



Decolonising Spoken Voice Education

A qualitative study

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Background and justification

Traditional voice training for actors
has followed a Eurocentric narrative

(Ginther, 2015)



Eurocentric

Seen from the point of view of Europe or European people;
Considering Europe or Europeans to be the most important

Cambridge Dictionary Online, 2022



Creates a sense of demoralisation

O'Rourke, 2013

Lower levels of achievement

O'Rourke, 2013

Promote xenophobia and racism

O'Rourke, 2013



Bush (2021) states
that to ignore racist
practices and
systems of
oppression is a form
of racism in itself



Aims & Objectives

- To develop a resource for spoken voice teachers containing strategies to decolonise their practice
- To seek feedback from experts to inform the development of the resource



Literature Review



Methodology

Design-Based Research

"Design, enactment,
analysis, redesign"

The Design-Based Research Collective, 2003, p. 5



Critical Theory Paradigm

Lincoln et al., 2011



Methods used

2 questionnaires

1 interview

spoken voice practitioners with
expertise in decolonising voice
education

Inductive Thematic Analysis

Guest et al., 2012

Hermeneutic Analysis

McNiff, 1998

Ethics

Openness, honesty and
rigour

University of Wales Trinity Saint David,
2022



As an insider
researcher it is
crucial to remain
reflexive

Wilkinson & Kitzinger, 2013



Findings



**Data was transcribed
& analysed**



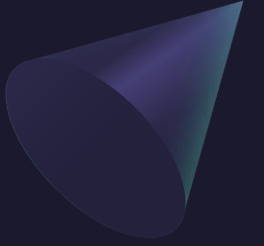
**Coding was
implemented**

**Themes were
identified & collated**

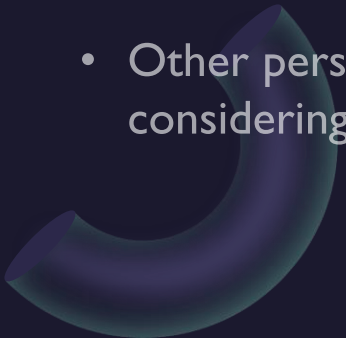
Positive elements

- Useful resource
- Good sources referenced
- Approval of the area of inquiry
- Introduction adequately prepared reader for strategies
- Context of study was framed well

Advice/ areas requiring improvement



- Language implies this is a new inquiry
- More resources would be beneficial
- Wider research necessary
- Draw out difference between “training lineage” & “professional reality”
- Other perspectives worth considering
- Use examples
- How my own practice has been shaped
- Advice needs to be bolder
- Remove language that “softens”
- Add assertive directions
- Teacher should have more responsibility
- Broader explanations
- More info for readers with less knowledge
- More detail as to why it is teacher’s role
- Define audience
- Possible difference between US and UK



Sub-headings

Headings	Advice/ Areas for improvement
Further research	1, 2, 3
Perspective & use of language	4, 5, 7, 8, 9, 10
Providing practical examples	6
Critical pedagogy	11, 14
Audience	12,13,15,16





Further Research

- More resources would be beneficial
- Language implies this is a new inquiry
- Wider research necessary



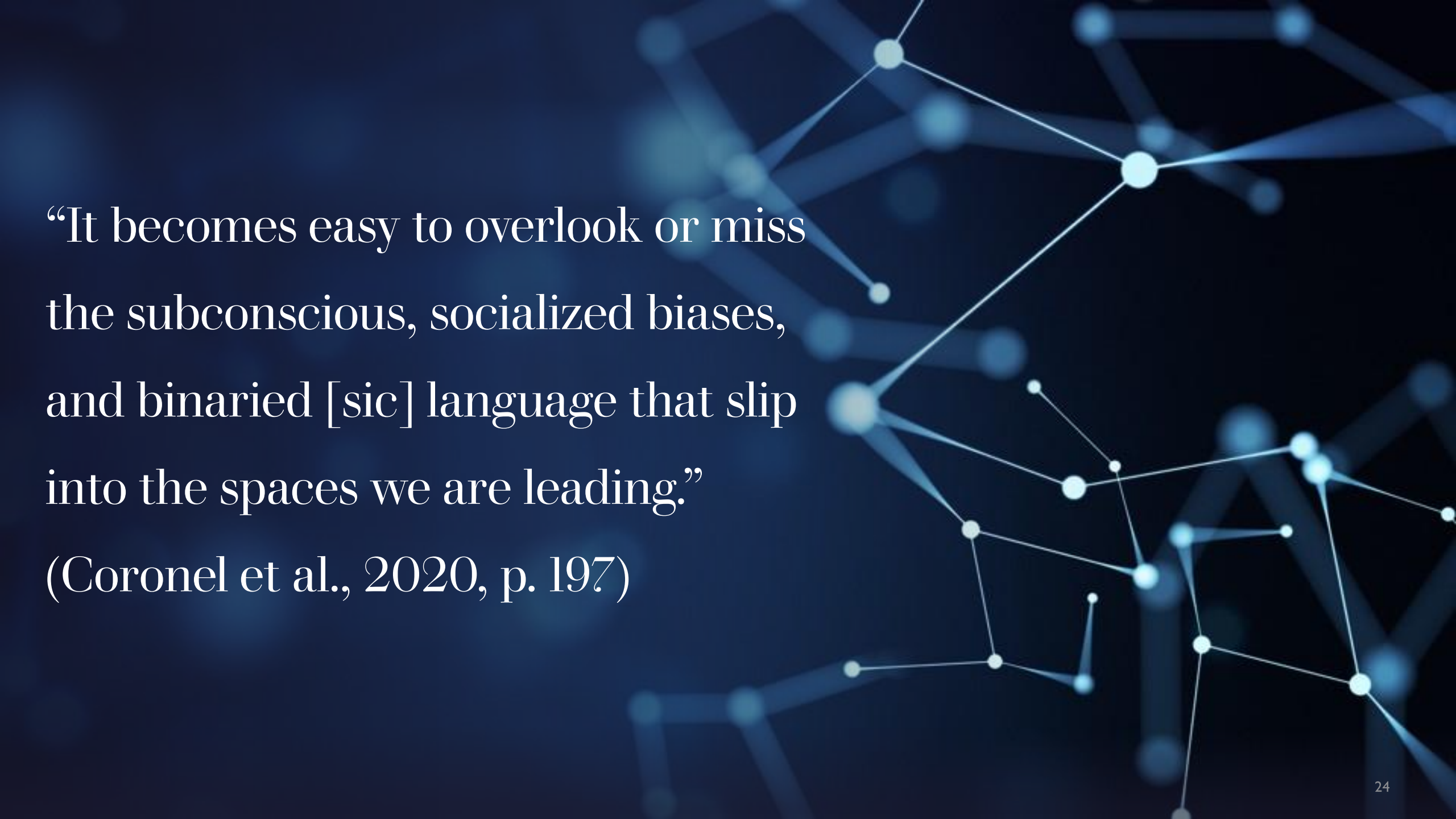
Perspective & use of language

- Draw out difference between “training lineage” & “prof. reality”
- Other perspectives worth considering
- How my own practice has been shaped
- Advice needs to be “bolder”
- Remove language that “softens”
- Add assertive directions



“Burn it to the ground
kind of research”

Extract from interview with voice expert



“It becomes easy to overlook or miss
the subconscious, socialized biases,
and binaried [sic] language that slip
into the spaces we are leading.”

(Coronel et al., 2020, p. 197)

Examples of non-
judgmental language from
the resource

“Wherever possible”

“Could offer students a different
perspective”



Provide practical
examples



Critical Pedagogy

- Teacher should have more responsibility
- More detail as to why it is the teacher's role



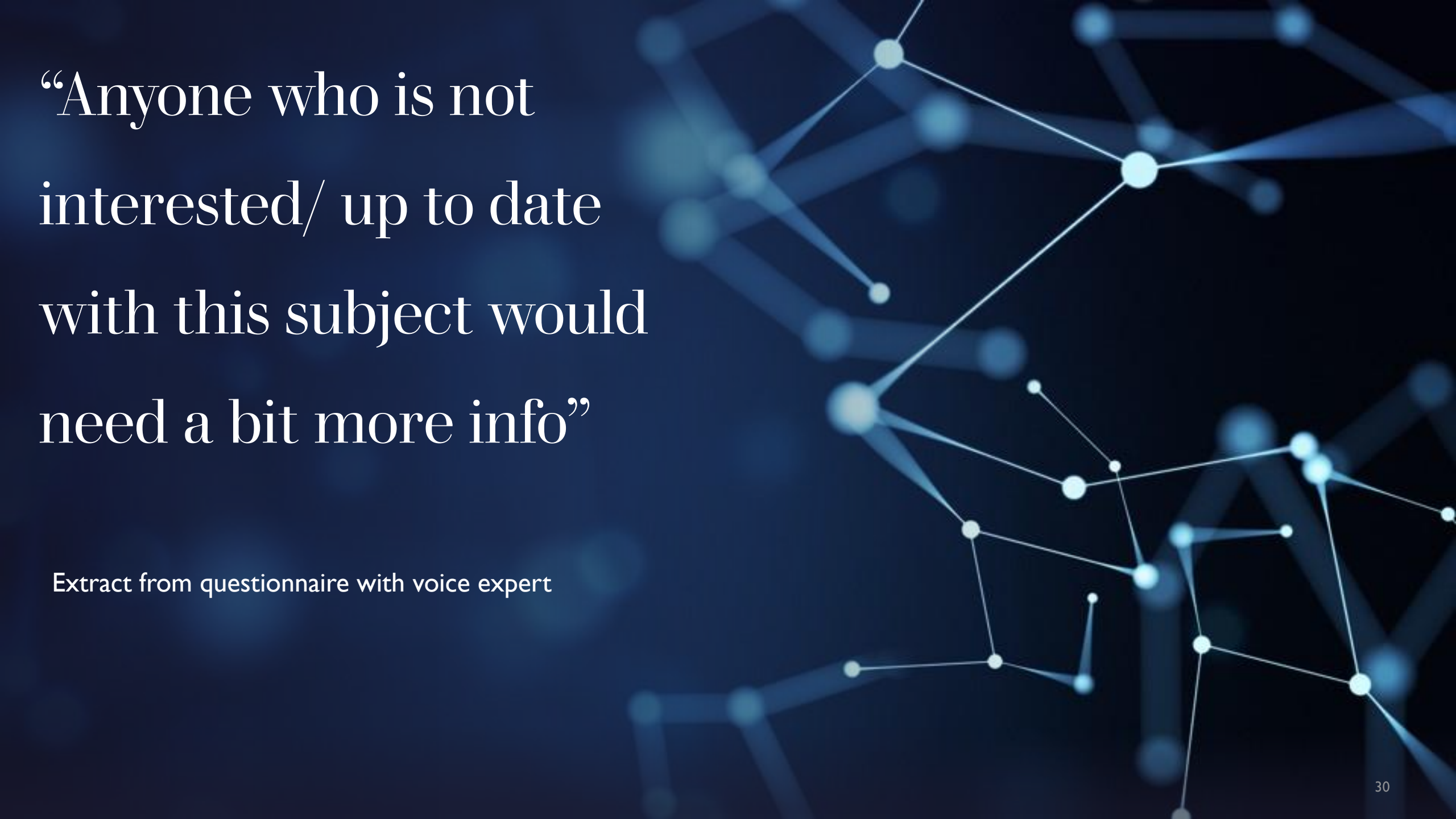
“it should not ... be left
up to the student to find
sources that fit them ”

Extract from questionnaire with voice
expert



Audience

- Broader explanations needed
- More info for readers with less knowledge
- Define audience
- Possible difference between US and UK



“Anyone who is not
interested/ up to date
with this subject would
need a bit more info”

Extract from questionnaire with voice expert

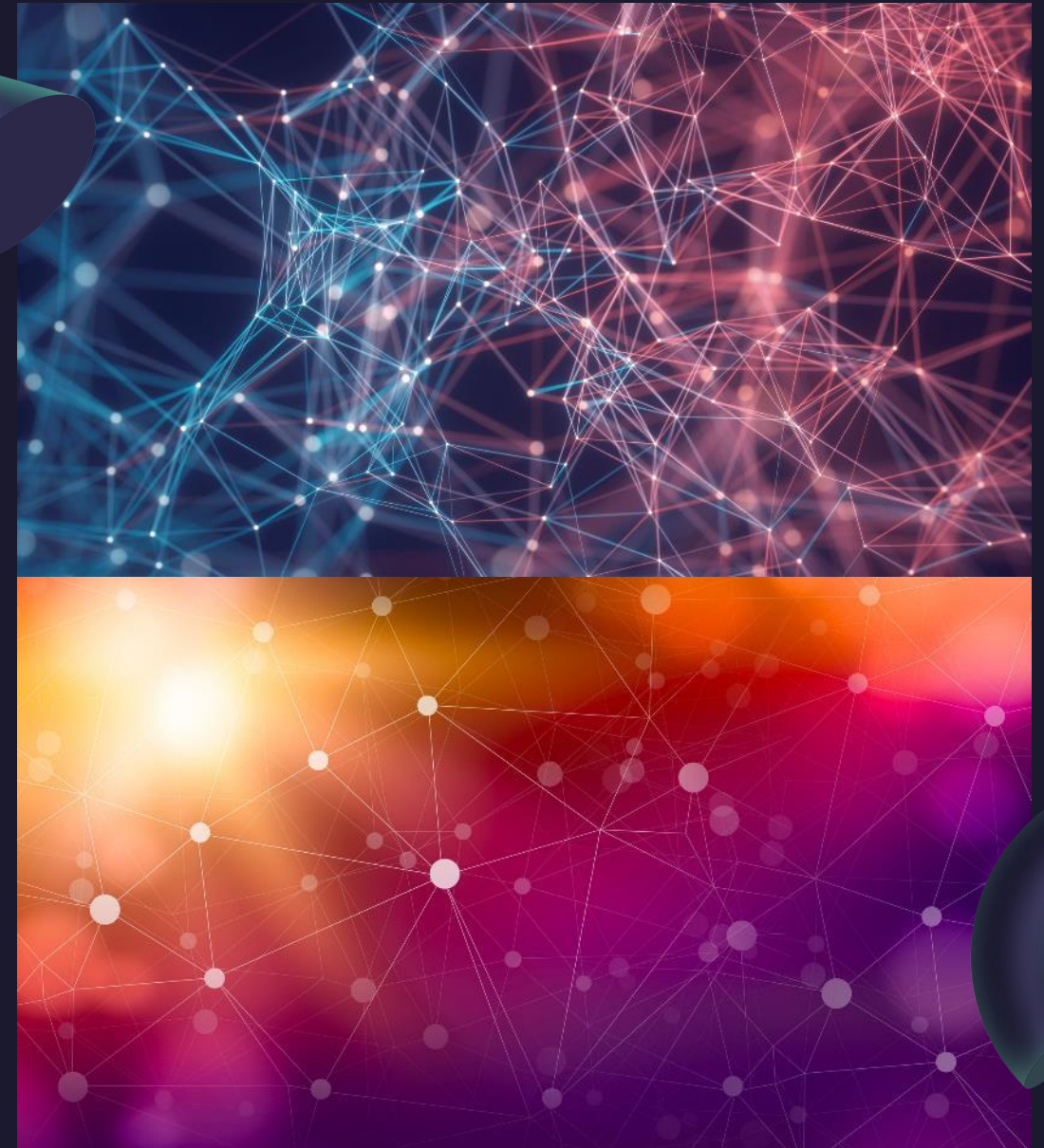


“Well intentioned individuals
from the UK don’t necessarily
understand the complexities of
race and culture in the US”

Extract from questionnaire with voice expert

Conclusions & recommendations

- A need to define the audience of the resource
- To provide examples with each strategy
- To justify choices within the resource and provide explanations
- To provide more detail for readers
- To make definitive choices
- A need for further research into current literature on the subject
- A need for further research into the type of language used within the resource



An abstract graphic in the background consisting of a network of white dots connected by thin white lines, set against a dark blue gradient background. The dots and lines vary in opacity, creating a sense of depth and connectivity.

Design-based research is an
iterative process in which
results can be effectively
used to inform, assess, and
improve practice

(Anderson & Shattuck, 2012)

Jasper's reflective cycle

Jasper, 2013



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