TURK ELI

International Scientific Journal



Volume 1 | Special Issue 2 | 2026

ISSN 1694-9315

Manas, Kyrgyz Republic

www.turkeli.science

TURK ELI
INTERNATIONAL SCIENTIFIC JOURNAL

The journal is officially registered as a mass media outlet by the Justice Department of Manas Region under the Ministry of Justice of the Kyrgyz Republic in accordance with Registration Certificate No. 10339 dated March 11, 2024. The journal is registered under the title "TURK ELI" International Scientific Journal and is authorized for publication in Kyrgyz, Turkish, Uzbek, Kazakh and English languages.

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About this Special Issue

This special issue of the international scientific journal *Turk Eli* has been published based on the proceedings of the International Scientific and Practical Conference entitled "Contemporary Trends in the Development of Education, Science and Innovation in the Eurasian Space: Human Capital, Digital Transformation and Sustainable Development," held on August 4–5, 2026, in the Kyrgyz Republic (Issyk-Kul).

Об этом специальном выпуске

Настоящий специальный выпуск международного научного журнала *Turk Eli* опубликован по материалам Международной научно-практической конференции на тему «Современные направления развития образования, науки и инноваций в Евразийском пространстве: человеческий капитал, цифровая трансформация и устойчивое развитие», состоявшейся 4–5 августа 2026 года в Кыргызской Республике (Иссык-Куль).

Technical Editor
Laziz Baxtiyorov

Publisher: turkeli.science
E-mail: editor@turkeli.science

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Ways to Develop Listening Skills in English of Music College Students

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DOI: https://doi.org/10.68358/g7xn8083

Abstract. *This article examines the development of English listening skills among music college students. Although these learners possess strong auditory abilities, they often experience linguistic and psychological difficulties in understanding spoken English. The study combines theoretical analysis with an experimental investigation involving 20 students. The theoretical section highlights the importance of listening, common learning challenges, and the role of music and modern technologies in improving listening comprehension. The experimental results showed clear progress in students' listening performance following music-based activities, interactive exercises, and technology-supported instruction. The findings suggest that integrating music into English language teaching enhances listening comprehension, improves pronunciation and intonation, increases learner motivation, and creates a more effective learning environment for music college students.*

Keywords: *Listening skills; Music-based learning; English language teaching; Music college students; Listening comprehension*

Способы развития навыков аудирования по английскому языку у студентов музыкальных колледжей

Аннотация. *В данной статье рассматривается развитие навыков аудирования на английском языке у студентов музыкальных колледжей. Несмотря на развитые слуховые способности, эти студенты часто испытывают лингвистические и психологические трудности в понимании разговорной английской речи. Исследование сочетает теоретический анализ с экспериментальным исследованием с участием 20 студентов. Теоретическая часть подчеркивает важность аудирования, распространенные трудности в обучении, а также роль музыки и современных технологий в улучшении понимания на слух. Экспериментальные результаты показали явный прогресс в навыках аудирования студентов после музыкальных занятий, интерактивных упражнений и обучения с использованием технологий. Результаты исследования показывают, что интеграция музыки в преподавание английского языка улучшает понимание на слух, повышает произношение и интонацию, увеличивает мотивацию учащихся и создает более эффективную учебную среду для студентов музыкальных колледжей.*

Ключевые слова: *Навыки аудирования; обучение на основе музыки; преподавание английского языка; студенты музыкальных колледжей; понимание английской речи на слух.*

Introduction. Listening skill development is an essential component of communicative competence in foreign language learning. As English is widely used in education, culture, and professional communication, listening comprehension is particularly important for music college students. Although these learners have strong auditory abilities, such as sensitivity to rhythm and intonation, they often experience difficulties due to limited vocabulary, different accents, and rapid speech. Music-based materials, including songs, podcasts, and music videos, together with modern technologies and communicative teaching methods, can effectively improve listening comprehension while increasing learner motivation. This article examines effective approaches to developing listening skills among music college students, focusing on music-integrated and technology-assisted teaching methods.

2. Theoretical aspects of listening skills in english learning

2.1. The importance of listening in language learning

Listening is a fundamental receptive language skill that enables learners to understand and interpret spoken language. According to Rost (2011), it is an active process of constructing meaning through linguistic and contextual knowledge. As emphasized by Krashen's Input Hypothesis, comprehensible input received through listening forms the basis of language acquisition (Krashen, 1982), supporting the development of vocabulary, grammar, pronunciation, and other language skills.

Research indicates that listening occupies a significant part of everyday communication (Richards, 2008). Consequently, listening competence is essential in academic and professional settings, especially for music college students learning English. Effective listening instruction also develops metacognitive strategies that help learners plan, monitor, and evaluate their listening performance (Vandergrift & Goh, 2012).

Owing to their sensitivity to rhythm, sound, and intonation, music students can benefit considerably from well-designed listening activities that enhance communicative competence.

2.2. Listening difficulties of music college students

Listening comprehension is influenced by linguistic, psychological, and cognitive factors. Despite their strong auditory abilities, music college students often encounter difficulties in understanding spoken English.

A major challenge is recognizing connected speech features such as reductions, linking, and assimilation. As Field (2008) explains, learners often fail to recognize words in natural speech because they are more familiar with isolated pronunciation. Limited vocabulary, rapid speech, and different English accents further reduce comprehension and make authentic communication more difficult (Nation & Newton, 2009; Ur, 2012).

Psychological factors, including anxiety, low self-confidence, and fear of misunderstanding, also affect listening performance, reflecting Krashen's Affective Filter Hypothesis (Krashen, 1982). In addition, processing sounds, vocabulary, grammar, and context simultaneously places a heavy cognitive load on learners. Vandergrift and Goh (2012) note that inexperienced listeners often struggle to manage these demands. Thus, although music students possess strong auditory perception, they continue to face significant linguistic and cognitive challenges in developing English listening skills.

3. Effective ways of developing listening skills of music college students

3.1. The role of music in improving listening skills

Music is an effective tool for developing listening comprehension because it provides authentic language input and increases learner motivation (Murphey, 1992). This approach is particularly beneficial for music college students, whose sensitivity to rhythm, melody, and intonation supports language learning.

Songs expose learners to authentic pronunciation, connected speech, stress, and intonation while reinforcing vocabulary and grammar through repeated listening (Rost, 2011; Medina, 1993). Music also lowers anxiety, supporting language acquisition in accordance with Krashen's Affective Filter Hypothesis (Krashen, 1982), and improves pronunciation by encouraging imitation of native speakers (Gilbert, 2008). Activities such as gap-filling, lyric analysis, and song discussions, together with digital platforms like Spotify, YouTube, and podcasts, provide valuable opportunities to develop listening skills both inside and outside the classroom (Richards, 2008).

3.2. Modern teaching methods and technologies

Modern technologies have enhanced listening instruction by providing authentic audio-visual materials and interactive learning opportunities. Podcasts, interviews, audiobooks, songs, and videos expose learners to natural pronunciation and real-life communication, while platforms such as YouTube, Spotify, BBC Learning English, and TED Talks support independent learning (Harmer, 2007; Richards, 2008).

Interactive activities, including online quizzes, gap-filling tasks, subtitles, and pronunciation practice, increase learner engagement and improve both general and detailed listening comprehension (Brown, 2006). Video-based materials are particularly effective because visual context supports understanding. In addition, learner-centred instruction and metacognitive strategies, such as prediction, monitoring, and evaluation, help students regulate their listening process and overcome comprehension difficulties (Vandergrift & Goh, 2012).

3.3. Classroom activities for listening development

An experimental study involving 20 music college students was conducted to evaluate the effectiveness of music-based materials and interactive activities in developing English listening skills. Students completed a pre-listening test before the training programme and a post-listening test with similar assessment criteria after participating in activities based on songs, podcasts, videos, and interactive classroom tasks. The results were used to measure improvements in listening comprehension.

Table 1: Pre-test and Post-test Results of Students (Listening Scores)

Student	Pre-test	Post-test	Improvement
1	55	70	15
2	60	75	15
3	58	72	14
4	62	78	16
5	57	73	16
6	63	79	16
7	59	74	15
8	61	76	15
9	56	71	15
10	60	75	15
11	58	73	15

Student	Pre-test	Post-test	Improvement
12	62	77	15
13	57	72	15
14	59	74	15
15	61	76	15
16	55	70	15
17	60	75	15
18	58	73	15
19	62	78	16
20	57	72	15

Source: *Compiled by the author.*

The results demonstrate a significant improvement in students' listening skills following the intervention. The mean score increased from approximately 59 in the pre-test to 74 in the post-test, representing an overall gain of 15 points. The consistent improvement across all participants confirms the effectiveness of the listening activities for music college students.

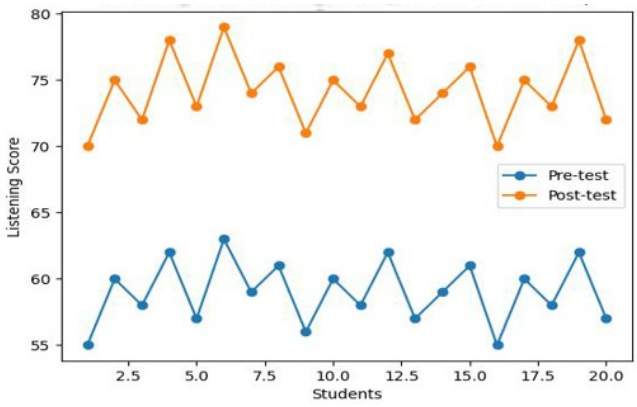


Diagram 1: Listening Skills Development (Pre-test vs Post-test)

Source: *Compiled by the author.*

The diagram illustrates the improvement in students' listening skills after the implementation of music-based instruction. In all cases, post-test results exceeded pre-test results, confirming the positive impact of music materials, interactive activities, and modern technologies on listening development.

The experimental findings indicate that integrating music, technology, and structured listening tasks effectively enhances the listening skills of music college students.

Conchlusion. This study examined the development of English listening skills among music college students through music-based activities, modern technologies, and communicative teaching methods. The literature review and an experimental study with 20 students showed that these approaches effectively improve listening comprehension.

The findings indicate that, despite their strong auditory abilities, music college students experience difficulties related to vocabulary, pronunciation, speech rate, and psychological factors. The comparison of pre-test and post-test results demonstrated noticeable improvement after the implementation of music-based and technology-supported listening activities.

Integrating music with modern technologies enhances listening skills, increases learner motivation, and supports more effective language learning. Future research should include larger samples, examine the long-term impact of music-based instruction, and explore the role of artificial intelligence in listening skill development.

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