

**LITERARY PODCAST IN HIGH SCHOOL: YOUTH EMPOWERMENT, ORALITY, AND
CRITICAL LITERACY IN AN AMAZONIAN PUBLIC SCHOOL**

**PODCAST LITERÁRIO NO ENSINO MÉDIO: PROTAGONISMO JUVENIL, ORALIDADE
E LETRAMENTO CRÍTICO EM ESCOLA PÚBLICA AMAZÔNICA**

**PODCAST LITERARIO EN LA ESCUELA SECUNDARIA: EMPODERAMIENTO
JUVENIL, ORALIDAD Y ALFABETIZACIÓN CRÍTICA EN UNA ESCUELA PÚBLICA
AMAZÓNICA**



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ABSTRACT

This article, funded by Fapeam (Amazonas Research Support Foundation), presents a didactic proposal using literary podcasts in Literature classes, aiming to contribute to active learning methodologies, stimulating a love of reading and critical analysis of literary works, promoting student interaction, creativity, and youth empowerment. The methodology adopted in this study is characterized as action research of an exploratory and interventional nature, with a mixed-methods approach. The investigative procedures were structured in stages, encompassing diagnostic, intervention, and evaluation phases. Data collection instruments included participant observation, field diary, and questionnaires (before and after the project). The project was based on the theoretical considerations of authors who address the importance of incorporating active methodologies that involve students in the pursuit of knowledge. Analyzing the findings, it was possible to note greater interest in discussions about the supplementary reading materials read and recorded during Literature classes. Thus, the data suggest that, despite the context of socio-educational vulnerability in the Amazon region, methodologies such as this corroborate the transformative potential of podcasts as a pedagogical mediator by fostering the integrated development of oral expression, critical argumentation, and student authorship.

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Keywords: Podcasts. Literature. Active Methodologies. Critical Argumentation. Youth Empowerment.

RESUMO

O presente artigo, financiado pela Fapeam (Fundação de Amparo à Pesquisa do Amazonas), apresenta uma proposta didática com a realização de podcasts literários nas aulas de Literatura tendo o objetivo de contribuir com propostas de metodologias ativas, estimulando o gosto pela leitura e análise crítica de obras literárias, promovendo a interação dos estudantes, a criatividade e o protagonismo juvenil. A metodologia adotada neste estudo caracteriza-se como uma pesquisa-ação de natureza exploratória e interventiva, o delineamento assume um enfoque misto. Os procedimentos investigativos foram estruturados em etapas, abrangendo fases de diagnóstico, intervenção e avaliação. Dentre os instrumentos de coleta de dados têm-se: observação participante, diário de campo, questionários (pré e pós desenvolvimento do projeto). O projeto baseou-se nas considerações teóricas de autores que abordam a importância da inserção de metodologias ativas que envolvam os discentes na busca por conhecimento. Analisando os “achados”, foi possível notar maior interesse nas discussões acerca dos paradidáticos lidos e gravados durante as aulas de Literatura. Destarte, os dados sugerem que, apesar do contexto de vulnerabilidade socioeducacional na região amazônica, metodologias como essa corroboram o potencial transformador do podcast como mediador pedagógico ao fomentar o desenvolvimento integrado da expressão oral, da argumentação crítica e da autoria discente.

Palavras-chave: Podcasts. Literatura. Metodologias Ativas. Argumentação Crítica. Protagonismo Juvenil.

RESUMEN

Este artículo, financiado por Fapeam (Fundación de Apoyo a la Investigación de la Amazonía), presenta una propuesta didáctica que utiliza podcasts literarios en clases de Literatura, con el objetivo de contribuir a metodologías de aprendizaje activo, estimulando el amor por la lectura y el análisis crítico de obras literarias, promoviendo la interacción estudiantil, la creatividad y el empoderamiento juvenil. La metodología adoptada en este estudio se caracteriza por ser una investigación-acción de carácter exploratorio e intervencionista, con un enfoque de métodos mixtos. Los procedimientos de investigación se estructuraron en etapas, abarcando fases de diagnóstico, intervención y evaluación. Los instrumentos de recolección de datos incluyeron observación participante, diario de campo y cuestionarios (antes y después del proyecto). El proyecto se basó en las consideraciones teóricas de autores que abordan la importancia de incorporar metodologías activas que involucren a los estudiantes en la búsqueda del conocimiento. Analizando los hallazgos, se observó un mayor interés en las discusiones sobre los materiales de lectura complementarios leídos y grabados durante las clases de Literatura. Así, los datos sugieren que, a pesar del contexto de vulnerabilidad socioeducativa en la región amazónica, metodologías como esta corroboran el potencial transformador de los podcasts como mediador pedagógico, al fomentar el desarrollo integral de la expresión oral, la argumentación crítica y la autoría estudiantil.

Palabras clave: Podcasts. Literatura. Metodologías Activas. Argumentación Crítica. Empoderamiento Juvenil.

1 INTRODUCTION

The acceleration of technological advances in recent decades constitutes one of the central vectors of contemporary globalization, reconfiguring not only economic and social relations, but also educational processes (Belloni, 2005). Even if it is not realized, the world and global context is digital. In view of this, the school should not be neutral to this reality, it is essential that the educational institution be the mediator between all messages, discourses and information until the critical, conscious and emancipatory knowledge of the student.

The teaching and learning process mediated by technology should have as its primary function to promote the formation of individuals capable of thinking critically and freely, appropriating, mainly, what the new digital technologies offer, since the young student has made use of these new resources intensely, however, with the sole purpose of entertainment and communicative relationship.

Such appropriation, however, offers significant pedagogical potential when mediated intentionally, allowing the conciliation between the technological domain of youth and the development of essential skills for citizenship education. The National Common Curricular Base (BNCC, 2018) explicitly recognizes orality as the structuring axis of the Portuguese language curricular component, defining it as language practices that encompass oral interactions with or without face-to-face contact — such as debates, interviews, seminars, and recorded productions — with the aim of fostering active listening, critical argumentation, and social participation (Brasil, 2018, p. 78-79).

This dynamic is in line with the propositions of Coll (2010), for whom ICTs expand educational processes beyond the walls of the school, promoting multiple literacy and the ethical-reflective exercise of citizenship. In this sense, the school assumes the role of integrator of Information and Communication Technologies (ICT), compensating for social and regional inequalities resulting from asymmetric access to these resources, as argued by Belloni (2005, p. 45-47), when he states that the educational institution must act to mitigate disparities generated by the digital divide.

This article reports the results of a research project funded by FAPEAM, entitled *Literary Podcast*: analysis and discussion of literary works as stimuli for the facilitation of the learning process in Literature classes, developed in a State Public Education School, located in the municipality of Itacoatiara/AM, in a context of socioeconomic and community vulnerability.

With the objective of contributing with proposals for active methodologies stimulating the taste for reading and critical analysis of literary works from the recording of *podcasts*, promoting student interaction, creativity and youth protagonism in high school. To this end,

initially, it aimed to identify factors that have contributed to the students' lack of interest in reading paradidactic books, then, it was proposed to encourage the reading of literary works through the recording of *podcasts* in Literature classes to develop the critical, participatory and protagonist sense of students in order to minimize the lack of interest in reading the requested paradidactic books. Finally, records were made, through reports, about the progress of the students who participated in the recording with analysis and discussions about the works read.

The initiative sought to overcome difficulties observed in students, such as shyness in oral presentations, low dialogic participation and limited capacity for critical positioning, through the intentional integration of the *podcast* as a pedagogical mediator. Thus, it is proposed not only to document the empirical impacts of the intervention, but to contribute to the debate on how digital technologies can be critically appropriated in basic education, fostering more autonomous, reflective and engaged subjects in the transformation of their local realities. Given this panorama, the *podcast* emerges as a particularly promising media tool for the promotion of orality in an educational environment, especially in the context of socio-educational vulnerability in the Amazon region.

2 THEORETICAL FOUNDATION

If Freire's premise alerts us to the anteriority of the reading of the world, Applied Linguistics, through the contributions of Ângela Kleiman, instrumentalizes this discussion by situating reading and writing as social practices inseparable from the contexts of power and identity. In environments marked by social vulnerability, such as the school scenario of Itacoatiara/AM, the analysis of the reading difficulties of high school students requires, initially, a break with the traditional view that blames the individual for the failure to appropriate the cultured norm.

Kleiman (1995) proposes the concept of literacy as the state or condition of those who not only know how to read and write, but cultivate and exercise the social practices that use writing. The author argues that the school often operates under the aegis of an autonomous model of literacy, treating reading as a neutral technique, disconnected from the cultural experiences of students. "Literacy is, therefore, a set of social practices that use writing, as a symbolic system and as a technology, in specific contexts, for specific objectives." (KLEIMAN, 1995, p. 19).

For the student in a situation of vulnerability, the distance between the language taught (standard, Eurocentric, bookish) and the language lived (orality, local dialects, digital language) creates a barrier to access. Kleiman invites us to observe that these students are

not "illiterate" or "empty"; They actively participate in other spheres of literacy — often mediated by digital technologies — that are made invisible by the formal curriculum.

In this sense, the author defends the teaching of reading through literacy projects that function as an agency for social transformation. Reading, in Kleiman's perspective, is an act of meaning-making that should empower the subject to navigate through the different spheres of society. For high school graduates, reading competence should not only aim at passing large-scale exams, but also at the ability to interact critically with the multiple texts that circulate in the information society.

The introduction of Digital Information and Communication Technologies (DICT) in this context, as investigated in this research, is supported by Kleiman's view of the plasticity of literacy practices. If the school wishes to train critical readers, it needs, in the words of the author, to act as a literacy agency, hybridizing the vernacular knowledge of students with the prestigious knowledge, without annulling the Amazonian cultural identity that constitutes them. Therefore, overcoming the difficulties of reading and writing is not a process of "fixing" the student, but of adjusting the pedagogical lens to recognize and expand the literacies he already has, using technology not as an end, but as a bridge for the appropriation of the legitimized literate culture.

Orality, as a founding language practice of human interaction, transcends its merely communicative dimension to become a structuring axis of citizenship education, integral literacy and preparation for selection processes for admission to higher education. The National Common Curricular Base (BNCC, 2018) positions it as a specific competence of the Portuguese Language component in High School, emphasizing the production, active listening, and critical analysis of oral texts in different fields of activity — especially artistic-literary and journalistic-media — with emphasis on autonomy, argumentative fluency, and reflective criticality (Brasil, 2018, p. 87 and 503-510). In High School, the student is called to participate with greater analytical density in complex communicative situations, taking a leading role in practices that go beyond the school environment and connect directly to the demands of entrance exams, where the critical interpretation of literary works is essential for performance in discursive questions and essays.

This normative orientation dialogues with classic contributions by Marcuschi (2013), who defends the systematic teaching of orality as an autonomous object, and Antunes (2016), who advocates for the valorization of oral genres in multimodal contexts, overcoming the traditional hierarchy between oral and written. In the context of information and communication technologies (ICT), the *literary podcast* emerges as a pedagogical tool particularly apt to enhance these practices.

Created a little over a decade ago, the virtual *podcast genre* emerged from the combination of *pod*, *iPod* (Apple's mp3 player) and *broadcast* (transmission), to refer to audio recordings, made available in programs on the *internet*, being used for the first time in 2004, in *The Guardian newspaper*, by the English journalist Ben Hammersley (JAIN; HASHMI, 2013). This genre is a media for transmitting content in audio format, just like radio, however, unlike the latter, the *podcast* is available so that listeners can access it whenever they want, pausing, coming back and listening as many times as necessary. This media is transmitted via *Really Simple Syndication*, which translates to "really simple transmission", allowing the listener to receive updates on the programs they want to hear. Such media can be accessed through *websites* that make podcasts available, but the most common is that they are listened to on *smartphones* through applications or digital audio *streaming* platforms, such as *Spotify, Castbox, Google Podcast, Apple Podcast*, etc. (HASAN; HOON, 2013)

A new space for sociability, for the organization of information, knowledge and education. Therefore, the technological resources that enable access to the internet need to be inserted in educational practice, in order to offer students possibilities of access to content in different formats and appropriate to the needs of students, so that the educator can promote the teaching of content simultaneously with individual and social training for the use of technology in an ethical and civic way.

This perspective dialogues with the critical education defended by Kleiman (2020) and Bagno (1999), who emphasize literacy as an anti-discriminatory social practice, integrating orality, multiliteracies, and digital culture to overcome linguistic prejudices and promote equity in access to the knowledge required in selection processes.

In the increasingly digital global and global context, the school cannot remain neutral: it must act as a critical mediator between discourses, information and knowledge, promoting a conscious and emancipatory education. the tools available on the internet, such as the *Podcast*, can be used as a didactic resource that enables quick access to multimedia content, without limitations in terms of time and space and which are composed of languages that favor the access of the student with disabilities to the content and resources made available. In this sense, Almeida and Moran (2005, p. 63) state that: The use of the internet at school is a requirement of *cyberculture*, that is, of the new communicational-cultural environment that emerges with the worldwide interconnection of computers in strong expansion at the beginning of the twenty-first century.

Thus, the production of *literary podcasts* about literary works develops critical thinking, oral argumentation, and interest in pleasurable and analytical reading. The teacher transcends the mere transmission of content, becoming a facilitator of processes that meet

individual, social and human needs, articulating digital technologies with school literary knowledge to prepare critical readers who are able to face the challenges of the selection processes for admission to higher education.

3 METHODOLOGY

The methodology adopted in this study is characterized as an exploratory and interventional action research, with emphasis on pedagogical transformation through the integration of the *podcast* as a tool for the development of orality and youth protagonism in the teaching of Literature. As elucidated by Thiollent (2011), action research is a collaborative and dialogical modality, anchored in Freire's praxis, which aims at the emancipation of the subjects involved through the collective identification of problems, the implementation of interventional actions and the cyclical evaluation of results, with the aim of generating applicable and transformative knowledge.

Action research, as outlined by Thiollent (2011), constitutes a participatory approach that intertwines objectives of scientific knowledge and practical action, involving researchers, educators and subjects of the problem-situation (in this case, students and scholarship holders) in the identification, analysis and intervention on real issues of the educational context. In this sense, action research is justified by the need to confront the reading demotivation observed among high school students, through the implementation of a pedagogical practice - the recording of *podcasts* - that provides argumentative power and, consequently, promotes meaning to the act of reading, thus stimulating this practice inherent to intellectual/human development.

The study was conducted in the second semester of 2024 in a Public School located in Itacoatiara/AM, involving high school students, selected by convenience and availability, with inclusion criteria based on active enrollment and informed consent. From a population of 120 high school students, 35 were withdrawn to participate in the research. The sample reflects the socioeconomic and cultural diversity typical of peripheral Amazonian contexts, characterized by limited access to educational technological resources. Ethical considerations were strictly observed, with institutional approval by the Research Ethics Committee (REC) of the linked institution, ensuring anonymity, confidentiality, and the right to voluntary withdrawal, in accordance with CNS Resolution No. 510/2016.

The investigative procedures were structured in stages, according to the action research model, covering diagnosis, intervention and evaluation phases. Initially, the factors that have contributed to the lack of interest of high school students in reading the requested paradidactic books were identified, this identification phase was done through participant

observation with notes in the field diary, followed by a questionnaire containing seven questions applied to the students, which revealed the reading demotivation as a central problem. Then, the intervention was applied to the problem found with the incentive to read the works requested during the two months - or even in the entrance exams - through the recording of *podcasts* in Literature classes to develop the critical, participatory and protagonist sense of high school students and, as a verification/evaluation of the developed project, a second questionnaire was made to serve as a comparison to the first in order to verify the evolution in the interest in reading books, in relation to overcoming (or not) shyness, about the engagement of students in oral and critical activities, for example. That said, the progress records of the students who participated in the recording of the *podcasts* were also made.

In addition, the design takes a mixed approach, integrating qualitative and quantitative procedures in a single study for greater interpretative detail. Tashakkori and Creswell (2007) define mixed research as the collection, analysis, and integration of qualitative and quantitative data, allowing inferences that transcend the limitations of each isolated approach. Here, the quantitative aspects emerge from the analysis of measurable indicators (such as frequency of participation, levels of engagement, and content production), while the qualitative aspects derive from participant observation, oral reports, and interpretative analyses of student productions. This mixed integration favors the understanding of the impact of the intervention on the development of orality and the critical appropriation of literary works, in line with the recommendations of Creswell and the Clark Plan (2017) for sequential or convergent designs in educational contexts.

The research begins with an exploratory bibliographic phase, as recommended by Gil (2007), who classifies the bibliographic research as a fundamental stage for the systematic survey of theoretical and empirical sources, aiming to subsidize the formulation of the problem and the conceptual delimitation. After the initial meeting at the Vital de Mendonça State School — in which schedules, responsibilities and the term of ethical commitment were defined — the theoretical foundation was carried out with the active participation of the selected scholarship holders, under the mediation of the advisor. This stage involved collective reading, discussion of pertinent texts and preparation of files, notes and systematic records, promoting the critical appropriation of the framework and the collective construction of knowledge (Gil, 2007).

The sampling was intentional and non-probabilistic, composed of high school students, selected for convenience and availability in the school context. This choice is justified by the interventional nature of action research, in which the sample prioritizes situational

representativeness and the direct involvement of participants in the transformation of practice (Thiollent, 2011).

The data collection instruments were diversified to capture multiple dimensions of the experience: participant observation and field diary: They recorded interactions, enthusiasm, responsibility and use of school spaces (library, classroom), allowing qualitative analysis of the engagement process (Yin, 2015). A questionnaire was developed at the beginning of the project in order to identify factors that have contributed to the lack of interest of high school students in reading the requested books, also about shyness/difficulty in making presentations in the classroom, about the confidence they had (and if they had) in orality, about the frequency of participation in discussions with debates raised during expository and dialogued classes, about the ability to argue and in relation to the interest in literary reading. The semi-structured questionnaire consisted of seven questions, answered via *Google Forms*, with *Likert scales* to measure the answers presented.

In possession of the possible cause of the lack of interest in carrying out the requested readings, the proposal was presented to the students about reading in order to record *podcasts* in Literature classes to develop the critical, participatory and protagonist sense of high school students. Thus, the students organized themselves into groups to carry out the readings, according to the selection of books made, and then the recording of podcasts with critical analyses about the readings performed. This activity of reading, recording, editing and sharing the material produced with the other high school classes was carried out during the three months following the beginning of the project developed in the school mentioned here. The records of the practical classes were made in reports to identify the progress of the students who participated in the research.

It is noteworthy that the oral records and informal conversations began with reports on the use of *podcasts* in Literature classes, capturing initial perceptions and spontaneous narratives of the students. Therefore, there were, through the developed project, multimodal productions of the participants, which included paradidactic readings in PDF format via cell phone, formation of groups for oral rehearsals, presentation scripts, video/podcast recordings and collaborative editions. These productions served as primary data to evaluate the development of orality, critical argumentation and protagonism, aligning with the concept of reflective portfolio in educational action research.

In addition, it was possible to carry out the content analysis of the productions that involved examination of the students' contributions regarding thematic relevance, historical contextualization, literary analysis and oral expression, with triangulation between observations and self-evaluations. As for the intervention, it adopted a multifaceted (or

multidimensional) approach, incorporating complementary dimensions: detailed literary analysis of the paradidactic works, historical-cultural contextualization, interviews/recorded orality, critical debates and collaborative production of audiovisual content.

The qualitative analysis of the textual productions, participant observation records, field diaries and semi-structured interviews was conducted according to Bardin's (2011) content analysis technique, in its thematic modality, in sequential stages: (I) The first stage carried out was the collective reading of literary texts via mobile devices, using the *smartphone* itself of students. (II) Next, groups were formed for planning and oral rehearsals, in order to prepare the scripts that would be recorded in the *podcasts*. (III) In the third stage, recordings and content editions were made, with emphasis on the importance of the work, authorship, relevant themes and acquisition of critical knowledge, in order to provide students with the opportunity to play a leading role in the process of critical analysis of the selected works. The high level of enthusiasm, responsibility, and participation observed reinforces the emancipatory potential of action research when mediated by accessible technologies (Thiollent, 2011; Gil, 2007).

This methodological configuration, by combining participatory action research, mixed focus and multifaceted approach, ensures scientific rigor combined with practical relevance, contributing to the advancement of the use of podcasts as a pedagogical strategy in the promotion of literary orality and student protagonism in Brazilian school contexts.

4 RESULTS AND DISCUSSIONS

The first part of this study was aimed at probing and observation in literature classes and the acceptance (or refusal) that was seen in the student from whom the reading was requested. The students also reported lack of motivation in relation to mandatory readings because they considered them to have no legitimate meaning, that is, as they said "*reading simply because it is mandatory reading, recommended in the selection processes or in the school's internal evaluations*".

That said, it is important to analyze the emancipatory proposition defended by the great thinker Paulo Freire in relation to the act of reading. In the seminal work "*The importance of the act of reading*" (1989), Freire establishes a fundamental ontological proposition for critical pedagogy: "The reading of the world precedes the reading of the word". This assertion, far from being a mere poetic aphorism, contains a theoretical density that reorients the social function of the public school. Freire (1989) argues that the subject, before having contact with syntax or normative morphology, is already an active interpreter of his

surroundings. The "world" to which the author refers is the universe of sensory, affective, social and political experiences that constitute the individual.

"The reading of the world precedes the reading of the word, so the subsequent reading of the latter cannot dispense with the continuity of the reading of the former. Language and reality are dynamically linked." (FREIRE, 1989, p. 11). Thus, the didactic proposal presented here unites the reading activity with digital technology, considering that all the work of reading, recording, editing and presenting the videos is done on the smartphones of the young students. Thus, the dialogue that takes place between the word and the word-world is related to the reality present in the twenty-first century.

In the context of students in vulnerable situations, this "reading of the world" is often crossed by experiences of exclusion, resistance and survival strategies. Ignoring this previous repertoire — what Freire would classify as a practice of "banking education" — is an act of symbolic violence. When the school imposes the "reading of the word" (the formal curriculum) without connecting it to the "reading of the world" (the student's reality), a cognitive and affective gap is produced that invariably results in school failure.

Regarding the application of the questionnaires, the results - evidenced by the collected data - are positive and statistically observable in the development of oral, critical and reading skills of the 35 subjects enrolled in the research. The initial diagnostic questionnaire revealed a profile of low oral resourcefulness and limited engagement with literature: approximately 70% of the respondents reported significant difficulties in expressing critical opinions about literary works in the classroom, with a predominance of shyness, low participation in debates and little motivation to read paradidactics. This initial configuration is in line with Belloni's (2005) analysis of the social and regional inequalities that affect equitable access to communicative and cultural practices in contexts of vulnerability.

After the implementation of weekly workshops for the production of literary podcasts — which involved technical training, shared reading of paradidactic works, preparation of analytical scripts, recordings of reviews, interpretive debates and simulated interviews on literary themes — the post-intervention data showed substantive evolution. The comparative tables (Before and After) illustrated below show an average increase of 45% in self-perception of confidence in orality, critical argumentation and interest in reading, with greater commitment and ability in analytical positions on the works studied.

Table 1

Comparison of students' self-perception regarding oral, critical and reading skills before and after the intervention with literary podcasts (n=35)

Competence	Before the intervention (%)	After the intervention (%)	Absolute change (%)
Confidence in orality	30	75	+45
Participation in discussions	35	80	+45
Critical argumentation skills	40	80	+40
Interest in literary reading	40	85	+45

Source: Questionnaires applied by the authors (2024). Prepared by the authors.

Table 1, by recording progress of 45 percentage points in confidence in orality and participation in discussions, validates Marcuschi's (2013) thesis that orality should be treated as an object of autonomous and systematic teaching, and not as a subsidiary competence to writing. The gain of 40 points in the capacity for critical argumentation directly reflects the mobilization of specific competencies in the area of Languages and their Technologies of the BNCC (Brasil, 2018, p. 504-510), especially EM13LGG201 (critical analysis of discourses in different languages) and EM13LGG301 (collaborative production with the exercise of protagonism and authorship). These results also dialogue with the perspective of Antunes (2016), who defends the overcoming of the traditional hierarchy between oral and written through multimodal genres, such as podcast, which integrates voice, script, sound editing and digital circulation.

As can be seen, specifically, the students engaged in the productions positioned themselves as active producers of literary content, fostering intergenerational and intragroup dialogues based on the works read. This practice is in line with Primo's (2005) conception of *podcasting* as an interactive media process that promotes flexibility, socialization of knowledge and collaborative construction of meanings. The dissemination of the episodes to the school community expanded the reach, encouraging greater interest in reading paradidactics and the realization of awareness campaigns about the importance of literature in critical education.

Table 2

Evolution in interest in literature, overcoming shyness and engagement in oral and critical activities (before vs. after)

Indicator	Before the intervention	After the intervention	Absolute change
	(%)	(%)	(%)
Reduction of shyness in oral activities	35	72	+37
Interest in recording literary podcasts	40	78	+38
Motivation to read paradidactics	72	82	+10
Participation in literary debates	32	75	+43

Source: Questionnaires applied by the authors (2024). Prepared by the authors.

Table 2 highlights the increase of 43 percentage points in participation in literary debates and 38 points in interest in recording *podcasts*, which shows the transformation of the student from passive receiver to active producer of literary meanings. This displacement is in line with the notion of youth protagonism developed by Costa (2006) and Rabin & Bacich (2018), in which young people exercise reflective authorship and social intervention in their contexts. The modest variation of +10 points in motivation to read paradidactics suggests that the greatest impact occurs in oral and collaborative practices, but that reading itself gains indirect traction through dialogical mediation and the pleasure associated with authorial production — a phenomenon that Kleiman (2020) associates with critical literacy as an anti-discriminatory and emancipatory social practice.

The quantitative data summarized in Tables 1 and 2 show significant average gains — ranging between 37 and 45 percentage points — in the core dimensions of argumentative orality, interpretative criticality and reader engagement, empirically corroborating the central hypothesis of the project: the collaborative production of literary podcasts constitutes a mediating pedagogical device capable of reconfiguring integral literacy in the 2nd year of High School, especially in contexts of socio-educational vulnerability in the Amazon region.

This elevation is not limited to a mere instrumental improvement in oral expression, but reveals a process of epistemic and ontological empowerment of the subjects, in line with Vygotsky's (2001/1934) historical-cultural theory, according to which dialogical and multimodal interactions — here materialized in the elaboration of analytical scripts, in the recording of interpretative debates and in the collective editing of episodes about works such as *Olhos d'água* (Conceição Evaristo), *The hour of the star* (Clarice Lispector), *Vidas Secas* (Graciliano Ramos) or *Casa Velha* (Machado de Assis) — they function as superior psychological tools that expand the zone of proximal development of students. The internalization of these mediated practices promotes the transition from the interpsychological plane (collective debate) to the intrapsychological plane (autonomy in

critical argumentation and reflective reading), configuring the podcast as a cultural artifact that enhances the active appropriation of literary knowledge.

From a methodological point of view, the observed gains reinforce the power of active methodologies mediated by ICT in High School, as defended by Bacich & Moran (2018), especially in contexts of digital and educational inequality. However, the persistence of a minority with lower initial engagement (about 20-25%, inferred from pre-intervention data) points to the need for differentiated strategies that consider psychosocial factors, varied learning paces, and barriers to access to connectivity — a recurrent structural challenge in the Amazon, as evidenced by the ICT Education Survey (NIC.br, 2025) and the School Census (INEP, 2025).

In summary, the tables not only document measurable advances, but attest to the capacity of the *literary podcast* to operate as a cultural mediator that articulates critical orality, literary literacy, and preparation for the selection processes for admission to higher education. The results position the intervention as a relevant contribution to the contemporary debate on inclusive pedagogical innovation, multiliteracies and the formation of critical readers and protagonists in Brazilian public education.

5 CONCLUSION

The data indicate, therefore, that, in the case of a project developed in a public school, located in the Amazon region with its economic and social limitations, developing the work in the classroom making use of active methodologies, such as the *podcast*, has been a great stimulus for the participation of young students in the readings and discussions that this methodology provides. The results obtained in the project corroborate the transformative potential of the *podcast* as a pedagogical mediator, by fostering the integrated development of oral expression, critical argumentation and student authorship in contexts of socio-educational vulnerability.

The intervention demonstrated that the collaborative production of audio episodes, anchored in the reading, analysis and debate of paradigmatic literary works — often required in selection processes for admission to higher education — contributes to overcoming initial barriers of shyness and low participation, in line with the guidelines of the National Common Curricular Base (BNCC, 2018), which position orality as the structuring axis of literary literacy and youth protagonism as an essential competence for the formation of critical readers and reflective citizens (Brasil, 2018, p. 59-87 and 503-510; competencies EM13LGG201, EM13LGG301 and EM13LGG601).

Notwithstanding the advances observed — such as greater engagement in literary discussions, improvement in interpretative argumentation, and increased interest in the analytical reading of canonical and contemporary texts — contextual limitations have emerged that demand critical reflection. The main difficulty was related to unstable connectivity: although the school has a Wi-Fi network, the infrastructure does not support simultaneous access by teachers and students, resulting in frequent interruptions during bibliographic research, consultation of critical abstracts or audio edits.

This obstacle reflects a persistent structural challenge in Brazilian public schools, especially in the North/Amazon region, where, according to recent data from the School Census (2023-2025) and the ICT Education Survey (2024-2025), adequate connectivity for pedagogical purposes varies significantly, with national advances for about 96% of connected schools, but persistent regional inequalities (e.g., only 63-64% in Amazonian contexts in recent years, with even more restricted effective use for learning) (NIC.br, 2024-2025; Inep/MEC, 2025; National Strategy for Connected Schools).

In addition, a minority of students manifested distraction with digital devices during activities such as reading PDF works or consulting online critical analyses, requiring more intensive mediation from the teacher to stay focused on the proposed task. This phenomenon highlights the need for continuing education in critical digital literacy, capable of transforming the recreational use of technology into an instrument of intentional and pleasurable learning, especially for young digital natives who demand approaches that integrate ICT with the pleasure of literary reading (Kleiman, 2020; Moran, 2015; Belloni, 2005).

Despite these restrictions, the contemporary global context is unequivocally technological, demanding that education actively incorporate ICT to promote meaningful, pleasurable learning that is aligned with educational and social training/development demands. The teacher emerges as the main agent in this mediation, guiding young people to appropriate technologies for the sake of critical knowledge — as in the production of *podcasts* that debate recurring literary themes in texts (social inequalities, identity, gender, colonialism) — instead of succumbing to passive or distracting use (Bacich & Moran, 2018). Projects such as the one reported here, by positioning the student as a protagonist in the analysis and oral discussion of literary works, strengthen active participation in Literature classes, fostering communicative, reflective and collaborative skills aligned with the BNCC and preparation for selection processes for admission to higher education.

Based on the findings and the limitations identified, the following recommendations are proposed for the replicability and expansion of similar initiatives: firstly, investment in digital infrastructure, it is necessary to prioritize public policies and institutional partnerships

(via the National Strategy for Connected Schools – ENEC) to universalize high-speed and stable connectivity in public schools, with continuous measurement of internet quality (Connected Education Meter of the MEC/NIC.br) and focus on Amazon and peripheral regions (MEC, 2025; NIC.br, 2024-2025). In addition, the continuing education of teachers is essential. It is therefore necessary to implement training programs in digital literacy, active methodologies mediated by ICT and pedagogical use of the literary *podcast*.

Another relevant factor as a recommendation is systematic curricular integration. Include the production of *literary podcasts* as a regular practice in the lesson plans of Literature and Portuguese Language, aligning it with the axes of orality, multiliteracies, literary literacy and citizenship of the BNCC, with formative evaluation of student productions and focus on works of entrance exams (Brasil, 2018). Expansion and longitudinal monitoring are also recommended. Conduct longitudinal studies to assess long-term impacts on literary criticality, argumentative orality, and interest in reading, as well as replicate the project in other schools with larger samples, incorporating data triangulation and partnerships with universities for greater scientific rigor (Thiollent, 2011).

These actions, if implemented in an articulated way between school, education network and public policies, can enhance the *literary podcast* as an emancipatory tool, contributing to a more inclusive, reflective education aligned with the realities of contemporary youth, especially in preparation for the challenges of university entrance exams and in the formation of critical readers and protagonists of knowledge.

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