THE USE OF DIGITAL RESOURCES AND MATERIALS IN AND OUTSIDE THE BILINGUAL CLASSROOM

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INTRODUCTION

CLIL
a methodology based on communicative principles involving reality and significance is developed.

Digital communication
in the classroom with the use of ICTs since they allow recreating situations and communicative tasks.

Didactic material
should be conceived and used as a place to experience the construction of knowledge and learning.

OBJECTIVES

How do teachers and CLIL students perceive the use of digital resources and materials in the classroom?

What effect does the level of education (Primary and Secondary Education) have on these perceptions?

What kind of digital resources and materials in English do CLIL learners use outside the classroom?

METHODOLOGY

1 Direct observation (14 classes)

2 Semi-structured interviews (70 students and 24 teachers)

3 General Questionnaire (137 students and 38 teachers)

4 Extramural exposure questionnaire (137 students and 38 teachers)

RESULTS

Table 3. Percentage of use of digital resources and materials		Primary Education		Secondary Education	
		Teachers	Learners	Teachers	Learners
7) Multimedia software is used in class	Strongly disagree/ Disagree		13.3	38.1	33.3
	Agree/ Strongly agree	100	86.9	61.9	66.7
8) Online reference materials are used in class	Strongly disagree/ Disagree.		26.5	4.8	11.6
	Agree/ Strongly agree	100	73.6	95.3	88.4
9) Blogs, wikis, and webquests are used in class	Strongly disagree/ Disagree	11.8	33.8	28.6	11.5
	Agree/ Strongly agree	88.2	66.2	71.4	88.4
10) Interactive whiteboards are used in class	Strongly disagree/ Disagree	5.9	17.7	9.5	11.6
	Agree/ Strongly agree	94.2	82.4	90.4	88.4
11) Computer-mediated communication is used in class (e.g., e-Twinning)	Strongly disagree/ Disagree	64.4	83.2	52.3	47.8
	Agree/ Strongly agree	35.3	16.2	47.6	52.3

Teachers and students identify and classify digital resources and materials in a similar way.

Differences are found in the interpretation of their frequency of use in the classroom, so that teachers consider them to be used more frequently than students.

Outside of school there is a positive and significant correlation between Internet use and a variety of activities such as reading books, watching movies and listening to songs in English.

CONCLUSIONS

Teachers' perception of the frequent use of ICTs may be due to their lack of training as it requires more time and energy.

The use of digital resources and materials depends on the needs of students at each stage of education.

Independent uses of ICT reproduce certain patterns of use that take place in the classroom, demonstrating the connection of formal and informal learning.

Comunicar