

# AUDIOBOOKS: VIRTUAL TECHNOLOGY TOOL OF MODERN EDUCATION

## AUDIOBOOKS: VIRTUAL TECHNOLOGY TOOL OF MODERN EDUCATION

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### Summary

The area of education has so many themes that a study can branch out into different aspects and still seem to lack an argument for so many statements. For this reason, this article discusses a little about a pedagogical resource that is currently a reality, especially during a pandemic, which the world was affected by in 2020: reading in the lives of children in the remote school process. Audiobooks are new reading resources that have been gaining ground in schools. A different way from the usual is not about being inappropriate with reading, but about a new vision about it; different, but updated. As reading is a process in the student's life, and it does not happen immediately, the teacher's encouragement is an important part in the formation of a student reader. Every child must be encouraged to learn about literature so that they know the importance of reading and interpreting, therefore, associating literacy and reading must be a pedagogical strategy for teachers who seek an adequate and continuous training process for their students. Due to the new format of Brazilian education during the pandemic, audiobooks are used as a virtual technology tool.

**Key words:** literature. Reading. Literacy. Audiobook.

### Abstract

The area of education has so many themes that a study can branch out from different perspectives and still seem to lack an argument for so many sayings. For this reason, this article discusses a little of a pedagogical resource that is becoming a reality today, especially in a time of pandemic, in which the world was affected in the year 2020: reading in the lives of children in the remote school process. Audiobooks are new reading resources that are gaining space in schools. A different way from the usual is not about nonsense with reading, but about a new view on it; different but updated. As reading is a process in the student's life, and this does not happen immediately, the encouragement of the teacher is an important part in the training of a student reader. Every child should be encouraged to know the literature so that he/she knows the importance of reading and interpreting, therefore, associating literacy and reading should be a pedagogical strategy for the teacher who seeks an adequate and continuous training process for his students. Due to the new format of Brazilian education in a pandemic era, audiobooks are used as a virtual technology tool.

**Keywords:** literature. Reading. Literacy. Audiobook.

### 1. Introduction

This article developed as a requirement for the Master's in Education with Credit Integration course brings into discussion the use of audiobooks as an educational tool in remote elementary school classes. We decided on this topic because

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there was a need to use audiobooks during remote classes, a specific moment due to the Coronavirus 2020 pandemic.

Some introductory considerations about literature and reading are presented, aspects that are linked to the audiobook resource. These two lines of education are parallel to literacy, a unique process in a child's school life.

School-age children are encouraged to receive a lot of information, including literature that will help them in the process of decoding words, constructing sentences and even being able to understand a text.

This vast and rich universe of literature builds in the student a poetic and critical vision in order to provide them with a broader world view.

Using the audiobook tool, students maintained contact with literature even in the context of remote classes. A playful and practical way that appears to add to the literacy process, without detracting from the magic of leafing through the pages of a book. This article ends with the dissemination of opinions from teachers who used audiobooks with students during remote classes.

## **2 Theoretical foundation**

The area of education has so many themes that a study can branch out into different aspects and still seem to lack an argument for so many statements. For this reason, this article discusses a little about a pedagogical resource that is currently a reality, especially during a pandemic, which the world was affected by in 2020: reading in the lives of children in the remote school process.

It is already a challenge to think about reading in the Brazilian pedagogical process, since the habit of reading is not an intrinsic activity in the child-student; It needs daily work so that reading happens pleasurably and not automatically.

Based on this theme, the aim of this work is to present a new technological tool that could help child-students to maintain reading in their school life, even if classes are being taught remotely. Audio books are new reading resources that have been gaining ground in schools with the help and dissemination of teachers. Reading in a different way than usual is not a question of being inappropriate with reading, but of a new view of it; different, but updated.

Reading is a process in a student's life, it is not something immediate or spontaneous, therefore, the teacher's encouragement is an important part in the formation of a student reader. The reading is

art, presents literature to its readers. Literature is an art that a lot of culture can bring to a student's education.

Literature is the art of listening and saying, therefore, it is born with man. Its origins are marked by the use of words: man learned to speak, say, before reading and writing, as happens to a child before becoming literate. And this ability to listen and say is the starting point of learning (CARVALHO, 1982, p. 47).

Brazilian literature is rich in authors, stories, techniques and schools. The knowledge that literature offers can enrich the student's culture, vocabulary, breadth of world, creativity, imagination, as well as making reading a moment of enchantment. Literature can also simply join the knowledge that the reader already has in his/her background, as Kleiman mentions: "The reader uses in literature what he already knows, the knowledge acquired throughout his life" (KLEIMAN, 2000 , p. 13).

According to Diana (2020), literature in Brazil began with the arrival of the Portuguese in the year 1500. Diaries, reports and descriptions do not constitute literature, but are written representations. The first literary text in Brazilian lands was the letter by Pero Vaz de Caminha, and from it our literature was strongly inspired by the Portuguese. Literature is divided into two eras: Colonial Era and National Era, which make up several literary schools. These schools influenced the way Brazilian authors write.

"The arrival of the Royal Family, with the arrival of D. João VI to Brazil, inaugurates a new era, opening new horizons to education [...]. Recreational books came, but children's literature would still have to wait" (CARVALHO, 1982, p. 125).

When we talk about literature, we know that there are specific areas for each age, so let's talk about children's literature, whose student readers are the focus of this article.

According to Carvalho (1982), children's literature in the world began with Charles Perrault, classic author of fairy tales, in the 17th century. The renowned French writer could not have predicted that his famous stories would constitute a new style of literature, one that enchants. Perrault was titled as the creator of children's literature.

Every child should be encouraged to learn about literature so that they know the importance of reading and interpreting. Literature is known, mainly, at school, since it is in the school environment that the student must be involved with the reading atmosphere and the possibility of handling a book. "In order to have children's literature, there must be children and schools. Without school, there are no books available to all classes" (CARVALHO, 1982, p. 75). The guidance provided by the teacher and encourager must be related to reading appropriate to the age of the student-child. When the student becomes familiar with the correct literature, he becomes conditioned to understand what he reads, but for this to happen, the literature must be

directed at him. For Carvalho (1982) it is not easy to write for children, as they are born controversial readers. There is always a why coming from the child.

“If the art of writing is, in itself, complex and difficult, it becomes more ingenious when used by children. Children are very demanding. You have to be or become a child, to write and please these little creatures” (CARVALHO, 1982, p. 127).

Authors of Brazilian literature are able to write for children and the teacher's choice regarding the author of the book influences the quality of the child's reading. They are precursors of Brazilian children's literature and authors that should be read by children, according to Carvalho (1982):

Alberto Figueiredo Pimentel;  
Arnaldo de Oliveira Barreto;  
Manuel José Gondim da Fonseca;  
Thales Castanho de Andrade;  
Viriato Correia;  
Renato Seneca Fleury  
Vicente Paulo Guimarães;  
Cecília Meireles;  
Vinicius de Moraes;  
Cid Franco;  
Monteiro Lobato.

One of the authors closest to students, readers of children's literature, is Monteiro Lobato. The child-friendly writing and creativity of its narratives encourage readers to get to know its wonderful characters and environments. “Monteiro Lobato’s work is the richest, most comprehensive and most original in Brazilian children’s and youth literature” (CARVALHO, 1982, p. 136).

If reading develops the student's creativity, it is certain that the encouragement must come from creative and imaginative reading so that the book in hand is valuable entertainment for the child and not an obligation, a school task.

Reading does not arise from a need or a purpose; When we read because someone else tells us to read, as often happens at school, we are just performing mechanical activities. Unmotivated reading does not lead to learning (KLEIMAN, 2000, p. 35).

It is through reading that many students begin to develop other pedagogical skills such as writing and an interest in knowledge. Kleiman (2001) highlights that reading can give

solution to problems that may be related to academic achievement, as well as performance in classes.

Therefore, reading activities for students in the first phase of elementary school aim to place the individual in the social context in which they are inserted, with the teacher understanding that literacy means leading the student to understand what to read, so that the act of Literacy is not limited to training mechanical reading techniques (SILVA, 2011, p. 34).

Literacy is a very important moment in a child's life and reading is part of this process that accompanies them throughout their school life at different stages. What is meant by literacy?

According to Colello (2017), literacy is summed up in the acquisition of written language which concerns a preliminary stage (the initial years of elementary school) with the aim of preparing the student for learning the curricular contents themselves.

Now, in the words of Viela (s/d), literacy is the basis of education. The author argues that literacy is a human right based on **Universal Declaration of Human Rights**. While Freire (1989) says that "literacy is the creation or assembly of written expression from oral expression." (p. 12). Upon becoming literate, children begin to read according to their abilities and tend to develop their decoding abilities as they are stimulated. Associating literacy and reading should be a pedagogical strategy for teachers who seek an adequate and continuous training process for their students.

In 2020, Brazil and the world went through a pandemic, which resulted in face-to-face classes being suspended. To avoid an even greater educational crisis, classes became remote. Considering this situation, we understand the greater importance of even more concrete literacy, with developed reading. In order for education not to stop, we looked for a tool that could help reading and automatically improve literacy: the audiobook. An audiobook is an audio book, that is, a spoken book, also known as a *audiobook*. According to Pereira (2020), audiobooks are resources used with sound effects in audio format that help to understand a text. The author also mentions that it is an extremely useful tool for students, especially children with special educational needs.

Initially well known and widespread in Europe and the USA, audiobooks are considered an alternative way of encouraging the culture of reading. According to Pereira (2020), this type of tool has many advantages for school-age children, such as:

- Improves reading proficiency;
- Introduces new vocabulary;
- Shows the correct way to read, through pauses, intonations and articulations;
- Allows access to various levels of books;
- Allows reading practically anywhere.

Due to the new format of Brazilian education during the pandemic, audiobooks are used as a virtual technology tool in the environment with accessibility to the computer, internet, *smartphone*, *tablet*, thus introducing a new reading perspective, digital reading. (check color standardization)

However, educators needed to roll up their sleeves to adapt to this new endeavor, as many teachers, especially those with more experience, do not have the skills to interact with this technology. It was necessary to rethink the curricula to fit the pedagogical activities with the use of the internet, even the educational activities themselves underwent adjustments in terms of the didactics to be worked on.

Ultimately, this is an educational resource that was presented to the school community that has many chances of remaining in everyday education, contributing to the reading habit and the student's cultural enrichment and that could revolutionize the practice of reading.

## 2.1 Reports from educators on the use of audiobooks.

Below, some brief reports from elementary school teachers at EMEF "Tiradentes" will be presented, who used the audio book tool during remote classes in 2020, in the municipal network of the city of Brodowski. The teachers talk about their perceptions about audiobooks.

### LM 1st year

*"It was very productive to work with the audiobooks, the children had to watch the videos several times to complete the activities. We should have a digital whiteboard in the classroom, as the class becomes very productive and the child interacts much more.*

*With remote classes, it was clear that we have inexplicable extra-class resources and the audiobook class is brilliant for children. Many mothers told me that their children love watching the videos and doing the activities."*

### FG 1st year

*"In my class I use it well, I always send it with an interpretation or simply to have contact with the reading. The mothers' feedback is that the children interact more, they like it and it's something different. I also thought it wasn't*

*something tiring, it's a way for them to be on their cell phones, but in a constructive way and they're learning something."*

JC 1st year

*"For me, it was very useful and for the children too. I would send the audiobooks I found on YouTube along with a question and ask the family to record the child's answer. Most of the time the responses were positive, and based on the mothers' reports, I found it very useful at this moment."*

VN 2nd year

*"I worked this way (with audiobooks) to work on commemorative dates, because it is easier for the child to understand and more fun instead of sending a huge text where the child finishes reading and cannot understand. And by telling it in the form of a story, children become more attentive, and it is also very enjoyable to hear a story."*

CR 2nd year

*"I started working with audiobooks but I felt some difficulties on the part of the students' mothers. They complained that their cell phone screen was too small, that they didn't have a computer at home, so I stopped sending them the audiobooks. The resistance was from the mothers because reports from my students, some of them, liked it!"*

AC 2nd year

*"I started working with audiobooks, but families and the students themselves were not interested in carrying out the activities I proposed. Due to this perspective I stopped using it."*

**Final considerations**

It is understood that when studying this new educational context that provides students with a new way of reading, one is faced with positive situations such as accessibility to literary content, a new resource for the practice of literacy and negative situations such as the non-participation of some families, according to reports of the educators themselves. It is possible that this generation of students/children can carry this practice of virtual reading throughout their lives, which can form a new awareness, a new look at the practice and importance of reading. In relation to collecting reports, in general, educators believe that the use of audiobooks as a tool for children to have contact with literature is positive and useful given the pandemic situation in which we live and that it should be stimulated, encouraged for educational purposes. Because this way the student is not completely removed from literary content and is able to exercise reading, writing and imagination. As for educators, they have the opportunity to count on yet another tool in the literacy process, of building

of knowledge while preserving the magic of literature. It is expected that negative feedback will be modified if this proposal becomes more frequent, so that families encourage their children to study, watch, experience or simply enjoy a good story.

Research on this subject must continue so that more strategies can exist and benefit students in the literacy phase, also contributing to the healthy habit of reading being practiced in each individual's life.

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