

Speech, language pathology and audiology in educational practices with training journalists – a review study

Fonoaudiologia nas práticas educacionais de formação de jornalistas – estudo de revisão

Fonoaudiología en las prácticas educativas de formación de periodistas – estudio de revisión

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Abstract

The purpose of this paper is to highlight the literature and experiences in Speech-Language Pathology and Audiology in the educational processes of journalists, while capturing the educational emphasis of these references. Therefore, this study presents a literature review regarding Speech-Language Pathology and Audiology experiences in educational practices during the training processes of journalists. The review was conducted through online searches (SciELO and Google Scholar) followed by a selection process through relevance criteria, resulting in seven references. The experiences are set in formal and non-formal educational contexts for journalists, usually happening through procedural actions characterized as courses, workshops and experiences linked to research and university extension projects. The main themes and contents are: Expressivity and Vocal Health (100%); Phonation Anatomy/Physiology or Voice Production, Vocal warm-up/cool down; Vocal Exercises and Vocal Psychodynamics (57% each). The actions have a technical/instrumental character with organic/physiological approaches linked to the field of health. The formative/educational character of these actions, when present, is restrained to the promotion of health and care. Expressivity may be a key towards better dialogue between Communication,

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Speech-Language Pathology and Audiology and the field of Education, especially when enhancing the educational approach in Speech-Language Pathology and Audiology practices in the education of Communication and Education professionals.

Keywords: Speech, Language and Hearing Sciences; Journalism; Language; Education; Communication; Voice.

Resumo

O artigo tem por objetivo dar destaque à produção bibliográfica de experiências fonoaudiológicas em processos de formação de jornalistas, e capturar o enfoque educacional nessa produção. Para tanto, apresenta uma revisão da literatura referente às experiências de atuação fonoaudiológica em práticas educacionais e processos de formação de jornalistas. A revisão se deu mediante buscas *on-line* (*SciELO e Google Acadêmico*) e processo de seleção com aplicação de critérios de relevância, resultando em sete publicações. As experiências são ambientadas em Universidades e desenvolvidas em contextos formais e não-formais de formação do jornalista; geralmente por meio de ações processuais, caracterizadas como cursos, oficinas e vivências atreladas a projetos de pesquisa e extensão. Predominam os temas e conteúdos: Expressividade e Saúde Vocal (100%); Anátomo/fisiologia da Fonação ou Produção da Voz, Aquecimento/Desaquecimento Vocal, Exercícios Vocais e Psicodinâmica Vocal (57% cada um deles). As ações apresentam caráter tecnicista/instrumental sob enfoques organicistas/fisiológicos vinculados à vertente da saúde. O caráter educativo/educacional das ações, quando existente, se encontra restrito aos fins de promoção do cuidado e da saúde. A expressividade pode ser uma chave para o estreitamento do diálogo entre Comunicação, Fonoaudiologia e Educação; especialmente para a potencialização de um enfoque educacional nas práticas fonoaudiológicas em formação de profissionais de Comunicação e de Educação.

Palavras-chave: Fonoaudiologia; Jornalismo; Linguagem; Educação; Comunicação; Voz.

Resumen

El artículo tiene por objetivo destacar la producción bibliográfica de experiencias fonoaudiológicas en procesos de formación de periodistas, y capturar el enfoque educativo en dicha producción. Para ello, presenta una revisión de la literatura sobre las experiencias de actuación fonoaudiológica en prácticas educativas y procesos de formación de periodistas. La revisión se llevó a cabo mediante la búsqueda *on-line* (*SciELO y Google Académico*), y proceso de selección con aplicación de criterios de relevancia, resultando en siete publicaciones. Las experiencias se ambientan en Universidades y se desarrollan en contextos formales y no formales de la formación del periodista; generalmente a través de acciones procesales, caracterizadas como cursos, talleres e vivencias vinculadas a proyectos de investigación y extensión. Predominan los temas y contenidos: Expresividad y Salud Vocal (100%); Anatomía/fisiología de la Fonación o Producción de la Voz, Calentamiento/Enfriamiento Vocal, Ejercicios Vocales y Sicodinámica Vocal (57% cada uno de ellos). Las acciones presentan carácter tecnicista/instrumental bajo enfoques organicistas/fisiológicos relacionados a la vertiente de la salud. El carácter educativo/educacional de las acciones, si existe, se limita a propósitos de promoción y cuidado de la salud. La expresividad puede ser una clave para el estrechamiento del diálogo entre Comunicación, Fonoaudiología y Educación; especialmente para la potenciación de un enfoque educacional en las prácticas de fonoaudiología, en la formación de los profesionales de la Comunicación y de la Educación.

Palabras clave: Fonoaudiología; Periodismo; Lenguaje; Educación; Comunicación; Voz.

Introduction

The changes in work conditions and organization in communication and in the context of journalism that have been taking place over the past years generate specific needs for different and broader communication and expressive skills for these professionals¹⁻³.

In television journalism, changes in language, sets, presentation and new technologies call for new needs in the education of journalists regarding expressivity^{1,2}.

It should be clarified that, in this study, expressivity is understood in the perspective of Speech-Language Pathology and Audiology, considering that it involves verbal, non-verbal and vocal aspects as well as pauses¹. The *verbal* resources are words, choice of expressions, phrasal construction and text. *Vocal* resources are voice quality, voice types and vocal parameters and resources such as pitch: high, medium and low; loudness: weak, medium, strong; rate: slow, medium, fast; enunciation: imprecise, under-articulated, precise, over articulated, exaggerated; resonance: balanced or with predominant focus: nasal, oral, laryngeal/pharyngeal; modulation: monotonous, repetitive, rich, exaggerated; speech-breath coordination: coordinated or not coordinated. The *non-verbal* resources regard body postures, positions, movements, shifts, dances, gestures, looks, facial and articulation expressions, head movements, physical appearance and attire. In addition, silent pauses contribute to single out speech turns and to provide meaning.

However, language and expressivity still do not receive due attention in the educational processes of journalists: there are few references regarding these aspects and there are few undergraduate programs in Journalism with courses focusing mainly on professional communication³⁻⁵.

There are several published Works in the field of Speech-Language Pathology and Audiology regarding researches and practices involving journalists, but few with impact and importance in referencing and providing guidance in educating Speech-Language Pathologists and Audiologists in their practices with communication professionals, such as the Works composing the series “Speech-Language Pathology and Audiology and Television Journalism”⁶⁻⁸ and one work summarizing the main topics in expressivity approached in simple

language, directed towards the public depending on communication for work⁹. However, it should be mentioned that these main references in the field of Speech-Language Pathology and Audiology regarding practices in journalism come from experiences that focus on accessory Works – involving professionals, contexts, realities and demands of journalism that are specific and peculiar for the logic of one specific communication company.

The present study aims to broaden the understanding of the interaction between Speech-Language Pathology and Audiology and Journalism in a view that is not limited to accessory work.

The purpose of this study is to highlight the bibliography production that presents experiences in Speech-Language Pathology and Audiology developed in the educational processes of journalists and to analyze the characteristics of the actions, focusing on the educational approach in these productions.

This paper provides a literature review of the experiences in Speech-Language Pathology and Audiology in educational practices and training processes of journalists.

Methods

Review Study

Certain questions guided the review: how does the bibliography production regarding the Speech-Language Pathology and Audiology experiences in the educational processes and training of journalists present itself? What contexts and themes/contents do they contain and how do they relate to the work in journalism? What are the characteristics of these actions? Does the production have an educational focus?

Search process

The data sources were constituted of the following platforms: *SciELO* and Google Scholar. Searches were, therefore, conducted online, during the month of May 2016.

Once the *SciELO* and Scholar Google platforms were accessed, searches were conducted using the following descriptors: Speech-Language Pathology and Audiology (+) Journalism (+) Expressivity. There were no time period restrictions for the search process.

This initial search yielded a survey of 1032 publications (Google Scholar=1031 and Scielo=1).

Then, the results of this initial survey were submitted to a selection process that involved inclusions and exclusions.

The steps and criteria in this selection process are described and presented below:

Selection Steps

The initial results were submitted to a selection process that involved Reading titles and abstracts and, when needed, the entire text. This implied the definition of selection and relevance criteria, with acceptance/inclusion and rejection/exclusion.

The publications that were accepted were under the following conditions regarding the reported actions and experiences:

- a) The population or involved subjects needed to be composed by journalism students (even if many of them were already working in the field – since a degree, albeit relevant, has not been a condition for working in journalism for some time);
- b) An approach of the subjects' expressivity needed to be included in the actions;
- c) The reported experience should regard an action in the journalism educational/training contexts (whether they be "courses", "workshops", "experiences", "training" offered by educational institutions, courses, colleges, Universities or independently, held and/or promoted in clinics, private practices, unions, companies, etc);
- d) Publication should be a paper published in an academic journal, conference proceedings, dissertation or thesis;
- e) Publication should have been completed over the last 15 years (2000 to 2016);
- f) Publication should be in Portuguese, English or Spanish;
- g) Publication text should be available online.

The excluded publications:

- a) Did not fit the acceptance/inclusion criteria described above;
- b) Were duplicates;
- c) Were translations/versions of a same text (for instance: the same paper published twice in the same journal: one version in English and one

version in Portuguese – one of the versions would be excluded from the study);

- d) Regarded reports on Speech-Language Pathology and Audiology consultancy and/or accessory to journalists referring to demands and problems with speech impediments, voice, language, orofacial motricity or communication disorders;
- e) Were theoretical/conceptual studies as well as clinical/therapeutical process reports;
- f) Were reports referring to assessment diagnosis or screening procedures;
- g) Were surveys or characterization of profiles behaviors and knowledge regarding voice usage and voice-related complaints and health problems.

The option for excluding clinical/therapeutical, assessment and epidemiological studies does not, in any way, mean that they are less important or relevant, or that we do not consider that every action may have an educative or therapeutic effect, much less for denying that the subjects' needs, problems or difficulties lead towards the search for transforming actions. It occurs, however, that including these actions in the selection process would deviate from the nature of the review study, considering its focus and purposes, clearly aimed towards the Speech-Language Pathology and Audiology experiences in educational practices and training process of journalists. In other words, it is understood that the education of journalists could contemplate Speech-Language Pathology and Audiology practices in spite of possible problems or disorders, that Speech-Language Pathology and Audiology may have an educational insertion in the training process of journalists without need for a disorder and gain other meanings in the field of education.

At the end of the selection process, the results were composed by seven publications that became part of the present review study.

The studies selected for the review were entirely read and their data summarized, organized and categorized based on the following items:

- **Identification:** author, year and type of publication.
- **Characterization** (type of action).
- **Coordination** (fields involved).
- **Environment** (place of development).
- **Education Context** Formal or Informal regarding the syllabus and/or academic activities in a



Journalism Course (Formal: offered as a course integrating the syllabus or research and extension projects; Informal: offered independently or with institutional support of courses, colleges, universities, companies, organs or others).

- **Themes and/or contents, aims and focuses** – a section of the Speech-Language Pathology and Audiology action with special focus on expressivity. It should be noted that every time the experience reported in the publication involved other fields, the section presented in the figure specifically regards the themes and/or contents

regarding Speech-Language Pathology and Audiology practices.

- **Development Strategy:** occasional (action constituted by one or two events at the most) or procedural (constituted by three or more meetings).

Results

Chart 1 shows the results from publications that compose the review study, focusing on the aspects identified by the item above, regarding data treatment:

Chart 1. Presentation of the data in the publications that compose the review.

AUTHOR YEAR TYPE	CHARACTERIZATION COORDINATION ENVIRONMENT EDUCATIONAL CONTEXT	SUBJECTS	THEMES AND/OR CONTENTS	AIMS AND FOCUS IN APPROACHING EXPRESSIVITY	DEVELOPMENT STRATEGIES
TRINDADE (2008) ¹⁰ * Masters' Dissertation	Group experience * Coordination: Speech-Language Pathologist and Audiologist * University Environment – University TV. * Research project * Informal * Initial education	Reporters (students/ interns) at a University television and video production nucleus	Interaction between verbal, vocal and non-verbal resources of expressivity; * Accountability and clarity in news transmission * Assessment by Speech-Language Pathologist and Audiologist and viewers * Vocal Health	Perception, awareness and training regarding vocal parameters for improvement of expressive resources and communication skills	Procedural: six weeks, encounters lasting 90 minutes * Questionnaires * Vocal Health flyers * Before and after Speech Language Pathology assessment * Stretching and vocal, respiration and enunciation exercises, tongue twisters and enunciation sequences, phrases, rhymes, poems * Figures, vídeos, multi-media resources * Speech and vídeo simulations with vídeo recordings
AZEVEDO, FERREIRA, KYRILLOS (2009) ¹¹ * Paper in Journal	Group experience * Coordination: Speech-Language Pathologist and Audiologist * University Environment – University TV. * Research project * Informal * Initial and continued education / working	Reporters and presenters at a university television station (two journalism students, two professional journalists and two in Communications/ multi-media).	Voice Production * Anatomy and Physiology of the vocal tract * Vocal Health * Vocal Warm-up * Vocal Psychodynamics * Vocal and non-verbal resources, pauses and emphasis * Techniques for professional voice use	Approach, practice and raise awareness of television journalists regarding the use of vocal resources (emphasis, melodic curve, enunciation, speed and pauses) and the non-verbal resources (body posture, facial expression, head movements and gestures)	Procedural: four weekly two-hour encounters. * Activities and strategies that favor self-perception and perception of others and knowledge about aspects that favor/hinder voice production * Exercises, enunciation sequences, tongue twisters and vocal techniques * Explanations, readings, text interpretations, mock interviews and reports, recordings for analysis of vocal psychodynamics and vocal and non-verbal resources and emphasis. * Questionnaires * Assessment before and after.



AUTHOR YEAR TYPE	CHARACTERIZATION COORDINATION ENVIRONMENT EDUCATIONAL CONTEXT	SUBJECTS	THEMES AND/OR CONTENTS	AIMS AND FOCUS IN APPROACHING EXPRESSIVITY	DEVELOPMENT STRATEGIES
PENTEADO TREVISAN GONÇALVES (2010) ¹² * Congress Proceedings	Group activity in the context of a curricular course * Coordination: Speech- Language Pathology and Audiology professor * University Environment – course in an undergraduate Journalism school * Formal (course) * Initial education	Journalism students	Values and care of the professional voice, general health and quality of life. * Conditions and organization of work in Journalism	Professional voice use and expressivity (vocal and non-verbal resources) in their relation with health, work and quality of life	Procedural: context of a course lasting one semester * Experiences involving visitations to communication enterprises, interviews with journalists, observations of work situations, development of a theoretical-practical seminar about the relationship among expressivity, health, work and quality of life of journalists.
CAJAZEIRA (2013) ¹³ * Paper in Journal	Extension project: “Speech and vocal technique for communicators” * Coordination: Professor of the television journalism course with multidisciplinary participation and aid from scholarship holder, technicians and professionals in the fields of Social Communication, Medicine, Theater and Speech-Language Pathology and Audiology * Environment: University – extension project / Journalism course * Formal (extension project) * Initial education	Journalism students	(only those regarding Speech-Language Pathology and Audiology) * Vocal Health * Enunciation, pronunciation, voice projection, expressivity related to credibility	SPEECH- LANGUAGE PATHOLOGY AND AUDIOLOGY: Expressivity related to credibility EXTENSION PROJECT: To promote integrated educational actions, aimed towards the basic needs for information, education and vocal health of communicators.	SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: : Occasional: Speech-Language Pathology and Audiology action: one video conference (90 minutes) * Vocal exercises (enunciation); care measures for the voice.
PERREGIL SILVA (2013) ¹⁴ * Congress proceedings	Speech-Language Pathology and Audiology workshops * Coordination: Professor in the field of Communication and Speech-Language Pathology and Audiology * Environment: University – extension Project in the Communication Department involving one university webradio * Formal (extension project) * Initial education	Radio speakers and journalism students of the Webradio’s nucleus for radio communication	Brathing, enunciation, intonation/ modulation * Vocal warmup * Phonation Physiology * Vocal Psychodynamics * Vocal Health * Assessments	SPEECH- LANGUAGE PATHOLOGY AND AUDIOLOGY: to provide basic tools so the participants may learn to use their voices RADIO COMMUNICATION NUCLEUS Search for a more natural form of speech combining the radio speakers’ styles and preferences to those of the editors.	SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: Procedural – one year. Explanations, vocal exercises, tongue twisters; speaking with a wide-open mouth; alternating vowels a/i/u; tongue mobility * Weekly assessment of the broadcast radio speech

AUTHOR YEAR TYPE	CHARACTERIZATION COORDINATION ENVIRONMENT EDUCATIONAL CONTEXT	SUBJECTS	THEMES AND/OR CONTENTS	AIMS AND FOCUS IN APPROACHING EXPRESSIVITY	DEVELOPMENT STRATEGIES
PENTEADO SANTOS (2015) ¹⁵ * Paper in journal	Group practical experience * Coordination: professor and students involved in a Community Speech-Language Pathology and Audiology internship * University Environment – Volunteer Group * Informal * Initial and continued education - working	People who use (or do not use) their spoken and/or sung voices in a professional context (includes journalism students and professionals)	Social approach of the voice * Voice Assessments * Voice types * Voice production * Vocal Psychodynamics * Vocal and non-verbal expressivity * Vocal resistance * Vocal Health * Vocal warm-up and cool-down * Work Conditions	To work on and improve every-day and/or professional voice usage considering the social context	Procedural – weekly encounters lasting one to two hours, during three or four months * Approaches: practical experiences, exercises, theory/exposition; diagnosis. * Educational transformational, democratic, participative, dialogical, reflexive, questioning process, regarding empowerment towards care and promotion of health and quality of life.
NEIVA GAMA TEIXEIRA (2016) ¹⁶ * Paper in Journal	Workshop “Vocal and body exoressivity to speak well in television journalism” * Coordination: Speech-Language Pathologist and Audiologist * University Environment – research project * Formal (research) * Initial Education	Journalism Students	Vocal Production * Vocal Health * Pauses * Vocal and body resources and techniques * Speech and text workshop	To improve the communication performance in television journalism	Occasional: tow four-hour encounters (once a week). * Speech-Language Pathology and Audiology Assessment before and after (verbal and non-verbal resources); vocal psychodynamics and preferred parameters according to literature * Self-assessment of expressivity (professional impressions and contributions) * Group practical experiences in sections: (1) bonding; (2) vocal production and vocal health; (3) voice and body in television journalism; (4) vocal techniques; (5) body techniques; (6) text and speech workshop.

DISCUSSION

The study shows that there are few scientific productions regarding Speech-Language Pathology experiences in educational practices and training processes of journalists. The publications date from 2008 onwards, when the theme of expressivity became more widely considered in the field of Speech-Language Pathology and Audiology ¹.

The experiences are set in Universities and most times are part of formal educational contexts, usually with actions characterized as courses, workshops and practical experiences developed procedurally as part of research and extension projects – which shows the ephemeral character of these actions, since the projects have a determined time

frame and, after they have ended, the experiences are interrupted. These experiences are, therefore, occasional, incipient and experimental.

Only one situation is part of curricular activities and involves all students in the context of a class in an Undergraduate Journalism program ¹². It may be seen, therefore, that Speech-Language Pathology and Audiology actions in the educational practices during formal training of journalism are not fully consolidated.

In regard to the themes and contents being approached, the following subjects prevail: Expressivity and Vocal Health (100%); Anatomy/ Physiology of phonation or voice production; Vocal Warmup/Cool down; vocal exercises and vocal psychodynamics (57% each). It may be seen

that the themes/contents are in agreement with an organicist and physiological approach, very much aligned with the field of health sciences.

Some publications ^{11, 14-16} show a concern towards psychosocial aspects, contemplated in the Vocal Psychodynamic theme, in the relation between voice and personality aspects, feelings, emotions and the psychological impacts that the voice has on the listener.

Regarding expressivity, the observation of the resources/aspects that were considered/approached and of the aims/focuses attributed to it shows that the vocal aspects/resources are prevalent and that there is a tendency to consider expressivity based on these resources, in agreement with previous studies about expressivity ¹⁷, including those focusing mainly on journalists ¹⁰.

There are still difficulties and needs to be met in the field of Speech-Language Pathology and Audiology regarding expressivity practices that were identified in previous studies ^{18, 19}: Restrictions in employing the term expressivity, conceptual and nomenclature diversions about the vocal resources that compose it, among others reinforce the idea that this field must advance in the way it conceives, thinks and approaches expressivity.

Chart 1 shows that the aims and focuses attributed to expressivity are usually restrained to expressive resources and/or the logic of co-expressivity (synchronicity and semantic coherence among vocal and non-verbal resources) ¹. The aims and focuses attributed to expressivity are centered on communication/communicational skills and linked to the views in the field of healthcare.

Therefore, the technical/instrumental character of the approaches is characterized in 85% of the analyzed productions ^{10, 11, 13, 14, 16}, which is many times associated to views restrained to executing exercises, techniques and development strategies based on Speech-Language Pathology and Audiology clinical practices.

The educational/educative character observed in only 28% of the publications ^{12, 15} merits special attention in the present study.

Authors such as Chieppe and Ferreira ²⁰, inspired by Antoni Zabala, consider that the educative character of the Speech-Language Pathology and Audiology practices directed towards health promotion is in the relationships between Speech-Language Pathology and Audiology practices in teaching and learning, as it optimizes the subjects'

skills and potential, providing an opportunity for their development and integral education, as well as promoting changes in their interpersonal relationships, social insertion, health, well-being and their work and life conditions. Likewise, the practice described in the production by Penteadó, Trevisan and Gonçalves ¹² may be considered an enhancement to the students' experience, in its relations with the reality of the professional context and with the aspects regarding the health, work and lifestyle of journalists.

Paulo Freire's conception of education ²¹ is the baseline for the educational actions described in the production by Penteadó and Santos ¹⁵, of a transformational, democratic, participative, dialogic, reflexive and questioning character; however, the focus of the actions was placed on care and on the promotion of health and quality of life.

Thus, the educative/educational character of Speech-Language Pathology and Audiology practices in the education of journalists may be observed, but in the few times when it is mentioned, it is presented in a subtle and superficial way, without deep discussions about its conceptions and proposals, or even about broader perspectives in education.

It may also be said that the productions do not contribute to the improvement of a conception of expressivity that will be the basis for other educational processes implied in different social practices, professional contexts and activities of the subjects involved in these actions.

Expressivity, imprisoned in it does not serve the purpose of education. Expressivity must be understood and approached in the context of the educational processes that, in the particular case of journalists and teachers, are set in mediatic spaces, in and out of school, as it is influenced by power relationships of society and by the interests of groups and categories that compose it, that affect the several subjects, involved social actors and that manifest in language and expressivity.

For authors such as Markham ²², dynamics, smoothness and expressivity in journalism are related to creativity and with the ambivalence that it has in relations of power as well as in the process of becoming a professional journalist.

Expressivity must be considered in a broader view with regard to the practices that involve the education of communicators and educators, considering its relevance not only to the educational



process of professionals but also of the professionalization of the involved categories and in the education of Society that derives of the social practices of journalists and teachers.

Further studies are needed to discuss the possibilities of viewing expressivity in a broader way, in the contexts of modern society's media culture, focusing on the educational processes in Communication and Education.

Furthermore, it should be noted that education is viewed, in the experiences that have an educational approach^{12,15}, in the perspective of the promotion of care and of health.

Education is, unquestionably, a relevant and necessary way to promote care and health, not only for social communicators, but for all workers who use their voices in a professional context^{23,24}.

However, the analyzed studies have shown that the theme/content of vocal health is usually approached separately from the rest. Furthermore, some studies restrict their focus on a specific structure, such as in the videoconference practice, where the Speech-Language Pathologist "alerted towards measures that keep the vocal folds healthy"¹³.

Vocal health must be approached in the entirety and the complexity of the general health of people, professional categories, communities and populations, which implies in practices that are unrelated to hygienist ideals and are transformed in a positive, broad and dynamic conception of the health-illness-care process, set in the circumstances of life and related to quality of life in its several dimensions and aspects²⁵.

The context of work is one of the dimensions with aspects that determine and intervene in the health-illness-care process. However, there was only one publication explicitly relating health to the work of journalists¹². Studies reaffirm the need for interdisciplinary research and investments in building a culture focusing on care, health promotion and quality of life of journalists²⁶.

The results concerning the strategies for development of the actions described by the publications show that these are still rooted on Speech-Language Pathology clinical practices. This may be observed in situations such as: use of questionnaires that follow a clinical history outline; individual vocal assessment; the employment of 'favorite' and/or standardized models of narration/speech/interpretation based on traditional journalism formats; as well as the reproduction of practices and enunciation

exercises employed in therapies for people with language, speech, voice and orofacial motricity disorders or oral respiration, such as Reading tongue-twisters^{10,14} that seem child-like and out of context when brought in from the clinical reality without considering the differences and specific needs of the targeted audience, their age groups and life-cycles, or even their interests and the reality of the context and production of journalistic work.

The practices in Speech-Language Pathology and Audiology involving the education of Communication and Education professionals constitute a field that merits attention, studies and investment in much needed changes. The transformations in these practices should occur in order to enable deeper dialogue between the fields of Communication, Speech-Language Pathology and Audiology and Education.

Effort should be made to overcome the organicist/physiological, clinical/therapeutic, preventive and technical/instrumentalist/communicational focuses of the actions, towards a perspective that focuses on education, representing a broader and larger conception of expressivity regarding the modern social practices and educational processes involving human development, education and humanization.

The view of Speech-Language Pathology and Audiology on expressivity must consider and reinforce, in a thorough and critical fashion, this field's contribution to the social practices of modern Communication and Education. The approaches should in any way abstain from a commitment to the social meaning of their actions, and studies and practices in Speech-Language Pathology and Audiology should contribute to the reflection upon the existing educational problems and contribute towards coping possibilities – especially of those problems concerning the educational practices in schools and those concerning the work and education of teachers.

Speech-Language Pathology and Audiology actions involving expressivity in upper educational contexts should represent a further step in the direction of the development of the possibilities of a new meaning and legitimacy in the practices of educational Speech-Language Pathology and Audiology that is still restrained to the environment of school education and largely focusing on Educational Inclusion and Accessibility.



Speech-Language Pathology and Audiology practices involving the education of Communication and Education professionals may constitute another way to contribute towards the recognition of the Speech-Language Pathologist and Audiologist as a member of educational teams in any educational level, as well as this professional's role in building specific cooperative practices that contribute to improve Education in the educational context²⁷ – especially when regarding the education of professionals who have language, expressivity and communication as some of the fundamental elements of their work.

Conclusion

This review study has shown that there are few and incipient publications regarding the experiences of Speech-Language Pathology and Audiology actions in educational practices and formation processes of journalists, and the analysis of the selected works showed the need for broadening the concepts of health, language, expressivity and education on which these practices are based, as well as for improving the educational character of Speech-Language Pathology and Audiology practices.

The Speech-Language Pathology and Audiology practices involving the education of Communication and Education professionals merit focus and attention, especially in improving their educational character. Expressivity must be reconsidered in these actions, as it may represent a pivotal key to improving the dialogue between Communication, Speech-Language Pathology and Audiology and Education in modern times.

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