

Project

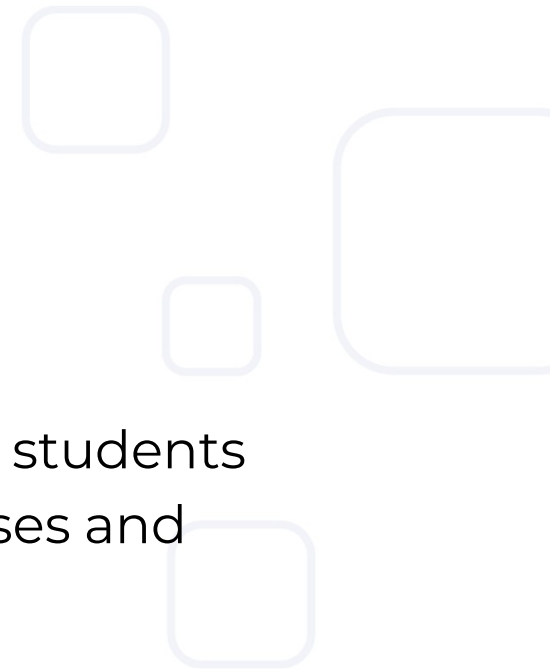
**Student Experience of
working with
Estill Model Exercises**

Research Question

What is the student experience of working with Estill model exercises and workbook for the belt recipe?



Objectives

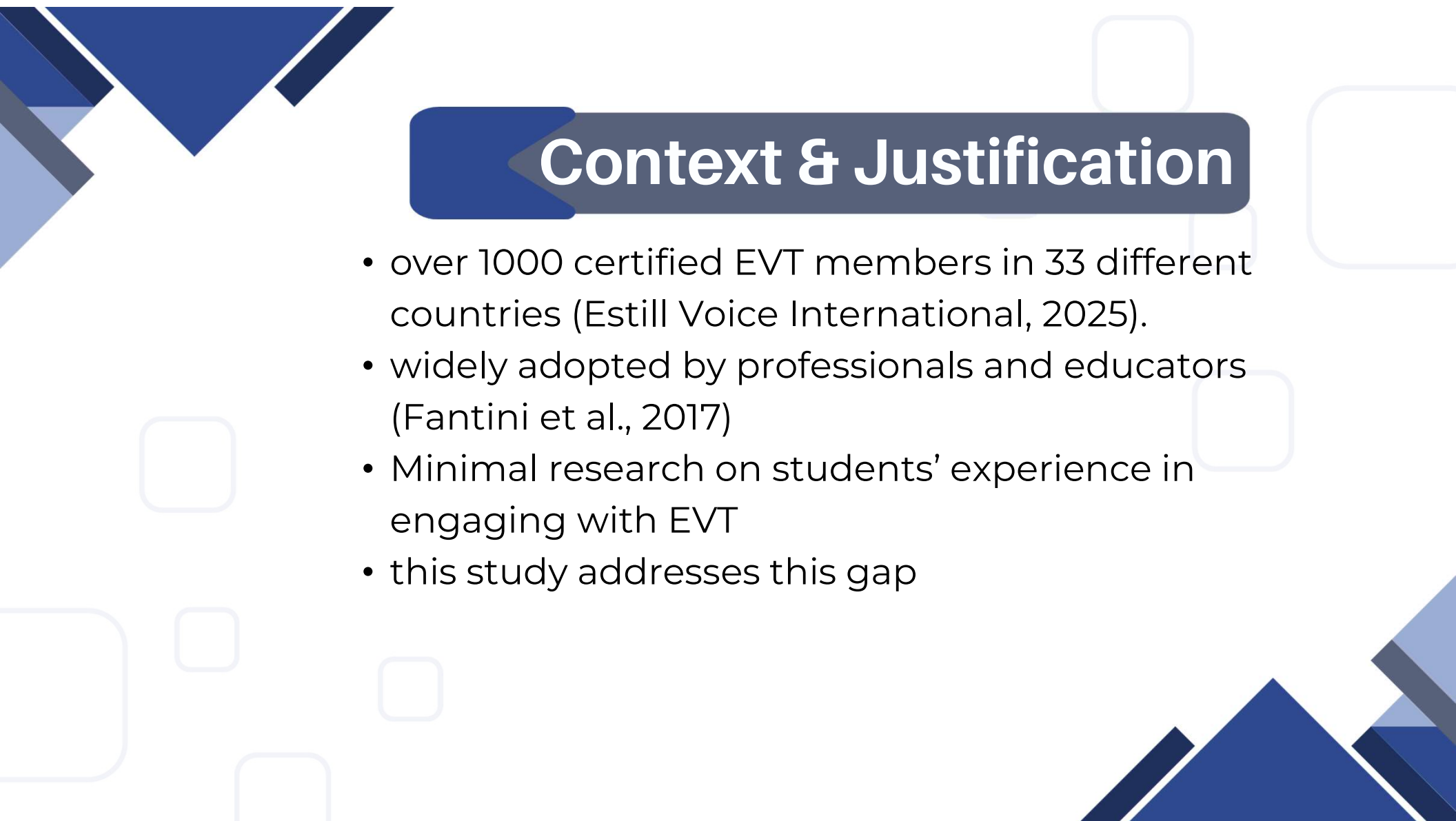


Aim

- To understand the experience of vocal students using Estill Voice Training (EVT) exercises and workbook for the “belt recipe”

Objective

- To identify challenges and benefits of what students perceive when using the EVT exercises
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Context & Justification

- over 1000 certified EVT members in 33 different countries (Estill Voice International, 2025).
- widely adopted by professionals and educators (Fantini et al., 2017)
- Minimal research on students' experience in engaging with EVT
- this study addresses this gap

Methodology: Mixed Method



1.

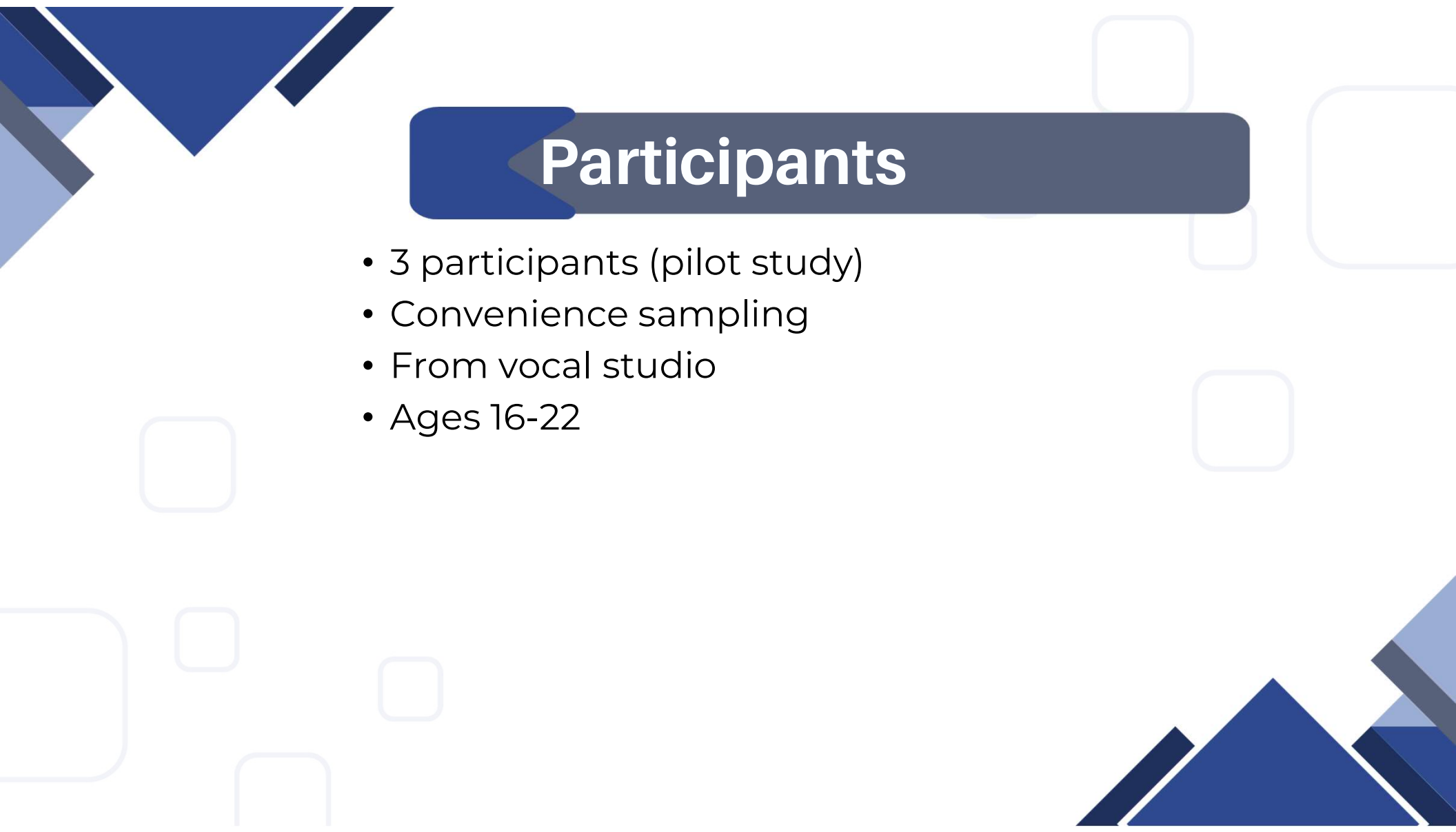
Qualitative

Semi-structured interview – Reflexive Thematic Analysis

2.

Quantitative

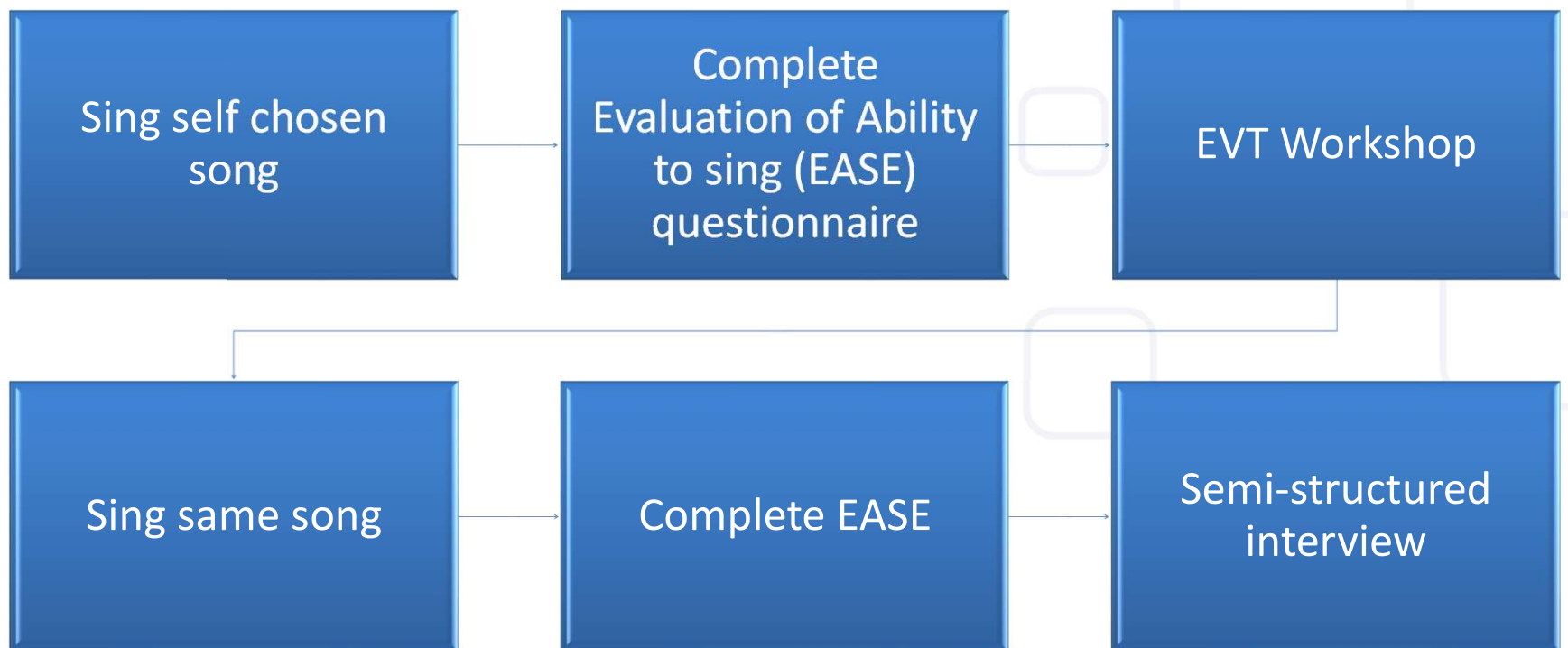
Evaluation of Ability to Sing Easily (EASE) questionnaire



Participants

- 3 participants (pilot study)
- Convenience sampling
- From vocal studio
- Ages 16-22

Sequence of Method

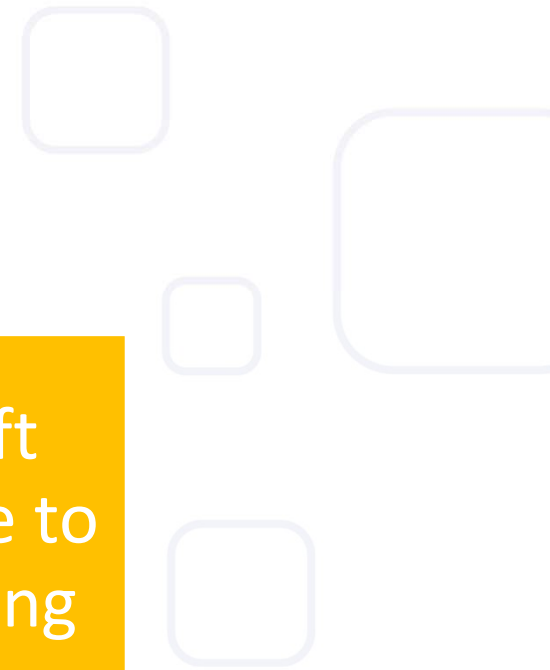


Reflexive Thematic Analysis (RTA)

- Used Braun and Clarke (2019) 6 steps RTA to analyze the transcript from interviews
- Aligns closely with the study's constructionist epistemology and pragmatic paradigm → RTA allows for exploration of participants' lived experience (Braun & Clarke, 2019)

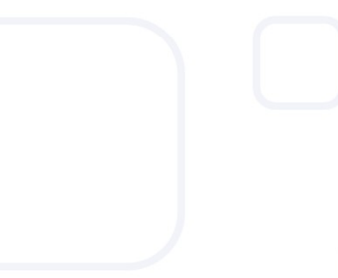


Findings



Learning to Sing
through the Body

Cognitive Shift
from Instinctive to
Informed Singing

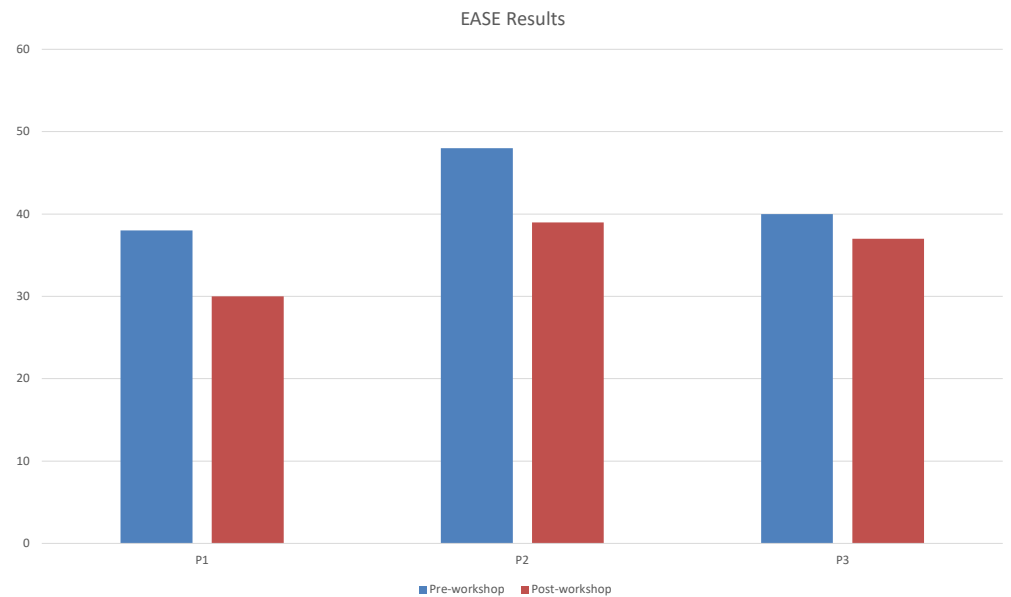


Navigating
Complexity in EVT

Transferring
Technique Beyond
Belt

EASE Results

EASE Results					
	P1	P2	P3	Mean	Median
Pre-workshop	38	48	40	42	40
Post-workshop	30	39	37	35	37
% of change	-21%	-19%	-8%	-16%	-8%



Navigating Complexity in EVT

- critiqued by neuroscientists for its complexity (Diedrichsen et al., 2010)

Qualitative

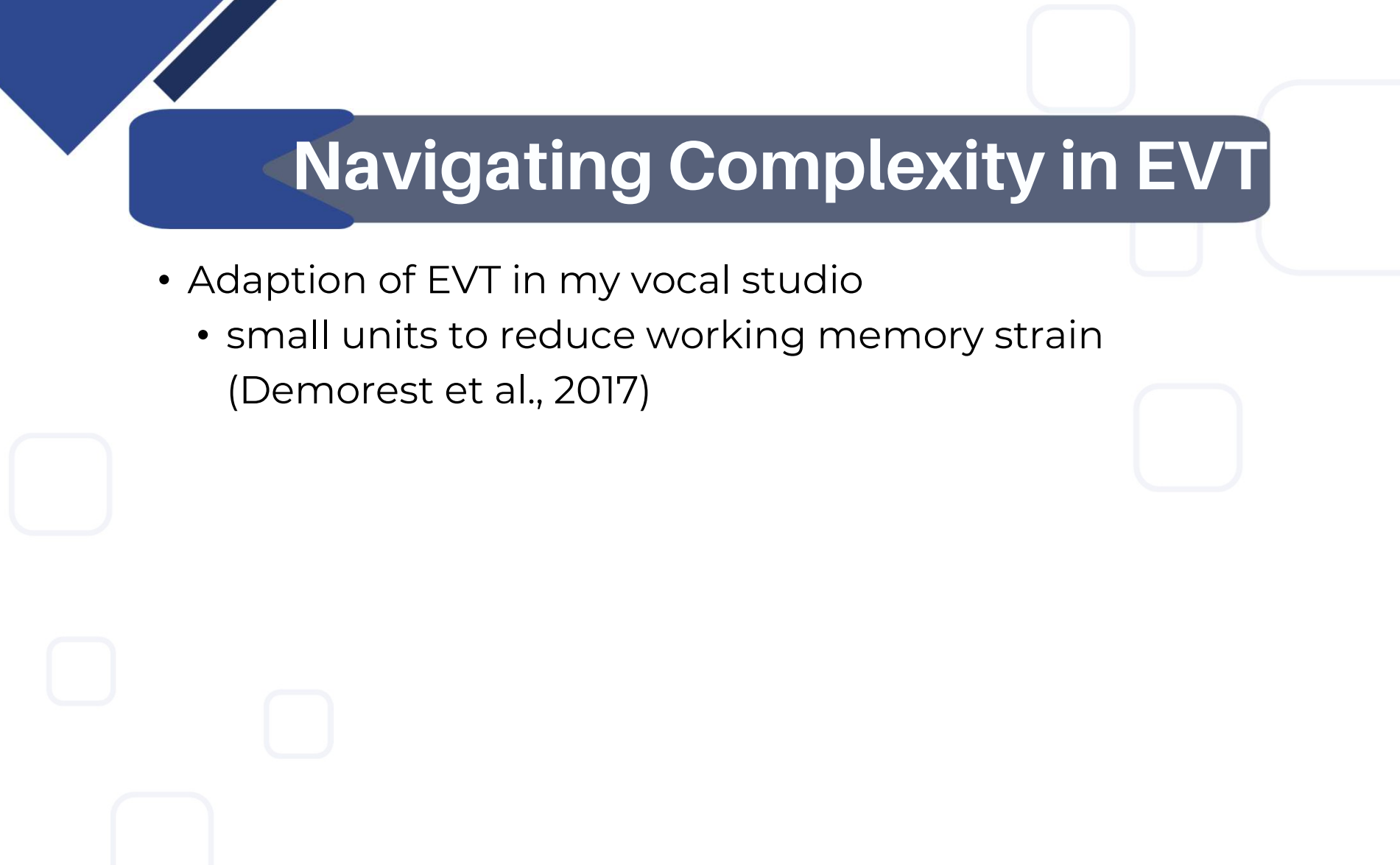
- “I definitely was working the brain all the time to figure out” – P2
- “being aware of it was harder” – P1

Quantitative

- EASE question: “Singing feels like hard work”
- P3 noted post workshop an increase in value suggesting an increase in vocal load

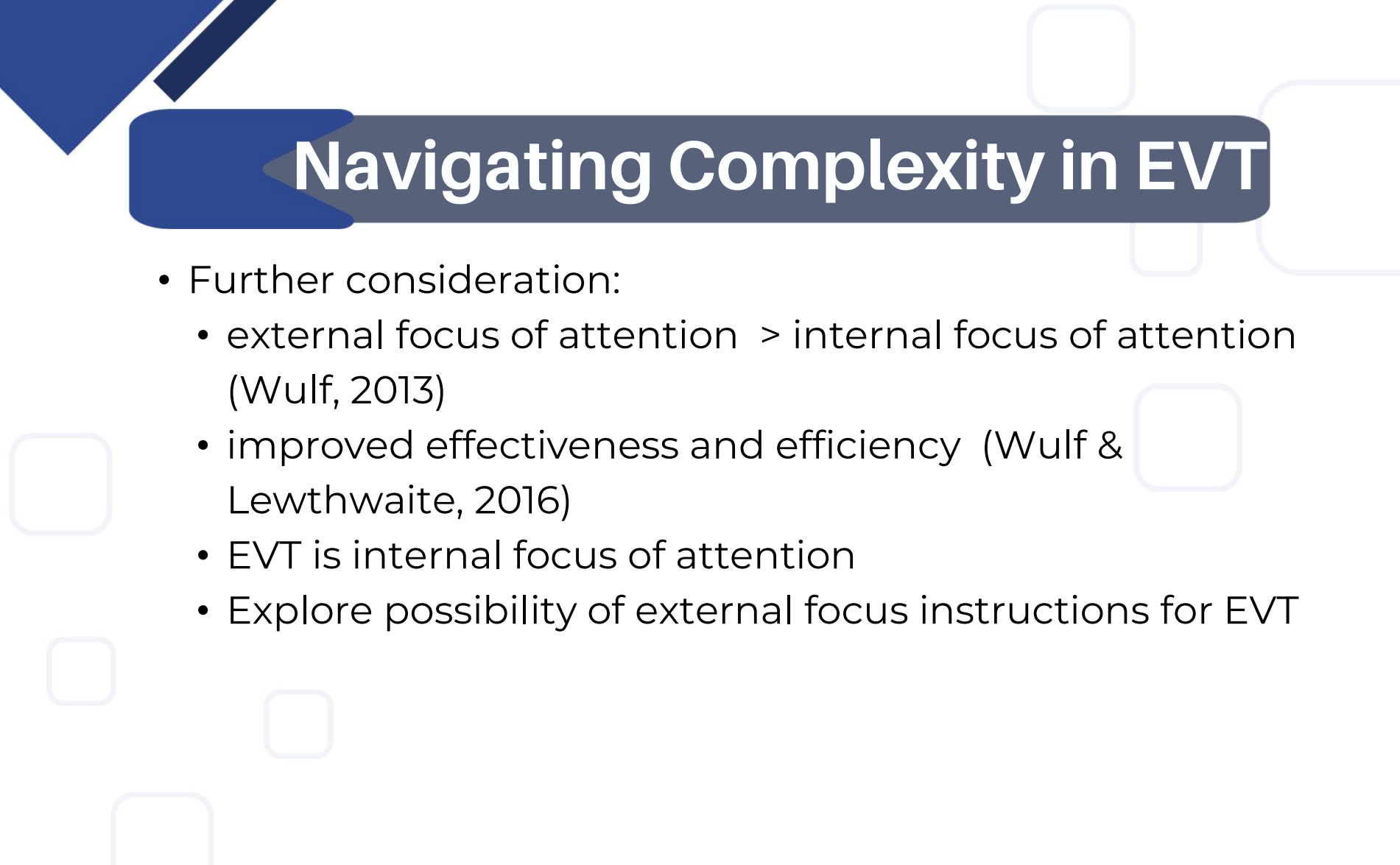


Navigating Complexity in EVT

- Adaption of EVT in my vocal studio
 - small units to reduce working memory strain (Demorest et al., 2017)
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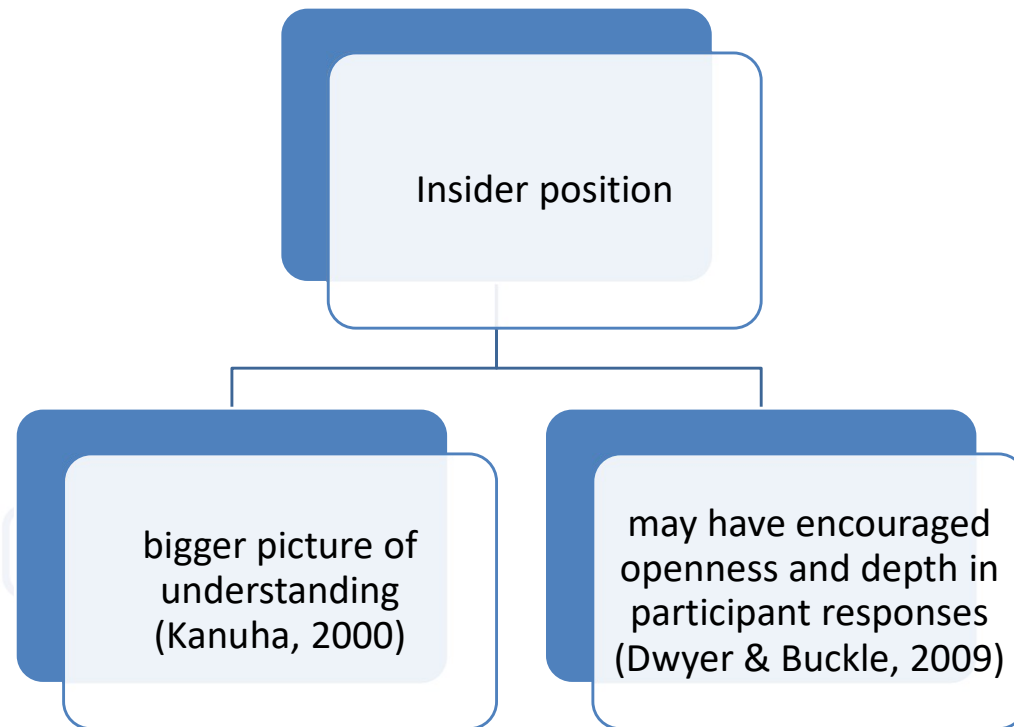


Navigating Complexity in EVT

- Further consideration:
 - external focus of attention > internal focus of attention (Wulf, 2013)
 - improved effectiveness and efficiency (Wulf & Lewthwaite, 2016)
 - EVT is internal focus of attention
 - Explore possibility of external focus instructions for EVT
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Ethics

- Dual role: researcher and vocal teacher



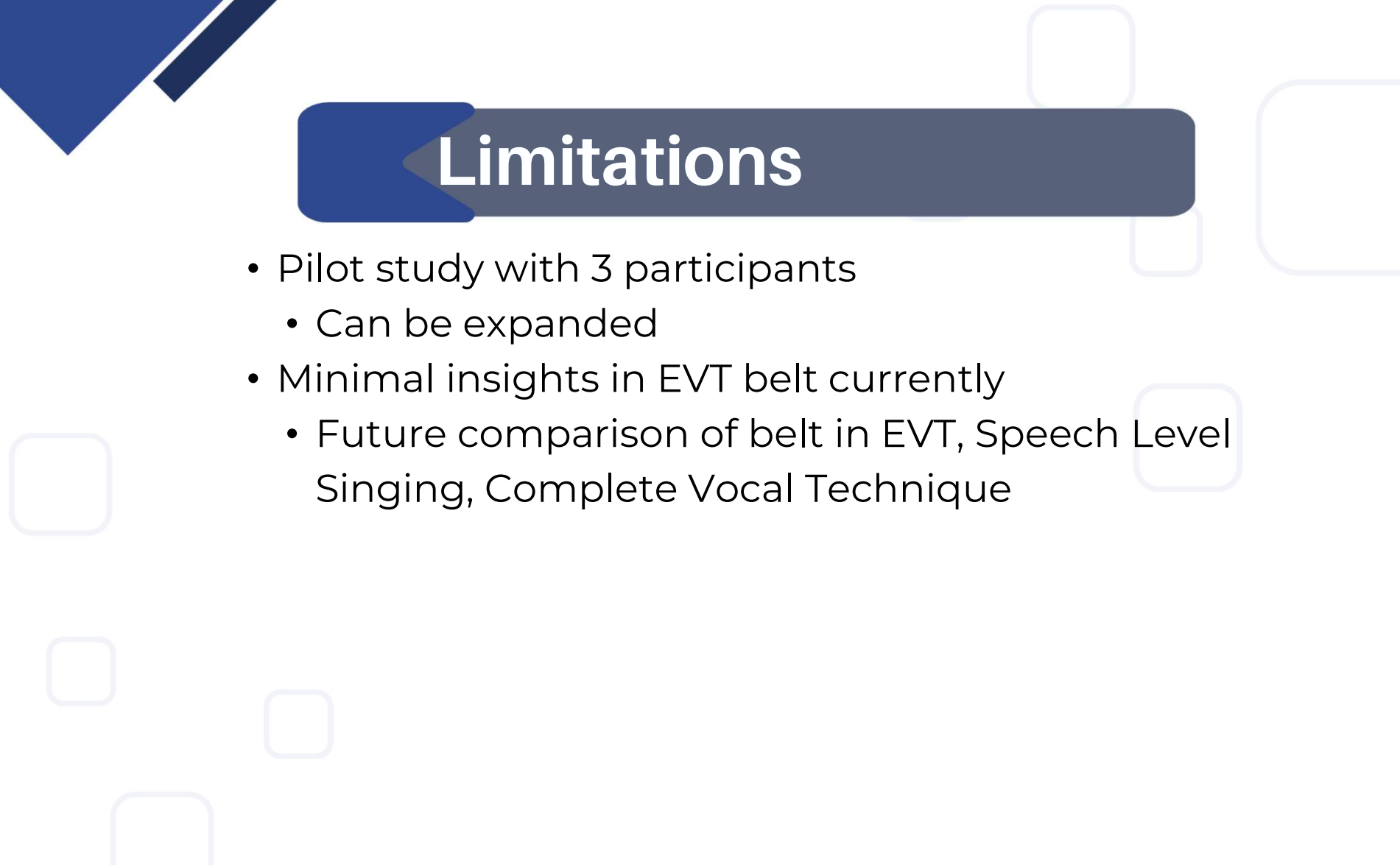
Ethics

potential power dynamics and risk of response bias where participants feel pressured to respond positively due to my position of authority (Randall & Fernandes, 1991).

clear boundaries were established between my teaching and research roles (Marcelin et al, 2019).



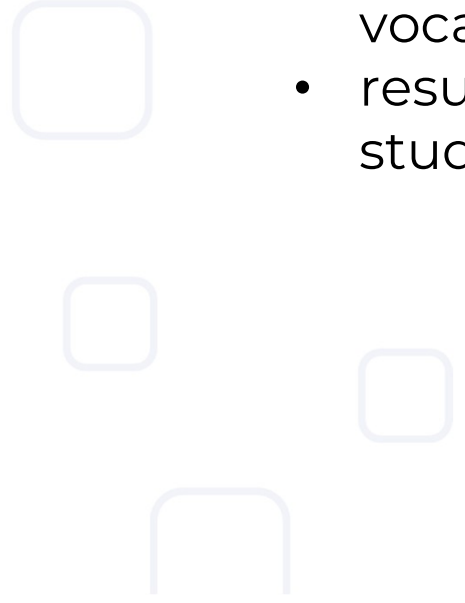
Limitations

- Pilot study with 3 participants
 - Can be expanded
 - Minimal insights in EVT belt currently
 - Future comparison of belt in EVT, Speech Level Singing, Complete Vocal Technique
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Conclusion



- Take away for me as a vocal teacher
 - despite the complexity of EVT focusing on individual vocal structure control
 - results showed a positive and deeply impactful student experience working with EVT exercises
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References

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