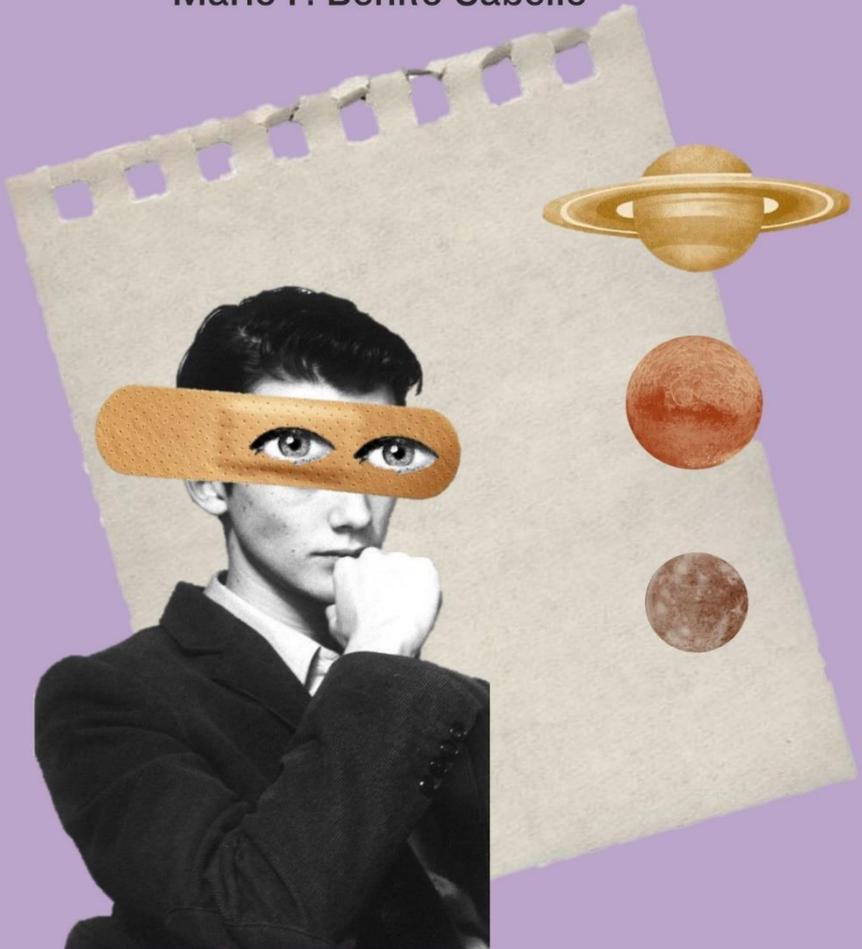


Recursos educativos y estrategias académicas: perspectivas multidisciplinares en la sociedad

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H O R I Z O N T E A C A D É M I C O

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Coords.

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NURTURING VOCAL HYGIENE LITERACY IN ASPIRING PRIMARY EDUCATION TEACHERS: EQUIPPING THE FUTURE FOR EFFECTIVE COMMUNICATION

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1. INTRODUCTION

Primary education teachers are pivotal in shaping young children's learning experiences and overall development. Effective communication serves as the cornerstone of teaching, facilitating the exchange of information and fostering meaningful connections between teachers and students. Within this context, vocal hygiene is critical in ensuring transparent and healthy communication (American Speech-Language-Hearing Association, n.d.; Besson & Scherer, 2015). However, research indicates that many teachers need more skills to effectively teach oral communication, including the essential component of vocal hygiene (McGrath & Robinson, 2019). The role of primary education teachers extends far beyond imparting academic knowledge; they serve as role models and sources of inspiration for their students. Therefore, educators must possess comprehensive communication skills, including understanding vocal hygiene practices. In addition, vocal hygiene encompasses a range of habits and techniques that contribute to the voice's health, clarity, and longevity, ensuring that teachers can communicate effectively and maintain vocal well-being.

Some studies have reported the importance of vocal hygiene in

maintaining clear and healthy communication. (American Speech-Language-Hearing Association highlights, n.d.; Prados Bravo, S. y Rolando Eyjo, C., 2022), emphasising the significance of practising appropriate vocal techniques and habits to prevent vocal strain, enhance vocal projection, and minimise the risk of vocal disorders. Besides, by incorporating vocal hygiene principles into their teaching practice, primary education teachers can foster an environment that supports optimal communication and encourages students to develop healthy vocal habits. However, research suggests that many teachers face challenges in teaching aspects of oral communication, including vocal hygiene. McGrath and Robinson (2019) emphasise the essential role of oral language in reading and writing development. They argue that teachers must possess a strong foundation in oral communication and vocal hygiene to support their students' language development effectively. To bridge this gap, addressing the need for developing vocal hygiene skills among primary education teachers is imperative. By equipping teachers with the necessary knowledge and training in vocal hygiene, we can enhance their ability to model healthy vocal practices and provide guidance to their students. This comprehensive approach to teacher education ensures that future educators possess the skills and understanding to foster transparent, effective, and healthy communication within the classroom.

1.1. EMPOWERING PRIMARY EDUCATION TEACHING: THE CURRENT ROLE AND FUTURE IMPLICATIONS

Primary education teachers play a critical role in shaping the learning and development of young children. Their ability to empower students and create meaningful learning experiences has a profound impact on their academic and personal growth. As the educational landscape evolves, it is crucial to examine the current role of primary education teaching and explore its future implications. This chapter aims to shed light on the importance of empowering primary education teaching and the potential transformative effects it can have on students' education.

1.1.1. The current role of primary education teaching:

The current role of primary education teaching is multifaceted, encompassing various responsibilities and challenges. Teachers are not only responsible for delivering curriculum content but also for fostering a positive and inclusive classroom environment (OECD, 2018). They are expected to facilitate student engagement, promote critical thinking, and meet the diverse needs of learners (Darling-Hammond, 2017). Additionally, teachers must navigate the complexities of assessment, manage classroom dynamics, and collaborate with parents and colleagues (Carrington et al., 2008).

1.1.2. Empowering primary education teaching:

Empowering primary education teaching involves equipping teachers with the knowledge, skills, and support necessary to excel in their profession. It requires providing professional development opportunities that focus on pedagogical strategies, instructional technology, classroom management, and effective assessment practices (Vavrus, 2016). By investing in teacher empowerment, education systems can foster continuous improvement, enhance teaching quality, and ultimately, positively impact student outcomes (Cohen & Ball, 1999).

The future implications of empowering primary education teaching are far-reaching. When teachers are empowered, they become agents of change within their classrooms and communities. They are better equipped to address the evolving educational needs and challenges of the 21st century. Empowered teachers are more likely to embrace innovation, integrate technology effectively, and engage in ongoing professional learning (Fullan, 2000).

Furthermore, empowering primary education teaching has a direct impact on student achievement and well-being. Research has shown that teacher empowerment correlates positively with student engagement, academic performance, and overall school climate (Carrington et al., 2008). By empowering teachers, we create a ripple effect that extends beyond the classroom, positively influencing the lives of students and

shaping the future of education. Empowering primary education teaching is paramount for the continued growth and success of our education systems.

By recognizing and supporting the current role of primary education teachers, we can provide them with the tools and resources needed to thrive in their profession. Looking ahead, the future implications of empowering teachers are promising, as it has the potential to transform teaching practices, improve student outcomes, and create a more inclusive and effective educational environment.

1.2. THE IMPORTANCE OF VOCAL HYGIENE LITERACY: UNDERSTANDING VOCAL HEALTH FACTORS

Vocal hygiene refers to the care and maintenance of one's voice, which is critical for effective communication in various social and professional settings. Teachers with poor vocal hygiene may experience voice problems, such as hoarseness, which may affect their ability to communicate effectively in the classroom. This chapter explores the importance of literacy in vocal hygiene for future primary education teachers, its implications for their teaching practice, and the current state of research on the topic. Developing literacy in vocal hygiene among future primary education teachers is essential. It can be defined as acquiring the knowledge, skills, and attitudes necessary for maintaining vocal health. Research has shown that primary education teachers with good vocal hygiene practices can positively impact student learning outcomes (Preston et al., 2019).

However, despite the importance of vocal hygiene, many teachers lack adequate knowledge of maintaining vocal health, resulting in poor vocal quality, discomfort, and even long-term damage to the voice (Van Houtte et al., 2019). In order to develop literacy in vocal hygiene, teachers need to be aware of the aspects that can affect vocal health. These include environmental factors such as noise pollution, air quality, and humidity; and personal factors such as vocal misuse, stress, and dehydration (Roy et al., 2021). Teachers should also be able to recognise the symptoms of vocal problems, such as hoarseness, sore throat, and vocal fatigue, and know when to seek medical attention (Sataloff et al., 2016).

Furthermore, teachers should be equipped with practical strategies for maintaining vocal health, such as proper breathing, hydration, and vocal warm-up exercises (Lamarche et al., 2020). In addition, they can drink herb or herb-derived preparations known as liquorice root (Chang, Chen, Chen, & Lin, 2018), honey (Majtan, 2014), ginger (Grzanna, Lindmark, & Frondoza, 2005) and eucalyptus (Juergens et al., 2014). They should also be aware of vocal hygiene best practices, such as avoiding vocal misuse (e.g., shouting, whispering), taking breaks from speaking, and using amplification devices when necessary (Kooijman et al., 2015).

1.3. THE IMPORTANCE OF VOCAL HYGIENE LITERACY: IMPLICATIONS FOR TEACHING PRACTICE

1.3.1. Developing literacy in vocal hygiene and its implications for teaching practice:

Teachers with good vocal hygiene are likelier to have positive communication experiences with students, leading to better learning outcomes. They are also more likely to have better vocal endurance, allowing them to teach for extended periods without experiencing vocal fatigue (Chen et al., 2020). Also, the teachers with good vocal hygiene practices can model healthy communication behaviours for their students, who may imitate their vocal habits. This fact can help students to develop healthy vocal hygiene practices and avoid vocal problems in the future (Lamarche et al., 2020). So, developing literacy in vocal hygiene can positively impact teachers' job satisfaction and well-being. In addition, studies have reported that teachers with vocal problems may experience discomfort and stress, affecting their overall job performance and quality of life (Van Houtte et al., 2019). By maintaining good vocal hygiene practices, teachers can reduce their risk of developing vocal problems and improve their overall well-being. A recent study by Chen et al. (2020) investigated the vocal hygiene practices of pre-service teachers in Taiwan. The results showed that the participants had limited knowledge of vocal hygiene, and many engaged in vocal misuse behaviours. Research on literacy in vocal hygiene among future primary education

teachers still needs to be completed. However, some studies have explored related topics, such as vocal hygiene practices among pre-service and practising teachers.

2. OBJETIVES

This chapter aims to delve into the research's primary focus, which centres around designing and implementing a didactic proposal to enhance literacy in vocal hygiene specifically tailored for future primary education teachers. Recognising the vital role of teachers in shaping and influencing young students' lives is crucial to equip them with the necessary knowledge and skills related to vocal hygiene. The chapter will explore the rationale behind the need for vocal hygiene literacy among future primary education teachers. Then, it will emphasise the importance of their educators' role in fostering their students' overall well-being and development, including vocal health.

The chapter will outline the specific objectives of the didactic proposal, including:

- Developing a comprehensive understanding of vocal hygiene: The proposal aims to provide future teachers with a solid foundation in vocal hygiene, ensuring they possess a thorough understanding of the principles, guidelines, and preventive measures necessary for maintaining vocal health.
- Enhancing practical skills related to vocal hygiene: In addition to theoretical knowledge, the proposal will focus on equipping future teachers with practical skills related to vocal hygiene. This may include techniques for proper vocal warm-up exercises, effective voice projection, and strategies to minimise vocal strain and fatigue.
- Promoting awareness and application of vocal hygiene practices: The proposal seeks to foster a sense of awareness among future teachers regarding the significance of vocal hygiene in their professional lives. Furthermore, it aims to cultivate a

mindset prioritising vocal health and encouraging them to apply their knowledge and skills in real-life teaching scenarios.

The present study discuss the research findings and outcomes of the implemented didactic proposal, including an analysis of the impact on future primary education teachers' knowledge, attitudes, and practices regarding vocal hygiene. The chapter will also present evidence-based insights into the proposal's effectiveness, shedding light on its implications for teacher education and the overall well-being of teachers and students. And, ultimately, the importance of incorporating vocal hygiene literacy into the training of future primary education teachers will be highlighted, once by addressing this crucial aspect of teacher education, educators can be empowered to become role models for vocal health and ensure the holistic development of students under their guidance.

3. METHODS

This study employed an action research-based method to delve into hygiene and vocal health education. The participants in this research comprised nineteen students pursuing primary education specialising in music. Additionally, three teachers, an external agent, and two other professionals working alongside the students were involved in the study. This diverse group of individuals formed a comprehensive cohort that could provide valuable insights into the effectiveness of the intervention. To evaluate the impact of the intervention, various variables were considered. The primary variable involved assessing the student's learning through a comprehensive questionnaire. This questionnaire aimed to gauge the participants' existing knowledge of vocal hygiene guidelines and examine their ability to apply this knowledge effectively. The study measured the growth and progress achieved throughout the intervention by comparing the students' initial and post-intervention responses.

The intervention consisted of two engaging sessions, meticulously designed based on the learning stations methodology. Each station was strategically crafted to offer a unique learning experience, allowing students to expand their knowledge and enhance their skills related to vocal hygiene. The students actively explored various aspects of vocal hygiene

through interactive activities, practical exercises, and playful learning approaches. After completing the sessions, the students were asked to complete a second questionnaire. This follow-up questionnaire aimed to assess the evolution of their understanding and measure the impact of the learning stations intervention. By comparing the responses from both questionnaires, the researchers could gauge the effectiveness of the intervention in facilitating meaningful learning and knowledge enhancement. Using action research, a comprehensive assessment of learning through questionnaires and implementation of the learning stations methodology ensured a rigorous and systematic approach to this study. Then, combining theory and practice and the engagement of multiple stakeholders provided a holistic view of the impact of vocal hygiene education.

Overall, this study not only examined the impact of the intervention on the student's knowledge and application of vocal hygiene guidelines but also employed a robust research methodology to gather comprehensive and reliable data. Furthermore, this study aimed to contribute valuable insights into hygiene and vocal health education in primary education by utilising action research and incorporating interactive learning methodologies, as mentioned below.

3.1. FLIPPED CLASSROOM

Watching a brief introductory video at home before the classroom session has become a prevalent practice within the "flipped classroom" approach (Bergmann & Sams, 2012). This innovative instructional method encourages students to engage with the video content independently, enabling them to gain foundational knowledge before delving deeper into the subject matter during in-class activities (Bishop & Verleger, 2013). In line with this pedagogical approach, an introductory video was shared with the students in this study, serving two primary purposes: i) as a refresher on the functioning of the vocal system and ii) as a platform for demonstrating various strategies for maintaining hygiene and promoting vocal health.

Using an introductory video as a pre-session resource reminds students about the critical concepts related to vocal anatomy and physiology. By

revisiting the fundamentals of how the vocal system works, students can refresh their understanding and build a solid foundation of knowledge before engaging in hands-on activities during the classroom session. This reinforcement of essential concepts sets the stage for more meaningful learning experiences and enhances students' comprehension of vocal hygiene and health practices. Additionally, the introductory video provides an opportunity to showcase a range of strategies for maintaining vocal hygiene and promoting vocal health. Students can observe proper techniques firsthand by visually demonstrating these strategies, increasing their understanding and retention of the information. The video is a valuable resource highlighting best practices, such as warm-up exercises, proper hydration, and vocal care routines, which students can then apply and integrate into their vocal habits.

By incorporating an introductory video into the pre-session preparation, students benefit from a flipped learning approach that optimises their classroom experience. As a result, they arrive at the session equipped with foundational knowledge and familiarity with essential vocal hygiene practices. This allows the classroom time to be dedicated to interactive activities, discussions, and practical exercises that further deepen students' understanding and application of vocal hygiene principles. Using an introductory video as a pre-session resource aligns with the flipped classroom approach and enhances the learning experience for students. By providing a refresher on the functioning of the vocal system and showcasing various strategies for vocal hygiene, the video serves as a valuable tool for knowledge reinforcement and skill development. Incorporating this video element into the instructional design allows students to arrive at the classroom session well-prepared, facilitating more engaging and meaningful interactions centred around vocal health and hygiene.

3.2. CLASSROOM: FREQUENT QUESTIONS

Answering questions and addressing doubts arising from the introductory video during the classroom session is critical in facilitating effective and well-performed learning. This interactive approach, involving both the teacher and students, fosters student engagement and promotes a

deeper understanding of the pedagogical content (Strayer, 2007). By providing a platform for discussion and clarification, this dynamic exchange enhances the learning experience and facilitates knowledge retention (Roehl et al., 2013). As such, the students in this study were encouraged to present their questions and seek additional guidance during the classroom session. Also, engaging in a dialogue with students about the video content fosters a collaborative learning environment. By actively participating in discussions, students can articulate their thoughts, seek clarification on challenging concepts, and explore different perspectives. This interactive exchange between the teacher and students strengthens their understanding of the material and encourages critical thinking and deeper engagement with the subject matter.

The opportunity for students to present their questions and concerns during the classroom session serves multiple purposes. Firstly, it allows the teacher to gauge students' comprehension levels and identify areas requiring further explanation or reinforcement. This real-time feedback enables the teacher to tailor their instruction to meet the specific needs of the students, ensuring a more effective learning experience. Furthermore, the act of asking questions promotes active learning and deeper processing of information. When students articulate their queries, they actively engage with the material and seek to clarify their understanding. This process helps solidify their knowledge as they actively construct meaning and connect concepts. Then, to address questions, the classroom session allows the teacher to offer further guidance and expand on the topics covered in the introductory video. The teacher's expertise and insights contribute to a richer learning experience, as they can provide additional examples, share practical tips, and offer contextualised explanations that enhance the students' understanding.

By creating a supportive and inclusive environment that encourages student participation and the open exchange of ideas, the classroom session becomes a space where students feel comfortable voicing their questions and seeking clarification. This active engagement fosters a sense of ownership over their learning and empowers students to construct knowledge actively.

Answering questions and clarifying doubts arising from the introductory video during the classroom session is crucial for effective learning. This interactive approach, promoting student engagement and deepening understanding, has been supported by research (Strayer, 2007). The opportunity for students to present their questions allows for a collaborative learning environment, fostering critical thinking and active participation. Moreover, the teacher's guidance and insights contribute to a richer learning experience (Roehl et al., 2013). By encouraging student involvement and addressing their queries, the classroom session becomes integral to the learning process, facilitating knowledge retention and promoting a deeper understanding of the pedagogical content.

3.3. DISTRIBUTION IN GROUPS

A group-based approach was employed to promote effective collaboration and mutual support among students, ensuring a balance across various factors such as task difficulty, academic performance, and concentration capacity of the students (Johnson & Johnson, 1999). Furthermore, by strategically forming heterogeneous groups where individuals possess diverse strengths and weaknesses, students were encouraged to learn from one another and work collectively towards achieving shared learning goals (Kohn, 1992). Grouping students based on task difficulty levels allows for an optimal distribution of skills and knowledge within each group. By balancing the expertise of high-performing students with the support of those who may require additional assistance, the groups become more self-sustaining and productive. This approach also creates an environment where students can exchange ideas, collaborate on problem-solving, and provide peer-to-peer support.

Furthermore, considering students' academic performance and concentration capacity when forming groups ensures a fair and balanced distribution of abilities. By incorporating a mix of students with varying levels of academic achievement, the groups become dynamic learning communities where every member has a unique contribution. This diversity of perspectives fosters a richer learning experience, as students can benefit from the insights and approaches of their peers. Forming heterogeneous groups also aligns with the principles of cooperative learning.

According to Johnson and Johnson (1999), collaborative learning experiences offer numerous benefits, including improved academic achievement, enhanced interpersonal skills, and increased motivation. When students with different strengths and weaknesses work together, they are more likely to engage in active discussions, share knowledge, and support one another in overcoming challenges. This cooperative atmosphere fosters a positive learning environment and promotes a deeper understanding of the subject. Also, heterogeneous groups allow students to develop valuable social skills like communication, teamwork, and empathy. Interacting with peers with different abilities and perspectives nurtures a sense of appreciation for diversity and encourages students to value the contributions of others. Through collaborative efforts, students learn to navigate differences and collectively achieve their learning objectives. Then, adopting a group-based approach that considers factors such as task difficulty, academic performance, and concentration capacity of students enhances collaboration and mutual support in the learning process. By forming heterogeneous groups, students benefit from their peers' collective knowledge and diverse perspectives.

This approach fosters active engagement, promotes cooperative learning, and nurtures valuable social skills. Through collaborative efforts, students can effectively learn from one another and work together towards shared learning goals.

3.4. LEARNING STATIONS

Learning stations are structured learning environments offering students various activities or tasks centred around a specific topic or subject. These stations provide students with hands-on, interactive, and differentiated learning experiences, catering to their needs and learning styles (Hamdan et al., 2013). Each station is designed to focus on a particular aspect or skill related to the studied topic, ensuring comprehensive subject matter coverage.

In this study, implementing learning stations involved incorporating games with accompanying instructions at each station. The purpose was to facilitate active learning and provide students with hands-on

experiences promoting deeper engagement and understanding. The use of games not only adds an element of fun and excitement but also enhances the motivation and involvement of students in the learning process (Boggan et al., 2018). Moreover, the instructions accompanying each game were intended for reuse, ensuring durability and easy access for future sessions. The rotational structure of the learning stations allows students to move from one station to another within a designated time frame, typically around 10 minutes. This rotation enables students to engage in various activities and tasks, exposing them to different perspectives and reinforcing their understanding of the subject matter (Hamdan et al., 2013). So, as students move from one station to the next, they encounter new challenges, stimuli, and learning opportunities, further enhancing their grasp of the topic. The use of learning stations in the instructional approach offers several advantages. Firstly, it promotes active learning by providing students with hands-on experiences and opportunities for exploration and discovery. This active engagement facilitates a deeper understanding and retention of the content. Secondly, learning stations allow for differentiation, catering to students' diverse learning needs and preferences. Each station can be tailored to address different learning styles, abilities, or interests, ensuring every student can fully participate and benefit from the activities. Furthermore, learning stations foster a cooperative and collaborative learning environment. As students rotate through the stations, they can work in pairs or small groups, engaging in discussions, problem-solving, and peer teaching. This collaboration enhances their interpersonal and communication skills and cultivates a sense of teamwork and collective responsibility towards the learning process.

Learning stations provide a structured and interactive approach to learning, offering students hands-on and differentiated experiences. Incorporating games with reusable instructions at each station facilitates active learning and promotes deeper engagement. The rotational structure of the stations allows students to explore different activities and perspectives, reinforcing their understanding of the subject matter. By catering to individual learning needs and fostering collaboration, learning stations create a dynamic and inclusive learning environment that enhances student participation and comprehension of the content.

3.5. GAMES

Incorporating various games into the learning stations helps reinforce the concepts learned and encourages the active participation of students (Michael et al., 2014). These games include activities focused on the different parts of the vocal apparatus, advice on good vocal hygiene, names of herbs for prevention or treatment, and a trivial game to review all the content. Through these playful and interactive games, students can consolidate their knowledge and develop a deeper understanding of the topic (Gee, 2003). The games included in the study are presented below:

3.5.1. Crossword

A crossword puzzle was created as an additional activity to strengthen vocabulary and key concepts related to vocal health. Students must fill the boxes with appropriate words based on the provided clues. This crossword puzzle aids in reinforcing the understanding of essential terminology and concepts, promoting a more comprehensive grasp of the topic (Nassaji, 2003).

3.5.2. Letter soup

A letter soup activity was presented to students, where they must identify and mark words related to the topic within a grid of letters. This exercise enhances concentration skills and facilitates the recognition of specific vocabulary relevant to vocal health (Loewenstein et al., 2011).

Hanging: The hanging game was also included, challenging students to guess a hidden word before a complete hanging figure was drawn. This word-based game promotes strategic thinking and requires students to make accurate attempts while effectively utilising their vocabulary knowledge (DiBattista & Curry, 2011).

3.5.3. Unorganised descriptions

Unorganised characterisations of concepts or terms related to the theme were presented to foster comprehension and organisational skills. Students were tasked with ordering the descriptions correctly and arranging

them on cards coherently (Barr & Tagg, 1995). This activity promotes a deeper understanding of the concepts and enhances students' ability to organise information effectively.

3.5.4. FINAL TRIVIAL

A final trivial activity assesses the overall understanding of the session's content and provides a comprehensive review. This game consists of questions and answers that require students to demonstrate their knowledge of all the aspects covered. The final trivial serves as a culminating activity that allows students to consolidate their learning and reinforce the session's key points (Popham, 2008).

4. RESULTS

A significant observation emerged from the study, highlighting the crucial need for students to grasp fundamental aspects of hygiene and vocal health. Therefore, a targeted intervention was implemented to address this issue, consisting of two sixty-minute sessions employing the highly effective learning station methodology. This approach proved instrumental in promoting meaningful learning and substantially enhancing the student's knowledge of vocal hygiene prevention and treatment guidelines. Following the completion of these interactive sessions, a second questionnaire was administered to assess the impact of the intervention. The results were genuinely encouraging, revealing a noteworthy improvement in the students' familiarity with vocal hygiene. Their responses demonstrated a heightened understanding of the essential practices required to maintain vocal health.

These findings signify the effectiveness of the implemented learning station methodology as an engaging and impactful educational tool. These sessions successfully instilled a comprehensive comprehension of vocal hygiene and its preventive measures by actively involving the students in the learning process. Notably, the students exhibited a remarkable increase in their ability to identify and implement appropriate strategies to safeguard their vocal health. In addition, the success of this intervention has far-reaching implications for educational institutions and vocal

health practitioners alike. By integrating similar interactive methodologies into the curriculum, schools can effectively equip students with vital hygiene and vocal health knowledge and skills. Furthermore, the results underscore the importance of incorporating vocal hygiene education within the broader context of overall health and wellness programs. So, Implementing two sixty-minute sessions utilising the learning station methodology has proven to be a powerful catalyst for meaningful learning and knowledge enhancement. The improved familiarity of students with vocal hygiene guidelines and practices underscores the value of targeted interventions in addressing the critical need for hygiene and vocal health education. Moving forward, these findings can guide the development of comprehensive educational initiatives to ensure the well-being and longevity of students' vocal health.5.

DISCUSSION

The findings of this study shed light on the fundamental aspects of hygiene and vocal health that students need to grasp. A targeted intervention utilizing the highly effective learning station methodology was implemented in two sixty-minute sessions. The outcomes of this intervention facilitated meaningful learning and substantially enhanced the students' knowledge regarding vocal hygiene prevention and treatment guidelines. To assess the impact of the intervention, a second questionnaire was administered after the completion of the interactive sessions. Again, the results were encouraging, revealing a noteworthy improvement in the students' familiarity with vocal hygiene. Additionally, the students demonstrated a heightened understanding of the essential practices required for maintaining vocal health. These findings highlight the efficacy of the learning station methodology as a powerful educational tool, cultivating a comprehensive comprehension of vocal hygiene and its preventive measures.

The success of this intervention carries significant implications for educational institutions and vocal health practitioners. Similar interactive methodologies can effectively equip students with vital hygiene and vocal health knowledge and skills. In addition, the results underscore the

importance of integrating vocal hygiene education within the broader context of overall health and wellness programs. Implementing two sixty-minute sessions utilizing the learning station methodology has become a powerful catalyst for promoting meaningful learning and enhancing students' knowledge of hygiene and vocal health. The positive outcomes of this intervention reinforce the value of targeted approaches in addressing the crucial need for hygiene and vocal health education among students.

The significant improvement in students' familiarity with vocal hygiene guidelines and practices further underscores the effectiveness of the intervention. By actively engaging students in the learning process through interactive stations, they were able to expand their understanding of vocal hygiene and develop practical skills related to maintaining vocal health. This increased familiarity equips them with the necessary tools to protect and preserve their vocal well-being. These observations hold significant implications for educators, educational institutions, and vocal health practitioners. Integrating similar interactive methodologies, such as the learning station approach, into the curriculum can effectively equip students with vital knowledge and skills about vocal hygiene. Furthermore, incorporating vocal hygiene education within the broader context of overall health and wellness programs nurtures a culture of vocal health awareness among students.

Moving forward, the results of this study provide a valuable framework for developing comprehensive educational initiatives aimed at safeguarding students' vocal health. By leveraging targeted interventions and innovative teaching methodologies, educators play a pivotal role in ensuring the well-being and longevity of students' vocal health. Additionally, these findings call for the integration of vocal hygiene education within teacher training programs, equipping future educators with the necessary knowledge and skills to impart this crucial health education to their students.

6. CONCLUSIONS

Implementing two sixty-minute sessions utilizing the learning station methodology has proven to be a powerful catalyst for promoting meaningful learning, enhancing knowledge, and fostering familiarity with vocal hygiene. The positive outcomes observed in this study underscore the value of targeted interventions in addressing the critical need for vocal hygiene education among students. These findings have significant implications for the future of education. Integrating vocal hygiene education into the curriculum is vital in equipping students with the necessary knowledge and skills to maintain their vocal health. Moreover, prioritizing vocal hygiene education contributes to students' overall success, considering effective communication's fundamental role in various aspects of life. Furthermore, the success of the learning station methodology in this study provides a strong foundation for further research and development of comprehensive vocal hygiene education initiatives. Future studies can explore different aspects of vocal hygiene education, such as the long-term impact of interventions, the effectiveness of different instructional strategies, and the integration of technology to enhance learning experiences. Recognizing the broader context of health and wellness in education is crucial. Vocal hygiene education should be an integral component of comprehensive health education, emphasizing the interconnectedness of physical, mental, and vocal well-being. Educational institutions can foster a holistic approach to student well-being by promoting vocal health alongside other health-related topics.

In conclusion, implementing targeted interventions, such as the learning station methodology, holds great promise for promoting vocal hygiene education and equipping students with essential skills for maintaining vocal health. Furthermore, by prioritizing vocal hygiene education in the curriculum and considering its broader implications for overall health and well-being, we can empower students to develop lifelong habits that contribute to their communication, education, and beyond success.

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