

Using the potential of new educational technologies to activate students and promote reading. Digital natives in poetry gardens – lessons in high school.

The topic of using educational technologies to activate students at school is present in many research works, which indicates what priorities and trends are present in contemporary teaching. In the proposed project, the need to form modern education goes hand in hand with the urgent need to promote reading. Studies such as PISA, IALS and OECD indicate that Europe has a problem with functional illiteracy. In 2023, every fourth student in Poland understood only simple messages (Kazimierczyk, 2023). Reports from the National Library are also alarming, showing low demand for books and reading, accompanied by a simultaneous increase in activity related to mobile devices and Internet resources. These two activities - reading and using digital devices - are often placed in opposition and treated as mutually exclusive. Meanwhile, the European framework defining new key competences for lifelong learning places language competences and digital competences side by side.

In the proposed project, we also want to treat them this way - as equally valuable and not mutually exclusive - especially since in two large studies conducted in Poland, several thousand students responded that they wanted more technology at school (Krauze-Sikorska et al., n.d.). The project assumes that unattractive content, presented in an engaging way, resonates with individuals and have a lasting impact on them. In the case of the proposed project, this unattractive content refers to the process of reading for pleasure, which requires stopping, concentration and attentiveness - a kind of luxury in the modern world. In the proposed project, two seemingly different worlds will collide: disliked and underestimated **poetry and technology**, which is a natural element of the world of "digital natives".

To assess the potential of new technologies in activating students during poetry lessons and promoting reading, a series of lessons entitled: Digital natives in the poetry gardens, designed by a Polish language teacher with high digital competences, will be used. The intervention is based on the theory of constructivism (Klus-Stańska, 2002; Walat, 2010), uses and gratification theory (Katz et al., 1973), as well as the SAMR model (Hamilton et al., 2016).

The research will be conducted in a mixed paradigm - the qualitative approach will be complemented by quantitative analysis. Qualitative research was selected due to the desire to learn the perspective of both the student and the teacher, to thoroughly explore interesting research issues, as well as openness to the emergence of new threads, the so-called serendipity (Gobo, Molle, 2017), cited in: (Pyżalski et al., 2019). The perspective of qualitative research is inspired by the research of Dorota Klus-Stańska, set "at the intersection of traditional qualitative research and ethnographic orientation" (Klus-Stańska, 2002). In the planned project, this research will be extended to include the perspective of two observers and in-depth interviews. Questions in the interviews will be formulated very generally, so as not to suggest answers, in accordance with applicable rules (Konecki and Chomczyński, 2012).

Data obtained from qualitative research (anonymized transcriptions prepared from voice recorders) will be subjected to Flanders' interaction analysis, which will help systematize qualitative data related to the activity of students and the teacher during the lesson. The advantage of combined methods is that they contribute to a better understanding of phenomena. For example, when analyzing classroom interaction, qualitative data adds meaning to quantitative numerical data obtained through a recording research instrument (Łęska, 1970). Students will answer questions included in the pre- and post-test - anonymous self-assessment surveys regarding reading, knowledge and participation in literary events, and attitude towards poetry. The survey will include a learning motivation questionnaire based on the concept of Self-Determination Theory (Góźdz, 2015)

Given the paucity of research demonstrating the use of new technologies to activate students in promoting reading, the project may shed new light on how to develop two key competences simultaneously.