

*Sfide metodologiche nell'evoluzione delle tecnologie glottodidattiche:
un'analisi del ruolo dell'interazione nel processo e nei nuovi ambienti
di apprendimento/insegnamento dell'italiano come lingua straniera*

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SUMMARY

In the last decades, technology has been playing a significant role in supporting and enhancing the language learning process and teaching practice, being widely used to promote learning, assess learners' language, and collect data for investigation.

With expanded access and a growing pervasiveness of digital technology in today's society, research in the field of foreign language and technology has developed further understanding of the impact of latest technologies in language instruction. Recent research on the increasing number of web-based technologies, for example, has implied moving into more interactive environments where learners are active participants (Wang, 2004; Pichiassi, 2007; Thorne & Smith, 2011).

In this paper, the promotion of interaction in such environments is identified as key factor for language educators to consider when applying technologies in their teaching practice and designing instructional activities.

Focusing on the specific field of Italian as Foreign Language (IFL), the paper will conduct a methodological review of the main stages of technology integration in the teaching of IFL and will analyze the nature of interaction taking place in the instructional environments characterizing each stage.