



The Role of School Radio in Developing Language Skills: Creating a Web Radio

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ARTICLE INFO

Research Paper

Article history:

Received: 13/06/2025

Revised: 15/07/2025

Accepted: 18/10/2025

ABSTRACT

The Moroccan public school system faces the dual challenge of implementing reform strategies while contending with obstacles that impede educational progress. Within this context, the development of students' language skills remains a key priority for enhancing learning outcomes. This study explores the potential of integrating school-based web radio as an innovative pedagogical tool to support language acquisition and digital literacy. By engaging students in activities that combine oral and written expression with collaborative production techniques, web radio fosters both linguistic competence and creative communication. The project also promotes autonomy, teamwork, and critical engagement with media content, contributing to broader competencies in communication and culture. Expected outcomes include improved mastery of language, enriched learning methods, and greater familiarity with digital and media practices.

keywords: School radio, language education, competences, soft skills

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INTRODUCTION

The Moroccan public school system is caught between strategies aimed at improving and developing the educational system and various challenges hindering the achievement of desired goals. This underscores the importance of exploring innovative methods to develop language skills, which are essential in the teaching-learning process today.

Creating a web radio within a school environment will encourage and promote students' media expression. The web radio combines work on modes of expression (speaking and writing) with production techniques collaborative learning approaches. Implementing a web radio project with students allows the development of language learning in common foundational areas of competence, knowledge, and culture. It also contributes to media and information literacy, mastery of language, digital culture, autonomy, and initiative. Significant progress is expected in several areas:

- **Language mastery:** Engaging and meaningful activities will help students develop reading and writing skills. The vocal performance work required will improve oral language and the quality of expression in various languages.
- **Learning methods:** The diverse tasks assigned to students will require them to apply specific approaches to learn, organize, present their work, argue, justify, etc...

How can language skills be developed through school web radio?

To what extent can the introduction of web radio in public schools enrich learners' knowledge and digital culture?

I. Education through School Radio Stations

Although it has repeatedly survived predictions of its demise first in the face of television, then the internet, radio remains the most listened-to audio-visual medium. However, in its traditional format, it now faces competition from new media consumption habits, much like other forms of media. This competition is especially strong among younger audiences. “Over the past ten years, French radio stations have lost 1,250,000 listeners aged 13–24,” according to Emmanuelle Le Goff. “While the daily listenership rate among 15–28-year-olds held steady at around 70% for generations born before 1984, it has dropped to 35% for those born between 1995 and 2004,” according to the 2020 report on cultural practices in France published by the Ministry of Culture (Lombardo and Wolff, 2020, p. 24).

This loss of audience stands in contrast to the growing popularity of podcasts and new content formats. Paradoxically, radio appears to be drifting away from the interests and concerns of younger generations, who are abandoning traditional broadcast formats (live streaming and real-time listening), yet it is gaining popularity again through new forms of audio creation and on-demand listening (time-shifted broadcasting, curated content selection). The accessibility of radio—due to the low cost of tools and software—as well as the flexibility offered by its broader audio formats, enables radio to go beyond traditional broadcasting and spark renewed interest in media among young audiences.

The use of radio for educational purposes began alongside the development of broadcasting itself. In France, the first school-focused radio programs appeared in the late 1920s and especially during the 1930s, broadcast on the early radio stations (Lefebvre, 2013 & 2017; Lorient, 2019; Marcoin, 2016; Volcler, 2015). Abroad, Mexico’s Radio Educación was one of the pioneers of school radio (SR hereafter), beginning its broadcasts as early as 1924 (Sosa Plata, 2008). Despite this long history, RS initiatives remain relatively unknown and under-studied, aside from a few DEA/Master’s theses (Gago, 1999; Fiévet, 2005; Gattoni, 2016; Olivieri, 2016) and some publications by CNDP and CLEMI (Savino, 1985; Savino et al., 1988; Savino, 2002; Girardot, 2004; Bonneau & Colavecchio, 2013; brochures 2018 and 2022).

Pedagogical practices related to education *about* and *through* the media remain relatively underexplored. Various researchers, such as Normand Landry (Landry, 2017), highlight a lack of concrete studies on media practices in schools. The existing surveys tend to focus primarily on institutional and political discourse (Corroy and Froissart, 2018), or on conceptual definitions and their origins (Laborde, 2017). While some studies offer international comparisons—within Europe (Corroy, 2022), the Francophone world (Delamotte, 2022), or Germany (Bosler, 2018)—they generally approach media education from a largely theoretical angle rooted in information and communication sciences. As a result, they too often overlook how these topics are integrated into school curricula alongside traditional subjects such as languages, sciences, history, and geography.

This observation underlines the importance of closer collaboration between researchers and educators in order to foster dialogue and collective reflection. Such collaboration would help enrich the shared knowledge and skills involved in pedagogical practices of media education through radio. More than ten years after the GRER seminar “*Radio in the School Environment: Case Studies and Research Perspectives*”, and the 2012 symposium “*Towards a History of Educational Radio and Television*”,

current research on radio is focusing on new forms of production, reception, and pedagogical uses of this rapidly evolving medium.

1. School Radio as an Educational Tool

Organizing pedagogical projects through media practice allows educators to choose a particular medium (press, cinema, radio, television). As Audrey Gattoni (2016) points out, this choice largely depends on *“the motivation and skills of those in charge, the supervision provided to students, and optimal time management—three key factors for integrating such a pedagogical tool within the school framework.”*

According to an interactive map created by CLEMI, which allows schools to report their media initiatives, 428 school media outlets were registered in 2022. These included 251 printed or online newspapers, 152 radio or web radio stations, and 25 webTVs. However, these numbers fall short of reality, as many projects are not officially reported by schools. According to Thomas Poupeau (2022), there were actually 508 school radios (SR) in France, compared to just about thirty in the early 2000s (Olivieri, 2016, p. 7). The increase is largely due to recent funding initiatives, which are expected to boost this number significantly in the coming years.

This growth is also driven by encouragement from educational institutions at the global level (UNESCO, UNICEF, OECD), European level (Council of Europe, European Parliament, European Commission), and national level. In France, for example, the state invested in 2022 in the *“A Webradio, A Mentor”* call for projects as part of the *France 2030* plan. This initiative funds the creation of webradios in middle schools through partnerships established by the Ministry of Education with Radio France, SIRT, SNRL, CNRA, APEM, ARCOM, and with support from teachers via regional education authorities (académies), CLEMI, and the Réseau Canopé. Numerous awards and events now help promote school media, including *Médiatiks* and the *Assises du journalisme*.

The launch of an educational radio project (webradio or podcast) within schools is increasingly seen as an accessible and relatively simple tool for educators, in contrast to more complex and costly initiatives like creating a web TV channel or a printed newspaper. The involvement of local community radio stations can help facilitate the implementation of such projects in schools. Additionally, the decreasing economic and technical barriers to accessing radio to the development and accessibility of digital tools (recorders, editing software) offers a clear advantage for educational stakeholders and institutions, allowing the organization of pedagogical projects that require fewer investments in terms of equipment and training.

The development of podcasting has further facilitated the creation of school radios, while also encouraging the emergence of new youth-oriented audio content. Free platforms such as ARTE Radio's audioblogs, SoundCloud, and internal tools (like the Blogpéda from the Bordeaux education authority), or simply school websites, make it easier for schools to publish content. This format less demanding in time and resources than traditional broadcast radio fits particularly well with sequence-based pedagogy and increases students' interest in the medium.

Whether for classification or academic study, the definition of what constitutes a “school radio” (SR) is broad. It includes any audio productions with an educational purpose (didactic, pedagogical, informative—covering news, culture, health, etc.) created within or outside primary (elementary) or secondary schools (middle and high schools), involving school personnel and the active participation of students, or intended primarily for student audiences.

Referred to since the 1980s as “school-based radios” or “institutional radios” (Savino, 1985), they take various forms depending on how they are broadcast. These may include occasional programs produced within schools, partnerships with community radio stations, or collaborations with private or public broadcasters offering educational content—such as *France Info Junior*, *Le Vrai du Faux Junior* on France Info, *interclass* (2015–2022; Daviet, 2020), *Les P'tits Bateaux* (since 1997) on France Inter, or *Mouv' In the City* and *Pod'Classe* on Mouv'.

The most developed examples may operate under a non-profit association status, hold temporary or permanent broadcasting frequencies, and feature regular streaming programs that integrate pedagogical content.

The field of school radios is therefore vast, but it can be distinguished from other radio formats connected to education. These include “teacher radios,” which are shows or podcasts created by teachers, professional broadcasters (e.g., *Être et savoir* on France Culture), or educational organizations (e.g., *Extra Classe* from Réseau Canopé), aimed at teachers, parents, and other education stakeholders. They are also distinct from “educational radios” (Lefebvre, 2013), which consist of programs produced exclusively by professionals for instructional purposes.

School radios also differ from other youth-oriented programs, such as “youth radios” (Glevarec, 2005 & 2010; Fiévet, 2008), which feature content produced by professionals in private (Skyrock, Fun Radio, NRJ) or public radio (Mouv’) aimed at a young audience. While primarily entertainment-focused, some youth stations like Skyrock also pursue civic and educational initiatives, such as health and sexuality awareness campaigns, or encouraging young people to vote with the “Bouge ton vote!” campaign (active since the 2000s) or the vaccination campaign “Vaxibus” in 2021.

Finally, it is important to distinguish school radios from “university radios” developed in and by higher education and research institutions in France. Some academic programs, such as the “Sound and Radio Communication” certificate at Université Bordeaux Montaigne, include radio practice as part of the curriculum—not to train future journalists or presenters, but to develop subject-specific competencies through media education. Internationally, university radio is supported by collaborations between administrations, educators, researchers, and students who use it to promote their work (Aguaded Gómez et al., 2011; Cheval et al., 2014; Delsione Ovoudaga et al., 2018). Likewise, “student radios” in France (Patiès, 2018; Bertini et al., 2018) are often launched by students for student audiences and operate with significant editorial and institutional independence—many of which are part of the *Radio Campus France* network.

These general aspects of the relationship between media education and school radio (SR) help to outline the main themes that proposed contributions to this study may explore.

2. Educational goals of School Radios

As highlighted in various research studies on media education (Landry, 2017; Fastrez & Philippette, 2017), the orientations of different media education models are guided by public policy goals aimed at fostering specific media competencies among learners (Martens, 2010). The design of educational programs, the identification of valued skills, and the evaluation of their acquisition are determined by the social and economic objectives promoted by the educational policies of each state (Landry & Basque, 2015).

In the case of France, media education has become central to recent national education reforms. These reforms appear to evolve in response to major societal events (such as the 2005 suburban riots, the 2015 terrorist attacks, and the assassination of teacher Samuel Paty in 2020) and the subsequent impact on social policies (e.g., combating social inequalities, radicalization, and separatism). In this context, media including radio are increasingly used as technical solutions to address complex social, economic, and political challenges. This approach is in line with the “social communication” policies (Dapzol, 2021) developed in France since the 1990s and can, to a certain extent, be extended to school radios (SR).

This raises the question of how school radios and, through them, the pedagogies and skills (both technical and interpersonal) to be transmitted are aligned with the broader goals of media education.

This research axis thus invites reflection on the role that SR play within educational policies at the level of schools, regional education authorities, and ministries. It also seeks to explore the pedagogical models and specific competencies that SR can help develop, as well as the potential forms of evaluating those competencies.

What place do SR occupy in strategic planning documents, national curricula, and materials from public educational agencies materials that, for a long time, have failed to clearly define and support media education? What kinds of evaluations have been conducted on SR? What are the benefits and limitations of current policies?

What theoretical and practical instruction do students receive before, during, or after the implementation of SR projects? What role do these radios play in students' academic trajectories, social relationships, family lives, or even professional paths especially given the digitization of SR, which allows individuals outside the school to access student-produced content? How are school radios connected to students' engagement with other media? What media literacies and types of knowledge are developed through these projects? What is the impact on their broader media practices? How do media education skills converge with digital competencies? How do SR projects address various forms of media and digital violence that often motivate their creation?

What strategies do teachers employ to assess the competencies acquired by students through RS? What role does evaluation play in radio-based media education initiatives? What insights can such assessments offer to researchers studying the pedagogical value of RS within ME?

Can distinctions be made between RS that are “mandatory” (as part of course requirements or capstone projects in vocational high schools) and RS that are extracurricular and voluntarily led by students as part of a club?

Finally, how is radio used in media education approaches worldwide? What are the different pedagogical uses of radio in international contexts?

3. Content Produced by School Radios

While it is important to explore the organization of school radios, it is equally necessary to investigate the nature of the content they produce and the conditions under which it is created. Pedagogical guidance structures student engagement by framing their relationship with both the teacher and the medium itself, while also determining the level of autonomy granted to educators and students within these projects.

To what extent do teachers have autonomy in designing and directing SR projects and in curating their content? How much freedom do students have in choosing topics, addressing issues, and determining tone? Who selects the themes covered and decides how they are treated?

In terms of content, we might ask: What types of programming are being developed (news, culture, entertainment, sports, etc.)? What topics are addressed? Are there guest speakers involved? How are tasks distributed among students, and what does the production process look like in practice?

On a broader scale, the question of distribution arises: Are school radios accessible to the general public? Of the total content produced, how much is made public? Who decides what is released, based on which criteria? How much of this content is broadcast over traditional radio frequencies? What level of visibility and dissemination do these productions achieve in the public sphere do they go beyond the school and family contexts?

Finally, can we truly speak of media education without the public dissemination of the content produced?

II. Radio and language teaching

Radio has always been used in language teaching: as a source of authentic audio materials, it made listening comprehension exercises easy to implement. The development of technology has facilitated access to these audio resources. Nowadays, it is possible to listen to the radio online a phenomenon that is changing the way people “experience” radio. The mp3 format allows these audio files to be saved

and used more easily. Learners can listen to these materials using widely available devices: PCs, mp3 players, and mobile phones. These new opportunities for mobile learning (Desmond, 2005) are increasingly being used in education.

In language teaching, radio plays an important role. For instance, in the context of learning French, Radio France Internationale (RFI) has created actual learning units based on its audio content. The magazine *Le français dans le monde* dedicated an issue to radio as a “treasure to be exploited for listening comprehension.” Another example is the French learning website *Chloé ou les aventures d'une Parisienne*, which is based on audio materials provided by various Scandinavian radio stations (UR, Swedish Educational Radio; NRK, Norwegian Radio; DR, Danish Radio; YLE/Radio Vega, Finnish Radio).

Radio production is often seen as an exciting adventure for both teachers and students. According to M. Huguier (2006), it requires a phase of exploration and analysis of radio websites and professionally produced audio materials an activity that is very beneficial for language learners. It stimulates and encourages young people's expression, and once they become familiar with the tool, they find it particularly aligned with their natural way of expressing themselves. When the activity is done in teams, building a radio show develops organizational skills and a sense of responsibility, while also encouraging independent work. Moreover, it fosters imagination, promotes creativity, and clearly contributes to the development of oral skills. Additionally, it boosts students' self-esteem, as they gain “a new status and their image is greatly enhanced, both in the eyes of the community and in their own eyes” (Huguier, 2006). *Franc-parler*, a site for the global community of French teachers, has recently published numerous ideas on “how to do radio” within a project-based learning approach.

We should also add that radio is a privileged vehicle of culture and carries another immense asset: spoken language. By offering oral content, it reflects the evolution of spoken language, regional variations, and linguistic habits. It is a valuable resource not only for linguists but also for learners, who can easily engage with the spoken language as it is used in France and throughout the French-speaking world. As stated in G. Badau's blog (2008):

“Audio materials help improve learners' listening comprehension, concentration, and their understanding of the media reality of the language by exposing them to accents, voices, rhythms, and language registers in a way that is truly irreplaceable. Due to its very nature, radio can have a strong emotional impact and stimulates the imagination, which gives rise to a wide range of activities. Moreover, it provides access to other sources of information, different rhythms, and is constantly being renewed.”

To describe the phenomenon of foreign languages on the radio, we must look to Great Britain: in February 1929, it was decided to adapt these broadcasts to the school curriculum, covering subjects such as the mother tongue, history, geography, natural history, and foreign languages. To our knowledge, this was the first time that lessons in a non-native language were broadcast over the radio. For the moment, we must assume that these languages were French and German, as a table published by the Central Council for the 1934-1935 school year mentions two elementary and two advanced courses per week, called “French and German talks.” Their goal was to develop young listeners' ear for different voices, get them used to hearing spoken words before reading them through readings, dialogues, and conversations (Hirsch, 1935: 240-241). As for the methods used, they involved questions asked by the lecturer, answers provided by the students, and repetitions of words and expressions. In some cases, a question would be answered through the loudspeaker. A few minutes of instruction were necessary before the radio lecture. After the lesson, a discussion would take place between the teacher and the students. The National Council published small brochures, usually one per subject, to facilitate collaboration between the teacher and their “broadcasting colleague.” These were well-designed and richly illustrated (Hirsch, 1935: 243-244). It should also be noted that between 1930 and 1932, French lessons were tested via the radio with students in Kingston-upon-Hull. They enjoyed them and found them very useful (Roe, 1933: 543).

The beginnings of the use of radio for education, particularly in Europe and North America, after World War I. In 1923, the BBC launched “Educational Broadcasting” in England, introducing radio lessons.

Germany also began using radio in schools as early as 1924. In 1929, the BBC aired foreign language courses, such as French and German, aimed at developing students' listening skills. The methods included question-and-answer sessions and repetitions. Other countries, like France, experimented with radio for language teaching, though with reservations about its effectiveness before 1931. A teacher in Angers, in 1927, emphasized the importance of radio for learning foreign languages, especially for listening to pronunciation and idiomatic expressions. However, in France, the use of radio for language teaching raised skepticism, particularly regarding its ability to replace immersion abroad for mastering spoken language.

The pedagogical practice of web radio promotes in-depth work on both written and oral language, with the oral component of radio relying on the written word.

During this practice, the student refines their expression and searches for the right word. Addressing an audience other than the usual class audience, fixing the spoken word onto a medium, and the possibility that this speech could be heard again within the school or beyond through broadcasting, all give a different dimension to this particular communication situation.

By encouraging collaborative work among students, the web radio system enables learning to work in teams towards a common goal. The educational activities undertaken contribute to the acquisition of cross-disciplinary skills from the core curriculum of knowledge, skills, and culture.

The current approach to language education in secondary school programs can sometimes give students the impression of learning a dead language. Indeed, there is a disconnect between the language of the texts studied and spoken language. Evaluation of schoolwork is mostly done in writing, while oral interactions seem to belong more to the extracurricular sphere. Furthermore, the oral component of verbal exchanges used to impart knowledge is often primarily the responsibility of the teacher, with students' oral contributions potentially causing disruptions or creating an imbalance between more or less outgoing students. In this context, the use of a web radio can be an essential tool to bridge the gap between the language students practice and the language studied in class. Indeed, the web radio allows for regular back-and-forth between the spoken and written word, and shows students the importance of clear, idiom-free speech that wouldn't hinder an average listener, while also emphasizing the significance of precise and thoughtful language.

The use of web radio in the context of the 10th-grade program also offers another benefit. Beyond the oral-written link, the transition to high school requires, in all subjects, a greater structuring of students' thinking. In French, the programs speak of the "continued study of the language as a privileged instrument of thought, a means of expressing feelings and ideas, and a space for exercising creativity and imagination," and of the "formation of judgment and critical thinking." In practice, this means "perfecting mastery of the language in order to express oneself clearly, rigorously, and convincingly, both in writing and orally, to argue, exchange ideas, and convey emotions." In this regard, web radio, a prime space for debate and argumentative discourse, offers students a framework to visualize these objectives more concretely.

Finally, as part of media education, the responsibility of each teacher to make students informed citizens in a society of information and communication is fulfilled here with the use of a web radio in class. Students find themselves at the heart of the process of constructing information, an article, and consequently, reflect on how the information presented to them daily is created. Initially, the radio medium seemed outdated to them, "reserved for adults." For the vast majority, "listening to the radio" meant listening to music. They are not interested, or very little, in other types of radio shows. The web radio project was therefore an opportunity to discover a form of media that is often neglected by students and sometimes even seen as irrelevant.

1. Making the learner an active participant in the lesson

In the context of the web radio project, the prospect for the student of creating a complete segment on a topic of their choice places them in a mode that is no longer passive. On the contrary, the learner becomes an active participant in the lesson by choosing their sources, selecting and sorting the information, and adapting their language level to meet the expectations.

Moreover, within the context of argumentation, the student develops both writing and speaking skills by trying to convince the listener of the validity of their topic. The pedagogy of the project requires the student to be involved. They are given responsibility and face a goal that cannot be achieved without real teamwork. Each student's contribution is thus crucial to the success of the entire project, and this challenge, established from the outset, allows the student to integrate into a collective, thereby becoming more engaged than in a traditional classroom situation, where the teacher plays a more transmissive role.

Furthermore, while some of the research presented in the show may be provided by the teacher, the content produced entirely comes from the learner, making them not only the actor but almost the producer of their lesson, through the connections they make between their research and the work studied during the unit.

2. Educating students about the media and connecting it with language learning

Here, the challenge of media education will be to make the student both a reader, an actor, and a transmitter of media by allowing them to confront information, handle it, and pass it on through the web radio tool. This multiple role assigned to the student will enable them, by creating their own radio show, to better understand the process of media creation and communication. The content, and then, at a later stage, to make the connection with what has been studied. The content studied in a specific language here serves as the subject that allows the learner to later understand the information they are confronted with, and to connect it to the study carried out in class. The usefulness of reading an essay to better understand the society in which the student lives thus transforms the learning related to a language, turning it into tools for expression in the extracurricular context, which brings us to the next objective

3. Structuring students' thinking

At school or university, we should care about the issue of "developing judgment and critical thinking." This process, in the context of a task on argumentation, is simplified through a form of mimicry. Reading texts by authors defending an idea and analyzing them allows the learner to understand how an argumentative discourse is structured. Emphasizing the importance of the presence of a thesis, for example, enables students to observe, from that point, the methods used to convince the reader of a particular point of view. The parallel work of argumentation and the web radio project thus allows students to make connections between the arguments they will support orally during their broadcast and what they have learned during the unit. Students take on two distinct roles, and through imitation, they can, by studying argumentative texts, revise their own arguments based on the types of arguments presented in their lessons, and adapt them to their content. This allows the learner to fully assimilate the studied content while integrating it into the development of their thinking.

4. Developing students' social skills

Group projects, by nature, are elements that promote socialization within the class group. This element, aside from its importance in the classroom environment, is essential for the future development of the student, who will need to adapt to society and, therefore, develop the necessary attitudes for its smooth functioning. Web radio, by encouraging students to debate together, to organize for the successful running of the broadcast, and to research information as a group that will be broadcasted, and therefore approved and accepted by the entire group, is a way to engage the learner and involve them in a community-oriented mindset.

Furthermore, the activities proposed for the design of a web radio mostly in the form of workshops, encourage the student to adapt to various situations and, at times, step outside their usual circle. Similarly, for the more reserved student, the activity sometimes allows for taking a stance, as the student must decide what they are willing or not willing to say, and what they are willing or not willing to do. At the same time, working on a common project fosters mutual support in the classroom and creates new affinities among students. The goal is for the individual to put their knowledge and abilities at the service of the collective. The value of a web radio project, which involves multiple skills, both intellectual and technical, is that it should allow each student to find their place within the group by showcasing their expertise, while also helping them improve on their difficulties through collaborative work with the other members of the group.

- **Inclusion** - A School Radio station run by the students and for the students will help build an inclusive atmosphere in the school. Radio is all about communication and running a radio show takes commitment and teamwork in order for it to be a success. Our systems are easy enough to use that all students, regardless of age or ability can get involved.
- **Building Confidence** - Most people find talking to a 'mic' in a closed room far less intimidating than appearing on camera or on stage. This allows students to express their views and build their confidence whether it is discussing important issues or sharing ideas, radio gives your students a confident voice within your school.
- **Develop Speaking & Listening Skills** - Radio is about speaking and listening. Whether you are presenting or just listening to a show, these vital skills are not only fundamental in radio but are essential for 'real world' skills.
- **Improving Literacy** - Seems strange to be talking about writing skills in radio but the first time a student looks at the 'mic' and then asks what they should say, they realise they need to write scripts and prepare between links. Extend this preparation for talk shows, radio drama or telephone interviews and it is clear that writing plays a big role in radio and extends to meeting the National Curriculum in many ways.
- **National Curriculum** - School Radio helps schools and academies to supplement learning and meet the National Curriculum in ways that you may not even realise. It's also a great way to keep staff, student and parents/guardians alike updated with school life.
- **Giving Students A Voice and Empowerment**- School Radio offers a platform for your students to discuss the issues that matter to them in a non-confrontational format. Whether it is discussing important issues or sharing the music they love, radio gives your students a voice within your school.
- **Teamwork** - Planning and presenting radio shows requires a great deal of teamwork. Many schools run their School Radio station like a 'real' station assigning roles and responsibilities for presenters, engineers and station management. See our free resources pages to download packs to work on projects as a team.

CONCLUSION

Nowadays, the presence of various information and communication technologies has become increasingly common in contemporary society, which obviously also impacts the educational environment. Web-radios are one of these web tools that belong to this digital age. This resource not only allows easy access to all kinds of audio recordings on the web but also enables the creation of audio files that can be published and shared online. Such features make web-radios a highly valuable tool in the educational field, particularly in teaching foreign languages by helping to improve oral skills. This means that this work presents proposals for pedagogical uses of this technology in teaching languages.

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