School radio as an innovative and critical literacy tool to promote communicative social justice in diverse learners

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Starting Point

Nomads of knowledge: Analysis of disruptive pedagogical practices in secondary education.

Financed by the Ministry of Science, Innovation and Universities.

Objective:

The opportunity to explore disruptive pedagogical practices and innovative methodologies, linked in this case to the field of critical literacy whose ultimate goal is the search for social justice.

Starting Point

- Recognised Research Group:

Citizenship, Ecologies of Learning and Expanded Education

https://ceaex.uva.es/

- REUNI+D

University Network for Research and Educational Innovation. Connecting Networks and Promoting Open Knowledge

https://reunid.eu/en/

School radio as innovative and critical literacy tool

- A space where **cultural identities are constructed** based on critical approaches. (Sevillano, 2012)
- **Transforms the teaching and learning process** directly, stimulating the construction of knowledge, creativity, language expression, and collective participation, (Pérez, 2013)
- Allows the **transmission of knowledge**, favouring the development of a more **motivating and situated education**. (Cobo and Torres, 2016)
- An alternative pedagogical practice that **links communication and education**. (Martín-Pena et al, 2018)
- Promotes media competence, competence in linguistic communication or digital competence. (Sanusi et al., 2021, Núñez-Fernández et al., 2022, Sánchez-Serrano et al, 2023).

School radio to promote Communicative Social Justice

- Influences the construction of identity and provides scenarios for learners' active, free and safe participation. An ally to **achieve social and educational transformation**. (Ciprián & Galvis, 2021).
- Empowers learners to construct their knowledge and thus **improve their academic performance and communicative competence.** (Aguirre & Suqui, 2021)
- Language has an impact on three fundamental dimensions of social justice, that is **redistribution, recognition and participation**. (Fraser, 2005 and Piller, 2016)
- Increases learners' **analytical, critical, creative and communicative skills**" (Villamizar, 2002 and Martín-Pena D. et al, 2020).
- A powerful educational tool for actively working **on learners' communication skills**, promoting coexistence and conflict resolution and attention to diversity (Gómez-Cardoso, 2020)

Objetive

"To identify the possibilities of school radio as an innovative and critical literacy tool to promote communicative social justice in secondary school students through the cultural and diverse recognition of the environment to promote equality and equity; the redistribution of essential and democratic knowledge for the development of a more just society; and social and active participation in decision making to intervene critically to solve social problems".

Methodology

- Case of Study

(Stake, R. (2005). Multiple Case Study Analysis.The Guilford Press.)

CS-01: Classroom Project (CP)

CS-02: Radio Workshops (RW)

To explore the use of school radio as an innovative proposal for improving learners' competence in linguistic communication.

School Conxtext

Institute of Seconday School

- Compulsory Secondary Education, with bilingual section.
- Baccalaureate in Science
- Baccalaureate in Humanities and Social Sciences
- Baccalaureate in Research and Scientific and Industrial Guidance
- Baccalaureate of Research and Excellence in Languages
- Intermediate Level Training Cycles
- Higher Level Training Cycles: Health, Personal Image and Chemistry
- Basic Vocational Training: Hairdressing and Aesthetics.

CS-01: Classroom Project

CS-01: Classroom Project

- Educational setting: 1st year of CSE (group B and group C).
- Participants: 11 pupils (7 boys and 4 girls) with Special Educational Needs and the teacher.
- Ages: between 13 and 15 years old
- Background: Spain (5, Gypsy ethnic 3), Dominican Republic (2), China (1), Morocco (2) and Afghanistan (1).
- Frequency: From January to June 2022 (observation period)

  Wednesday 11:30 am - 12:15 pm

  Thursday 10:15 am - 11:00 am

Pupils with severe language comprehension problems with respect to Spanish.

CS-01: Classroom Project

Subject:
Compensatory Spanish Language Knowledge

Objective: to help pupils achieve the basic linguistic skills that will enable them to use their knowledge as a tool for learning other subjects and to serve as a reinforcement for the Language area.

Project Based Learning
(Methodology used in the classroom)

Fundación Telefónica (2015)

School Radio

Project of Radio Drama

Project of Poetry

Development of Learners' Communication and Social Competence

Project of Radio Drama

Starting point:
Play "Manzanas Rojas" by Luis Matilla (themes: friendship, racism, xenophobia, and war).

01

Team formation (roles): Controls, technicians and broadcasters.

02

Final product definition (objective): Improvement of communicative and social competences.

03

Organisation and planning:
Reading, diction and intonation practice in the classroom; play recording on the radio.

04

Transversatility

Collection of data:
Script presentation, music selection and timing

05

Exchanging ideas

Discussion and review
Debate and reflection on the play's topics.

06

Creativity

Production:
Recording on the radio of the play's acts and scenes.

07

Project launch:
Final product publication in the school radio blog; and in IVOX channel.

08

Collaboration

Group feedback:
Reflections about their experience on the radio

09

Assessment and self-assessment

10

Meaningful Learning

Project of Radio Drama

INTRODUCCIÓN MANZANS ROJAS

CTRL. SINTONÍA RAYCA FICCIONES A PLANO PRINCIPAL

CTRL MÚSICA 1. A PLANO PRINCIPAL Y LUEGO MÚSICA A FONDO

LOCUTOR 1. Buenos días. Bienvenidos a RAyCA Radio, la radio escolar del IES Ramón y Cajal de Valladolid. Comenzamos una nueva sección de nuestro programa: *Rayca Ficciones*, donde nos acercamos al mundo literario.

LOCUTOR 2. El alumnado del IES Ramón y Cajal presenta *Manzanas Rojas*, una obra de Luis Matilla, interpretada por los alumnos y alumnas de 1º de ESO de la asignatura de Conocimiento del Lenguaje.
Locutor 3. Bajo la dirección de M. Ángeles López, profesora de la asignatura y con la colaboración de Yaimara _____

LOCUTOR 3. En los micrófonos se encuentran _____, _____, _____, _____ y _____. Y en controles _____, _____ y _____.

CTRL MÚSICA 1 A PLANO PRINCIPAL Y LUEGO MÚSICA CESA

LOCUTOR 4. Comenzamos con el primer podcast de una serie que giran en torno a la obra de teatro *Manzanas Rojas,* de Luis Matilla

LOCUTOR 5. Manzanas rojas es una obra de teatro inspirada en hechos que, desafortunadamente, forman parte de la realidad de una región del mundo en la que dos comunidades enemigas luchan por sobrevivir en un mismo territorio, donde las enormes desigualdades hacen casi imposible cualquier coexistencia pacífica.

LOCUTOR 1. Nuestra historia relata la amistad entre dos chicos, cuyas familias pertenecen a cada uno de los dos bandos enfrentados en ese lugar del planeta y que iremos conociendo de la mano de un narrador.

LOCUTOR 2. Ellos también van a tener que afrontar las adversidades derivadas de la forma en la que los mayores intentan solucionar sus conflictos.

LOCUTOR 3. La obra Manzanas rojas habla de dos niños, uno palestino, Salim, y otro judío, Ariel, que son amigos pese a pertenecer a pueblos enfrentados.

LOCUTOR 4. En esta obra de teatro aparece el problema de los conflictos fronterizos.

LOCUTOR 5. El muro que se menciona en la obra es un muro real, construido por los israelíes hace seis años para separar los territorios palestinos de Israel.

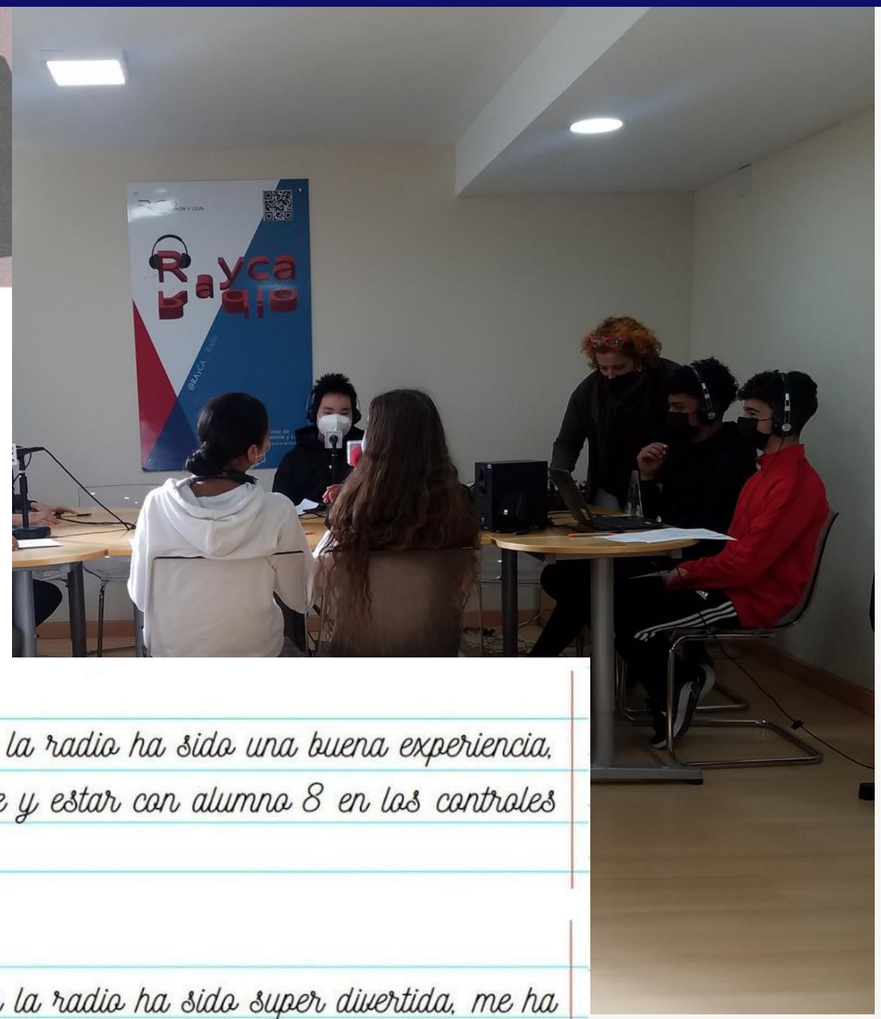
LOCUTOR 1. Vamos ya con la adaptación radiofónica de *Manzanas rojas*.

ESCENA VIII

PRESENTADOR, SALIM, GAZALA

ENTADOR se situará en el centro del esce-
ividido por un muro. ARIEL y SALIM per-
rán inmóviles, ajenos a la intervención
SENTADOR (17).

as horas, los soldados que protegen
ue viven aquí, (señalando hacia la casa
L) han levantado un muro para evi-



Alumno 3

Mi experiencia en la radio ha sido una buena experiencia, bastante interesante y estar con alumno 8 en los controles ha sido lo mejor.

Alumna 4

Mi experiencia en la radio ha sido super divertida, me ha gustado mucho porque es una experiencia nueva que ayuda

RayCa Ficciones (https://www.ivoox.com/podcast-rayca-ficciones_sq_f1852128_1.html)

Project of Poetry

Starting point:
Selection of poems by various well-known authors (themes: love, friendship, life, death).

01

Team formation (roles): Controls, technicians and broadcasters.

02

Final product definition (objective): Improvement of communicative and social competences.

03

Organisation and planning:
Theoretical contents in the classroom; recording poems on the radio; reading poems in the garden.

04

Transversatility

Collection of data:
Script presentation, music selection and timing

05

Exchanging ideas

Discussion and review:
Debate and reflection on the play's topics.

06

Creativity

Production:
Poems writing on a sheet of paper to be posted in the classroom; poems' recording

07

Project launch:
Posting of the poems on a mural in the classroom

08

Collaboration

Group feedback:
Reflections about their experience on the radio

09

Assessment and self-assessment

10

Meaningful Learning

Project of Poetry

16. MARIO BENEDETTI.

No te salves.

No te quedes inmóvil
al borde del camino
no congeles el júbilo
no quieras con desgana
no te salves ahora
ni nunca
no te salves
no te llenes de calma
no reserves del mundo
sólo un rincón tranquilo
no dejes caer los párpados
pesados como juicios
no te quedes sin labios
no te duermas sin sueño
no te pienses sin sangre
no te juzgues sin tiempo
pero si
pese a todo
no puedes evitarlo
y congelas el júbilo
y quieres con desgana
y te salvas ahora
y te llenas de calma
y reservas del mundo
sólo un rincón tranquilo
y dejas caer los párpados
pesados como juicios
y te secas sin labios
y te duermes sin sueño
y te piensas sin sangre
y te juzgas sin tiempo
y te quedas inmóvil
al borde del camino
y te salvas
entonces
no te quedes conmigo.

17. GLORIA FUERTES.

Parejas.

Cada abeja con su pareja.
Cada pato con su pata.
Cada loco con su tema.
Cada tomo con su tapa.
Cada tipo con su tipa.
Cada pito con su flauta.
Cada foco con su foca.
Cada plato con su taza.
Cada río con su ría.
Cada gato con su gata.
Cada lluvia con su nube.
Cada nube con su agua.
Cada niño con su niña.
Cada piñón con su piña.
Cada noche con su alba.

18. FRANCISCO BRINES.

La fabulos[illegible]

Es rosa el monte tra
del otoño. Los pája
ramas, vuelos y trin
se adormecen las v
Cuelgan de las palm
racimos, y los aires
a golpear las ramas
Un aroma de tardío
da a mi carne vigor
Los rosales son zar
se desnudan de olo
sangrientas, blanca
La casa esplende ba
el tiempo es una lu
Puntean las estrella
baja el azul; es hosc
de los cuervos que
Aquí, en este lugar,
que era eterna la vi
da a mis ojos amor
como el amante sal
que quien le desde
Y todo pudo ser, p
y este rumor de tie
recuerda, como un

De la sabana la grandiosa diosa
vive encogida en una escasa casa,
mientras la vende o la traspasa pasa
las horas como mariposa. Posa

su larga lengua en la olorosa rosa,
muere de amor mientras amasa masa
de pan de avena que a la brasa asa,
pues esta altísima y hermosa osa

ser la más silfide y fragante ante
los jóvenes de la manada. Nada
mejor para su campesino sino

que otra jirafa suplicante cante
su amor por ella y su camada amada
ponga por fin en su destino tino.

NIÑA JIRAFA

SONETO CON ECO

El árbol

El Pino

El *pino* es *alto y frondoso*

en el *pino*

yo *coloco una casa de pájaros*

El *pino*

huele a *vainilla y canela*

Un día miré al *pino*

y *sentí paz*

Si el *pino*

tuviera alas *me llevaría muy lejos*

Todos tenemos un árbol que forma parte de nuestra vida. Vamos a vestirlo de recuerdos y a compartirlo con los demás

CS-02: Radio Workshops

CS-02: Radio Workshops

School Radio Workshops

is promoted at school level and is framed within the School Linguistic Project (SLP)

- Educational setting: CSE, Baccalaureate and Vocational Training.
- Participants: volunteer pupils from 2nd, 3rd, 4th and 1st year of Bachillerato.
- Ages: between 13 and 18 years old
- Frequency: From January to June, 2022 (observation period)

  Mondays 11:00 - 11:30 am (recess time)

Development of Learners' Communicative and Social Competence and Skills

CS-02: Radio Workshops

School Radio Workshops Activities

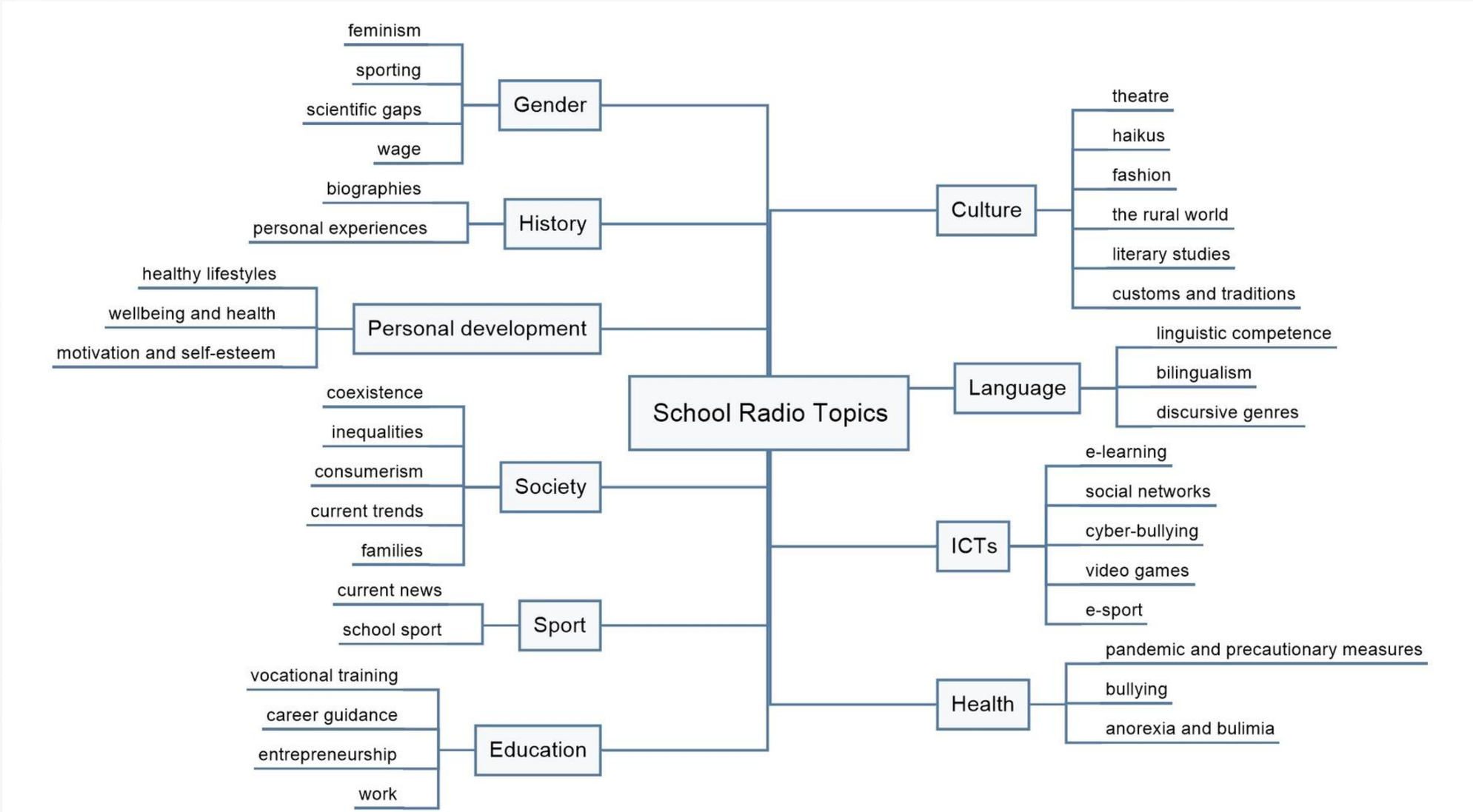
1. Writing of radio scripts and individual podcasts.
2. Production of different programmes:

- De las glosas a Twitter (From glosses to Twitter)
- RayCa Ficciones (RayCa Fictions)
- Historiamania. Locos por la Historia (Crazy for History)
- Deportes RayCa (RayCa Sports)
- Mil y una bellezas (A Thousand and One Beauties)

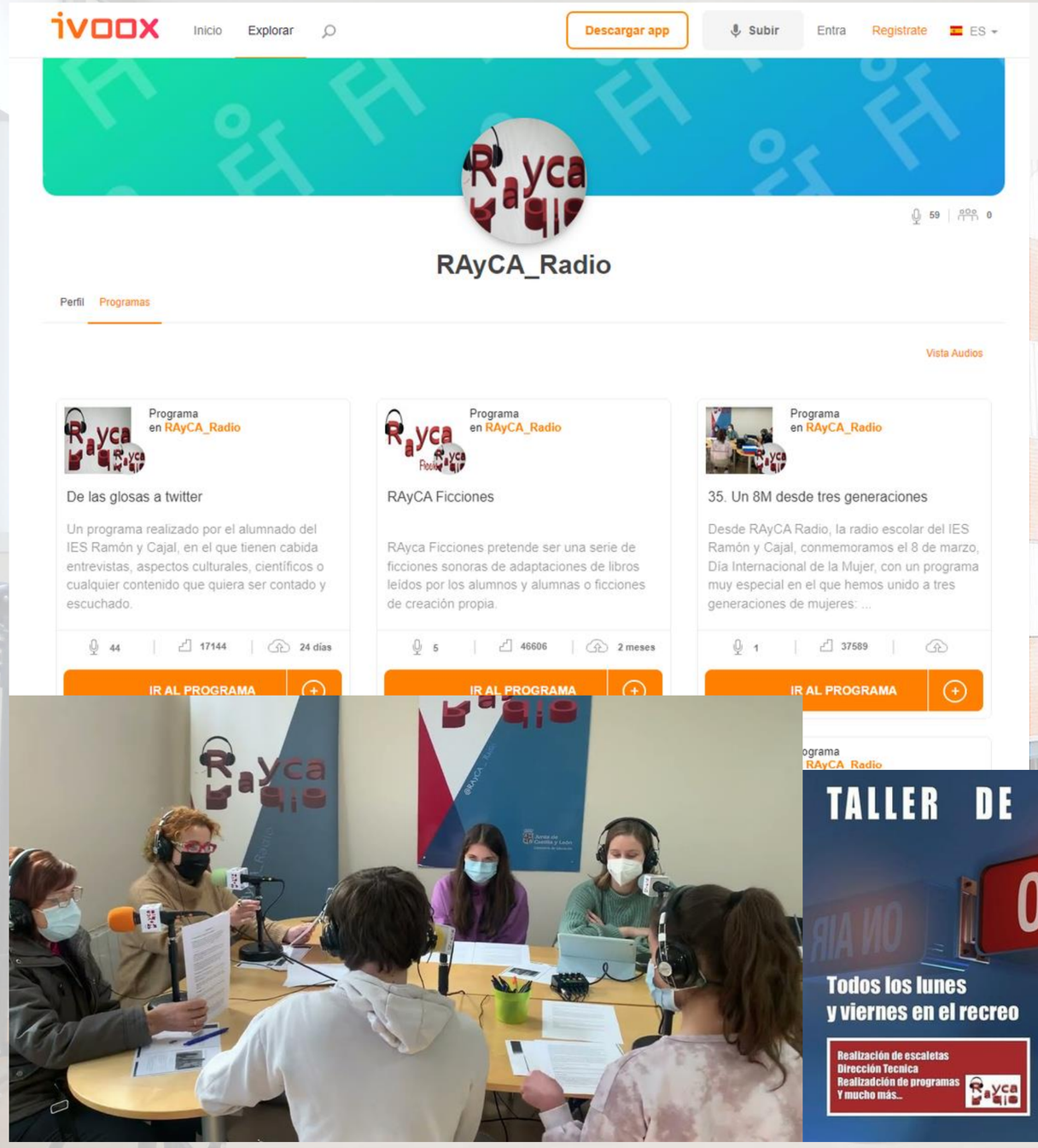
1. Recordings of interviews, commercials, advertisements.

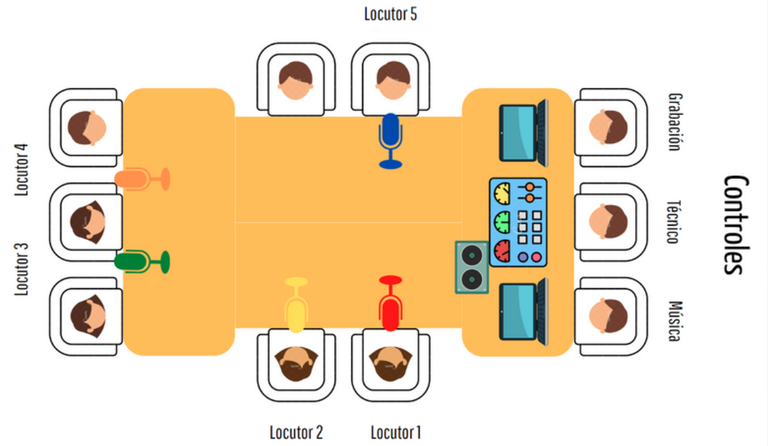
CS-02: Radio Workshops

School Radio Workshops Topics



CS-02: Radio Workshops





Research Instruments

Documents Analysis (DA):

- Didactic Programming of the subject AD_PDA_21-22
- Educational Project of the Centre AD_PEC_21-22
- Annual General Programming of the Centre AD_PGAC_20-21, AD_PGAC_21-22, AD_PGAC_22-23
- Didactic Innovation and Research Project "Comunica y Emite" AD_PIID_21

Non-participant observation:

- Research Journal (SC_DC) of 30 classroom sessions.

Interviews

- Teacher Interview (ED)
- Radio Workshop Students Interview (EATR)

Podcast Analysis (AP_PR)

- From glosses to Twitter (AP_PR_DLGT)
- RayCa Fictions (AP_RF)
- Historiamania. Crazy about History (AP_PR_HLH)
- RayCa Sports (AP_PR_RD)
- A Thousand and One Beauties (AP_PR_MUB)

Teaching Practice Analysis

- Selection of work content
- Procedures, strategies and techniques
- Resources, means and materials
- Assessment resources
- Groupings, learning spaces and infrastructure

Research Question

What are the potentialities of using school radio as an innovative and critical literacy tool to promote communicative social justice in diverse learners?

School radio as innovative and critical literacy tool to promote communicative social justice

Critical Pedagogy of Paulo Freiré

- Generating themes
- Dialogical relationship
- Praxis (Service-Learning)

Cultural and political studies

- Situated Knowledge
- Breaking the cannon
- Pedagogy of pleasure

Post-structuralism

- Transformation of points of view and generation of new imaginaries
- Polysemy of meanings

Linguistic and literary studies

- Discursive genres
- Voices in the texts

School radio as innovative and critical literacy tool to promote communicative social justice

Critical Discourse Analysis

- the world of the author(s)
- the discursive genres
- the possible interpretations and effects that I can cause in the community

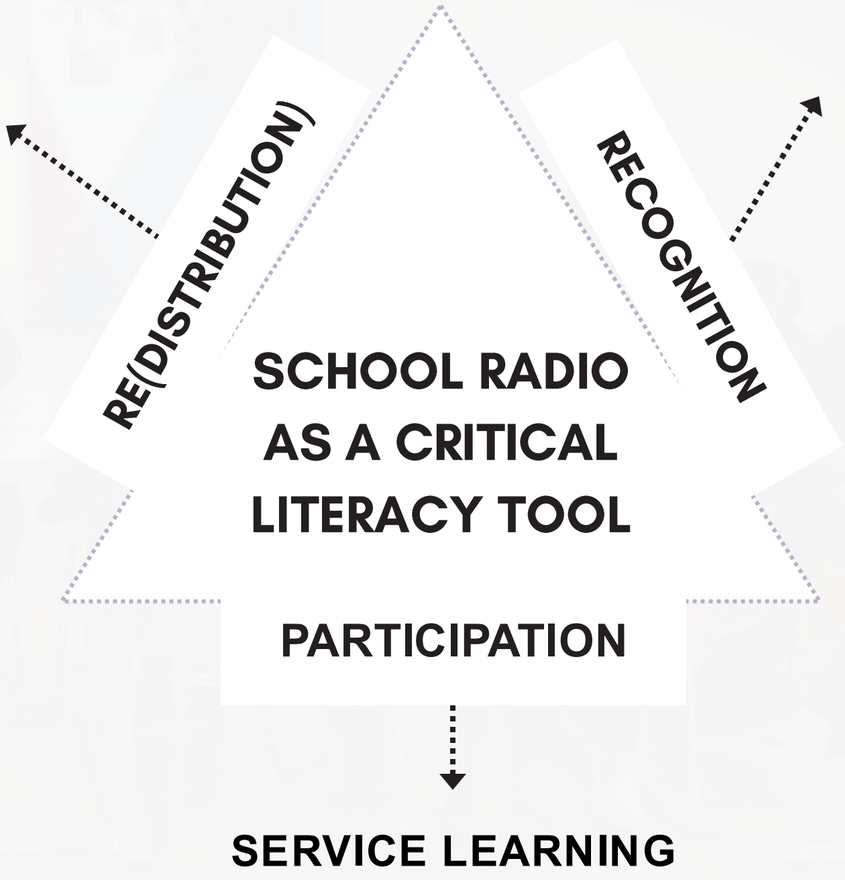
New Literacy Studies

- Pluriliteracy (Multimodality):

School radio as innovative and critical literacy tool to promote communicative social justice

Results

- BREAKING THE CANON
- Plurality of discursive genres
- Polyseemy of meanings
- Dialogicity



- GENERATING THEMES
- Situated Knowledge
- Creation of "other" imaginaries (points of view)

School radio for the development of critical literacy and communicative social justice

Results

Cultural and diverse **Recognition** of the environment to promote equality and equity

- Learners **recognise** and **critically interpret** their social environment and at the same time participate in the teaching-learning process.
- Elements of the popular culture are included in the curriculum as a fundamental part of the teaching-learning process, allowing the **generation of relevant socio-cultural topics** with a strong social perspective.
- The **programme contents** are adapted to the learners, their characteristics, needs and interests.
- Other **programmatic contents** arise from the interactions between students and teachers, favouring the **assimilation of knowledge** and the **development of critical thinking skills**, favouring both the **creative activity** and **shaping critical attitudes**.

School radio for the development of critical literacy and communicative social justice

Results

Cultural and diverse **Recognition** of the environment to promote equality and equity

- The use of the **Project Based Learning (PBL) methodology**, allows work from a real and authentic situation close to the learners, and paying attention to their ethnic and racial characteristics, and nationalities, **the learning process turning into a social experience enriched by the learners' own experiences,** working collectively in the search for information.
- As a flexible tool, the **podcast** allows for the development of scripts and programmes adapted to the educational and social reality and constitutes a **meaningful experience for the learners.**

School radio for the development of critical literacy and communicative social justice

Results

Re(distribution) of essential and democratic knowledge for the development of a just society

- Learners show **interest in knowing**, in learning about the world and the environment that surrounds them, their reality and their context. At the same time, it promotes a link between what is **taught at school** and the **immediate context in which they live.**
- The activities favour **inclusion, socialisation, cooperative work**, as well as the development of skills in **oral and written language**, **breaking with the established canon** inside the school.
- **Radio drama**, a suitable genre for working on racial, ethnic and gender diversity, the transmission of cultural values; and the **poetry**, to awaken learners' interest and motivation , develop their imagination, enrich their language and their mastery of the linguistic competence.

School radio for the development of critical literacy and communicative social justice

Results

Re(distribution) of essential and democratic knowledge for the development of a just society

- The use of **multiple formats** (debates, interviews, talks, news, reports, plays, biographies, talk shows, songs, etc), on **controversial topics** (inequalities, feminism, racism, coexistence, social gaps, etc), becomes an **enriching experience** for learners in which they **make judgements, distinguish facts, opinions and identify ideologies.**
- School radio is used as an **attractive and motivating institutional mechanism**, in which students can feel comfortable, safe, eager to participate and learn, **breaking with the negative identity** they may have with respect to school.
- It works as a security, comfort and affection zone that allows them to **generate confidence, self-esteem, companionship and solidarity.**

School radio for the development of critical literacy and communicative social justice

Results

Re(distribution) of essential and democratic knowledge for the development of a just society

- The relationship established between **school radio and knowledge** can create a kind of **counter-school** by breaking with the idea of school as a mixture of power, boredom and repetition.
- A horizontal, democratic, non-hierarchical, non-directive and non-authoritarian dialogue is promoted, **learners are the protagonists** of their own learning.

School radio for the development of critical literacy and communicative social justice

Results

Social **Participation** through Service-Learning

- The creation of **podcasts** and their publication on the school's blog, IVOOX, Instagram, Twitter and YouTube provides **visibility to the work done by the learners** and establishes a **link with the community**.
- It creates **connections with other schools** by participating in the School Radio Network
- It provides **support** for learners with **specific educational support needs** and offers guidance and assistance to new learner or foreign students in the classroom.

Conclusions

School radio:

- allows **integrating all curricular areas and learners' interests** fostering research and analysis.
- encourages dynamic and creative **teamwork**, in which learners become **protagonists** of their own learning.
- develops all **educational competences,** creating a link between the linguistic competence with other the competences.
- involves the **entire educational community**, promoting inclusion, equality, social cohesion, integration with the environment and democratic and social values;
- fosters **attitudes of respect** towards their own productions and those of their classmates, developing a critical and constructive character.

Conclusions

The need to **generate proposals for linguistic education and critical literacy** aimed at training competent interpreters and creators in different media (community radio) and cultural devices (discursive genres such as theatre or poetry), to **broaden the frameworks of social justice and sensitivity to diversity** in global contexts mediated by hypertexts and mobile communication technologies. And using these proposals in a s**ituated and contextualised** way, developing **learners' critical awareness** while **transforming the school** spaces themselves.

Thank You

By Yaimara Batista Fernández