

# **Movement-Based Voice Training towards Embodied Singing: A Literature Review**

## **II. Planned Programme of Study**

As standard practice in academic assignments, I try to formulate my research questions for this review:

1. ***As a singing teacher, how can I integrate movement-based techniques into my vocal practice?***
2. ***What can I learn from movement-based approaches to support my students' vocal freedom and embodiment?***

My intention in this study is to use it not only as an academic exercise, but also as a way to support my teaching practice. I want to use this review to better understanding about movement-based voice training and to be able to apply that in my teaching, My goal is to improve how I teach, especially for students who struggle with tension and overthinking, and hoping someday that I can develop practical exercises to help them, and make a study of the effectiveness of those exercises

Due to the limited time available to complete this assignment, I decided to use a narrative literature review. This type of review is known to be useful when the purpose is to explore concepts across multiple sources, instead of trying to include every single study in the field (Sukhera, 2022). Narrative reviews are usually chosen when the literature is broad, scattered, or interdisciplinary (Baumeister and Leary, 1997; Milat, Bauman and Redman, 2015). This fits my topic, because somatic voice training appears in different domains such as voice pedagogy, acting, performance studies, and even psychology (Milat, Bauman and Redman, 2015). In addition, a narrative literature review is suitable for building conceptual links and patterns across different studies (Smith and Noble, 2016; Baumeister and Leary, 1997). They are also useful when the goal is to develop future practice, not to answer a very specific hypothesis (Baumeister and Leary, 1997).

Another reason I am choosing this method is that it gives more flexibility (Baumeister and Leary, 1997). I am not trying to measure the effectiveness of one method over another. I want to understand them thematically and practically. Compared to systematic reviews, which need a very rigid and formal search process, narrative reviews allow a more

interpretive and creative process (Smith and Noble, 2016). This is especially helpful for me, because the sources on this topic are not all in peer-reviewed journals. Some of the methods, such as Fitzmaurice Voicework and Lessac Kinesensics, are mostly explained in books, symposium papers, or training manuals. Milat, Bauman and Redman (2015) mentioned that narrative reviews are often used in applied fields where decisions are made based on a combination of research and real-world experiences. This is the kind of approach I feel fits well with my current study and context.

The next step was to plan the review process. I am dividing my work into four stages. These are reading, analysing, synthesising, and writing (Smith and Noble, 2016). I am not starting with a fixed analytical framework. Instead, I am planning to let ideas develop naturally by reading, comparing, and reflecting. I will first list five movement-based methods that I want to learn more about. They are the Alexander Technique, the Feldenkrais Method, Fitzmaurice Voicework, the Linklater Voice method, and Lessac Kinesensics. I chose them because each one works with the voice and body together, and each of them appears in the context of singing, acting, or performance.

In the reading stage, I will collect academic articles, chapters, and grey literature related to each method. I will read slowly and highlighted quotes, terms, and descriptions that seemed useful. Then I will group any distinct features from them using short notes and thematic labels. My plan is to compare the features of these five approaches to have a better understanding of these approaches and can critically compare them later. This approach follows the idea from Baumeister and Leary (1997), who described narrative reviews as a process that grows from close engagement with the literature, and not just a simple summary.

I understand that narrative reviews are not without limitations. There is no standard procedure for inclusion or exclusion, and the process depends a lot on the reviewer's interpretation. This means the results are shaped by the choices I made, and by the sources I could access. Still, I believe this method suits my current situation. It allows me to explore what is available and apply what I find to my own teaching. I plan to discuss the limits of this method honestly in the final reflection section of the paper.

To manage my time, I planned a schedule divided into four weeks. This plan is shown below:

| <b>Week</b>                        | <b>Activities</b>                                                                                                                                                                                                   |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1:<br>19-25 May<br>2025       | Identified five movement-based voice methods for review. Revisited rationale. Collected initial sources (books, articles, and grey literature). Started reviewing Fitzmaurice, Alexander Techniques, and Linklater. |
| Week 2:<br>26 May - 1<br>June 2025 | Completed readings on Fitzmaurice, Alexander Technique, Linklater, Feldenkrais Method, added with Laban Movement Analysis. Organised notes and quotes. Drafted early versions of each method section.               |
| Week 3:<br>2-8 June<br>2025        | Began comparing themes across the five methods. Identified shared concepts. Drafted the synthesis and integration sections. Continued referencing.                                                                  |
| Week 4:<br>9-15 June<br>2025       | Finalised full literature review draft. Reviewed structure, edited for clarity, and checked citations. Added research questions and conclusion. Prepared to begin writing the critical reflection.                  |