachers themselves. To introduce students to the modern world of globalization changes, and in order to be able to do it effectively, teachers should have the appropriate knowledge, skills, finances and qualifications. School headmasters should have to send their teachers to take part in ICT training and constantly expand their competence, and the government should also support them by organizing additional training or allocating additional funds for this purpose. Teachers will never be successful in building students' internal motivation to learn any foreign language if they do not meet their student's expectations and current changes in the modern world.

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