Academic literacy and reading's socialisation through video reviews in teacher training

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Abstract

Academic literacy for undergraduates is a long road that requires didactic interventions in different disciplines. This study proposes the creation of discursive communities for the socialization of academic reading among peers through video reviews. The implementation was conducted during four academic years (between 2017 and 2021) with students of the Teaching Degree (373) and the Master's Degree in Secondary Education Teaching (118) of Universitat de València. The analysis of the video reviews focuses on the position of the reader (in our case, a pre-service teacher) as a mediator. After reviewing different proposals of analysis of this audiovisual genre and the visualization of the corpus (416 video reviews), four analysis categories were delimited: content selection, recommendation criteria, presentation of the reading and its author, and the construction of the discourse. The qualitative analysis conducted allowed us to identify two main types: reproductive and critical video reviews, both characterised in this work. The results show two key elements: the appropriation of the rhetorical situation created by the video review genre and the reading experience. The adoption of a critical vision not only requires depth in disciplinary knowledge, but also requires the development of more complex linguistic resources.

Alfabetización académica y socialización de la lectura mediante videorreseñas en la formación de docentes

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Resumen

La alfabetización académica de los estudiantes universitarios es un largo camino que requiere de intervenciones didácticas en las distintas disciplinas. Este estudio plantea la creación de comunidades discursivas de socialización de la lectura académica entre iguales mediante la realización de videorreseñas. La intervención se realizó durante cuatro cursos académicos (entre 2017 y 2021) con estudiantes del Grado de Maestro/a de Educación Primaria (373) y del Máster de Profesorado de Secundaria (118) de la Universitat de València. El análisis de las videorreseñas se centra en la posición del lector (en nuestro caso, el futuro docente) como mediador. Tras la revisión de diferentes propuestas de análisis de este género audiovisual y la visualización del corpus (416 videorreseñas), se delimitaron cuatro categorías de análisis: selección de contenidos, criterios de recomendación, presentación de la lectura y de su autor y construcción del discurso. El análisis cualitativo realizado permitió diferenciar dos grandes tipos: videorreseñas reproductivas y críticas, caracterizadas en este trabajo. Los resultados muestran dos elementos clave: la apropiación de la situación retórica creada por el género de la videorreseña y la experiencia lectora. La adopción de una visión crítica no solo requiere de profundidad en el conocimiento disciplinar, sino que obliga a desarrollar recursos lingüísticos más complejos.

Palabras clave: Reseñas de libros; reseñas literarias; promoción de la lectura; alfabetización académica; formación de docentes; Educación Superior.

Introduction

The search for new forms of socialisation of reading in teacher training has been the object of our approach to video reviews, as a technical and discursive variant of the conventional genre, which allows for new forms of social management of knowledge. In our case, we aim to create reading communities in which future teachers become mediators among their peers. After exploring the genre possibilities in the classroom for four academic years (2017-2021), in a first study of the collected corpus (Martí et al., 2021) we established two types of video reviews: academic and informative. The first ones aim to share knowledge on different aspects of language teaching. Informative video reviews focus on the formation of criteria on the bibliography of children's literature that future teachers will use in their classrooms, in their role as reading mediators with early years pupils (Martí et al., 2022).

In this article, we focus on academic video reviews and delimit the characteristics of the two variants, reproductive and critical, which show two ways of approaching specialised reading and the way it is shared among peers.

Reading in teacher education

The issue of reading in teacher education is a constant in many recent studies, whether they focus on analogue or digital reading. Many prospective teachers do not read regularly, i.e. they do not read enough and are not intrinsically motivated to read. Many studies highlight the need to foster the reading habit during university education, so that those who are going to be educators and therefore mediators in their students' reading can approach reading education with criteria.

In spite of some nuances, the aforementioned studies focus on literary or recreational reading. Colomer and Munita (2013) explore the careers of trainee teachers by analysing their reading life histories and point out the precariousness of the reading background of future teachers. According to Ibarra and Ballester (2017), their reading habits are scarce and their relationship with reading as a pleasure or personal activity of a voluntary nature is weak. Elche-Larrañaga and Yubero (2019) highlight the need for intrinsic motivation to consolidate the reading habit and consider that university education seems to influence the conviction of the need to be a reader, which would explain the decrease in the percentage of non-readers between the first and fourth year of Education degrees. As university education progresses, students read more regularly because of the importance of reading as a source of specialised knowledge.

This other type of reading, related to academic tasks, is often dissociated from the reading habit, although it is necessary in the ongoing training of any teacher in order to deepen their work and keep up to date. Reading to learn involves documenting from different texts, interpreting information and constructing and transforming knowledge. In this sense, reading in its epistemic aspect is a competence to be developed throughout life.

Academic literacy and specialised reading

Academic literacy is a multidimensional construct shaped by socio-cultural and historical contexts, as shown in Li's (2022) review of research between 2002 and 2019. Specialised reading, essential in this literacy, involves mastering the notions and strategies necessary to participate in the discursive culture of a professional field or discipline. It develops especially in university

education, when future professionals have to acquire command of the forms of reasoning instituted according to the discursive conventions of each speciality (Carlino, 2005).

The development of academic literacy is not spontaneous; it requires explicit instruction and interventions (Shanahan, 2012, quoted in Li, 2022). In teacher training, teachers need to become readers who understand the principles underlying the different ways of intervening in the classroom.

Years ago, Bereiter and Scardamalia (1987) showed two models of approach to literate practices, which they called "telling knowledge" and "transforming knowledge". In the former, the author reproduces the acquired knowledge without considering the communication situation, as is the case in the "transforming knowledge" model. Situations that only encourage "telling knowledge" promote more superficial learning than those that force "transforming it". The latter cases, typical of mature composition, promote the development of complex operations of abstraction, construction and evaluation of textual structures, rhetorical formulations and content. In teaching situations, it is a matter of proposing activities so that students can reconstruct the system of ideas and methods of a field of study, through participating in the practices of reading, writing and thinking proper to it (Carlino, 2005).

Later socio-cultural approaches showed the importance of the shared context of reading (who is reading, with what background and for what purpose, who is writing, from what theoretical positions and for what purpose), in order to access critical positions, as a higher level of understanding. Critical reading varies in each discipline because the procedures and nature of knowledge are different (Cassany, 2021).

Access to academic reading allows access to communities of practitioners who share knowledge and critical perspective on blogs, in the press and in the specialist literature. It is a type of peer mediation that is underdeveloped in initial training. Students read to learn (and to demonstrate their learning) but no situations are provided for them to share their knowledge or make reasoned judgements useful to their peers.

The socialisation of reading and the use of video in the school context

The ways in which readers socialise reading today have been affected by the use of technology. In contrast to the pyramidal and hierarchical model of information conveyance, technology makes it possible for any individual to play the dual role of sender and receiver of digital content. Rovira-Collado (2016) points out that social reading or reading 2.0 defines a new reality where reading mediation tasks are transformed. Reading ceases to be a hobby that provokes isolation to become a "construct of conversations" (Lluch, 2014).

As Yubero and Larrañaga (2013) point out, web 2.0 becomes a great support for the collaborative construction of knowledge and an excellent resource to favour communication between learners, experts and peers. According to Martí and Garcia (2020), in the networks students are more active in their learning process, they become "wreaders", which allows them to develop their media competence.

In a school context, reading mediation can be understood in two ways: as a link between books and early readers (Cerrillo et al., 2003) or as a reading community among professionals. In the first case, mediation is a function of the creation of a reading habit. Mediators are the first recipients of works that they will then read or recommend to their pupils. In the second, mediation is understood as an exchange of professional readings between peers.

In both situations, technology enables new genres and practices whose success lies in the social, public, interactive and global character that allows for the socialisation of reading (Lluch, 2014). In this sense, video becomes an instrument of knowledge and a means of expression, motivating students' media literacy (Martí, 2020).

Allué and Cassany (2023) study the use of video in secondary education as an emerging practice focused on the development of literary and linguistic competence and among its potentialities they highlight its relationship with the learner's audiovisual culture. In turn, they identify the review as a free, youtuber-style summary and commentary of readings, albeit without followers, likes or comments.

Paladines-Paredes and Margallo (2020) situate booktubers in youth reading practices and distinguish between analysis, collection and selection videos and place reviews in the first group. Video reviews, as a reformulation of reviews, emerge "as a discursive genre for literary mediation with its own characteristics [...] taking advantage of the creative potential of the multimodality and the interactive possibilities of YouTube" (Paladines-Paredes & Aliagas, 2021b, p. 46).

In our approach, video is a learning and assessment tool that allows students to develop strategies for understanding and critical elaboration of content for their peers, which promotes access to academic culture (Martí et al., 2021). Our didactic proposal aims to enable future teachers to provide in-depth and useful information to their peers, while learning how to use video for academic purposes.

Method

This research asks how our students exercise the role of mediators in academic reading, when they read not only for themselves but also for their peers. We investigated how future teachers socialise the readings through the observable data in the video-reviews made.

To that end, we conducted a series of interventions during four academic years (between 2017 and 2021) with students of the Bachelor's Degree in Primary Education and the Master's Degree in Secondary Education at Universitat de València. Video reviews were made individually, in Spanish or Catalan, in three subjects: two in Primary School Teaching (Learning to read and write -ALE-, and Development of communicative skills in multilingual contexts -DHCCM-) and one in the Master's Degree in Secondary Education (Learning and teaching of the subject, in our case Spanish Language and Literature -AEM).

The selection of participants in this qualitative research is intentional (Izcara-Palacios, 2014), as they have been chosen because of their link to the object of the research, which refers to the training of future teachers of Primary and Secondary Education. A total of 491 students participated: 373 students of Bachelor's and 118 students of Master's degrees. The final corpus consists of 416 academic video reviews (table 1).

Table 1. Corpus

YEAR	SUBJECT	NO. OF GROUPS- CLASSROOM	NO. OF VIDEOS	NO. OF STUDENTS
2017-2018	ALE	2	60	75
		1	39	39
2018-2019	ALE	2	51	75
		1	36	40

YEAR	SUBJECT	NO. OF GROUPS- CLASSROOM	NO. OF VIDEOS	NO. OF STUDENTS
	AEM	1	27	36
	DHCCM	1	25	25
2019-2020	ALE	1	26	38
	AEM	1	42	43
	DHCCM	1	33	40
2020-2021	ALE	1	39	41
	AEM	1	38	39
TOTAL		13	416	491

The activity consisted on reading academic works from the bibliography of language and literature teaching subjects and their subsequent presentation by means of a video review. This video review - about five minutes long - was shared on YouTube and disseminated in a forum with the aim of creating a professional reading community in which works of formative interest were shared to broaden the students' reference selection. The aim was to socialise academic readings. According to the instructions, the video review should talk about the work read, indicate the interest in reading or consulting it, include the technical specifications, a selection of information about the content of the text and a reasoned evaluation of the work.

In the initial phase of the research, we identified, coded and sorted all the videos in the corpus. Subsequently, after an initial screening, we selected a representative sample of video reviews from different subjects and courses and established the categories of analysis relevant to our research. In accordance with these categories, by means of a peer selection procedure, 3 video reviews from each academic year were analysed. The sample is made up of 18 video reviews: 12 of Bachelor's and 6 of Master's degrees[1].

As we have pointed out, the video review responds to a reformulation of the genre of the review with its own characteristics. In a previous study (Martí et al., 2022), the socio-reading competence of future teachers was analysed according to three issues: socialisation of reading, communicative aspects and digital resources, and the relevance of placing the socialisation of reading at the centre of the analysis was determined. This is explained by the fact that our didactic proposal gives priority to the training of teachers as mediators of disciplinary readings.

Among the issues relating to the socialisation of reading (table 2), and in order to delve deeper into the research problem, the position of the reader as mediator was chosen as the axis that articulates the rest of the criteria in the table.

Table 2.   Aspects of the socialisation of academic reading identified in video reviews

Socialisation aspects of reading	Features
Selection of the work	Criteria for selection of the book or topic.
Role of the reader as mediator	Appropriate approach to the communicative situation posed in the proposal (suitability for the addressee).
Title of the video	Synthetic nature, clarity, originality...
Presentation of the readings	Title, author, genre, target audience, year of publication, publisher, contextualisation (historical and cultural framework).

Socialisation aspects of reading	Features
Comprehension and conveyance	Primary and secondary themes, structure and paratexts.
Intertextuality	Links to works on the same subject or by the same author.
Choice of representative content	Relevance of the selected information.
Use of multimodal elements	Inclusion of pictures, quotations, examples...
Recommendation	Criteria: type of reader, subject matter... Basis for personal assessment.

Results

After reviewing different proposals for analysing video reviews (Ibarra & Ballester, 2016; Martí & Garcia, 2020; Paladines-Paredes & Aliagas, 2021a) and successive visualisations of the corpus, four categories of analysis were delimited that break down the macrocategory of the reader's role (in our case, the future teacher) as mediator (Martí et al., 2021; 2022): the selection of content, the criteria for recommendation, the presentation of the reading and its author, and finally, the construction of the discourse (table 3).

Table 3. Types of video reviews

Role of the reader as mediator				
	Content selection	**Criteria for recommendation**	**Presentation of the reading and its author**	**Discourse construction**
Reproductive video reviews (VA-Rep) Reproduction of the work read	Linear presentation of content, without selection.	Generic recommendation, not justified.	Presentation of the work (title, authorship, genre, target audience, year of publication, publisher). Author's curriculum vitae, not expressly related to the work.	Use of addition. Linear order.
Critical video reviews (VA-Crit) Critical understanding of the work	Choice of representative content. Relevance of the selected information.	Reasons for reading the book reviewed: type of reader, subject matter, etc. Projection of the reading into the reality of the reviewers. Rationale for personal assessment.	Presentation of the work (title, author, genre, target audience, year of publication, publisher) and contextualisation (historical and cultural framework). Presentation of the author according to the work and the objectives of the review.	Structure of the work. Articulation of the discourse according to the selected contents.

The qualitative analysis made it possible to distinguish between two main types: reproductive video reviews (hereafter, VA-Rep) and critical video reviews (hereafter, VA-Crit) (table 4).

Table 4. Sample of analysed video reviews

Code	Books reviewed	Year	Subject	Duration	Typology
VA-M01	Abascal, M.D. (2005). *Retórica clásica y oralidad*. Analecta Malacitana.	2018-2019	AEM	6'20''	VA-Crit
VA-M02	Sánchez-Enciso, J. (2008). *(Con) vivir en la palabra*. Graó.	2018-2019	AEM	4'43''	VA-Crit
VA-M03	Trujillo, F. (Coord.) (2014). *Artefactos digitales*. Graó.	2018-2019	AEM	5'40''	VA-Crit
VA-M04	Lorenzo, F., Trujillo F. y Vez, J.M. (2011). *Educación bilingüe*. Síntesis.	2019-2020	AEM	6'31''	VA-Rep

Code	Books reviewed	Year	Subject	Duration	Typology
VA-M05	Zayas, F. (2011). *La educación literaria. Cuatro secuencias didácticas.* Octaedro.	2019-2020	AEM	5'40''	VA-Crit
VA-M06	Mercer, N. (2001). *Palabras y mentes.* Paidós.	2020-2021	AEM	6'04''	VA-Crit
VA-G01	Díez de Ulzurrun Pausas, A. (1998). *L'aprenentatge de la lectoescriptura des d'una perspectiva socioconstructivista.* Graó	2017-2018	ALE	12'29''	VA-Rep
VA-G02	Freinet, C. (1972). *El método natural de lectura.* Fontanella.	2017-2018	ALE	5'43''	VA-Crit
VA-G03	Cuetos, F. (2008). *Psicología de la lectura. Diagnóstico y tratamiento de los trastornos de lectura.* Wolters Kluwer.	2017-2018	ALE	4'49''	VA-Rep
VA-G04	Ferreiro, E. (2002). *Pasado y presente de los verbos leer y escribir.* FCE.	2018-2019	ALE	5'53''	VA-Rep
VA-G05	Guasch, O. (2001). *L'escriptura en segones llengües.* Graó.	2018-2019	ALE	6'16''	VA-Rep
VA-G06	Lluch, G. (2018). *La lectura entre el paper i les pantalles.* Eumo.	2018-2019	ALE	13'13''	VA-Rep
VA-G07	Cassany, D. (2006). *Tras las líneas.* Anagrama.	2019-2020	ALE	4'17''	VA-Rep
VA-G08	Tuson, J. (2004). *Patrimoni natural.* Empúries.	2019-2020	DHCCM	4'42''	VA-Crit
VA-G09	Pascual, V. (2006). *El tractament de les llengües en un model d'educació plurilingüe per al sistema educatiu valencià.* CEICE-GVA.	2019-2020	DHCCM	7'01''	VA-Crit
VA-G10	Salvador, F. (2000). *Cómo prevenir las dificultades de la expresión escrita.* Aljibe.	2020-2021	ALE	5'41''	VA-Crit
VA-G11	Santolària, A. & Ribera, P. (Eds.) (2017). *Escrivim. Seqüències didàctiques per a l'escola.* Bullent.	2020-2021	ALE	4'46''	VA-Rep
VA-G12	Cuenca, M.J. (2003). *El valencià és una llengua diferent?* Tàndem.	2020-2021	DHCCM	5'52''	VA-Crit

The presentation of the results is organised in two blocks: VA-Rep and VA-Crit, in which the analysis of four categories is presented:

a) presentation of the reading and its author;

b) content selection;

c) criteria for recommendation;

d) discourse construction

Reproductive video reviews (VA-Rep)

a) Presentation of the reading and its authora) Presentation of the reading and its author

We begin by introducing the work and its author. When biographical information about the author is provided, it is reproduced in an encyclopaedic style and the information selected is general and does not provide interpretative or evaluative tips about the work reviewed. In order to justify the choice of the book, they refer to its interest for their teacher training, although this is not properly argued.

The anchoring of the discourse in academic coordinates often shows the inexperience of the reviewers. In VA-G01, the reviewer refers to the subject in which the activity is framed. Instead of naming the issues and reasons, it refers to the blocks of the subject matter, which makes it difficult to understand the message.

¿Por qué he escogido este libro? Muy fácil, básicamente por su autora. Tras la lectura obligatoria que tuvimos en el primer bloque [...], descubrí en Emilia Ferreiro a una gran especialista de la cual es posible enriquecerse. [...] trata una temática que se relaciona muy bien, sobre todo con el bloque 1, y que se puede solapar con los dos siguientes bloques (VA-G01).

The only example where the assumption of the mediating role leads to a successful realisation is found in VA-G02: those who may be interested in the topic are identified and the purpose of the book is mentioned. One evidence of his interpretation is the reference to what will not be found in the book, information of interest to a hypothetical reader.

Está destinado a profesores y alumnos del ámbito de [...], aunque cualquier persona interesada en [...] puede estar interesada en el contenido de este libro. El objetivo de este libro no es constituir una metodología para docentes o futuros docentes sino ser una aportación a la investigación de los procesos de composición escrita en lengua dos (L2), especialmente cuando esta lengua [...] (VA-G02).

b) Content selection

In the VA-Rep, the selection of content and its exposition is evidence of the reviewers' lack of mastery of the subject. Faced with the difficulty of dealing with an academic text on a specialised subject, they detail the structure and give a faithful summary of the content, constructed linearly, sometimes as a simple enumeration of the topics covered (VA-G01, VA-G07, VA-G11). However, most video reviews include very long summaries, lacking in the selection of relevant ideas (VA-G02, VA-G03, VA-G04, VA-G06, VA-G11, VA-M04), to the detriment of the evaluative aspects typical of this genre. In all cases, the time devoted to summaries takes up most of the video review.

It is not common for reviewers to adopt be critical of the work, which does not prevent them from occasionally adopting their own voice through strategies such as the selection and commentary of ideas or examples, reference to bibliographical references presented in class and subtle attempts to elaborate on the content, exemplified in the following excerpt. While it is true that the VA-G07 reviewer uses her own criteria to select proposals from the book, she devotes little space to critically analysing them, and when she does, the analysis is inconsistent. The use of intertextuality is an example of failed attempts to elaborate content.

La primera se llama [...] y es una actividad que he elegido porque la he relacionado con un artículo de Montserrat Fons y Montserrat Correig [...]. En este artículo ellas hablan sobre diferentes tópicos que perduran en la escuela en el proceso de enseñanza y aprendizaje de la lectoescritura, y uno de estos es el hecho que se cree que la copia favorece el desarrollo de la habilidad escritora. [...] lo que proponen es realizar otro tipo de actividades que no sean tan mecánicas para favorecer el desarrollo de las habilidades motrices necesarias para escribir (VA-G07) [2].

c) Criteria for recommendation

The fact that the slogan includes the final evaluation of the work, the recommendation and the invitation to read it, leads all reviewers to try to include this final section, either to fulfil the academic task or because they adopt the requested role of mediation. In all cases, the assessment and recommendation is usually related to the usefulness of the book for initial training or teaching practice, but most are poorly substantiated or lack justification.

> *Creo que este libro puede ser muy útil para cualquier docente que trabaje en un centro en el cual convivan dos lenguas. Por tanto, lo recomendaría a todos mis compañeros de aula y a todos mis futuros compañeros docentes de la Comunidad Valenciana (VA-G02).*

Video reviews that conclude with a final assessment contain a recommendation (VA-G02, VA-G03, VA-G04, VA-G07, VA-G11, VA-M04), usually implicit. Others encourage the reading of the book without assessing it or justifying the recommendation properly (VA-G01, VA-G06). In VA-G04, the reviewer, who does not assess the book until the last seconds of the video review, assumes the role of mediator for the first time and critically evaluates the usefulness of the book for teacher training:

> *Como utilidad para la docencia, no me parece que sea un libro que se puede utilizar plenamente, quiero decir, creo que es un libro que está más destinado para otros ámbitos, como la lingüística, pero sí que se pueden extraer algunas ideas interesantes para aplicarlas en nuestra futura tarea, que al fin y al cabo es enseñar. Como el hecho de […]. (VA-G04)*

d) Discourse construction

The construction of the discourse depends on the understanding of the mediating purpose of the video review and the mastery of the subject matter, which is manifested in the selection of content. In these inexperienced video reviews, the reviewers' effort to be faithful to the content and to show the careful reading they have conducted can be seen, which translates into a synthesis of the sections, respecting the order of the work. Discourse arrangement responds to the criterion of addition or additive packaging, which brings these reviews closer to a linear summary of the content.

For example, in VA-G06, the work is summarised chapter by chapter, highlighting those aspects that are considered to require more attention and which are spoken about in an inexpert lexicon. Linearity is identified in the use of the additive connection. By highlighting the following fragment shows that the author is placed before the chosen book as someone who is going to learn about a subject he does not know, like the recipients of the video review, which prevents any elements of critical evaluation:

> *Este capítulo es la base del libro, por tanto, hay que poner mucha atención y conocer cómo es el sistema de lectura ya que una vez conozcamos este sistema podremos encontrar fácilmente los problemas de lectura y así pautar una rehabilitación y tener un proceso favorable (VA-G06)* [3].

However, in VA-G07 the content is selected, but its arrangement fails to overcome linearity, as there is no common thread or contrast between them. This is evidenced by the use of ordering connectors with an addition value and other packaging formulas, such as the adjective "other". Even so, brief attempts at interpretation and assessment can be identified when the didactic value of the content is appealed to by referring to its methodological bases. The lack of a theoretical background does not allow us to argue or construct solid explanations.

> *Y, por último, otra que se llama "Propuesta", en la que los alumnos son los encargados de elaborar el menú del comedor de la escuela de un día de la semana. Ellos son completamente protagonistas y volvemos a recordar la importancia que tiene que ellos estén involucrados en la tarea (VA-G07)* [4].

Critical video reviews (VA-Crit)

a) Presentation of the reading and its author

In the VA-Crit the selective look at the contents is done by clearly adopting the position of mediator. Typical features of elaborate reviews can be observed: they select the most important facts about the author, always in the service of the critical presentation of the reviewed work, producing a logical and natural transition between the brief presentation of the author and that of the book.

> *Y para comenzar [...] os hablaré un poco del autor, [...] que es catedrático de Lengua Castellana, inicia en los años ochenta una larga trayectoria de renovación didáctica de la enseñanza de la lengua, especialmente en lo relativo a los talleres literarios, y toda esa experiencia que él adquiere [...] va a ser la base sobre la cual construye este libro donde, mezclando un poco teoría y práctica, nos va a ir relatando sus intentos más exitosos por crear [...]. Y eso va a ser un poco la premisa, digamos, del libro (VA-M02).*

They rank recipients by means of two basic strategies: the reference to the perspective from which the work is written and its relation to the purpose of the video review (VA-G08, VA-G09, VA-G10, VA-G12, VA-M01, VA-M02, VA-M05), and the reference to the way of reading envisaged by the author and its exemplification (VA-G05, VA-M03). An example of the first strategy is found in VA-M01:

> *Para este libro el presupuesto de partida no es enseñarnos a mejorar nuestras capacidades retóricas ni oratorias sino entender cuáles son las investigaciones que se han dado en retórica desde el apartado clásico y mejorar nuestros conocimientos teóricos acerca de esta disciplina. Es decir, si buscamos un volumen que nos enseñe a hablar mejor en público [...] este no es nuestro libro. Será nuestro libro si queremos profundizar de manera teórica y entender los conceptos por los cuales se sustenta la retórica clásica (VA-M01).*

An example of the second strategy is VA-M03. The reviewer, after introducing herself, the book and the coordinating author, quickly takes on the role of mediator, advising readers on how to read the chosen work:

> *En cuanto a la estructura del libro, encontramos un primer capítulo en el que se hace una introducción sobre precisamente cómo leer el libro, ya que está pensado para leerse no necesariamente de inicio a fin, sino que está pensado para que el docente salte de capítulo en capítulo y se dirija directamente al contenido que le interesa, al artefacto digital [...] sobre el que quiere investigar para ponerlo en práctica o simplemente ampliar su conocimiento (VA-M03).*

b) Content selection

In all VA-Crits, contents are subject to selection, and only the relevant contents are chosen in order to evaluate the work according to the interests of the target audience. Instead of lengthy summaries or ambiguous syntheses, ideas or contributions from the works reviewed are selected according to their value for teaching, given that the reviewers recognise themselves as trainee teachers and read to learn and to train, and through their video reviews they address other members of the professional community they are entering during their Bachelor's or Master's studies.

In VA-M02, in terms of outline and content, reviewers create their own discourse on the basis of the central ideas of the work. These ideas were previously identified and introduced in their reviews, developing them and contributing, for all of them, their vision as reviewers.

La pregunta es clara, ¿no? Cómo convertir el aula en ese espacio […] del que nos habla el autor. Bueno, pues para ello nos va mostrando cómo aborda contenidos específicos de enseñanza, concretamente […]. Y lo verdaderamente interesante de esta obra es que él incorpora en los capítulos […] un diario de clase, […] las reflexiones, las propias actividades y los resultados de estas y cómo los alumnos interaccionan entre ellos, y así nosotros, como lectores, podemos conocer cuál ha sido la respuesta de los alumnos ante […] los diferentes proyectos […] (VA-M02)

The book under review contains a selection of didactic proposals for the classroom. However, unlike the VA-Rep of similar works, the VA-Crit avoids the presentation of a selection of activities, one after the other. They draw out the key ideas common to all of them and clearly foreground the author and his approach.

c) Criteria for recommendation

The recommendation criteria in VA-Crits tend to reflect the assessments already made in the presentation of the work and the author and in the structure and content. In this example (VA-M01) the reviewer insists on the cases in which it would not be advisable to read the book:

[…] sí que lo recomendaría, pero si bien es cierto no lo recomendaría como un tratado para aprender oratoria, no lo recomendaría en cualquier caso para mejorar nuestra manera de hablar, lo recomendaría si y solo si queremos informarnos acerca de […] para después encontrar cualquier otro manual que nos ayude con nuestras motivaciones a la hora de aprender a dar una clase, por ejemplo, que eso sí que sería útil. Entonces lo recomendaría si queremos esto. Si queremos aprender a hablar no es un volumen para hacerlo (VA-M01).

Although all VA-Crits have a closing in which a final assessment of the work is made and a recommendation to peers is made, the evaluation of the book is conducted in the different parts of the book. The assessment is made explicit when the interest of the book is underlined, when the author's expertise is highlighted or also, as in the following example, when the suitability of the contributions for the classroom is evaluated:

Se complementa esta lectura guiada con la búsqueda de información recopilada en una wiki sobre personajes mitológicos que tomarán la palabra en el lamento amoroso, lo que constituye una hábil solución al problema de la dificultad que presenta escribir este tipo de textos (VA-M05).

d) Discourse construction

Unlike VA-Reps, the construction of discourse in VA-Crits moves away from linear order. Reviewers create their own structure according to their critical understanding of the work and always with the awareness of the mediating purpose of their video review. This structure is conditioned by the interests that have guided the selection of the book, generally related to the reviewers' educational background, as can be seen in the beginning of VA-M05.

La escasez de modelos para elaborar programaciones es uno de los problemas principales en la formación del profesorado. Ante este hecho, los docentes han tenido que recurrir a la lectura de referentes teóricos que compartieran su manera de concebir la enseñanza. En este sentido, el autor de este libro […] siempre ha sido uno de esos referentes (VA-M05).

In VA-Crits, discourse construction shows the linguistic decisions that shape the "author's voice", such as the grammatical person or the use of modal verbs accompanied by greater syntactic complexity in the elaboration of discourse, in line with the greater depth of reasoning.

The choice of the grammatical person shows how the reviewer places himself before his addressees in order to offer his critical view of the work. The use of the inclusive first-person

plural shows an awareness of discursive community, of addressing a community of peers (trainee teachers) to which one belongs and with which one shares knowledge. Thus, in VA-G05 the reviewer recommends her peers ("we can get ideas") and appeals to shared knowledge such as "that time of change" (she refers to the New School), "meaningful learning" or "active role", which she does not explain why they belong to the formative baggage of the discursive community she is addressing. The adoption of the author's voice and the engagement with the community of peers are signs of the configuration of the professional teaching identity, a differentiating fact with respect to the VA-Rep, whose authors have not yet managed to detach themselves from their identity as students.

The critical vision of reviewers requires a more syntactically complex elaboration of the discourse because they need to give reasons for their interpretation and evaluation of the work. Far from additive links, syntactic constructions such as "not... but", adversatives and conditionals, causals, and the use of negation, causal and concessive structures appear alongside modal verbs (I think, I think, it seems to me that...).

> *Cabe destacar que estas propuestas no son una simple descripción de una serie de actividades, sino que están acompañadas por una reflexión teórico didáctica que las justifica (VA-M05).*
>
> *Está claro que en las aulas no se puede seguir fielmente lo que propuso Freinet, entre otras cosas porque [...] No obstante, creo que se puede aprender mucho de los principios que propusieron estos pedagogos en esa época de cambio (VA-G05).*

In short, the critical vision of these reviewers is clearly shown in the discourse construction choices they make. They take responsibility for the interpretation of the text, aware of their role as mediators who are part of a particular discourse community. This translates into greater syntactic elaboration, in the service of the value they intend to convey to their peers.

Discussion and conclusions

In this article we have delved into the characterisation of academic video reviews, a less common format in the classroom than video reviews of literary texts and from which it differs in substantial aspects (Martí et al., 2021). It is a topic that is still under-researched, but with great potential for teaching.

The video reviews analysed show the long way to go in the academic literacy of our students. According to Carlino (2005), university education has the responsibility to introduce them to the forms of reasoning and discursive conventions of their speciality. Our didactic proposal shows a way of assuming this responsibility in relation to the readings of the disciplines studied. Video reviews, as a way of participating in a discursive community of peers, allow for a socialising vision of academic reading, placing reviewers as readers and authors of their video reviews and as recipients of the reviews of their peers.

This socialising vision underpins the four categories of analysis (presentation of the reading and its authorship, content selection, recommendation criteria and discourse construction), and the resulting two main types: VA-Rep and VA-Crit. VA-Reps tend to be devoid of the evaluative character that would define them. In them, much of the time is spent summarising the content, because the reviewers do not take on the role of mediators or engage in the critical function of the video reviews, except in the final recommendation. On the other hand, VA-Crits are defined by the adoption of a critical stance, which entails the abandonment of the reproductive strategy of content for that of knowledge transformation (Bereiter & Scardamalia, 1987). We found two key elements in the change of strategy: the appropriation of the rhetorical situation (understanding

of the genre and the communicative purpose attributed) and the students' reading knowledge and experience.

The stage of education and the derived academic reading experience differentiates between Bachelor's and Master's degree readers. Our undergraduate students produce their video reviews at the beginning of the 3rd year, with a double challenge: to read about subjects they do not know about and to elaborate knowledge about them to share with their peers. The lack of mastery of the subject matter leads them, in general, to produce linear summaries of the works, faithful to their structure and content. However, some features of mediation can also be observed in the VA-Reps. Reviewers try to assume the mediating purpose of the video review, they take into account the circumstances that frame the production of the genre and are guided by the purpose of sharing readings among peers, but in many cases they are not capable of analysing in depth and critically assessing the content of the work for their addressees, other teachers in training. This explains why in all the categories analysed, aspects of transition from VA-Reps to VA-Crits are observed, which support the didactic interest of the proposal, because they show the learning path from the inexperienced to the expert. The foregoing is related to Elche-Larrañaga and Yubero (2019), when they state that university education seems to influence the conviction of the need to be a reader. Our didactic proposal seeks to make students perceive this need and assumes the responsibility that corresponds to us as trainers.

We agree with Carlino (2005) and Shanahan (2012, cited in Li, 2022) that academic literacy does not develop spontaneously, but in situated ways in contexts of learning and use, with explicit and mediated interventions from across disciplines. In line with Paladines-Paredes and Aliagas (2021b), but within the framework of academic reading, increasing students' experience as reviewers provides greater depth of disciplinary knowledge and forces them to develop more complex linguistic resources. Video enables new social scenarios also for academic reading.

Notes

[1] The sample data are detailed in Results. Table 4 presents the proposed typology of academic video reviews. The code used indicates whether the academic video reviews (VA) come from subjects of the Bachelor's Degree in Teaching (VA-G) or the Master's Degree in Secondary Education (VA-M) and their numbering (VA-G01, VA-M01, etc.).

[2] Translation (from Catalan into Spanish) by the authors.

[3] Translation (from Catalan into Spanish) by the authors.

[4] Translation (from Catalan into Spanish) by the authors.

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