



Atena
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2022

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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SELF-PERCEPTION OF THE EXPRESSIVITY OF THE TEACHER OF EARLY CHILDHOOD EDUCATION IN REMOTE EDUCATION

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ABSTRACT: Among the different forms of communication, expressiveness is a resource used to improve the transmission of messages and learning within the school context. Communication parameters can be used in the classroom to promote interaction and understanding of students. **Objective:** To verify the communication of early childhood education

teachers in relation to the use of voice and expressiveness. **Methods:** 35 teachers of early childhood education, belonging to public and private schools in Brazil participated. As inclusion criteria, the following were established: teachers of both sexes, active in early childhood education and who were teaching remotely. An online questionnaire was developed through Google Forms, containing 4 sections and 47 questions. The sections of interest for analysis were the first and last sections. The first section included the socioeconomic data in order to characterize the audience and the fourth section entitled “Communication and Expressiveness of Teachers in Remote Education”. The propagation of the access link to the online questionnaire started through the social networks WhatsApp and Instagram. **Results:** It was identified that most teachers were female. As for self-perception, most of them said they liked their voice and defined it as pleasant. Teachers reported that body and facial expressions are considered important resources to teach classes. Furthermore, most teachers reported vocal fatigue and hoarseness as the most frequent vocal symptoms. **Conclusion:** It was possible to identify that most teachers claimed to recognize the use of facial expressions, body and gestures, ensuring the use of these even when in virtual classes. In addition, there were complaints of vocal symptoms such as vocal fatigue and hoarseness in the voice after classes.

KEYWORDS: Faculty, Self Concept, Education, Distance, ChildRearing.

1 | INTRODUCTION

The Covid-19 pandemic has brought considerable changes to students and teachers, due to social isolation and health measures. For this reason, the educational system was one of the most affected, so face-to-face educational programs were paralyzed to prevent the spread of the SARS-CoV-2 virus. Therefore, the Ministry of Education recommended continuing school activities remotely.

Early childhood education, one of the levels affected and targeted at online teaching, is the first stage of basic education and aims to educate and care for children from zero to five years of age in day care centers and preschools. According to the National Curriculum Guidelines for Early Childhood Education (DCNEI), the guiding axes of pedagogical practices for this stage of teaching are interactions and games that must guarantee diverse experiences for the child to learn and develop in an integral way (BRAZIL, 2010).

As they are not yet literate, children in early childhood education tend to communicate in different ways, so it is important to ensure their bond with languages, including expressive ones, providing them with greater knowledge of the world (FARIA, 2014).

Therefore, we can understand that the child has several modes of expression and innumerable forms of language, which are acquired through experiences in perceiving, feeling and interpreting the world. For this reason, the training of the teacher inserted at this level of education is of paramount importance, especially when talking about the recognition of communication with the child through the various languages (FARIA, 2014).

In the case of teaching, as in other professions, for good communication, important aspects such as speech, voice and body must be taken into account, as vocal and expressive resources may allow students to enhance learning and memorization. In addition, articulation, gestures and speech rate may directly interfere with the transmission of the message (AZEVEDO et al., 2014).

From the exposed context, the general objective of the research was to verify the communication of early childhood education teachers in relation to the use of voice and expressiveness.

2 | METHODS

This is an observational, descriptive, cross-sectional and quantitative study. This was approved by the Ethics Committee in Research with Human Beings, on May 27, 2021, of the home institution, under process number 091/13 (CAAE: 10719513.5.0000.5188). Initially, the participants signed the Free and Informed Consent Term (TCLE) in accordance with Resolution MS/CNS/CNEP No. 466/12 of December 12, 2012.

Participated in this research 35 teachers of early childhood education, who work

in the public and private education network in Brazil. As inclusion criteria, the following were established: teachers of both sexes, working in early childhood education, who were teaching in remote education and who signed the TCLE.

Data collection for this research was carried out between January 2021 and June 2021, and developed through an online questionnaire. Initially, the form presented the TCLE, in accordance with the recommendations of resolution 466/12 of the National Research Ethics Commission (CONEP), in which the participant could only continue to fill in the questions after their acceptance.

To carry out the study, the online questionnaire was prepared through Google Forms, containing 4 sections and 47 questions. In the present research, the section of interest for analysis were the first and fourth sections. The first section included socioeconomic data in order to characterize the research audience. The fourth section entitled “Teacher’s Communication and Expressiveness in Remote Teaching” sought to collect data about the self-perception of vocal aspects, and questions related to the self-perception of expressiveness.

The disclosure of the access link to the online questionnaire began through the social networks WhatsApp and Instagram, more precisely, through the profile of the Voice Advisory Program (ASSEVOX), an extension to which this research is linked.

Data were tabulated and analyzed using descriptive and inferential statistics using the Statistical Package for Social software.

Sciences (SPSS, v. 20, IBM, Chicago, IL). A descriptive analysis was performed using measures of central tendency, measures of dispersion and frequency analysis of the study data. Some data were analyzed by inferential statistics, applying a statistical test to verify association hypotheses through the chi-square test (χ^2) considering a significance level of 5%.

3 | RESULTS AND DISCUSSION

Thirty-five teachers participated in the research, 94.30% ($n = 33$) women and 5.70% ($n = 2$) men, with a higher number of females compared to males, however, even with a considerable discrepancy between this class, it is necessary to reaffirm the value of male presence in the performance of activities in early childhood education.

Variable	n	%
Sex		
Female	33	94,30
Male	2	5,70
Education		
Md. Education	4	11,40
higher education	15	42,90
Post-graduation	14	40,00
M.Sc.	1	2,90
Doctorate	1	2,80
Education Network		
Public	18	42,90
Private	15	51,40
Public and Private	2	5,70
Hourly load		
Up to 1 hour/day	1	2,90
Up to 3 hours/day	3	8,60
Up to 5 hours/day	15	42,90
Up to 6 hours/day	7	20,00
8 hours or more/day	9	25,30

Subtitle: a: Med. Education. = High School Complete; Sup. Comp. = Higher Education Complete. Source: survey data, 2021.

Table 1 - Characterization of the sample regarding the variables gender, schooling, work in education networks and daily working hours of the teachers participating in this research. João Pessoa, 2021.

In table 1, it was identified that 42.90% (n = 15) stated that they had completed higher education, thus, it is noteworthy that the people inserted in this category have a specified education, especially those who work in early childhood education, the basic and initial phase of student life.

Of the 35 participants, 18 (51.40%) worked in public schools and 15 (42.90%) in private schools. As for the workload, 15 (42.90%) of the teachers reported working up to 5 hours a day remotely, since teaching in this modality requires more caution and involves more services such as the preparation of digital materials, video classes and preparation of extra activities, reconciling everything to the adaptation of the *home office*.

Variable	n	%
You like your voice		
No	12	34,30
Yes	23	65,70
Voice rating		
Pleasant	19	54,30
Unpleasant	4	11,40
Never thought about it	12	34,30
Frequency of hoarseness in voice		
Never	2	5,70
Rarely	10	28,60
Sometimes	15	42,90
Always	6	17,10
Don't know	2	5,70
How do you define the volume of your voice		
Loud	18	51,40
Appropriate	14	40,00
Low	3	8,60
How do you define the intensity of the voice		
Strong	18	51,40
Adequate	15	42,90
Weak	2	5,70
Vocal fatigue after remote lessons		
Never	1	2,90
Rarely	6	17,10
Sometimes	22	62,90
Always	6	17,10
How you define your speaking speed		
Fast	15	42,90
Adequate	19	54,30
Slow	1	2,80
How you define your articulation		
Precise	23	65,70
Imprecise	6	17,10
Stuck	1	2,90
Exaggerated	5	14,30

Table 2 – Characterization of the sample in the communicative voice aspects of the teachers participating in this research. João Pessoa, 2021.

Source: survey data, 2021.

When analyzing table 2, it was found that 65.70% (n=23) of the teachers liked their voice and 54.30% (n=19) classified their voice as pleasant and their speech rate as adequate. These factors are positive for work performance as a voice professional, especially for those who work in early childhood education who need to be in vocal harmony to better interact with children. It was also observed that the fact that the students asked the teacher to repeat the content taught was not related to the teacher's self-perception regarding the volume of his voice ($p=0.956$) or its intensity ($p=0.961$), nor with the speech rate ($p=0.699$).

The teacher's voice is a consequence of the precarious conditions of the environment, organization, personal work relationships and even financial devaluation that involves the profession (FERREIRA et al., 2012). When observing that vocal alterations are very present in the life of teachers, one soon thinks about the specific factors of this profession that may be related to the development of these alterations (ZENARI, 2006).

For these reasons, it was possible to observe in the sample that 42.90% (n=15) reported feeling hoarse in their voices most of the time they performed their work role; 51.40% (n=18) defined that the volume of their voice is high and the intensity is strong; in addition to that 62.90% (n=22) identified that they sometimes have vocal fatigue after teaching remote classes.

There are many studies in the literature that refer to vocal changes and complaints, but there is a scarcity when the theme is about the communicative performance of teachers (AZEVEDO et al., 2014). Teaching in distance learning is a challenging reality for teacher training, as it involves adapting practices to the possibilities and formats of a media educational process with the production of virtual classes under a new dynamic (SANTOS, 2011; BARROS; CARVALHO, 2011; SOUZA; MOITA; CARVALHO, 2011), requiring the use of effective expressive communication to transmit good content.

Variable	n	%
Do you believe that body expression is important in your classes?		
Yes	34	97,10
I have never thought about	1	2,90
Do you believe facial expressions are important in your classes?		
Yes	34	97,10
Never thought about	1	2,90
Do you use body expressions in your classes		
Rarely	2	5,70
Sometimes	14	40,00
Always	19	54,30
You use gestures during your classes		
Rarely	1	2,90
Sometimes	13	37,10
Always	21	60,00
Uses facial expressions during class		
Never	1	2,80
Rarely	3	8,60
Sometimes	10	28,60
Always	21	60,00
Asks students to repeat the content spoken		
Never	2	5,70
Rarely	6	17,10
Sometimes	22	62,90
Always	4	11,40
Don't know	1	2,90
Have you received training on expressiveness and voice		
No	30	85,70
Yes	5	14,30
I would like to receive materials on voice and expressiveness		
I would like to	29	82,90
I don't see the need	6	17,10

Table 3 – Characterization of the sample in the communicative aspects of expressiveness of the teachers participating in this research. João Pessoa, 2021.

Source: survey data, 2021.

In table 3, 97.10% (n=34) of teachers believe it is necessary to use body and facial expressions in class, however, when asked about the use of body expressions, only 54.30% (n=19) said always use them to teach classes and 60.00% (n=21) said they always use facial expressions.

The last data exposed are quite significant, as they demonstrate the self-perception of early childhood teachers regarding the need for communicational self-care, so that they can improve the experience of children in remote teaching. Furthermore, the value of speech therapy in these differentiated spaces, such as the school, has gained expansion in order to provide health promotion with more quality of interaction between teacher and student, in addition to promoting communicational self-perception.

This way, the findings found in this research may expand knowledge about voice and expressiveness in remote teaching, contributing to a better performance of teachers' communication. It is expected that more studies will be developed with this theme, mainly, with the purpose of analyzing the effects of a speech therapy intervention on the teachers' self-perception regarding their voice and expressiveness.

4 | CONCLUSION

When investigating the self-perception of early childhood teachers in relation to communication aspects in remote teaching, it was possible to identify that most teachers said they recognized the use of facial, body and gesture expressions, ensuring their use even when in a virtual classroom. However, they are often harmed in their service due to the lack of use of communication parameters, causing aggravations such as vocal fatigue after classes and constant hoarseness in the voice.

Some of the teachers recognized the communicational need for better teaching and motivation of students in remote classes. Thus, there is a need for support to provide greater comfort to the teaching category, with regard to communication, including voice and expressiveness.

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