

Summary

This dissertation is a reflection on the use of modern technologies in language teaching and learning, supported by a teaching experiment aimed at verifying the prevalence and effectiveness of the use of ICT tools.

The first part of the thesis focuses on theory and aims to illustrate the most important determinants of the processes of teaching and learning foreign languages in the modern world. Rapid progress in many areas of life means that also education needs to face completely new challenges. All three pillars of the teaching process, i.e. teachers, learners and teaching-learning materials, are also undergoing transformation in order to continue fulfilling their functions. The competencies that are expected to result from the didactic process are different, therefore the strategies used to achieve it must also be different. The foremost challenges are certainly the definite need to develop the ability to learn and the closely related need to develop media literacy education. The first one, provides the learners with tools and a sense of agency by benefiting from the achievements of neuroscience. The latter one constitutes the basis for effective and safe functioning in the digital world.

The first chapter also includes an analysis of contemporary Italian language textbooks that was conducted in order to determine the degree of usage of modern technologies and innovative teaching solutions, with the aim of illustrating how the discussed changes are shaping the publishing market in this area.

The second part of the dissertation is of a practical nature and is based on an experiment conducted among learners and teachers of Italian. Both the examination carried out in two class groups and the questionnaires filled out by the participants afterwards (students and teachers) made it possible to check not only the effectiveness of the modern technologies used, but also the prevalence of their use in the teaching process. However, given the fact that they are changing extremely fast and that the pandemic reality in the context of education has further accelerated this process, the author of the dissertation decided to verify the hypothesis set earlier by conducting another series of questionnaires, based on the experience of online teaching.

The results of the experiment largely correspond with the concepts and trends presented in the theoretical part of the dissertation. Contemporary glottodidactic considerations clearly emphasize the existence of a post-methodical era, in which the dominant and most effective

teaching method is not imposed. On the other hand, the interviewees highlighted not only the multitude of challenges, but also the wide range of opportunities that the use of modern technologies in language teaching and learning provides. The need for common sense and adequate implementation of these solutions into everyday teaching practice was also expressed. Technology by itself, in principle, has no significant educational potential. Only appropriate methodological activities and adequate context can make it an effective teaching tool. In an era of universal access to knowledge, generally prevailing connectivism, and artificial intelligence gradually infiltrating almost all areas of life, the ability to select appropriate strategies and content seems crucial for educational success.

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