CLIL & ICT, A Perfect Symbiosis

The great technological revolutions we have experienced throughout the last century (the press, television and more recently, the emergence of a digital culture) have had an important impact on education. Besides, English teaching and learning have never featured as strongly on the Primary curriculum as they do now. For bilingual education scenarios, ICT is an ideal platform for developing interactive strategies and methodologies that help to promote independent learning, peer interaction and language use for real communicative purposes. In classrooms equipped with interactive whiteboards, computers with internet connection and living with students who are digital natives, it is time to develop learning strategies that take account of these technologies!

Teachers already have at our disposal some tools that allow us to move forward in the development of new strategies and skills to help Education and actual educational needs of individuals to go together hand in hand to ensure that our students can achieve a good level of integration and adaptation to an environment where innovation and change are always happening.

The implementation of bilingual programs based on the CLIL methodology (Content and Language Integrated Learning) requires a

greater degree of participation from pupils in the teaching-learning process likely to generate, not just the learning of the content, but the learning of the language through which to access that content. In this context, the use of ICT in the classroom can be useful as a resource. It can be highly motivating and productive for the student, and generator and facilitator of teaching and learning strategies for the teacher.

But ICT can be also a source of learning, and not just a resource. For instance, pupils can learn about the sound using the free software *Audacity*. They can find out about the pitch and the tone of their voices and learn at the same time how to modify them by playing with this software. In this way, we are encouraging an integrated learning of knowledge and technology absolutely motivating, interactive and autonomous. Moreover, if this is done in a bilingual context, it will result in a cohesive, accessible and meaningful triple learning to the digital native generation with whom we share the classroom.

This combination of CLIL and ICT in the classroom can result in a process of symbiosis highly intuitive for the student, and strongly rewarding for the teacher. And, why not, can help to start reducing the anachronism between education and actual educational needs of individuals. A necessary process of change in education systems is happening now...want to get on board?

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