

USING VOICE TRAINING ACTIVITIES FOR TRAIN THE TRAINER PROGRAM IN PRIVATE ORGANIZATION.

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ABSTRACT

The research objectives are 1) Creating the activities and procedures of Voice training for *Train the Trainer Program* 2) Studying the result of student's satisfaction after learning. The target group of this program is personnel in the leading private convenience organizations in Thailand. There are 2 groups which have 40 persons. The results of this study are as follows:

1) Using the voice training activities as same as actor practices in the class room consists of 6 steps : Breathing in and out, Short and long breathing exercises, Voice training through the words R A E O OU, Practicing utterance through counting, Practicing utterance through various conversations and the subjects that the learners teach. Using the same voice training practices as actors do in the acting class because most of learners have problems with low volume and lack of vocal power. In addition, their classrooms may not have good sound equipment. Therefore, it is better to rely on their own voice clearly.

2) The result of student's satisfaction after learning Voice Training Activities is at a very good level. Most of students also comment that Voice Training Activities are useful and

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INTRODUCTION

The most important foundation of the voice is breathing; therefore, voice users are required to study about the respiratory system and breathing to create voice, reverberation and other voice techniques.

Voice starts from air passing through larynx. Breath then takes the created voice to reverberate in the mask or head, and then takes it out of the body. If voice users can well control their breath, their voice becomes decent and beautiful, and it will be easier for producing other voice techniques. Thus, controlling breath effectively and naturally is what should be considered first (Duangjai Amatayakul, 2002). Voice is then the beginning of talking.

Fine voice refers to voice that is beautiful, cheerful, silvery and vibrant, and to achieve these qualities in the most natural fashion, serious practices are required.

Voice projection exercises emphasize on five vowel sounds, A E I O U. It is advised to control the voice steadily, yet make it sound naturally, which will help with the practice progression. The main objective of voice projection practices is to make the voice clearly and powerfully audible. The practices start with opening throat, allowing the throat muscles to pull away naturally. The stress also affects the way the muscles work, including the throat muscles; therefore, to achieve natural and qualified voice projection, it is wise to avoid the stress.

'Opening Throat' practices are varied, ranging from speaking or reading poems with the right breath control or applying some vowel sounds such as U and O in a story-telling

practice. When telling a story and it comes to describing an animal, appropriate sounds to help listeners imagine that animal is suggested. To illustrate, when pronouncing ‘an elephant!’ ‘so huge!’ ‘a bullfrog!’ ‘so big!’ taking a deep breath, projecting the voice and lowering the chin naturally are recommended. Apart from these, there are numerous practices regarding voice projection. Trainers are responsible to find the proper ones for each student. Practices should be deliberately done to guide students in the correct way (Dutsadee Phanomyong Boonyatatsanakul, 2004).

The objectives of the research, titled *Using Voice Training Activities for Train the Trainer Program in Private Organization*, were 1) to create practice patterns and procedures for voice training for Train the Trainer Program in private organizations, 2) to explore students’ satisfaction after joining Train the Trainer Program in private organizations.

The scope of the research was separated into 3 parts as follows.

1. The content part, focusing only on voice training activities for Train the Trainer program.
2. The target group part, referring to 40 individuals in a leading Thai convenience store company.
3. The time part, referring to the training period from April to September 2019, totaling 6 months and covering 2 groups of students.

The study was conducted with a mixed method approach to explore voice training practice patterns and procedures for Train the Trainer program and investigate students’ satisfaction.

LITERATURE REVIEW

For this research, there are two relating focused points as follows.

1. Practices Regarding Voice and Breathing

Dutsadee Phanomyong Boonyatatsanakul (2004) described the details about practices regarding voice and breathing as follows.

1.1 Posture Practices

Right posture would make every muscle relating to sound producing work effectively and harmoniously together, which leads to decent singing. Therefore, every singer should start singing practice by correcting the posture.

Practice

- Correct posture.
- Stand in the posture proper for singing.
- Raise hands up in the front in the shoulder level and breathe in through nose and mouth at the same time.
- Hold the breath and wave hands to the sides.
- Slowly lower hands and place them on the side of the body. Then, slowly breathe out without lowering the chest and rising shoulders. Keep head straight up.
- Repeat the practice several times for perfecting the posture and breath control.
- While practicing, relax every muscle involved.

1.2 Practices Regarding Rib Cage Expansion

It is suggested to keep chest up and rib cage expanded all the time while singing. If not, it would make the next breathing difficult because there is not enough air. When expanding the rib cage, the lung is also expanding, leaving enough room for air used in each

sentence of the song lyrics. Furthermore, it allows additional air for the end of some sentences of the lyrics required more air and power. Thus, singers should practice thinking of rib cage expanding every time before breathing in.

Practice

- Practice rib cage expansion.
- Stand in the posture proper for singing.
- Raise the elbow up in the shoulder level, resembling the birds lifting wings. Keep

the chest up.

- Take a deep breath in, leaving the rib cage expanded.
- Hold the breath for 3 seconds.
- Slowly breathe out, emptying the air from stomach without lowering the chest. Still

keep the rib cage expanded.

- Then, lower the arms down. Place them beside the body.
- Relax the shoulders and still keep the chest up.
- While practicing, keep every muscle relaxed.

1.3 Practices Regarding Breath Control

It is suggested to begin practicing by doing the breath control every time. This is to encourage the singers' proper habit of breathing for singing. Trainers or producers would select appropriate practices for the singers. Practicing in front of the mirror is also advised.

Practice

- Practice breath control for singing.
- Stand in the posture proper for singing.
- Take a full deep breath in and out in a consistent rhythm.
- While breathing out, push the stomach in and keep the muscles there up to push the air.
- Repeat the practice 25 times in consistence.
- While practicing, keep every muscle relaxed.

Practice

- Practice breath control for singing.
- Stand in the posture proper for singing.
- Slowly take a breath in within 10 seconds.
- Hold the breath for 10 seconds.
- Slowly take a breath out within 10 seconds.
- Repeat the practice several times and focus on the difference between the stomach

and the chest in the process.

- While practicing, keep every muscle relaxed.

Practice

- Practice breath control for singing.
- Bend the body down ahead and use the hands to touch the tips of the toes.

Then, breathe out.

- Breathe out for the second time.
- Straighten the body up and keep the chest up and rib cage expanded.
- Touch the side of the body to focus on the expansion of the rib cage while breathing in.
- While holding the breath during breathing in, the rib cage must be expanded.
- While practicing, keep every muscle relaxed.
- It is suggested not to repeat the practice too many times.

Practice

- Practice breath control for singing.
- Practice quietly breathing in and out.

- Keep the chest up and the rib cage expanded before breathing in to help the air conveniently flow.
- Slowly take a breath in (not too harsh).
- While practicing, keep every muscle relaxed.

1.4 Practices Regarding Lessening the Stress

It is suggested to plan the practice well every time, which includes times for voice practice and muscle relaxing practice. The practices should aim at clear loud voice training, and perfecting every part of the sounds produced. Practicing in front of the mirror to check on the proper mood shown on the face is advised. Furthermore, while beginning to practice, singing should be done with vowel sounds first before moving up to adding words for the lyrics, or when it comes to difficult words to pronounce, practicing with vowel sounds is also considered beneficial. Every word sung while practicing should be clear and loud.

Voices would be beautiful and free when singers relax their muscles while singing. Keeping the muscles around the cheekbone and the upper lip up high would allow the voice go through efficiently. Any stressed muscles, which could be noticed by stressed and rigid neck muscles, not moving and rigid lips, wrinkled forehead, frown and over-bent chin, all lessen the singing quality.

Practice

- Practice lessening the muscles' stress level.
- Practice quietly breathing in and out.
- Open the shoulders and keep the chest up and rib cage expanded.
- Take a deep breath in and push the belly in for singing.
- Practice relaxing the jaw by letting the lower jaw down freely. Repeat doing it several times.
- Practice chewing by over-doing the gesture, which would allow the jaw to move more freely.

Practice

- Practice relaxing the stressed jaw and expanding the mask.
- Stand in the posture proper for singing.
- Open the shoulders and keep the chest up and rib cage expanded.
- Take a deep breath in and push the belly in for singing.
- Move the jaw for every word while singing, allowing the chewing movement all the time.
- Start at the slow speed, then speed up.
- Start with the middle note, then move to lower and higher notes.
- While practicing, keep every muscle relaxed.

2. Importance of the Training

Somneuk Keawvilai (2017, p 61 - 64) noted that training is very important and necessary because humans are considered as valuable resources, and they can add more values to the works they're responsible. Humans' accumulated knowledge, understanding and experiences could also be applied in the work. Therefore, training could clearly contribute to the qualities of human resources and their work. Training is a process to help generate more knowledge and techniques for working, resulting in the more desired change in people's thoughts and behaviors for the companies. It further helps make the services more professional, moral and qualified. Training is thus very important and necessary for every sector, boosting more desired human resources and work quality.

Somchart Kijyanyong and Onjaree Na Takuatoong (2007, p12 -13) talked about the importance of human resource training for the company as follows.

1. Impress the workers, especially the new workers, resulting in the positive thoughts towards their bosses, colleagues and the assigned works.

2. Increase work performance and encourage workers to be more energetic and enthusiastic.

3. Benefit the company expansion plan.

4. Help develop workers' skills to meet with the technological advancement in production in terms of both quality and quantity.

5. Ensure workers' mental stability.

6. Increase the sessions regarding the quality of life development for workers.

7. Lessen unnecessary consumption cost.

8. Boost sense of unity among workers.

9. Increase opportunities of life-time learning and development.

However, the company success also depends on other factors such as leaders and management patterns. It also depends on the opportunities whether the company has a decent selection process and assign the right works for the right people or not. Apart from these, workers' mental health and loyalty are considered important.

Research Objectives

1. To create practice patterns and procedures for voice training for Train the Trainer Program in private organizations.

2. To explore students' satisfaction after joining Train the Trainer Program in private organizations.

METHODOLOGY

The methodology used for the study was described below.

1. Data Gathering

The researcher had gathered documents, especially books regarding voice training, to be used in the activities in Train the Trainer Program. The tools created and used were 1) voice training practices and 2) the training assessment for ones joining the program.

The research follows the steps below.

1) Explore relevant literature about voice training, including documents and books, to create suitable activities used in the training program.

2) Apply the researcher's 20-year experience of the activities regarding voice training to the training.

3) Create the activities based on voice training.

4) Ask for the experts' suggestions on the tools used in the study before making some edition.

5) Carry out the activities.

6) Make an assessment.

7) Analyze, summarize and write a report.

2. Data Analysis was separated into 2 parts which were Content Analysis, to find the most suitable patterns and procedures for individuals' development in Train the Trainer Program, and Assessment Analysis, to explore the people's satisfaction after joining the program, using basic statistic tools such as percentage.

FINDINGS

The findings of the study “*Using Voice Training Activities for Train the Trainer Program in Private Organization*” were separated into 2 parts as follows.

1. The findings from practice patterns and procedures for voice training for Train the Trainer Program in private organizations showed the following.

1.1 Practice patterns and procedures for voice training for Train the Trainer Program in private organizations were based on the same training used for students in acting classes. The activities lasted 2 hours and were deliberately inserted in other activities in the program. The contents covered in Train the Trainer program were naming the course, learning process and education philosophy, teaching planning, content selection and arrangement, teacher’s physical preparation and assessment designing, lasting 12 hours in 2 days.

Voice training part was included in the teacher’s physical preparation so the teacher would be ready for teaching in his/her own organization. The reason the voice training part in the program resembled practices in the acting classes was the teacher’s usual lack of power and audible voice when teaching. In addition, some teachers might find inappropriate teaching equipment for their classes. Thus, depending on themselves in projecting voice was the better solution, and practicing in the same way as in acting classes could definitely help.

1.2 Practice Procedures

Practice Procedures were as follows.

1) Breathing In and Out Practice

The instructor commanded participants to stand around the classroom, and place their left hands on their bellies and their right hands on their chests. They were also advised to notice which of their hands were lifted while breathing. This was to check whether the air flew down through their lungs or windshields.

After that, the instructor would ask the participants to lie down on the floor around the classroom and repeat the action once again to check if changing the position from standing to lying down affected their breathing. The practice started with lying down position because it was easier to push the air to the windshield. With the lying down position, the ribs normally push the lungs down; therefore, it is easier to breath in the air to the windshield. The instructor further told the participants to control their breath and push the air down to their windshield for more air collection.

The instructor would begin the practice with participants’ personal breath control pace before moving on to the longer breath control pace, so they could speak for longer time and in a more powerful way. This technique would benefit the participants’ teaching in the future.

2) Short and Long Breath Control

The instructor suggested the participants to breathe in and out with constant pace at different length such as breathe in 4 out 4, in 4 out 8, in 4 out 18. This was to help participants practice breath control in better way.

3) Practicing Voice Projection with A E I O U

For this step, the instructor taught participants to project their voice with different lip shapes and opening throat. Voice projection practice with vowel sounds (no final consonants) well helped opening throat practice. It also helped relax the lower jaw, which created clearer voice in a more convenient fashion. This practice, combined with breath control from windshield, would contribute to more powerful voice projection.

4) Practicing Voice Projection through Number Counting

This step helped voice projection for words with final consonants to be clear and powerful. Although practicing with A E I O U helped participants project their sound clearly, it was quite different in Thai daily-life conversation because words with final consonants in

Thai language couldn't be avoided, resulting participants closing their lips too fast, using inappropriate lip shapes and not clear voice projection. Practicing with numbers could help ease the problem.

Participants were asked to stand separately in 2 lines facing each other and taking turns to count numbers. The practice started with counting 1 , 1 2 , 1 2 3 , 1 2 3 4 , 1 2 3 4 5 , 1 2 3 4 5 6 onwards until reaching 20 in one single breath. This also helped with speaking practice (long sentences) in one breath.

5) Practicing Voice Projection through Conversation

For this practice, participants were asked to speak some usual sentences in one single breath with a clear and loud voice. To be able to teach others, participants need to be respectable, and being respectable also depends on how they speak. If they speak with a low and unclear voice, their images would be definitely harmed no matter how well they prepare their lessons and how good their teaching is. Inappropriate manners caused by voice projection also affect their teaching.

6) Practicing Voice Projection through The To-Be-Taught Lessons

This was the most important step where the participants tried teaching their own lessons with their voice and without a microphone. They needed to project their voice loudly, powerfully and naturally.

These 6 steps were implemented within 2 hours, and after these 2 hours, it was found that participants' voice projection was dramatically changed. The voice projection was even totally changed for some people, changing from once speaking with low voice to louder and more powerful voice because the participants focused more on their voice projection. Even though some participants' projection hadn't met the standard yet, there was some noticeable progression.

2. The result from satisfaction assessment of the participants after joining Train the Trainer Program in private organizations with the target group of 2 classes of 40 individuals in a leading Thai convenience store company was regarded in the excellent level, totaling 97%. The participants referred to the program as a useful and practical activity.

DISCUSSION

It was found that one joining the program could use the skills and knowledge gained from the voice training to apply with their communication in daily life, both in their work and with their family.

Some participants noted that the training help them better control their temper because breathing is an important part in the emotional control. Trainers are required to control their emotions constantly due to the fact that they cannot show their true emotions while experiencing challenges like other normal individuals during their training sessions. Before joining the training program, these participants hadn't known about how to control their emerging emotions until they had an opportunity to practice breath control. They therefore found a way to apply this knowledge to help control their personal emotions.

In conclusion, the voice training benefits not only how the participants produce clear and loud sounds for their teaching, but also how they can use this as a tool to control their own emotions and to apply in other desired areas.

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