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Podcasting in Higher Education: students' engagement in oral and literacy practices

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(DRAFT TEXT)

Introduction

This paper aims to contribute to reflections on the issue: What role does teaching play in undergraduates' writing skills? Our contribution will be given from the following specific question: How can the students' engagement in oral and written practices be improved through academic podcasting?¹

This specific question will be addressed through two academic activities experienced in a teaching proposal designed to develop a collaborative podcast created by students. The activities include creating a written script and recording a podcast episode conducted by undergraduates in Literature and Language Teaching. Our qualitative analysis will focus on two materials: (1) teachers' comments on two excerpts from the podcast script; and (2) written self-assessments carried out by the students who participated in the collaborative writing process.

Through this analysis, we aim to discuss how students established relationships between their oral and academic literate practices by scriptwriting of the podcast. We will discuss the challenges faced by the students' involvement in oral and written activities and the outcomes addressed by them in collaborative online projects. In addition, we aim to contribute to a teaching proposal that combines information from scientific research and the oral informality typical of a podcast. As teachers, we seek to foster the process of communicating scientific knowledge by undergraduate students who will also be teachers in a digital era.

Academic podcasting experiences

The two podcasting experiences were part of Virtual Exchange (VE) projects supported by the Brazilian Virtual Exchange Program of Unesp, an institutional program designed for national and international collaborations based on the Collaborative Online

¹ This paper was developed within the scope of the project "University learners in contemporary academic and scientific literacy practices for training teachers and globalized researchers" (FAPESP 2022/05908-0). The first author research is also related to the projects: "Podcast enunciative complexity: scientific dissemination, initial and continuing teacher training" (CNPq 407.593/2021-7) and "Littéracies et technologies dans l'enseignement des sciences e dans la lutte contre la désinformation" (Capes-Cofecub 88881.712050/2022-01).

International Learning (COIL) methodological approach (Salomão and Freire Júnior 2020). An academic podcast approach was designed considering the academic proposals made by Cox et al. 2023 and the uses of podcast for educational purposes reported by Celaya et al. 2020 and discussed by Lazzari 2008. Previous experiences in academic podcasting and in VE projects supported these two experiences (Tenani 2024).

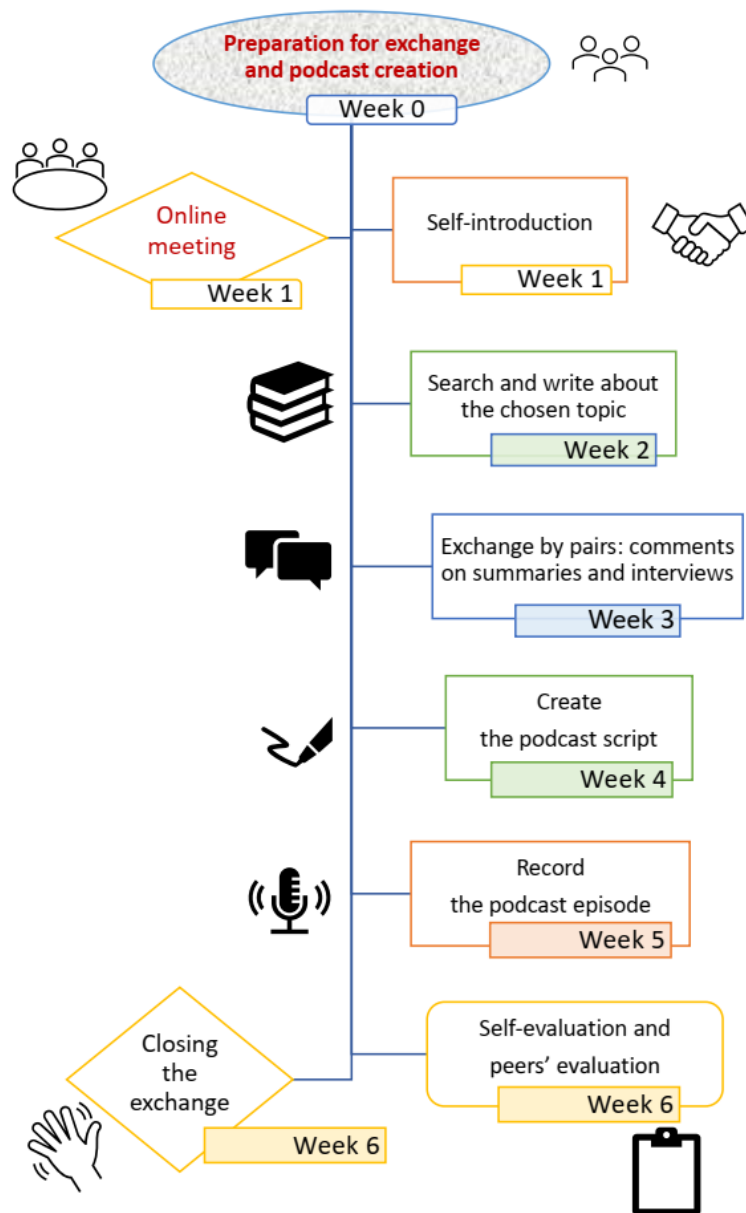
The first podcasting experience project involved a collaboration between two Brazilian universities located over 675 kilometers apart. Podcasting was part of a didactic proposal for undergraduate students of Language and Literature Teacher Education courses and the main topic was the teacher's work in Middle School in Brazil. The VE project participants included two training teachers, each affiliated to one of the two partnering universities, Unesp and Universidade Regional de Blumenau, and 23 students from both universities in early stages of their teaching training. These participants were exposed to the following types of interaction: (1) between the teachers from both institutions; (2) between students from the same institution; (3) between the students from different institutions; (4) between the students and the teacher in charge of the subject, and (5) between the students and the teacher of the partnering institution. These interactions happened over six academic weeks, during which the students performed six steps in four groups to create four podcast episodes. An overview of the VE project activities between the Brazilian students is seen in Figure 1, ahead.²

Both partner teachers designed these steps seen in Figure 1 to promote new teaching and learning practices for their students. This cooperative effort between teachers (1st type of interaction) evolved into a partnership experience for students (2nd and 3rd types of interaction) as they negotiated the perspective for their episode's topic and how the script would be written to be recorded afterwards. Cooperation processes were detected in the written comments made by teachers on the students' podcast scripts, as well as in the feedback provided by the students on the development of their peers' scripts. The subsequent section will discuss the data supporting this cooperative interaction to promoting oral and literacy practices. The podcast "Docência Entrelinhas" [literally: "Teaching Between the Lines"] is the product of this VE project, whose episodes are available at YouTube channel of the Laboratory of Phonetics of Unesp (@unesplabfon 2023).³

² Each activity was introduced in a face-to-face class by both teachers. The same instructions were made available in the Google Classroom, to which all participants had access. The deadlines and scores for the activities were previously discussed with the students. Also, the integration between the program content of each course and the set of activities in the VE project was explicit to the students. This integration was designed to achieve the learning outcomes intended by VE projects (Salomão and Freire Júnior 2020).

³ The podcast episodes are available at:
<https://www.youtube.com/watch?v=wgQQIEwRE7k&list=PLV3HaDRo-edmjWOGNRyAFRwmZPCMsw4MR>

Figure 1 – Overview of a virtual exchange project within Brazil

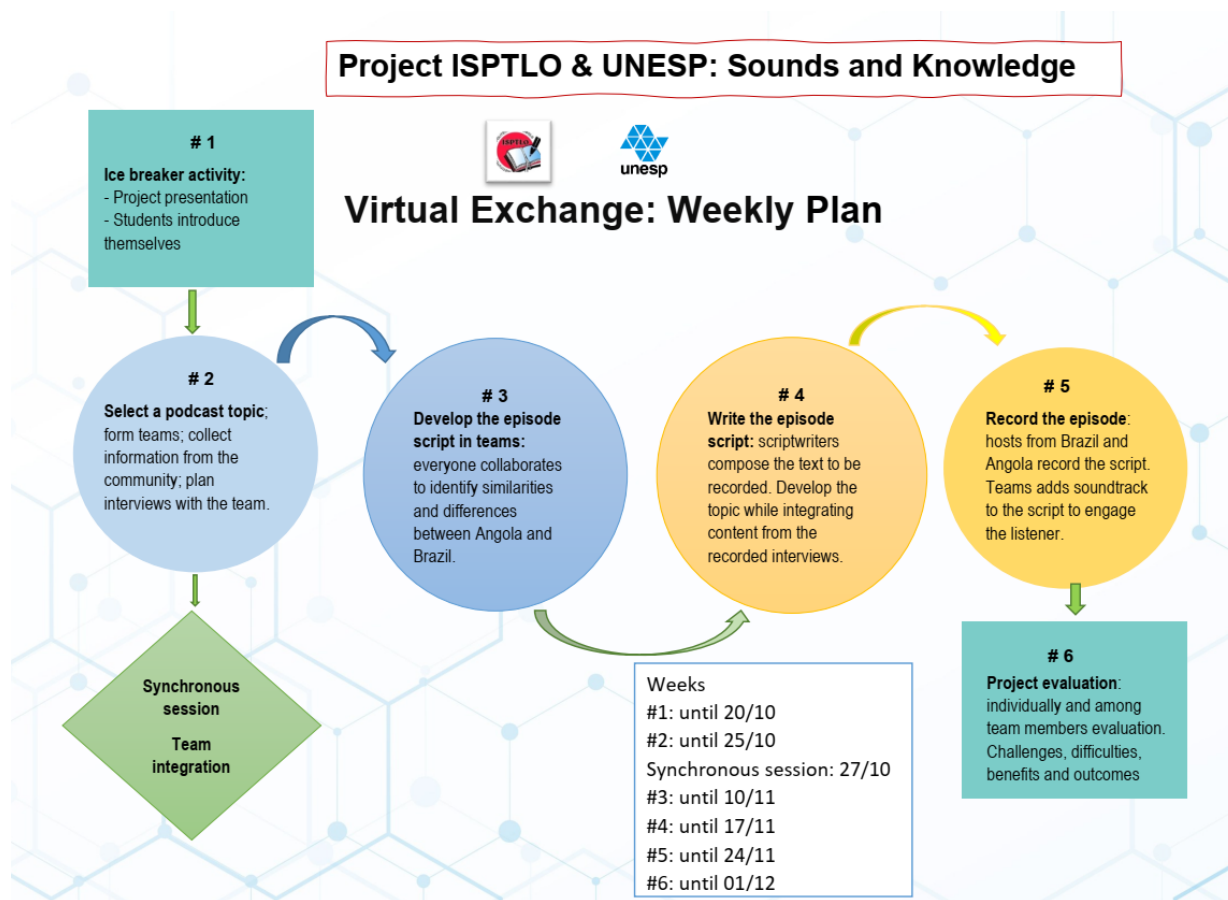


Source: Project “Education and science: languages and technologies in initial teacher training”, coordinated by professors Dr. Luciani Tenani and Dr. Adriana Fischer, published by Tenani et al. (2024: 394).

The second podcasting experience consisted of an international VE project with 16 graduates and undergraduates from Brazil, Brazilian Portuguese speakers, and 15 undergraduates from Angola, Portuguese and Bantu speakers. Time zones and academic term differences determined the possibilities of online and offline partnerships of this VE project. Taking these conditions into account, a graduate course in the Postgraduate Program in Linguistic Studies in Brazil was carried out concomitantly with

the academic term at Instituto Superior Politécnico do Libolo, ISPTLO, in Angola. However, the Brazilian course accepted both graduate and undergraduate students, whereas the Angolan course accepted only undergraduate students. This situation resulted in an unbalanced profile of the participants. Despite these differences, shared cultural and linguistic backgrounds made us believe in the success of the exchange between the participants.⁴ An overview of the VE project activities between Brazilian and Angolan students is seen in Figure 2.

Figure 2 – Overview of a virtual exchange project between Brazil and Angola



Source: Project “Sounds and Knowledge: connections and intersections in the voices of Angola and Brazil”, coordinated by professors Dr. Luciani Tenani and Ms. Elizabeth Rodríguez González (originally in Portuguese), 2023.

The podcast “Sons e Saberes” [literally: Sounds and Knowledge] was the product of this VE project, whose episodes are available at YouTube channel of the Laboratory of

⁴ The Portuguese Colonial Empire shaped these common backgrounds, because thousands of people from the area now known as Angola were enslaved and subjected to forced labor in Brazil. In our VE project, some students who identified themselves as being of African descent wanted to get in touch with people from Angola and expand their cultural connections.

Phonetics of Unesp (@unesplabfon, 2023).⁵ The participants of this project were organized into five groups. Each of these groups created podcast episode scripts, primarily sharing information and interviews on the following topics: soccer, food, friendship, dance, and linguistic diversity. These topics were chosen by VE project coordinators aiming to increase cultural connections between students.

Based on the same podcasting design of the previous VE project, this Brazil-Angola project was planned to be experienced over six academic weeks and performed in six steps to create five podcast episodes. The participants in this podcasting project faced technological, communication, and cultural challenges. An example of the communication challenge occurred when the Angolan students were not able to interact with Brazilians on Google Classroom as planned, because they depended completely on ISPTLO internet support. All interactions had to be moved to WhatsApp groups which were organized by episode topics. Time passed and the Brazilian students were very eager to know about the Angolan students' perspective on the topic to be covered in the episodes. The short timing led them to ask many questions at once. A Brazilian posted five questions simultaneously about Angolan linguistic diversity, overwhelming the Angolan students.⁶ The Angolan coordination assisted them in managing the complex inquiries. This is a sequence of events that exemplifies one of the linguistic challenge experienced: Portuguese was the language used for talking about the Angolan linguistic diversity and the native Brazilian languages, but the linguistic richness configuration in both countries remained unknown to students.⁷

The next section will present data showing how these VE projects challenged students to write collaboratively the podcast script while balancing academic content, oral styles interactions, and intended audiences.

Describing and analyzing oral and literacy practices

The collected material⁸ enabled us to: (1) detecting the students' work with the literate bases which emerges from the script comments made by teacher through the writing process; (2) identifying the students' engagement in the process of creating the podcast script, as their teacher sought to bring it closer to orality to achieve the proposed didactic

⁵ The podcast episodes are available at:

https://www.youtube.com/watch?v=TT_WHTZxk34&list=PLV3HaDRo-edkwxRM83NuPBSqp-yv_TtFs

⁶ The communicative situation was the following: the Brazilian and Angolan peers were talking about linguistic contact and diversity, when Angolans used the expression "national" language. Brazilians did not understand this concept and posted the following messages: "In the case of Angolan languages, how does this contact occur? Can people from a region that speak a different national language understand the language of another region? If so, how are they "learned"? And how is music used for this? Is it a form of union or delimitation of these regions?"

⁷ Under The Colonial Period, native people in America and Africa were not free to use their own languages. Despite the groups' resistance, they had to speak Portuguese only. However, the linguistic contact between Portuguese and native languages created a melting pot in Angola and in Brazil. So, although both countries share many cultural and linguistic elements, there are relevant differences between them. An example of these claims is the Letter from Roraima about Languages of the Indigenous Peoples of Brazil, available at: <https://abralin.org/carta-de-roraima-das-linguas-dos-povos-indigenas-do-brasil/>

⁸ The procedure adopted to collect data was approved at the Research Ethics Committee in Brazil under the number CAAE 67001923.9.1001.8142.

goal; (3) identifying challenges and outcomes from creating a podcast script in the students' reflections on collaborative writing.

Firstly, we will examine teachers' comments on two excerpts from podcast script that allow us to describe the students' interactions with their teachers in the first reported experience. We will analyze these excerpts by focusing on student experiences on collaborative writing process of podcast script and their engagement in the process of considering oral practices that shape podcast audios.

The podcast scriptwriting process was planned by the teachers in charge of the project and the courses at their respective universities. They provided explanations regarding the writing assignments for week 4 of the VE project (Figure 1). These assignments were based on academic-scientific texts discussed in a face-to-face class during week 2. The activities aimed to transition students from academic written practices to informal oral practices, with the objective of understanding and sharing knowledge to be communicated through their podcast.

We considered as an object of analysis the 41 comments and 299 edits made by both teachers in the four scripts produced at the end of week 4.⁹ Having read this set of written interactions between the teachers and students, we selected two excerpts featuring comments and edits where we sought to observe how the writing processes took place. These excerpts were analyzed by Tenani et al. (2024: 398) focusing on discursive movements among the VE participants. However, here we will highlight the writing process as part of the literacy practices enhanced by podcasting.

Table 1 – Excerpt 1

Excerpt 1	Script of Episode 1, followed by two comments of teacher 1, both linked to the underlined excerpt below.
Student text	Percy Jackson could be an entrance door to awaken the students' interest in Greek mythology, and this could be leveraged by the teacher through an in-depth study of Greek history and mythology, and based on this content, the students could be introduced to other works related to this topic, such as the Iliad. In other words, the <u>intertextuality between the works</u> is a very interesting way of approaching Literature.
Comment 1 by teacher 1 [05/16/2023]	Look: this is a topic which is addressed in reading, text comprehension classes, discursive genre studies and Literature classes. If you have are up to it, you tell something more about INTERTEXTUALITY. Have you already had a look into the National Curriculum? Have you seen anything in papers that you studied? You could mention it here or in the episode's description.

⁹ The number and the presence of comments and edits varies across the episodes. The following was identified: in episode 1, 10 comments and 77 edits; in episode 2, 215 edits and no comment; in episode 3, 28 comments and no edit; in episode 4, three comments and seven edits. The comments were predominantly made by professor 1 (27 out of 41 comments), and the edits, by professor 2 (288 out of 299 edits). All these off-line interaction records took place within a maximum time range of 10 days.

Comment 2 by teacher 1 [05/22/2023]	Have you chosen not to address this item in the script?
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Source: Tenani et al. 2024: 398.

A concise description of these comments on the selected excerpt was provided by Tenani et al (2024: 398-400). They described that: (i) comment 1 reminded the students that it was important to make use of previously read academic-scientific texts; (ii) comment 2 questioned the lacking development of the proposed topic five days after the first comment was published; (iii) both comments were related to the phrase “intertextuality between works”, and in the first comment, the term “intertextuality” was in capital letters, highlighting this concept that the teacher wanted to be developed, according to the explanation provided to the students. This written strategy of highlighting the word “intertextuality” in capital letters can be interpreted as shouting in network speech code which can be seen as harsh speech, although this was not the teacher’s intention.

This description is a piece of offline written interaction between teacher 1 and students, but it was not the conclusion of the teachers and students’ engagement in this topic. During a face-to-face class, the student who authored the script explained to teacher 2 that she and her team decided not to address the question posed by teacher 1. They felt that following teacher’s suggestion could lead to a development that would diverge from the episode’s main topic.

Considering the two moments of teachers and students’ interactions, we highlight the communicative distance between teacher 1 and students in written interaction and the proximity between teacher 2 and students in oral interaction. However, the teachers desired that their students express themselves equally through both speech and writing. This qualitative analysis leads us to issues related to the teaching formation process of the students of bachelor’s degree in Language and Literature Teacher Education, who should engage in searchers for knowledge in various sources of scientific data. It is required of them to provide justifications that explain adherence or rejection of propositions, which is a crucial academic skill, whether speaking or writing. It’s worth noting that our reflections on the podcast scriptwriting highlight that working with literate bases (present mainly in the comments and proposed didactic editions) generated discursive tension in the student-teacher relationship.

We now proceed to Excerpt 2 to describe an example of written teacher-student interaction, which emerged from the script edits made by the teacher aiming to align it closer with oral practices. To clarify the text editing process, we present the original version in Portuguese along with its English translation.

Table 2 – Excerpt 2

Excerpt 2	Script of Episode 2 followed by two versions with edits made by teacher 2. The deletions are crossed out and the insertions are marked by brackets; in the final version, the applied changes are marked.
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Initial student version [05/12/2023]	Isso vai de encontro com o pensamento de Ginete Cavalcante Nunes que diz que a poesia tem o poder de expandir a consciência do aluno. (According to Ginete Cavalcante Nunes, poetry has the capacity to expand students' awareness)
Edit made by teacher 2 [05/13/2023]	Isso [Essa proposta] vai [ao]de encontro em [d]o pensamento de Ginete Cavalcante Nunes [, publicado no artigo x,] que diz que a poesia tem o poder de expandir a consciência do aluno (This [This proposal] aligns with Ginete Cavalcante Nunes' thinking [,published in paper x], which says that poetry has the power to expand the student's consciousness.)
Student final version [05/16/2023]	<u>Essa proposta</u> ¹ vai <u>ao</u> ² encontro <u>do</u> ³ pensamento <u>de</u> ⁴ Ginete Cavalcante Nunes, <u>publicado no artigo "Poesia e letramento literário no Ensino Fundamental"</u> ⁵ . <u>A poesia tem o poder de expandir a consciência do aluno.</u> (<u>This proposal</u> aligns with Ginete Cavalcante Nunes' thinking, <u>published in the paper "Poesia e letramento literário no Ensino Fundamental"</u> . Poetry has the power to expand the student's consciousness.)

Source: Tenani et al. 2024: 403.

This excerpt illustrates five of the 299 edits made by the teachers in the four scripts written in week 4 of the podcast production process.¹⁰ Comparing the three versions of excerpt 2, Tenani et al. (2024: 403-405) described the final script composition in five points: (1) reworking of the textual cohesion; (2) to (4) corrections of the grammatical construction; (5) addition of a reference to a paper mentioned by the students. In this case, the teacher editions guided students on Portuguese grammar issues and referencing academic texts. All these teaching edits were accepted by students, suggesting that they met the students' expectations.

In addition, Tenani et al. (2024) noted that the last edit resulted in a long structure, which might have led to another change made by the students during the process of preparing the recording. They rephased the subordinate clause "who says that poetry [...]" into an independent clause which expresses the same proposition. These formal changes created different meaning effects between the suggested edit and the recorded utterance. In the teacher suggested utterance, the proposition "poetry has the power to expand the student's consciousness" was the voice assigned to the quoted author; in the final student utterance, this proposition turned into the students' voice. We add that the exclusion of "who says that" and the inclusion of a period established a new written and oral relationship that was probably motivated by how the audio would be delivered. This is an example of how spoken and written utterances were intertwined in the collaborative creation process for the academic podcast. It's worth noting the students' engagement in the process of creating the podcast script, as they sought to bring it closer to orality to achieve the proposed didactic goal.

Now we move on to describe challenges and outcomes from creating a podcast script considering the students' reflections on collaborative writing. The students' reflections

¹⁰ The edits consist in all changes, such as deletion or insertion, made to the written text in Google docs. All the edits are distributed as follows: in episode 1, five edits made by teacher 1 and 72 made by teacher 2; in episode 2, six edits made by teacher 1 and 209 made by teacher 2; in episode 3, no edit; in episode 4, seven edits made by teacher 2.

were guided by a survey with open and closed questions which was the last activity of the VE project between two Brazilian universities (Figure 1). It was also the last activity (week 6) of the VE project between Brazil and Angola (Figure 2). Here we choose to focus our qualitative analysis on the self-evaluation data collected at the end of the Brazil-Angola project. This choice was motivated by the fact that the students felt particularly challenged by experiencing an international exchange process.

We considered the self-evaluation data collected at the end of the Brazil-Angola project, through a survey consisting of 13 questions (six closed questions and seven open questions) which were answered by 13 Brazilian students. The 169 answers collected comprised 78 closed question answers and 91 open question answers. These answers addressed the following topics: Access to the information provided about linguistic and discursive characteristics of the podcast; Guidance received on preparation for podcast production; Collaborative writing of the podcast script; Recording of the podcast episode; Use of technologies for team podcast creation; Learning about the linguistic characteristics of Portuguese and perspectives on teaching practices; Understanding of the concepts: text, discourse, speech, and writing; Justified self-assessment of their academic performance. We read all the 13 students' answers (1.106 Portuguese words in total) regarding their perspective on the collaborative writing process of the podcast script. We selected three of these answers based on the length of the texts in Portuguese: (1) the shortest (03 words), (2) a medium-length text (74 words), and (3) the longest (205 words).

Table 3 - Students' perspective on the collaborative writing process

Student	Comments on the collaborative writing process
1	It was very challenging!
2	At first, constructing the script was a challenge, as we had to select concise information that still maintained the essence of our approach. Next, it was necessary to envision an interlocutor to shape the language; however, these and other processes helped us refine our intentions. The teacher's feedback with comments was essential for building a good script, as it guided us in making corrections.
3	Scriptwriting was challenging, precisely because of the need to consider an anonymous listener (who, in our context, might not even be from Brazil) and the need to organize various pieces of information from different realities that interact with each other to create a cohesive, coherent, and intelligible text for the listener. The improvement process was also crucial, carried out by the teacher and the group members. In this case, an interesting strategy we used was to space out our revisions, so we could identify vague information in our speeches after being away from the text for a while. This helps us spot potential gaps that our prospective listener might encounter, which we must be extra careful with in the podcast medium, as locating the listener in the spoken text can be more challenging than in the written text, which has the advantage of visual/graphic materiality for this purpose. In this sense, we focused on highlighting the topics we would cover at a

	given moment, repeating terms instead of using relative or indicative pronouns, and making other similar choices. Lastly, we also made sure to read our parts out loud to ensure smooth and comfortable interpretative reading for each speaker.
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Source: Project “Sounds and Knowledge: connections and intersections in the voices of Angola and Brazil”, 2023.

In these three texts, students voiced the challenges in the collaborative scriptwriting process, a statement that also appeared in the other 13 students' texts. In text (1), the nature of the challenges is not specified, but we can identify it in texts (2) and (3). In short, these students faced challenges in the writing process, from constructing the script to refining their intentions. Initially, they struggled to select concise information that maintained the essence of their approach. Envisioning a listener, potentially foreign, to shape the language was another hurdle. They realized that teacher feedback with comments played a crucial role in guiding corrections, helping organize diverse information into a cohesive text and build a better script. In addition, in the texts (3), a student voiced that the decision involved spacing out revisions to identify vague information and potential gaps from a prospective listener's perspective was as effective writing strategy. Considering the oral performance requirements when recording the episode, efforts focused on clearly highlighting discussion topics and reading aloud to ensure smooth interpretative reading. These were some outcomes from the scriptwriting process.

The collected data from both projects provided insight into the students' reflections on their challenges and outcomes in literate and oral practices when transitioning between the two through the podcast creating experience. The analysis of the students' reflection process delved deeper into the intricate dynamics between written and spoken language, highlighting both the engagement and the difficulties that students faced in producing content when aligning it with the didactic objectives of the project.

Outcomes from Podcasting Experiences: Improving Oral and Literacy Practices

Analyzed data suggest that the student creation of academic podcasts required an integrated approach to writing and orality. In the described experiences, creating texts for the podcast script demanded two simultaneous movements from students: one concerning written text and its literate practices, and the other concerning speech and its oral practices.

Considering the sequence of proposed didactic activities, the first movement consisted of re-signifying the ways in which students relate to written texts, whether they are academic reading sources or texts written for their intended audience. In working with texts as reading sources, from which podcast scripts are elaborated, it was necessary to change the students' positioning as readers: it was no longer sufficient to read individually for their own formation as learners in a given field of knowledge; it became necessary to read while also considering how the content they were appropriating as readers would be communicated to an audience for whom this information would be new.

Thus, students are called upon to create podcast scripts to didacticize the knowledge obtained from reading sources, making it accessible to listeners who will be their learners. Similarly, scriptwriting required students to convey knowledge to non-specialist listeners in an accessible way, rather than demonstrating it to a specialist teacher in a traditional way. These changes in students' positioning, whether as readers or writers, were fundamental to the teacher education process, as they enabled students to move from the role of learners to that of teachers in situated practices (Greno 2011, Crokes 2015). Therefore, being able to be readers and writers from different positions promotes significant changes in the processes of constructing teacher identity (Lee & Schallert 2016). These changes, nonetheless, were due to teachers who were responsible for guiding students in this formative process, as the data analyzed showed.

The other movement that creating podcasts demanded from students consisted in re-signifying the ways in which they put themselves in relation to oral practices. These practices should be referenced in the podcast scripts, which give oral traits typical of the formality of writing. Simultaneously, the scripts should be based on reading that favors comprehension by an audience unfamiliar with the subject matter delivered.

The desired consequence was that students repositioned themselves in relation to their conditions as speakers to create academic podcast scripts. They needed to ensure a balance between the orality of the podcast and the formality arising from the writing elements to be academically informative. Their intended audience, although unfamiliar with academic themes, must find the audio clear and comprehensible. Again, students – who were teachers in initial training – were called upon to didacticize the knowledge to be delivered so that the written bases on which they elaborated the scripts dialogued with the dynamics of the orality produced for an audience of non-specialists. In the same way as it was observed in the writing work, the podcast creation required students to change their positioning concerning orality. These changes were also fundamental to the teacher education process, especially when considering that orality is the basis on which classes are taught, and lectures are given.

One last reflection deserves to be made about the students in one of the academic activities described who figured out the importance of considering linguistic and cultural origins and the effects that the knowledge of these origins can produce on an audience that is outside the academic spaces experienced by those students. The necessity to address cultural and linguistic diversity significantly contributes to the processes of identity construction in teacher training. In these intricate processes, the role of the teacher educator was paramount in highlighting these differences to students and demonstrating how to navigate them. Effective teacher training may elucidate how this social awareness is reflected in the representations students form of themselves and others (Amossy 2005).

Final remarks

In this paper we claimed that student-created academic podcasts foster an integrated approach to writing and orality, requiring students to simultaneously engage with literate and oral practices. We described a pedagogical approach to academic podcasts creation that promoted a re-signification of students' relationships with written texts, transforming their roles from individual learners to educators who didacticize knowledge for a broader audience. Our experiences have taught us that students, through creating academic podcasts, should appropriate academic content to communicate it to a non-specialist audience, transitioning from demonstrating knowledge to a specialist teacher to conveying it accessible to unfamiliar listeners. We argued that this transition is fundamental in teacher education, enabling students to move from learners to teachers in situated practices and construct their teacher identity.

Furthermore, creating academic podcasts requires students to re-signify their relationship with oral practices, integrating oral traits into formal writing while ensuring comprehension for a non-specialist audience. We learned from our didactical experiences that students must balance podcast orality with the formality of academic writing, ensuring the audio is clear and informative. This involved teaching knowledge so that written academic foundations could dialogue with orality dynamics for a non-specialist audience. This process mirrored changes in the writing work, requiring students to adjust their positioning concerning orality, which is crucial for teaching and lecturing.

Data analysis allowed us to show that students encountered challenges in collaborative scriptwriting, including selecting concise information, anticipating potentially foreign listeners, and organizing diverse content into a coherent text. A common outcome of this writing process was the adoption of a revision strategy that involved spacing out revisions to identify ambiguous information while emphasizing clear topic highlights and ensuring smooth interpretative reading for oral performance. This analysis addressed the study's central research question: How can students' engagement in oral and written practices be enhanced through academic podcasting?

The analyzed self-assessments of the scriptwriting also revealed that students emphasize the crucial role of teacher feedback in guiding revisions and improving script quality during collaborative writing processes. This finding represents our contribution to addressing the specific question: "What role does teaching play in the development of undergraduates' writing skills?"

In conclusion, the integration of oral and literate practices through podcasting offered valuable formative resources for educational processes. By interweaving oral and literate practices, podcasting supported students' professional development in the digital era, fostering active knowledge creation and providing students with an authoritative voice. This approach required careful design and supervised implementation to maximize its benefits for student learning and professional growth.

1. INSTITUTIONAL DESCRIPTION

Luciani Tenani is an Associate Professor at São Paulo State University, Unesp. She teaches undergraduate and graduate courses and coordinates the Laboratory of Phonetics at Unesp. Tenani has been researching and supervising projects about the following topics: Brazilian Portuguese prosody, orality and literacy practices, and academic podcasting. Her research projects have been funded mainly by the National Council for Scientific and Technological Development – CNPq, Brazil.

Emerson de Pietri is an Assistant Professor at São Paulo University, USP. Emerson de Pietri is an Associate Professor at the School of Education of the University of São Paulo, USP. He teaches undergraduate and graduate courses and coordinates the Research Group on Language Teaching and Teacher Education. Pietri has been researching and supervising projects about the following topics: teaching Portuguese, teaching writing skills; teacher training; history of Portuguese teaching in Brazil.

Since 2023, they have been working together on the research project: "University learners in contemporary academic and scientific literacy practices for training teachers and globalized researchers" (FAPESP 2022/05908-0). The professors Tenani and Pietri were classmates during their undergraduate studies at Unicamp and shared a basic training in language. In the current project based at Unicamp, they join this training with their areas of expertise and experiences working at their universities (Unesp and USP, respectively) to reflect on the teacher role in the development of students' oral and written skills. In this presentation, they look for answers to this specific question: How can the students' engagement in oral and written practices be improved through academic podcasting?

2. KEY THEORISTS OR FRAMES

Academic literacies and professional development (Lea & Street 2006; Fiad 2011)

The recognition of the existence of literacies and their heterogeneous foundations makes it possible to consider the professional training process in Higher Education in its relationships with the social and political forces that shape the development of academic literacies. This perspective moves beyond merely acquiring certain reading and writing skills or producing specific textual genres.

Podcasting, multimodality, orality and literacy practices (Celaya et al. 2020; Cox et al. 2023)

An interweaving of oral practices (audio listening) and literate practices (episode scripts) is engendered to podcasting. A relevant methodological question is: How can oral and literate podcasting practices be designed and implemented in Higher Education to support students' professional development in the Digital Era?

Speech and writing in literate societies (Corrêa 2004; Street 1995, 2006.)

The relationship between speech and writing is marked by the diverse ways these modalities interrelate. Producing podcasts involves navigating the various ways elements from each modality are hybridized in their textual forms, providing valuable formative resources for educational processes.

Student-created podcast for academic purposes (Tenani 2024; Lazzari 2008; Lee, McLoughlin & Chan 2008)

In Higher Education, it is required for students to perform tasks collaboratively as a team with a common goal. They are asked to manipulate digital tools to create scripts and record audios of a podcast. The pedagogical tasks enclosed in podcast production favor active knowledge creation and give students the authoritative voice.

3. GLOSSARY (A LIST OF CONTEXT/CULTURE-SPECIFIC TERMS)

Academic literacies (Lea & Street 2006)

Writing in a university involves understanding the diverse relationships between language modalities, context specifics, social practices, and language values. This approach aligns with Lea and Street's (2006) academic literacies model, differing from the skills model and academic socialization model, which view writing as an individual learning activity.

Heterogeneity of writing (Corrêa 2004)

In literate societies, speech and writing interconnect through diverse social practices where they materialize textually (Corrêa, 2004). Writing is not autonomous from speech; instead, they blend in various ways (Street, 1995, 2006). An example is a text written to be listened to, like news or a podcast script, demonstrating the mixed nature of speech and writing. This nature

Podcasting and teacher training (Tenani, Pietri, Fischer & Dobrić 2024)

We adopt a certain conception of teacher training (Burns, Freeman & Edwards 2015; Lee, Schallert 2016). Questioning due to technology issues shape this training in contemporary times. Additionally, it questions a socio-historical (and political-ideological) devaluation of communicating and teaching scientific knowledge (low interest of new generations in undergraduate courses, for example). We also adopt a certain conception of academic podcasting (Lazzari 2008; Lee, McLoughlin & Chan 2008). Podcasting shapes multiple and intricate relationships between speech and writing that emerge from previous social practices. The academic podcast is necessarily done by student teams in all phases (topic researching, scriptwriting, audio recording, editing and publishing). The academic podcasting experience may renew the oral and literacy practices development through didactic activities and, thus, professional formation in Higher Education. In short, podcasting allows pre-service teachers to address pedagogically relevant topics while building representations of socially situated

concepts for their texts. Through podcasting, their professional identity formation encompasses answers to the historical memory, the time and space in which social interactions are constructed and the representations hence produced.

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