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RESEARCH ARTICLE

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THE PRODUCTION OF PODCAST SUMMARIES: EXPERIENCES WITH PORTUGUESE AND BRAZILIAN STUDENTS

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ABSTRACT

In this study, it is discussed whether students, when producing podcast summaries, evidence in their texts that they know the strategies of retextualization and whether they show self-regulated competence in doing so. 36 summaries were analyzed, produced by 12th grade high school students from a public school in northern Portugal and by 3rd grade middle school students in northeastern Brazil. For this, an instrument of analysis and quantitative weightings was built, seeking to better express the results. The median age was 17 years and females in 63.9%. In the comparative analysis, regarding gender, there was no significant difference in the concepts obtained in the Interactive and Podcasts Phase. On the other hand, in self-regulation strategies, girls used the strategies in the cognitive, metacognitive, and motivational dimensions more often than boys. This difference was statistically significant for the metacognitive ($p = 0.035$) and motivational ($p = 0.002$) dimensions. In the cognitive dimension, although the difference did not reach significance, there was a statistical trend ($p = 0.060$) of better concepts also for girls, compared to boys. As for the nationality of the students, a remarkable difference was observed in the Interactive Stage. Portuguese students obtained higher grades than Brazilian students. Similarly, in the Podcasts, for both text production ($p = 0.032$) and retextualization ($p = 0.014$) strategies, the Portuguese students obtained higher concepts, compared to the Brazilian ones, and in the self-regulation strategies, again, the Portuguese students obtained the best concepts, and in the cognitive dimension, this difference reached a significant statistical difference ($p = 0.016$).

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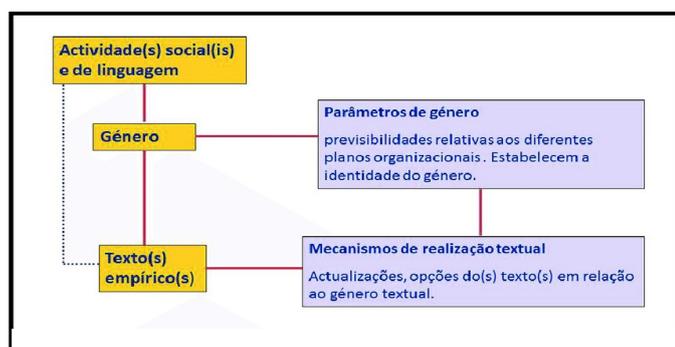
INTRODUCTION

The present study aims to show whether students know the strategies of retextualization and if they show self-regulated competence, procedures that can support the argument that the improvement of written education of secondary school students is taking place. Specifically, it seeks to show whether students know the strategies of retextualization and whether they show self-regulated competence, contributing to the improvement of written education for secondary school students. The study fits into the Sociodiscursive Interactionism (ISD), understood as the science of the human, highlighting the centrality of the relationship between language and development. In this direction, questions specifically related to the writing of podcast summaries will be added, in terms of the development of language skills raised by different writing practices, and from the point of view of how writing practices can intervene in the development of the person.

Thus situated within the scope of the ISD, the present work combines a reflection on the notion of a textual genre with the observation of the student's action to elucidate the production of the podcast summary in the school context. That is why this theoretical support was chosen to elucidate such questions, since the problems encountered in the production of the summary are common, within the scope of the school, in Brazil and Portugal, as well as in other countries (Addison&McGee, 2010; Cumming, Lai, & Cho, 2016;Massengill, 2015). As an example, in the Netherlands, serious concerns have been raised about the level of students' writing proficiency regarding misconceptions regarding the organization, style, and communicative effectiveness at the end of basic education (Krom, Van de Gein, Van der Hoeven, et al., 2004; Kuhlmeier, Van Til, Hemker, De Klijn, & Feenstra, 2013). These findings are alarming, as writing competence is crucial for students' academic success and one of the basic requirements for participation in society.

Genre-Text Relationship: Texts, from the perspective of ISD, appear as empirical representatives of the collective activities in which they happen and always correspond to language actions

(Bronckart, 1999/1997 and 2006; Bronckart & LAF, 2004). They are, therefore, global communicative units, oral or written, conducted in a given natural language. For Coutinho (2007), texts depend on genres endowed with contextual and organizational characteristics and associated with a particular activity (see table 1). Furthermore, Marcuschi (2008: 190-193) emphasizes that the conception and the medium associated with a given genre, whether oral or written, do not always coincide. For example, a television newspaper is structured in the written modality and presented in the oral modality, and the podcast is structured in the oral modality and can transit in the written modality. Thus, writing constitutes a modality determined by the conditions of production specific to each genre, which guide the importance of producing in writing what will later be read.



Source: Coutinho, 2007; Coutinho & Miranda, 2009; Miranda, 2010.

Table 1. Gender-text relationship chart

For Bhatia (2001), textual genres, such as the summary, can be seen from two different perspectives: first, as a reflection of the world and the communicative practices present in it; second, as an efficient pedagogical tool for the teaching-learning process. Thus, reflections on the *summary genre* as a genre distinct from the others constitute an important theme for the school community, as argued by Dionísio, Machado, and Bezerra (2010), mentioning this tool in the teaching-learning process and addressing the importance of the investigation of this genre together with its specificities. In this context, the construction of the summary genre, in the school context, consists of a way through which the student translates his reading and demonstrates his knowledge about a certain area of knowledge. Based on the theoretical and epistemological framework of the ISD, a social conception of all linguistic functioning is supported, since it is the purpose linked to the production of a given text that conditions the linguistic strategies that will be mobilized. Therefore, summarization is considered an important tool for retextualization, considering this an active process and mediator of a work in which the student is a protagonist in the construction of his knowledge, learning the functioning of texts in favor of the development of metacognitive processes for the acquisition of autonomous and lifelong learning.

Understand the Summary: The summary is understood as an ordered sequence of sentences, with a clear purpose of interaction. This genre appears in different communication situations, to communicate with the reader and present him/her with previous information on subjects that will be developed later in texts of other genres. In order to produce a summary, it is necessary to activate specific mental processes, such as the reduction of information to what is considered essential, that is, what cannot be deleted under penalty of undoing a communicational agreement. It is also important to carefully read the source text so that the wording of the summary does not deviate from the original wording. With that, based on the work of Schneddecker (1991, p. 57), the author of the summary needs to carry out the following procedures: a) suppression of non-pertinent propositions or those that prove to be of lesser importance in the reduction of the discourse; b) integration of a proposition into another proposition, with condition, composition or consequence relationships between them; c) construction of more general propositions based on other subordinate propositions; d) generalization that is often effective when replacing terms with super-ordered ones.

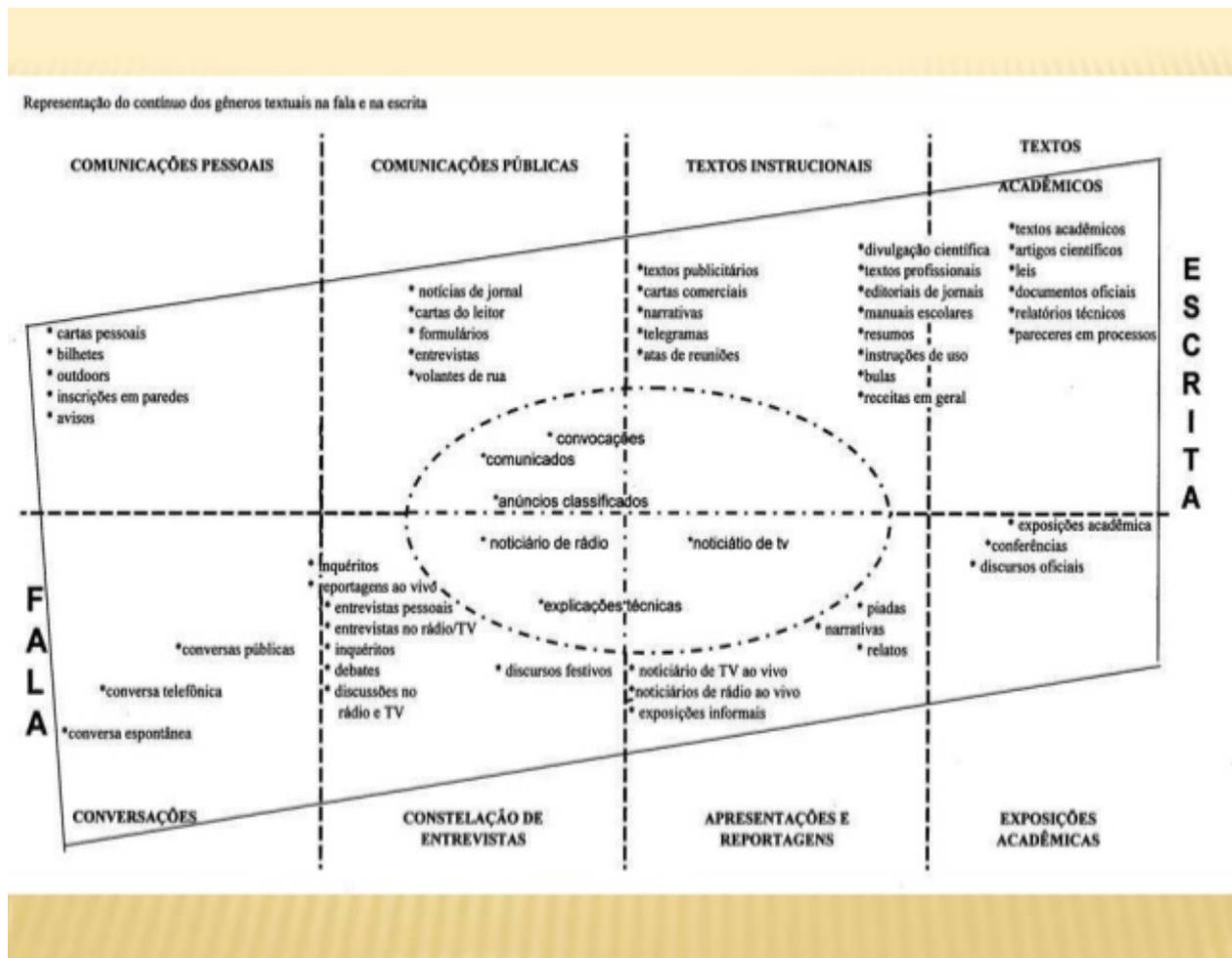
As you can see, the development of a summary activity is not random; on the contrary, it is logically governed (Machado; Lousada; Abreu-Tardelli, 2004, p. 25). Thus, the summary is the concrete expression of the textual macrostructure, which is why this textual genre is listed as an important data of cognitive, discursive, and social actions presented by the language user. There are different levels of summary of a text, bearing in mind its different linguistic, cognitive, contextual, situational, and intentional components. And despite the fact that, in school, teaching is often directed towards the work of summarizing, the schemes that seek to account for summarization make up the task of summarizing, and present a variety of objectives and implementation techniques. To work with the summary, elaborating it, requires the student to pay attention to the information: it is necessary to maintain an informative invariance and to abbreviate the expression (VEIGA-SIMÃO, 2002). For the cited author, the cognitive issues surrounding summarization are a focus of interest to keep the core information accurate and organized. As stated by Vigner (1991), the task of summarizing a text is based mainly on the principle of economy and fidelity. Elements considered secondary in the text should be disregarded. The thematic core, which would correspond to what remains in the reader's mind, then begins to be re-elaborated. Still according to Vigner (1991), if, from the linguistic point of view, the activity of summarizing takes the form of a reduced paraphrase, it cannot be dissociated from the reference to a mental model that needs to account for operations of elimination, substitution, and integration of the elements placed in the foreground at the time of the construction of the summary. In this context, the teaching of summary production needs to be scaled to help students develop metacognitive self-regulation of the writing process. Thus, students will be able to perceive the theme addressed in the text under analysis, whether it is a summary or not, and its conduct throughout the text. In addition, they need to understand the author's point of view, and the parts of the text that should be highlighted and retained, precisely, confronting them with the theme already identified and observed in its development. On the other hand, by putting the summary on the agenda, students must know how to discard what will not interfere with the coherence of the text. That said, we consider the hypothesis that there is an interrelationship between the use of conscious rules both to read a text and to write a summary and the development of specific self-regulated strategies for the use of language.

Podcast and the Development of Oral Skills: The podcast is a tool that rescues **orality**, inspires **creativity**, and is increasingly used by teachers and students. Its potential develops **cognitive skills**, in addition to adding a lot to the **pedagogical practice**. Audio files can be produced as part of students' activities, which will develop their creativity, orality, and collaborative work. Thus, the podcast consists of an audio or video file in digital format that is transmitted over the internet – and works as a digital radio. As such, it is meant to be listened to, so it can be consumed while the listener is doing another activity. At school, the production and use, in the form of summaries, represent an opportunity to take advantage of the resources we have at hand to give more meaning to the classes by means of recording and listening, giving voice to the students and allowing them to develop their protagonism, attributing meaning to the learning, making it more effective. Accordingly, students are connected by social networks and, in their daily lives, already make use of streaming audio services and access podcasts. Precisely because it is something that is part of their lives, the teacher can take advantage of this acceptance to develop activities such as summaries, to use this digital tool with intentionality and in a meaningful way. Among the benefits of working with podcast summaries is the possibility of making students not only consumers, but also producers of texts. By producing podcasts, they work on orality from the perspective of active listening, perception of the environment, and developing their way of expressing themselves. With this, several authors believe in the exercise of education motivated by the spontaneous interest of the subjects, involved in shared practices in which they have an active role, exercised by spontaneous actions (Freire, 1971; Gardner, 1995; Teixeira, 1971) The great advantage of the Podcast, according to Freire (2013b), is the freedom that covers various aspects of its

production. Other great features of podcasts are mobility and asynchrony. In this way, using it pedagogically, one can aim to "inform, disseminate, motivate for the theme or to do some activity, guide students to question a certain subject" (CARVALHO, 2009, p. 9). In addition, cooperation is understood based on the assumptions of Célestin Freinet, as it seeks great relevance for the development of active education, based on the production of those who are involved in it. Freinet's cooperation lists work as an instance where subjects meet for the action of learning, in line with the joint exercise of the labor elaboration of knowledge. As actors involved in this process, they critically appropriate the available information wrapped in a productive relational atmosphere through which they can sense the world, examining it through its objects, places, and expressive media. In this vein, it is understood that the use of podcast summaries in a cooperative activity is at the service of students' motivation and becomes a space to express themselves freely in different languages, because, considering Freinet's argument, it is founded on free expression:

freedom is paramount: it is what conditions the authenticity expected in the productions of children. Freinet speaks of depths in which this expression manifests itself: free text, free drawing, artistic, mathematical, scientific, poetic creations, etc., and that are the starting points of work and learning. (ICEM, 2018, p. 178).

the real distinction one should have is that of orality as an interactive social practice for communicative purposes carried out in sound forms and the characterization of writing by its communicative reality carried out in graphic form. The conception that there is a dichotomy between speech and writing is also refuted by Fávero and Koch (2002). These scholars have long been stressing that orality and writing take place on a typological continuum, that is, even though each modality of language use has its own specificities, there are no essential differences between them, nor are there major oppositions. To think that there is a superiority of either modality is a misconception. Although the idea exists that writing is more prestigious than speech; this is due to an ideological positioning. Both are intended for verbal interaction, in different textual genres, in dialectal and register diversity. Thus, the use of the podcast tool for producing summaries can be useful to assist the teacher in the task of working with orality in Portuguese language classes, specifically for 12th grade students in Portugal and the 3rd grade high-school students in Brazil, contributing to the discussion of creating podcast summaries as an activity that allows students to use spoken language in a real-life context of use. When recording and listening to the recordings of colleagues, teachers and other podcasts available on the Internet, the student can perceive matters such as intonation, rhythm, word junction that facilitates the apprehension of oral skills, from the production of summaries, observing the retextualization strategy that constitutes the construction of this genre.



Source: Marcuschi (2001)

Table 2. Considerations about speaking and writing

From Speaking to Writing: For Marcuschi (2001), orality and writing are practices and uses of language that have their own characteristics, but that are neither opposites nor dichotomous. Both allow for the construction of cohesive and coherent texts, as well as the elaboration and exposition of ideas and feelings. Therefore, the supposed conception of the supremacy of writing over speech is nothing but a myth. According to him, one should not have any kind of overvaluation or concept of superiority towards writing, because

To elucidate his hypothesis about the relations between speech and writing from the socio-interactional theory, Marcuschi states: The continuum of textual genres distinguishes and correlates the texts of each speech and written modality in terms of formulation strategies that determine the continuum of characteristics that produce the variations in textual and discourse structures, lexical selections, style, and degree of formality, which take place on a continuum of variations, from which similarities and differences emerge along

overlapping continuums. (MARCUSCHI, 2010, p. 42). Thus, the author shows that both modalities vary on a continuum (see table 2), and the comparison between them must be based on this continuum that involves the conditions of production and use of the language (see table 2). Considering the relations between speech and writing, Fávero, Andrade, and Aquino (1999) agree with Marcuschi, in stating that the two modalities are situated on a continuum that goes from the least to the most formal. The authors emphasize the difficulties of relating speech and writing, insofar as previous typologies were established without further evaluation of the genres of each modality that would correspond in this continuum.

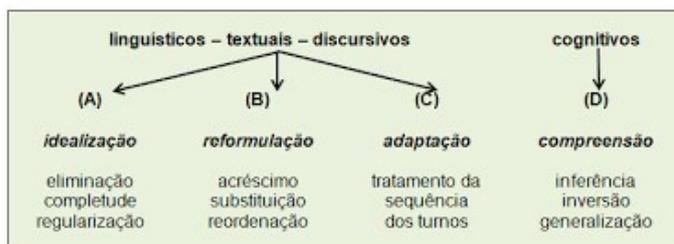
Table 3.

Possibilidades de Retextualização	
1. Fala → Escrita	(entrevista oral → entrevista impressa)
2. Fala → Fala	(conferência → tradução simultânea)
3. Escrita → Fala	(texto escrito → exposição oral)
4. Escrita → Escrita	(texto escrito → resumo escrito)

Retextualization possibilities. Source: Adapted from Marcuschi (2007, p. 48).

The four possible occurrences of retextualization presented by the author (see table 3) show us examples of how this retextualization can occur. In this way, we understand that we retextualize, on a daily basis, without knowing that we are doing so, because retextualization is a natural social practice for speakers of a language. When talking about the processes of retextualization, more specifically from speech to writing, Marcuschi states: "It can be argued that the retextualization strategies in the passage from speech to writing are conscious activities that follow the most varied types of strategies. In certain situations, some linguistic forms are eliminated and others are introduced; some are replaced and some are reordered." (MARCUSCHI, 2010, p. 55). Considering the above, it was observed in the production of the podcast summary that differences between speaking and writing were best noted in the textual formulation activities manifested in each of the two modalities, rather than in parameters set as rigid rules. These activities take place in speech in real time, which is different from writing because of the nature of the processing. The interactive strategies with all the contextualization, negotiation, and informativity activities do not appear with the same marks in speech and writing. But these actions occur in both cases with specific marks and strategies, because one of the central characteristics of language is an interactive activity. This means that diversity in syntactic rules and in the selection of lexical items and use of marks for performing similar tasks in speech and writing differ in terms of resources, but not in the linguistic system. It is not about a different grammar for orality and writing to the point of being able to say that there is a new linguistic system in writing, according to Castilho (2002). Rather, it is understood that there is a continuum of intertwined differences and similarities. However, as speech has its preferential strategies and so does writing, we can observe, in the choice of lexicon made by the students for the production of the podcast summary, the transcription of speech, and not of an originally written text.

Table 4. Aspects involved in retextualization processes.



Source: Da fala para a escrita: atividades de retextualização. Marcuschi, 2010, p. 69.

For Marcuschi (see chart 4), there are three subgroups to distinguish the strategies of retextualization. The first group is subdivided into a and b to show the processes that involve the linguistic code in a more direct way, not neglecting discourse, since the same author makes it clear that they happen in an inseparable way. The occurrences of the group a and b are the first processes in retextualization, as they deal with the passage from one form of text to another. This set is comprehensive and both a and b could occur separately. It should be noted that before carrying out process a and b, it is essential to understand the source text d, so that there are no changes in the main message that the source text [conveys]. Group c refers to the rounds as speech or the speech as content, considering the operations developed in c as involved with a, b and d. Then, group d refers to the cognitive aspects. Going back to what has already been said, to have the transformation, the retextualization of a text, it is first necessary to understand it, even if this understanding is not complete, there is at least a partial understanding for the transformation of a source text into a retextualized text to happen.

Retextualization: Remember that, within the ISD framework, reading and writing are understood as social practices. Both require reflections on working with the text as a unit of meaning that holds textuality, constructed through discursive situations, under different production conditions. In this sense, retextualization is the activity of textual production, starting from a source text that mobilizes the text and its discourses in a didactic change, with its elements forming a source text for the production of another text. From this perspective, the classroom assignment using the summary as a retextualization activity is a valuable tool for the construction of an activity in which knowledge becomes meaningful, promoting learning situations that reach the student in his or her development zone. The process enables the improvement of textual production skills, supported by explicit knowledge as a core competence, and taught through a descriptive attitude of the process on the part of the teacher. In summary, understanding the textual and discursive strategies of regularization and transformation (Marcuschi 2001) that are implemented in the production of the summary genre presented here are valuable for retextualization and the development of the student's critical capacity at this stage of educational development. They also make it possible to clearly distinguish the summarization process from its final result, making its function, purpose, and production conditions clear to the student. The transformation from one text to another occurs in a segmented and procedural way, including the understanding of the text as an important part of the textual transformation process, which, in turn, is carried out from the reformulation of the source text into a new text. Thus, it can be stated that the process of retextualizing begins with reading comprehension as a starting point for the segmented reformulation of textual genres in a didactic process of working with reading and writing. The reformulation as a strategy of retextualization consists of the discursive processes of textual production and the unit of coherence of the text since it organizes the operations of addition, substitution, and reordering of operations. Thus, a new text is produced through the retextualizing activity in the midst of a transformation from one genre to another, but the unity of meaning of the source content is preserved. With this, new referents are produced from previous referents. Therefore, there is a possibility of saying the same textual unit differently. In this way, a bridge for the teaching-learning process through genres, especially the summary, is sought via retextualization.

Self-Regulation of Learning: In line with what has been proposed so far, it can be noted that writing a text, whether oral or written, is a complex and cognitively rigorous activity. It is one of the main conclusions of the cognitive approach regarding the study of written composition (Bereiter & Scardamalia, 1987; Berninger & Winn, 2006; Chenoweth & Hayes, 2001; Fayol, 1999; Hayes, 1996; Hayes & Flower, 1980; Kellogg, 1996). Out of several models mentioned, Hayes' (1996) model stands out for considering other components besides the cognitive one. Hayes understands that, in writing, individual components, such as cognition and affection, and situational components, such as the physical and social environment of the task, interact. According to the author, it is the interaction

between these components as well as the intentional and self-sustaining character of writing that makes it a complex and cognitively demanding activity. High levels of self-regulation are needed to manage cognitive and affective processes, the writer's behaviors, and the environment in which writing takes place (Zimmerman & Risemberg, 1997). Self-regulation encompasses thoughts, feelings, and actions that are directed toward achieving goals set by the writer (Zeidner, Boekaerts, & Pintrich, 2000; Zimmerman, 2000, 2001). Zimmerman & Risemberg (1997) suggest three types of self-regulation that are necessary to manage the components involved in writing a text: (i) personal self-regulation, which involves monitoring and adjusting cognitive beliefs and affective states associated with writing; (ii) behavioral self-regulation, which involves monitoring and strategic use of writing-related behaviors; (iii) situational self-regulation, which corresponds to the observation and adaptation of the physical and social environment in which writing takes place. In this context, it is important to increase students' motivation for oral and written production by adopting strategies that motivate them to perform the task of producing summaries through digital tools such as the podcast.

Boscolo and Gelati (2007) highlight three practices that promote motivation for writing: giving meaning to students' writing activities, highlighting the social dimension of writing, and developing new and challenging activities. Therefore, it is important to develop student's knowledge about the production of podcast summaries. Thus, it is demonstrated that greater knowledge about the higher-level processes involved in writing and speaking is associated with better textual quality (Englert, Raphael, Fear, & Anderson, 1991; Olinghouse & Graham, 2009; Saddler & Graham, 1997). According to Graham and Harris (1997, 2009), self-regulation of learning holds a prominent position among the models of the writing process. Self-regulation is known to occur when someone uses a process on their own or strategically in order to regulate their behavior and the environment. This means that not only the process can be self-regulated, but also the linguistic and contextual aspects. In short, it is necessary to make the student aware that he can self-regulate his learning and, in doing so, control his cognition, motivation, and behavior to achieve the desired goals.

METHODOLOGY

Self-regulated Development - Self-Regulated Strategy Development (SRSD): The active methodologies stem from a process of knowledge construction that perceives the active and effective participation of the student mediated by the teacher's action, which needs to be flexible, innovative, and committed to the teaching-learning process. Imbued with this concept, one works with self-regulation of learning as a guideline for the implementation of active methodological strategies, since self-regulation (see 1.) aims at the learner's autonomy and self-reflection on what it is and how it is done to learn, thus ratifying the student's protagonism. According to Zimmerman & Schunk (2011), self-regulation of learning is defined as the process in which the student structures, monitors, and evaluates their own learning. The self-regulated student develops motivational, emotional, and interpersonal strategies that promote the development of learning. Therefore, self-regulation was chosen in order to enable 12th grade students to strategically appropriate knowledge through the dynamic systematization of the acquisition, organization, and fixation of the information necessary for the conscious construction of their knowledge to produce the summary, using the digital podcast tool. From this perspective, it was essential that, as a researcher-participant, she presented herself as flexible and connected with the digital world, focused on the effective participation of the student, so that he/she was fully aware of what he/she is doing in the teaching-learning process, in a proactive perspective of planning, discipline, and evaluation, considering that active methodologies and self-regulation aim at the student's learning in an active and autonomous way, that is, learning based on an autonomous awareness of the act of learning. Perrenoud (1999, p. 96), in this understanding, states that:

In order to learn, the individual does not cease to operate intellectual regulations. In the human mind, all regulation can ultimately only be self-regulation, at least if we admit the basic theses of constructivism: no external intervention acts unless it is perceived, interpreted, assimilated by a subject. In this perspective, every educational activity can only stimulate self-development, self-learning, self-regulation of a subject, modifying his environment, and entering into interaction with him. After all, one cannot bet on anything other than self-regulation.

In this vein, we opted for the development of a self-regulated strategy – *Self-Regulated Strategy Development (SRSD)*, which proves to be effective for the development of summary production, since students need to master the information and knowledge that are part of their school assignments, guaranteeing good retention of knowledge. In this sense, the summary is a tool for evaluation, because whenever we want to know if students have previous knowledge of subjects that are seen as essential for further acquisition, it is the summary that most clearly demonstrates the existence and depth of this knowledge. That said, the compositional strategies and self-regulatory mechanisms address the affective, behavioral, and cognitive. So, they focus on cognitive development and learning, behavior, and the affective role in learning and development (Brown & Campione, 1981; Englert, Raphael, Fear & Anderson, 1988, Vygotsky, 1962). Thus, the SRSD comes from a flexible and modifiable approach that caters to the styles and needs of both the teacher and the student. SRSD can help students become independent, self-regulated towards their own goals (Graham, Harris, and Reid, 1992). It becomes a supporting agent for the text producer in three ways: first, it contributes to the development of writing processes, adding skills that students need to plan, write and review their texts; second, it develops the self-regulation processes necessary to monitor the production of the summary; and, third, it encourages the development of positive attitudes about textual production and the view of themselves as learners. We chose to use the procedures of an exploratory research, because it can be used when the subject investigated is unresolved, allowing us to obtain information about a particular field of study (Piovedan & Temporini, 1995).

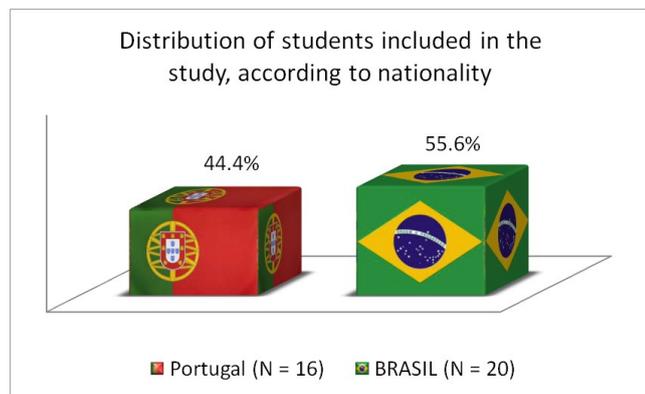
Thirty-six podcast summaries were produced. To study these summaries, we used the analysis of retextualization and textual production strategies, according to Marcuschi (2010), and learning self-regulation strategies, according to Zimmerman (2011). For this, it was necessary for students to fully understand the source text, which is entitled "Pandemia é tempo de reinventar o ensino? Modelos de educação mais flexíveis sairão a ganhar (Is the pandemic a time to reinvent teaching? More flexible education models will benefit)", written by Catarina Maldonado Vasconcelos and published in the Portuguese newspaper TSF Notícias. Based on a careful reading, the summary was produced, considering the macrostructure of this text, in accordance with what was discussed in the theoretical assumptions about the summary, exemplifying the ideas that could minimally be placed, as well as retextualization strategies. Therefore, the evaluation of the podcast summaries included language use skills with regard to oral production, written production, listening comprehension and reading comprehension which corresponds to the expected use of text production strategies, retextualization strategies and learning self-regulation strategies with four possible concepts namely: A = frequent use (90%-100%), B = often (75% - 89%), C = sometimes (60% - 74%), D = occasionally (below 59%) and E = little evidence for evaluation.

Participants: Sixteen morning shift public school 12th grade students in Portugal and twenty students in Brazil participated in the research from April to July 2021. The median age of the students was 17 years old (ranging from 17 to 24 years old). As for gender, approximately two-thirds were female (63.9%), as can be seen in Table 1. Of the 36 participants included, 20 (55.6%) were from Brazil, as can be seen in Figure 1. The students' participation was voluntary and data collection was allowed through a free and informed consent form.

Table 1. Demographics of the 36 students included in the study

Variable	Result
Age years	17 (17 – 24)
Gender, n (%)	
Female	23 (63.9)
Male	13 (36.1)
Nationality, n (%)	
Portugal	16 (44.4)
Brazil	20 (55.6)

Continuous variables are described as medians (range); categorical variables are described in numbers (percentage).

**Figure 1. Distribution of students included in the study, according to the nationality of the participants**

Of the 36 participants included, 20 (55.6%) were from Brazil, as can be seen in Figure 1. The students' participation was voluntary and data collection was allowed through a free and informed consent form.

Data Collection Instruments: For data collection, the knowledge of self-regulation strategies (CEA) questionnaire, adapted from Rosario et al. (2007, attached), was used. The CEA consists of questions and answers, and the answer that most defines the student using self-regulation strategies is considered. Questionnaire questions allow the student to declare whether he uses cognitive, metacognitive, motivational, and resource management strategies during learning. For the recording of the summary, the podcast was used as a digital learning tool that enables teachers to stimulate the student's autonomy of study and cooperation, favoring the mobilization of an immersive learning of the student, who interacts in the environment in which he lives in the context of multiple resources of today (KENSKI, 2012). This way, it was possible to observe the production of the summary through orality, observing issues pertinent to textual production and retextualization strategies.

Procedures: The explanations of the tasks were conducted via remote lessons from April to August 2021, due to the pandemic. At first, an interactive activity was carried out with the purpose of making the students aware of the digital reality, the importance of the Internet in contemporary times, and of technological tools mediating education. For this [purpose], links were made available to the videos of the song "Pela internet" by the composer and interpreter Gilberto Gil, the first version, released in 2004, and its remake of 2019, with different words inserted in the current context of the digital world. There was a discussion about the lyrics of the song, and the students answered questions to understand the video. In a second moment, to explain the production of the podcast summary, the students were introduced to the objectives, concepts and planning about the textual production performed, oral construction of summaries, listening to the podcast, reading the source text, in attachment, entitled "Pandemia é tempo de reinventar o ensino? Modelos de educação mais flexíveis sairão a ganhar (Is the pandemic a time to reinvent teaching? More flexible education models will benefit)", written by Catarina Maldonado Vasconcelos and published in the newspaper TSF Rádio Notícias. Based on the reading, oral construction of summaries and discussion

of this text, the production of a summary through the digital podcast tool was oriented in two episodes: for the first, the student was instructed to produce a summary based on the source text, and for the second, the student was instructed to explain his experiences about the pros and cons of remote teaching, as well as the mediation of new digital technologies in the educational context.

When it comes to the production of audiopodcast files, for Marcuschi (2001), the transformation from oral to written or from written text to another written text consists of complex processes, involving variations of textual genres, linguistic levels and style. Thus, it was necessary to have understanding and comprehension in order to make adaptations to the new text that concerned appropriate linguistic, textual, and discursive aspects. In this way, among the retextualization strategies, it was observed how the articulation of clauses is processed in the activity of transformation and reformulation, verifying how these articulations are maintained, from the source text to the new text (summary), the summary was also discussed as a collaborative production in pairs. The students carried out the activity in pairs, online, and the summary was also discussed as a retextualization activity, addressing textual and discursive strategies (transformation and regularization), the importance of drafting and rewriting for the production of the activity in question, as well as the specifics of speech to writing/ from writing to speech, since the students would start from the written text to the oral text in the construction of the podcast. Also, podcast samples and listenings were elucidated in order to carry out the work. In this way, challenging prior choices were made for the students: to pick a topic to talk about; define who the presumed reader would be, determine the goals of the podcast, select the appropriate linguistic register for the textual genre, the context and the presumed reader, list the information and organize the sequence of their presentation. In addition to all these issues, there are also the technical ones, such as the recording of the podcast, editing, and posting. During the third moment, the (adapted) questionnaire on knowledge of self-regulation strategies (CEA) (Rosario et al. 2007) was conducted in two stages. In the first stage, students answered questions in the context of cognition, metacognition, and motivation. In the second stage, they confronted the answers given by them and the expectations of response to perform the self-assessment, in order to observe how motivated and self-regulated they felt for learning within this pandemic context, measuring learning self-regulation. In the effort of this hard work, the student and the teacher-researcher live, experience, express themselves freely and learn together all the meanings of language in the relationship of exchanges between people. The steps were organized into sessions that will now be considered, with a view to seeking, in the first, to increase knowledge about the abstract genre. Specifically, the processes involved in text production (planning, production, and retextualization) were addressed, as listed below.

Sessions 1 to 3: Presentation of summary production processes: It was aimed at developing and understanding the characteristics and concepts of the summary for its podcast production with definitions, examples, and podcast listening. Next, the teacher-researcher facilitated a discussion about the reasons students produce the summary genre, knowledge about the podcast, frequency of uses, and situational contexts of podcast listening. Starting with a text constructed orally together with the students, the teacher introduced the processes involved in the textual production of the summary, aiming at the development of the students' background knowledge.

Sessions 4 and 5: Planning and exposition of informative text: The informative text was discussed. The teacher discussed with the students the structure, concept, and medium of circulation of informative texts. Next, there was the presentation of the text "Pandemia é tempo de reinventar o ensino? Modelos de educação mais flexíveis sairão a ganhar (Is the pandemic a time to reinvent teaching? More flexible education models will benefit)" written by Catarina Maldonado Vasconcelos, which discusses the current pandemic scenario, its consequences for teaching, technological tools

in favor of teaching, procedures for concentration and development of studies.

Sessions 5 and 6: Review and Consolidation to promote text review:

It has been shown that students tend not to spontaneously revise their texts (Allal & Chanquoy, 2004; Berninger & Swanson, 1994). Therefore, they benefit from learning revision strategies (Graham & Perin, 2007; Rogers & Graham, 2008; for an overview see Graham & Harris, 2009b). Specific moments are created for students to revise texts with specific support. This component also includes more demanding activities to promote the consolidation and generalization of the skills developed.

Sessions 7 and 8: Production of texts:

The students started by counting and recording their productions. We could verify the students' understanding of the text under discussion, their comprehension of what were considered retextualization strategies, for instance, transformations with additions, additions of terms, words, sentences. After retextualizing the text, the students reviewed their production. Finally, they self-evaluated themselves in order to think about how they developed the activity and how they could self-regulate their learning to get more out of it. So, during the sessions intended for the production of summaries through podcasts, the reference text was discussed, informative texts were read, and discussions about them were held, valuing the work in pairs and in groups, as well as the realization of new activities such as the exchange of audios by the pairs and challenging activities such as meeting the goals of the podcast. As a positive reinforcement strategy, at the end of the sessions, the students received a symbolic gift for their participation and commitment to carrying out the actions planned for each of the sessions. This procedure was common to both Portuguese and Brazilian audiences.

Data Analysis: The self-regulation stages presented by Zimmerman (2002, 2013) are represented, designating partnership relationships between one and the other (Sampaio, Polyodoro & Rosário, 2012), observing how the student can act actively and autonomously, according to Veiga Simão (2004, p.82):

The possibility that the student has to self-regulate their study and learning process according to the objectives they pursue and the conditions of the context that determine the achievement of those objectives.

In this way, it was observed how the students monitored their actions to reach defined objectives (see Table 5).



Source: Self-Regulated Learning Cycle (Zimmerman, 2000, 2002)

Table 5.

Thus, for the production of summaries in podcasts, students analyzed the tasks, outlined their personal goals, and prepared a plan, which helped to assess the efficiency of their actions while learning (Veiga Simão & Frison, 2013). In the execution phase, maintenance, concentration, interest in the task, and monitoring of the actions performed during the learning process were observed, which allowed the student to monitor the actions performed during their learning process (Panadero & Alonso-Tapia, 2014). In the self-reflection phase, each student made a reflective assessment of their learning,

which led them to assess their objectives and goals, make the necessary adjustments, and establish an environment conducive to new investment in learning (Schunk & Zimmerman, 1998).

Global Analysis: Tables 2, 3, and 4 show the distribution of the 36 students regarding the use of strategies with four possible concepts, namely: frequent use (90%-100%), often (75% - 89%), sometimes (60% - 74%), and occasionally (below 59%). Table 2 shows the distribution of students in the interactive phase: 33.3% of them made frequent use of the strategies; 38.9% often and 27.8% sometimes.

Table 2. Descriptive statistics of the interactive phase of the survey, among the 36 students included

Variable	N (%)
Interactive Stage, n (%)	
Frequent use (90%-100%)	12 (33.3)
Often (75% - 89%)	14 (38.9)
Sometimes (60% - 74%)	10 (27.8)
Occasionally (below 59%)	0 (0.0)

Categorical variables are described in numbers (percentage)

Table 3 shows the distribution of students regarding the use of strategies in the podcasts phase. As for textual production strategies (thinking, planning, writing, reviewing, and the basic structure of the text), we can observe that frequent use (90 - 100%) occurred only in 2 of 30 students, that is, 6.7%. On the other hand, "often" and "sometimes" were observed in 80% of the students in total; and finally, "occasionally" (below 59%) occurred in 4 out of 30 students, that is, 13.3%. In the retextualization strategies (transformation/reformulation), in the same way, the frequent use occurred in only 7.1% of the students, as well as "occasionally" also in 7.1% of the students. The majority fell between the categories "often" and "sometimes", amounting to 85.8% of the students (Table 3).

Table 3. Descriptive statistics of the podcast stage of the survey, among the 36 students included

Variable	N (%)
Podcast - Text Production Strategies, n (%)	
Frequent use (90%-100%)	2/30 (6.7)
Often (75% - 89%)	12/30 (40.0)
Sometimes (60% - 74%)	12/30 (40.0)
Occasionally (below 59%)	4/30 (13.3)
Podcast - Retextualization Strategies (transformation/reformulation), n (%)	
Frequent use (90%-100%)	2/28 (7.1)
Often (75% - 89%)	10/28 (35.8)
Sometimes (60% - 74%)	14/28 (50.0)
Occasionally (below 59%)	2/28 (7.1)

Categorical variables are described in numbers (percentage).

Table 4 shows the distribution of students in terms of strategies in the self-regulation phase, in the cognitive, metacognitive, and motivational dimensions.

Table 4. Descriptive statistics of self-regulation strategies among the 36 students included in the study.

Self-regulation strategies	N (%)
Cognitive, n (%)	
Frequent use (90%-100%)	4 (11.1)
Often (75% - 89%)	11 (30.6)
Sometimes (60% - 74%)	20 (55.5)
Occasionally (below 59%)	1 (2.8)
Metacognitive, n (%)	
Frequent use (90%-100%)	3 (8.3)
Often (75% - 89%)	13 (36.1)
Sometimes (60% - 74%)	16 (44.5)
Occasionally (below 59%)	4 (11.1)
Motivational, n (%)	
Frequent use (90%-100%)	10/35 (28.6)
Often (75% - 89%)	7/35 (20)
Sometimes (60% - 74%)	14/35 (40)
Occasionally (below 59%)	4/35 (11.4)

Categorical variables are described in numbers (percentage).

Comparative Analysis: The following are the tables of the comparative analyses, according to gender and nationality of the students, regarding the concepts obtained by them. Table 5 shows the concepts obtained by the students in the Interactive Stage. It is observed that there was no statistically significant difference (p -value = 0.251) between males and females, regarding the concepts obtained in the Interactive Stage. Tables 6a and 6b show the comparison between the concepts obtained by the students in the Podcast Phase and gender. We can observe that, in the same way as for the Interactive Stage, there was no significant difference regarding gender. Both in the textual production strategies and the retextualization strategies, few students obtained the concept of "frequent use", both female and male. The other percentages of the concepts obtained can be seen in Tables 6a and 6b.

As for podcasts, a significant difference was also observed, both in textual production and retextualization strategies. Portuguese students obtained higher grades than Brazilian students, as can be seen in Tables 9 and 10. Table 11 shows the comparative analysis of self-regulation strategies between Portuguese and Brazilian students. Again, Portuguese students obtained the best grades, and, in the cognitive dimension, this difference reached statistical significance (p = 0.016). For the metacognitive and motivational dimensions, the difference was not statistically significant.

DISCUSSION OF RESULTS

In this section, two contributions are convened to focus on the collected data. First, Fidalgo & Garcia, 2007, who, among the many

Table 5. Comparative analysis of the Interactive Stage between the sexes of the students

Interactive Stage	Gender			p-value
	Female	Male	Total	
Frequent use (90%-100%)	10	2	12	0.251
	43.5%	15.4%	33.3%	
Often (75% - 89%)	8	6	14	
	34.8%	46.2%	38.9%	
Sometimes (60% - 74%)	5	5	10	
	21.7%	38.5%	27,%	
Total	23	13	36	
	100%	100%	100%	

Fisher's Exact Test

Table 6a. Comparative analysis between the concepts obtained by the students in the Podcasts Phase (Textual Production Strategies) and gender

Podcast (Textual Production Strategies)	Gender			p-value
	Female	Male	Total	
Frequent use (90%-100%)	2	0	2	0.712
	9.5%	0.0%	6.7%	
Often (75% - 89%)	8	4	12	
	38.1%	44.4%	40.0%	
Sometimes (60% - 74%)	9	3	12	
	42.9%	33.3	40.0	
Occasionally (below 59%)	2	2	4	
	9.5%	22.2%	13.3%	
Total	21	9	30	
	100%	100%	100%	

Fisher's Exact Test

Table 6b. Comparative analysis between the concepts obtained by the students in the Podcasts Phase (Retextualization Strategies – transformation/reformulation) and gender

Podcast Retextualization Strategies (transformation / reformulation)	Gender			p-value
	Female	Male	Total	
Frequent use (90%-100%)	2	0	2	0.470
	10.0%	0.0%	7.1%	
Often (75% - 89%)	6	4	10	
	30.0%	50.0%	35.7%	
Sometimes (60% - 74%)	11	3	14	
	55.0%	37.5%	50.0%	
Occasionally (below 59%)	1	1	2	
	5.0%	12.5%	7.1%	
Total	20	8	28	
	100%	100%	100%	

Fisher's Exact Test

Table 7 shows the gender comparison of self-regulation strategies. As can be seen, girls used the strategies in the cognitive, metacognitive and motivational dimensions more often than boys. This gender difference in the metacognitive and motivational dimensions was statistically significant (p < 0.05). In the cognitive dimension, although the difference did not reach significance, it can be said that there was a statistical trend (p < 0.10) of better concepts for girls compared to boys. Next, we proceeded to compare the concepts obtained by the students concerning the nationality (origin) of the students. The results are in the tables below. In Table 8, we can see that there was a statistically significant difference between students from Portugal and Brazil, regarding the Interactive Stage. Portuguese students obtained higher grades than Brazilian students.

examples of teaching writing developed to elucidate students' self-regulation skills, specifically highlight the above-mentioned SRSD model. In working with text production, its applicability was confirmed on the basis of six teaching moments that are flexible and recursive, according to Graham & Harris, 2005; Harris et al., 2008, comprising (i) the development of basic knowledge that corresponds to the teaching of concepts necessary for students to learn and implement writing and self-regulation strategies, and (ii) the discussion-exploration of each student's current writing and self-regulation skills, identifying their beliefs about writing. The strategy to be understood is also discussed in the following moment – (iii) modeling. The teacher models the use of strategies and uses a set of appropriate self-instructions. The following moments are (iv) memorization, in which writing and self-regulation strategies are

memorized to promote their maintenance, and (v), support. Students practice using the strategies with the support of the teacher and materials. Finally, moment (vi), the independent performance, follows. Students can use strategies autonomously and in different contexts. In this way, the SRSD was used as a way of verifying whether students, when producing summaries as a podcast retexualization activity, showed in their texts knowing the characteristics of this textual genre and showed self-regulated competence in doing so.

Secondly, the contribution of Boscolo and Gelati (2007) is summoned, who sign three practices that enable motivation for writing, giving meaning to students' activities, emphasizing their social dimension, and the possibility of developing new and challenging. Thus, the proposals and objectives of the activity were presented, aiming to explain the concept of the summary as an activity of retexualization and implementation of self-regulatory writing strategies in its construction, as well as the theme for the production of podcast summaries, which corresponds to the current

Table 7. Comparative analysis between the concepts obtained by the students in the self-regulation strategies by sex

Self-regulation strategies	Gender			p-value
	Female	Male	Total	
Cognitive Dimension	71.40%	28.60%	100%	0.060
Frequent use (90%-100%)	4	0	4	
	17.4%	0.0%	11.1%	
Often (75% - 89%)	9	2	11	
	39.1%	15.4%	30.6%	
Sometimes (60% - 74%)	10	10	20	
	43.5%	76.9%	55.6%	
Occasionally (below 59%)	0	1	1	
	0.0%	7.7%	2.8%	
Total	23	13	36	
	100%	100%	100%	
Metacognitive Dimension				0.035
Frequent use (90%-100%)	3	0	3	
	13.0%	0.0%	8.3%	
Often (75% - 89%)	9	4	13	
	39.1%	30.8%	36.1%	
Sometimes (60% - 74%)	11	5	16	
	47.8%	38.5%	44.4%	
Occasionally (below 59%)	0	4	4	
	0.0%	30.8%	11.1%	
Total	23	13	36	
	100%	100%	100%	
Motivational Dimension				0.002
Frequent use (90%-100%)	10	0	10	
	45.5%	0.0%	28.6%	
Often (75% - 89%)	2	5	7	
	9.1%	38.5%	20.0%	
Sometimes (60% - 74%)	9	5	14	
	40.9%	38.5%	40.0%	
Occasionally (below 59%)	1	3	4	
	4.5%	23.1%	11.4%	
Total	22	13	35	
	100%	100%	100%	

Fisher's Exact Test

Table 8. Comparative analysis of the Interactive Stage and the origin of the students

Interactive Stage	Nationality			p-value
	Portugal	Brazil	Total	
Frequent use (90%-100%)	12	0	12	<0.001
	75.0%	0.0%	33.3%	
Often (75% - 89%)	4	10	14	
	25.0%	50.0%	38.9%	
Sometimes (60% - 74%)	0	10	10	
	0.0%	50.0%	27.8%	
Total	16	20	36	
	100%	100%	100%	

Pearson's Chi-Square Test

Table 9. Comparative analysis between the concepts obtained by the students in the Podcasts Phase (Textual Production Strategies) and the origin of the students

Podcast (Textual Production Strategies)	Nationality			p-value
	Portugal	Brazil	Total	
Frequent use (90%-100%)	2	0	2	0.032
	14.3%	0.0%	6.7%	
Often (75% - 89%)	8	4	12	
	57.1%	25.0%	40.0%	
Sometimes (60% - 74%)	4	8	12	
	28.6%	50.0%	40.0%	
Occasionally (below 59%)	0	4	4	
	0.0%	25.0%	13.3%	
Total	14	16	30	
	100%	100%	100%	

pandemic situation, in which digital technologies mediate the learning process. It is believed that the theme chosen by the researcher and the informative-argumentative genre of the summary, for the development and motivation of textual production, are in line with the meaning of studying remotely, helping to make learning meaningful according to the types of texts required for study in the curriculum of students in the 12th year of secondary education in the Portuguese education system and 3rd year of secondary education in the Brazilian education system. In summary, the social function of the school is understood to promote situations in which students can improve their skills and competencies, through writing, to form critical citizens. It was verified that the choice of the theme and the tool used allows motivating the oral and written productions collaboratively, through a theme of social debate and with ample experience on the part of the students, helping the formation of citizens, to prepare them to think about the uncertainties of a behavioral world, in which we need to deal with the unexpected in the most varied situations.

comprehensive and easily communicable way among a variety of communicational situations. For the evaluation of the students' podcast summaries, the SRSD model was considered, as understood by Zimmermam (2013), and the retextualization strategies, according to Marcuschi (2010, cf. 1. and 3.). Self-regulation of learning is understood as an active process in which students pursue goals that guide their learning by monitoring, controlling, and regulating cognition, motivation, and behavior in order to achieve such goals (ZIMMERMAN, 2013). It is necessary to prepare students with learning self-regulation strategies, and important procedures, but not sufficient. It is also worth noting that these strategic behaviors are executed by the students in their practices, so that the quality of learning resulting from them is developed (ROSÁRIO et al., 2008; MACHADO; FRISON, 2012). In this sense, the importance of working on the summary in the classroom through the use of oral language and collaborative writing in pairs was observed in this study, in order to motivate students with concrete activities that relate

Table 10. Comparative analysis between the concepts obtained by the students in the Podcasts Phase (Retextualization Strategies – transformation/reformulation) and the origin of the students

Podcast Retextualization Strategies (transformation / reformulation)	Nationality			p-value
	Portugal	Brazil	Total	
Frequent use (90%-100%)	2	0	2	0.014
	14.3%	0.0%	7.1%	
Often (75% - 89%)	8	2	10	
	57.1%	14.3%	35.7%	
Sometimes (60% - 74%)	4	10	14	
	28.6%	71.4%	50.0%	
Occasionally (below 59%)	0	2	2	
	0.0%	14.3%	7.1%	
Total	14	14	28	
	100%	100%	100%	

Fisher's Exact Test

Table 11. Comparative analysis between the concepts obtained by the students in the strategies of self-regulation and origin of the students

Self-regulation strategies	Nationality			p-value
	Portugal	Brazil	Total	
Cognitive Dimension	71.40%	28.60%	100%	0.016
Frequent use (90%-100%)	3	1	4	
	18.8%	5.0%	11.1%	
Often (75% - 89%)	8	3	11	
	50.0%	15.0%	30.6%	
Sometimes (60% - 74%)	5	15	20	
	31.3%	75.0%	55.6%	
Occasionally (below 59%)	0	1	1	
	0.0%	5.0%	2.8%	
Total	16	20	36	
	100%	100%	100%	
Metacognitive Dimension				0.320
Frequent use (90%-100%)	3	1	3	
	12.5%	5.0%	8.3%	
Often (75% - 89%)	8	5	13	
	50.0%	25.0%	36.1%	
Sometimes (60% - 74%)	5	11	16	
	31.3%	55.0%	44.4%	
Occasionally (below 59%)	1	3	4	
	6.3%	15.0%	11.1%	
Total	16	20	36	
	100%	100%	100%	
Motivational Dimension				0.591
Frequent use (90%-100%)	5	5	10	
	31.3%	26.3%	28.6%	
Often (75% - 89%)	3	4	7	
	18.8%	21.1%	20.0%	
Sometimes (60% - 74%)	5	9	14	
	31.3%	47.4%	40.0%	
Occasionally (below 59%)	3	1	4	
	18.8%	5.3%	11.4%	
Total	16	19	35	
	100%	100%	100%	

Fisher's Exact Test

It was also found that the podcast production activity becomes challenging as the student constructs his text with the goal of summarizing and presenting a work that disseminates knowledge in a

to their social practices. The assignment can be compared with another example of such studies: the experiment conducted by Aguiar, Carvalho, and Maciel (2009), in which student work in

groups is addressed, yet without developing the nature and motivations of this joint action, or even the study by Jobbings (apud Paula; Sobrinho, 2012, p. 4), focused on the dissemination of tutorials and instructions to students. Given the above, it was found that the podcast unveils production and access facilities justified by its wide dissemination, in addition to offering new practical possibilities, based on the potential and educational implications of this technology, and allowing the work with orality in the classroom, leading to a meaningful learning. In this context, considering the pedagogical appropriation of the podcast, it is possible to understand this technology beyond its technical focus. From this perspective, the podcast is characterized not as an audio technology, but as an orality (Freire, 2013a, p. 42). In the same line as our work, studies on Finnish national assessments of young students show a weakening of skills in text production (Lappalainen 2008; 2011), which highlights the greater importance of obtaining an overview of current studies of text production in the context of the digital age. In fact, this context has led to a proliferation in the ways we write. Writing has become a 21st century skill that is essential for coping with the various virtual environments and construction of meaning that are necessary in the composition of multimodal texts (Kress, 2003). Written modes of construction of meaning can be supplemented or even replaced by other methods, such as visual or oral modes of text production (Kalantzis and Cope 2012). Routarinne (2021), through a detailed evaluation of multimodal interaction, carries out a study that demonstrates the progress from simple language, such as independent nouns and adjectives, to more complex language in actions such as requests constructed as clauses by the focal learner.

Finally, the results of the present study indicate that learning a language is intertwined with embodied interactional competence and growth in linguistic repertoires. In relation to text production, Graham, Harris & MacArthur (1993) concluded that an essential aspect of intervention through strategy teaching for students with writing difficulties is to provide them with the development of effective strategies for planning, writing, and revising texts, as well as regulating these procedures and writing processes in general (Zumbrunn & Brunning, 2013). The writing strategies translated in these stages allow the student to focus his attention, in a successive and orderly manner, on the different aspects that make up a text (Jolibert, 1994; Torrance et al., 2007). Torrance, Fidalgo & Garcia (2007) conducted an investigation aimed at teaching learning strategies to learn how to plan and review a descriptive text, with 61 6th grade students from Spain. The data demonstrated a substantial and prolonged increase in pre-planning as a result of the intervention, as well as little change in aspects related to the review. Comparing this study with the present one, in general, there is a substantial increase in the quality of the text and an improvement in the use of coherence.

Final Considerations: Introducing new media tools in school can be a motivating element for the practice of free expression and, consequently, of language learning, among teachers and students who help each other in cooperation to accomplish a common work. As for the methodological procedure, we adopted exploratory research, as we sought to understand how the process of retextualization occurs through podcasts and self-regulation of learning. The findings of the studies point to the retextualization of summaries in digital tools as an activity that occurs in an attractive, meaningful and efficient way, and therefore necessary to engage students in their social practices. In this context, it is necessary to provide students with activities that involve the new modalities of texts, as well as digital resources, so that they learn, consciously and consistently, the mechanisms of reading and text production, in a motivating way, making subjects capable of acting critically in their social space.

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