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PROFESSIONAL VOICE:

Integrated Practices of Teaching,
Research and University Extension

Maria Fabiana Bonfim de Lima-Silva
Aline Menezes Guedes Dias de Araújo
Patrícia Brianne da Costa Penha
Gabriella Lucena Feitosa
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PREFACE

Maria Fabiana Bonfim de Lima-Silva

This e-book is a collection of experiences from my insertion, in 2011, as a professor in the Department of Speech Therapy at the Federal University of Paraíba (UFPB). Upon joining this institution, I developed an extension project called the Voice Advisory Program for Teachers (ASSEVOX), based on the knowledge I gained during the period in which I took my master's and doctorate, at the Pontifical Catholic University of São Paulo (PUC-SP), under the guidance of the Professor Dr. Leslie Piccolotto Ferreira and Prof. Dr. Zuleica Camargo.

So, in the following year, with the desire that extension students could experience the reality of professors through practical experiences that went beyond the walls of the university, I submitted ASSEVOX to the UFPB 2012 Probex Notice, but unfortunately we did not receive the scholarship. Even so, with a pioneering group of six students, we started our actions through a Fluex project (Project only with volunteer students) in a private school with the objective of promoting vocal health for teachers and the school community. I remember that we went through several challenges, because the room that the school gave us for collection was not a clean, pleasant environment, however, we did not get discouraged and cleaned, painted the walls and renovated the entire room. Shortly after the renovation, we started our vocal health assessments and workshops. I remember to this day that many teachers were surprised by our act of cleaning the room, as no one had ever done anything to improve that room, and they said: "*It was an abandoned room*"; "...it was a real storage room for the school, now there is another room, well *organized and clean*".

It is worth noting that in the first meeting with the director of this school, it was emphasized that we would carry out vocal assessments of the teachers, but that after these procedures, the teachers participating in the project would receive the reports with the diagnosis and then participate in voice experience workshops with content theoretical and practical, within the school. In addition, our team inserted vocal health actions in the school calendar events (student day, teacher's day, family day, among others).

Then, in 2013, we took an important step towards ASSEVOX, we managed to get the project approved with a grant in the Probex 2013 Notice, and we entered into a partnership with the Department of Education and Culture of João Pessoa (SEDEC-JP). Thus, between 2012 and 2019, with the support of the Edital Probex and Fluex (UFPB), more than 60 extension workers participated in our project, from undergraduate, graduate and other courses (Psychology, Physiotherapy, among others). Currently, ASSEVOX has managed to cover 15 schools in the public and private network, including kindergarten, elementary and

high school. In addition, during these seven years, in person, we carried out an average of 420 vocal screenings, 44 voice experience workshops and 21 lectures. In the last lecture, held in 2019, we were invited by SEDEC-JP to talk about the importance of voice in teaching work and handling voice amplifiers, in which my doctoral student Patrícia Penha and I presented relevant data from the research developed by ASSEVOX and strategies correct handling of microphones (voice amplifiers). It is worth noting that more than 500 amplifiers were delivered to the teachers participating in this event.

Such actions carried out during this period, yielded us several products, including participation in local, regional and national events (congresses, seminars, meetings), 10 publications of scientific articles in national and international journals, 14 book chapters, 73 complete, expanded abstracts and annals, 21 course conclusion works, 31 scientific initiation works, 5 dissertations, among others.

However, in the first months of 2020, we were surprised by the onset of the SARS-CoV-2 pandemic, a rapidly spreading respiratory syndrome. Since then, several measures by the World Health Organization (WHO) have been taken to prevent the spread of this virus, including social distancing. This fact brought as the main impact to the ASSEVOX project the impossibility of carrying out the actions (workshops, screening and attendance) in person. As a result of these various changes, the project had to reinvent itself and adapt to the new reality, using digital platforms to continue developing its activities and contributing, more than ever, to society and the academic community. In addition, the project, which was previously aimed only at teachers, expanded its target audience to all voice professionals (teachers, telemarketers, digital influencers, actors, singers, telejournalists and others) and thus came to be called Vocal Advisory Program for Voice Professionals (ASSEVOX).

According to this new appearance, ASSEVOX showed itself to have solid foundations and an excellent potential to adapt to new situations. In this period, we idealized to make our *Instagram* profile a digital magazine, containing information accessible to voice professionals and the entire community. Through meetings, we create content, develop means of interaction and broaden our view of the most diverse forms of health promotion. With this, we continue with our scientific initiation projects, discuss book chapters, participate in open classes and regional events, publish scientific articles and, above all, drive our dreams!

Currently, we had the project "Analysis of the effects of a distance vocal health program for teachers in the state of Paraíba" approved in the Universal Demand Notice n° 09/2021, promoted by the Foundation for Research Support of the State of Paraíba (FAPESQ), which brings unprecedented insofar as there are no other proposals in force in the state with the purpose of assisting and supporting the essential professional for the development of our society, such as the teacher. issues related to the health and quality of life of several educators in the state, especially those who do not have the financial possibilities or conditions to be accompanied by a professional speech therapist.

This *e-book* is part of a beautiful journey full of challenges. A path traveled with dedication, responsibility and union. Therefore, we invite you, the reader, to know a little more about the work performed by the ASSEVOX group over these 10 years.

I wish you a good read and that this work is an inspiration for all those who wish to tread the paths of university extension, teaching and research.

PRESENTATION

This *e-book* entitled “**Professional Voice: Integrated Teaching, Research and University Extension Practices**” is the result of an extension project called “Vocal Advisory Program for Voice Professionals” (ASSEVOX), which has been developed since the year of 2012 with the support of the public notice for the Extension Scholarship Program (PROBEX) of the Federal University of Paraíba (UFPB), whose main objective is to promote vocal health and prevent voice disorders in the most diverse professionals who depend on it to perform their work.

In this work, 14 chapters were gathered that explain from the experience of students and teachers who participated in the voice advisory program, to themes related to the prevention of voice disorders, vocal health promotion and around expressiveness. In them, there are studies about teachers, telemarketers, telejournalists and digital influencers. The purpose of this e-book is to expand the knowledge of undergraduate, graduate and Speech-Language Pathology professionals, as well as all those interested in studying voice professionals. In addition, we hope to encourage and drive the development of research through the vision and experiences of a university extension.

It is important to highlight that this work is composed of results of scientific initiation research and experiences around the ASSEVOX university extension. The chapters were prepared by students (undergraduate and graduate students) and by professional researchers from UFPB and other institutions (UNIPÊe PUC-SP) who, in a responsible and qualified way, proposed to explain their studies with current and relevant themes for the scientific community and society as a whole.

We wish you a great read!

Maria Fabiana Bonfim de Lima-Silva
Aline Menezes Guedes Dias de Araújo
Patrícia Brianne da Costa Penha
Gabriella Lucena Feitosa
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ASSEVOX THAT MADE SENSE: EXPERIENCE REPORTS FROM PUBLIC SCHOOL TEACHERS IN JOÃO PESSOA, PB

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ABSTRACT: In the Brazilian context, it is possible to observe a concern about the vocal health of teachers. In view of this, preventive and interventional actions are carried out, under the guidance of qualified and trained professionals. The extension project Voice Advisory Program for Teachers (ASSEVOX), linked to the Federal University of Paraíba (UFPB) has promoted actions of guidance, evaluation and intervention to different professionals, such as actors, singers, teachers and other communicators. **Objective:** the chapter seeks to present and analyze some experience reports of participants accompanied by the program. **Methods:** The speeches of 03 teachers from the municipal education network of João Pessoa, all female, were analyzed in

light of the system of evaluation system of the systemic-functional linguistic theory. **Results:** in the reports, it was found that the teachers showed satisfaction in participating in ASSEVOX. **Conclusion:** the extension project generated a reflection and changes in vocal health habits in the participants, providing a positive effect both on vocal quality and on their lives.

KEYWORDS: Voice, Faculty, Communication, Speech, Language and Hearing Sciences.

1 | VOCAL HEALTH PROMOTION ACTIONS

The actions to promote the vocal health of the teacher aim to broaden the teacher's perception of vocal education, alleviate the damage to their vocal health, as well as instruct this individual on vocal practices that are favorable to their professional practice. Activities that emphasize the importance of the voice, self-care and prevention reduce the presentation of vocal alterations, improving the professional performance of the assisted teachers (LUCESI et al., 2010).

Lima-Silva et al. (2019) show the importance of the need for public policies that promote health in school environments. To avoid future pathologies, it is necessary to set aside pre-established extension actions in schools that do not meet the specific needs of the public served.

In Brazil, the dissemination of scientific works based on speech therapy actions carried out with teachers is notorious. For example, Silverio et al. (2008) promoted meetings, experience groups, with teachers from a public school in the city of Piracicaba (SP). During these meetings, several theoretical and practical contents were presented to professionals as a way to raise awareness and sensitize them about the need for voice care. In this intervention, there was an improvement in voice care and in the understanding of intervening factors and determinants of voice disorders.

Recently, a research developed by Penha et al. (2021), aimed to verify the effectiveness of a vocal advisory program in the hybrid teaching modality for teachers of municipal education in João Pessoa-PB. Two face-to-face vocal health workshops and two online workshops were held, which addressed theoretical and practical content regarding voice production and care for it. At the end of the workshops, it was found that the hybrid program promoted an increase in vocal health knowledge, reduced risk for voice disorders and improved teachers' vocal quality. The literature points out that actions in vocal health with teachers can help to reduce voice disorders and better use of the voice in the occupational environment, which, consequently, provides a better quality of life (PAIVA et al., 2017).

From this perspective of speech therapy assistance with the teacher, the Vocal Assistance Program for Voice Professionals (ASSEVOX) of the Federal University of Paraíba (UFPB) is aimed at all elementary and high school teachers from public and private schools in João Pessoa, Paraíba. (PAIVA et al., 2017). In the actions that resulted in the reports analyzed in the present study, the students participating in ASSEVOX, under the supervision of the project coordinators, carried out actions that proposed to the teachers the awareness and knowledge of vocal health. Throughout the advisory program, the students also closely checked the reality in which the professionals were inserted, as well as the factors favorable to vocal illness in the work environment (LIMA et al., 2018).

With this action carried out by the ASSEVOX program, the importance of a speech-language pathology monitoring in the advising of the teacher regarding the proper use of the voice in the professional exercise was reinforced. The feedback presented by the participants guided the understanding of the progress of the advisory process. Through them, information was obtained about individual performance, as well as about the behavior, event or activity performed, favoring the proposition of more specific actions to guide future activities (COSTA et al., 2009). To illustrate this process, this chapter proposes to present and analyze experience reports of teachers from the public school system in the city of João Pessoa-PB assisted by ASSEVOX.

In order to understand and perceive the agents involved in the counseling process, the speech-language pathologist can use different theories to support his analysis. For example, the evaluative system of the systemic-functional linguistic theory that, through discourse, makes it possible to understand the speaker's impressions on certain aspects.

Below, some considerations about this system will be presented.

2 | ASSESSMENT SYSTEM

Through language, even if unconsciously, we make assessments of the most varied circumstances, objects and people at all times. To do so, we make linguistic choices that can praise or detract from what is being evaluated. According to Vian Jr. (2009), the theoretical interest regarding how the evaluation process takes place textually in the sense presented here goes back more significantly to the 1970s and 1980s, mainly from the work of Labov. Before that, other works have already discussed this perspective and, later, Martin and Rose (2003) strengthened this area through the evaluative system, which is the interest of the present study.

It is worth noting that such a system comes from the Systemic-Functional Linguistic theory. For whom language is understood as a semiotic system subdivided into three strata, namely: a semantic-discursive one, linked to meanings, in this stratum is the evaluative system; a lexical-grammatical one, linked to the sentence level and a grapho-phonological one, linked to the level of letters and sounds (VIAN JR, 2010).

The evaluative system is divided into three subsystems, namely: involvement, attitude and gradation. For our study, the attitude subsystem is of interest, which, according to Vian Jr. (2010), is categorized by the presentation of emotions through three types of resources: affection (expressing emotion); judgment (judging character) and appreciation (attributing value to things). We will stick to the affection resource.

Emotions in the affect field can be expressed by positive or negative feelings about things, people and events. For this purpose, a lexical element or an entire sentence can be used. Martin and White (2005 apud ALMEIDA, 2010) emphasize that there are six factors to be considered for the identification of affection. The sixth factor calls our attention, according to which emotions are grouped into three sets, namely: happiness/unhappiness; security/insecurity and satisfaction/dissatisfaction. This factor will be exemplified in the results and discussion section.

3 | METHODS

The study, characterized as exploratory and descriptive, had the participation of three teachers from the municipal school system in the city of João Pessoa-PB, who reported their experiences with ASSEVOX in the period 2019. The analyzed data are a reflection of the research project Teacher's Voice: analysis of the effects of an intervention program, which was approved by the Research Ethics Committee on May 27, 2021 under CAAE: 10719513.5.0000.5188.

The reports were collected at the end of the vocal health workshops, one of the actions of prevention and promotion of vocal health applied by the university extension ASSEVOX during the period of execution of the program. In the workshops and other actions, topics such as: vocal care, which include breathing exercises, vocal warm-up and cool-down, cervical and body stretching, were addressed. In addition, professionals received advice on the most recurrent causes of voice disorders and laryngeal diseases that most affect teachers, enabling them to identify possible voice disorders that may develop during the course of the profession.

About the participants, selected by sampling, there was the collaboration of three women aged between 42 and 51 years and with an average of 11 to 26 years in the profession.

The reports acquired during the participants' interaction with the ASSEVOX Program were transcribed and analyzed using the evaluative system of the systemic-functional linguistic theory, with emphasis on the affect resource of the attitude subsystem. The results are displayed in the following section.

4 | RESULTS AND DISCUSSION

The data discussed in the study reflected the perception of the teachers who were monitored by the ASSEVOX team. Let us see below what excerpts from the reports of the three participants, henceforth identified as F1, F2 and F3, revealed.

F1: "I was lucky to participate in this voice project. I **believe** it is **of paramount importance**."

When referring to the impact that ASSEVOX had on their professional lives, all participants presented, within the field of affection, evaluations that demonstrate, above all, security and satisfaction.

From the point of view of the evaluation system, the excerpt referring to F1 revealed a regularity identified in this analysis, the expression of satisfaction for having participated in the program. According to Ribas, Penteadó and García-Zapata (2014) voice professionals, specifically teachers, need specific guidance on the proper use of voice in the classroom, since as a result of environmental conditions and high workload several medium and long-term vocal problems arise.

F1: "*I was super happy because... we are caregivers and, for **having someone who takes care of us**... So, within this **important process**, it brings us necessary information for our day-to-day... So... this project comes as a warning: Teacher, be careful. You never retire. So, if necessary...*"

F2: "*The issue of the ASSEVOX lectures was of **great value** because, until then,*

there was no such apparatus in schools and, thus, it was a good news.”

In the excerpts above, extracted from the reports of F1 and F2, through linguistic occurrences such as: ‘someone who takes care of us’, ‘super happy’, ‘important process’, ‘of great value’, indicative of security, happiness and satisfaction, the positive evaluation about the participation in the program was evidenced. What led us to believe that this public, in fact, lacked a care directed to the main instrument of work, the voice.

With regard to vocal self-care, the training of education professionals, especially educators, has gaps in its curriculum, as there is no specific guidance on voice care in the initial training of this professional. Which is quite worrying, since the classroom context induces the use of vocal adjustments, such as increasing pitch and loudness levels, which are harmful to vocal health (ALBUQUERQUE, 2013).

Corroborating this issue, Lima-Silva (2012) identified that decreased pitch variability, high habitual pitch, high habitual loudness, rapid speech rate and decreased loudness variability were present in the teachers participating in their study. Therefore, by not having a look at the practices of vocal care in the classroom, teachers can trigger vocal symptoms or even voice disorders with or without laryngeal lesion.

F3: ***“But the issue of resting, drinking water, always hydrating, the issue of food... All this knowledge only contributed to a better professional positioning of mine. Thank you.”***

In the excerpt above, extracted from F3’s report, it was evident how ASSEVOX’s performance contributed to a change in attitude regarding the vocal self-care of this professional, that is, it potentiated the active participation of this professor in his own vocal health, being the protagonist of this care. Mentioning the acts of resting, drinking water and taking care of food revealed the acquisition of new knowledge that contributed, according to the speaker, to a better professional positioning.

As for personal care practices, teachers who have greater knowledge about vocal hygiene demonstrated to perceive more easily, in relation to the others, vocal fatigue and the appropriate moments for voice rest (PAULA et al., 2019).

F1: ***“Every day more teachers get sick for different reasons and voice is a very serious problem. Can develop nodule problem, Reinke’s Edema problem, cracks, among others.”***

F3: ***“We will only seek Speech Therapy at the moment when we lose our voice, when we leave the classroom because of vocal cords with problems. This makes us sad.”***

The report presented by F1 confirmed the perception of the existence of a lack of vocal self-care on the part of the teacher. In the excerpt from F3’s report, it was possible to perceive the feeling of unhappiness, verbally explained by the lexical element ‘sadness’. This feeling also carries the idea of insecurity and dissatisfaction about self-care with the

voice. This way, it was possible to observe the positive effect of ASSEVOX's vocal health prevention and promotion actions on the lives of the analyzed teachers, because, according to the reports, the actions contributed to vocal self-care, with a view to promoting positive effects on the general health of the teachers. educator, as well as classroom engagement.

F1: ***"I believe that the University, with this project, gives a very big return to the public because you don't just stay there consulting. This project is wonderful because many times, people come to the University, they don't do case studies, they don't give us any feedback and they don't help us ..."***

F2: ***"IT WAS WONDERFUL because we didn't know. he took away the doubts ..."***

The statement 'don't just stay there consulting' expressed by F1, showed that the research and extension activities developed, in general, were restricted to the academic scope. In contrast, the insertion of ASSEVOX in public schools in João Pessoa proved that extension actions with a focus on teachers contribute to a better development of the activities performed, consequently, having a positive effect on the performance of these professionals. Lima-Silva et al. (2019) emphasize the need for extension actions to extend to school environments, permeating the reality experienced by teachers, so that it is possible to outline specific and effective activities consistent with the experiences of the favored public.

In this sense, we highlight the constructions: 'they don't do a case study', 'they don't give us feedback', 'they don't help us' 'we didn't know'. Such statements refer to collaboration in research that did not bring any return to the participants. The sequence of negatives, carried out by the lexical element 'no', reveal the feeling of unhappiness in this scenario.

However, in the same excerpts from the reports, when referring to ASSEVOX, the participants used the lexical elements "wonderful" and "wonderful", reinforcing the prevalence of the evaluation of affection in the field of satisfaction. Thus, it is clear that the objective of improving the quality of life of education professionals through voice care was fulfilled.

F1: ***"I can only **thank** you and hope that more projects in this direction are carried out."***

F2: ***"So the participation of ASSEVOX here **was wonderful**."***

F3: ***"It is **very important** for you to work with public school teachers. **Very grateful**. **It served a lot...**"***

The linguistic achievements 'I can only thank you', 'I am very grateful', 'it was very helpful' contained in the speech of F1, F2 and F3, once again reinforce the feeling of satisfaction in the face of participation in the program.

Affect as a semantic resource presents, according to Martin (2000, p. 148. Apud

Almeida 2010, p.101), “how speakers/writers behave emotionally in relation to people, things, objects and events.” For the identification of affection, Martin and White (2005 apud Almeida, 2010) mention that they can be grouped into three sets: happiness/unhappiness, security/insecurity and satisfaction/dissatisfaction.

Regarding the happiness/unhappiness set, emotions are related to the heart, such as sadness, hate, happiness and love (ALMEIDA, 2010, p.105), that is, this grouping of emotions converges to the phenomenon of liking or not something. As it can be seen in the example extracted from the corpus: “I was very **happy** because...”. It appears that the lexical element ‘happy’ is the linguistic expression of the feeling of happiness of the subject served by ASSEVOX.

The security/insecurity set includes emotions that are related to social well-being: anxiety, fear, trust. According to Almeida (2010, p.105), “these emotions involve our feelings of peace and anxiety in relation to the environment, including the people around us. In the example extracted from the corpus: “In general, we feel **careless** in this part of the voice...” the lexical element “careless” is the verbal expression of the feeling of insecurity regarding vocal care before participating in ASSEVOX.

The satisfaction/dissatisfaction set, on the other hand, encompasses the feeling of achievement or frustration in relation to the activities in which the language user is engaged (ALMEIDA, 2010). Such a feeling can be given considering the different roles of the individual in front of the evaluated object, either as a producer or spectator/participant of the action. In the example extracted from the corpus: I only have to “thank you...” the lexical element “**thank you**” expresses the subject’s feeling of satisfaction.

By providing teachers with moments of externalizing their difficulties, it is possible to map and outline strategies that help them, in addition to presenting solutions to their difficulties.

5 | CONCLUSION

Through the actions developed by ASSEVOX, there was a positive effect on the vocal quality and aspects of life of the teachers, as the analyzed reports showed that the teachers participating in the extension project became more reflective about vocal self-care and revealed changes in their behavior. voice-related habits.

It became evident that it is necessary and urgent to rethink the curricula of undergraduate courses in order to guarantee specific attention to the use of voice and communication to promote a better performance of this professional in the classroom. In this sense, we understand that the teaching activity needs to be seen in a more humanized way. This involves actions that guide vocal self-care by this professional. Such actions tend to directly impact the individual’s quality of life and will certainly reflect on better teaching

performance.

It is left here to reflect on how feasible it would be to implement effective public policies that would allow for the notification of cases of voice disorders, aiming at directing them to public services in Speech-Language Pathology and other areas, if necessary.

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