



The listening comprehension skills using music of grade 3 Pupils

Merigrace Borromeo Luna *

MAED – Major in English, Daniel B. Pena Memorial College Foundation, Inc.

International Journal of Science and Research Archive, 2025, 15(02), 1178-1180

Publication history: Received on 11 April 2025; revised on 22 May 2025; accepted on 25 May 2025

Article DOI: <https://doi.org/10.30574/ijrsra.2025.15.2.1549>

Abstract

This study examined the impact of music on the listening comprehension skills of Grade 3 pupils at San Antonio Elementary School during the 2024–2025 school year. Using a pre-experimental research design, it assessed students' performance before and after music-based instruction, identifying significant improvements in vocabulary, text comprehension, and response accuracy. Findings highlight music as an effective teaching tool, suggesting that enhanced lesson plans can further address specific competencies, ultimately strengthening literacy development in young learners.

Findings: The study reveals significant differences in students' listening comprehension, as demonstrated by pre- and post-test results. The highest-performing competency, identifying elements of informational text, achieved a 74.43 performance level, while vocabulary skills through homographs and homonyms followed closely. Post-test findings showed substantial improvement, with performance levels reaching up to 88.55, confirming the effectiveness of music-based interventions. These results highlight music as a powerful instructional tool, benefiting teachers, learners, and curriculum developers by enhancing engagement and comprehension, strengthening literacy, and supporting holistic, child-centered education. The study underscores the need for refined lesson plans to address the least mastered competencies.

Recommendations: Teachers should introduce and reinforce vocabulary and comprehension skills through homonyms, homographs, and informational text analysis. Various strategies can further develop key competencies, while integrating carefully selected musical pieces across subjects can enhance engagement and performance. Thoughtful selection of music ensures effective learning and mastery of targeted skills.

Areas for Further Studies: Future research may explore English teachers' experiences with music integration, its impact on secondary core subjects, and its role in enhancing Araling Panlipunan and Mathematics performance. Investigating music as a motivational tool in lessons can further inform effective instructional strategies and contribute to the development of engaging, research-based teaching approaches.

Keywords: Performance; Experimental group; Listening comprehension; Integration

1. Introduction

Listening comprehension is a fundamental skill that serves as the foundation for effective communication and literacy development. It involves the ability to understand, process, and interpret spoken language, which is essential for academic success and daily interactions. Given its importance, enhancing listening comprehension among young learners is a crucial educational goal.

* Corresponding author: Merigrace Borromeo Luna

It is one of the most important skills learners develop, as it directly affects their ability to acquire knowledge, communicate effectively, and succeed academically. Strong listening skills help students understand lessons, follow instructions, and engage in meaningful discussions—all of which are essential for their overall growth and development. While the world is rapidly changing and evolving it is very important that learners are able to enhance their listening skills and comprehension.

Encouraging learners to enhance their listening comprehension skills requires creating an engaging and supportive learning environment. Making listening interactive and fun can boost motivation, such as incorporating storytelling, audiobooks, and listening games like “Simon Says” or role-playing activities where students must recall details. Using multimedia and technology, such as podcasts, videos with subtitles, and language learning apps, can also make listening practice more exciting and accessible. Additionally, providing a supportive listening environment by minimizing background noise, using visual aids, and encouraging active listening behaviors like eye contact can improve comprehension.

Teaching active listening strategies, such as focusing on keywords, taking notes, and summarizing information, helps students process spoken language more effectively. Lastly, encouraging discussion and peer interaction through group conversations, debates, and collaborative activities strengthens listening comprehension by allowing students to practice understanding and responding to different viewpoints. By incorporating these strategies, learners can develop stronger listening skills, leading to better academic performance and communication abilities.

Additionally, music can also be used to achieve listening comprehension. It has been identified as a powerful tool for developing listening comprehension skills, particularly in young children. Unlike other subjects, music naturally engages students in active listening, rhythm recognition, and auditory discrimination. These elements contribute to a heightened ability to process spoken language, making music an effective medium for improving listening comprehension skills. Additionally, music captures students' interest, sustains attention, and enhances memory retention, which are all critical components of comprehension.

Music is generally perceived and viewed as an enjoyable, pleasurable and aesthetic experience. It is often used consciously or unconsciously as a vehicle to help create a certain feeling or mood within the listener. Music is a natural part of people's lives and influences their thoughts, feelings, and ways of interacting with themselves and others. However, the added power of music to develop one's brain and enhance learning is often overlooked.

Historically, music has been used as a tool for learning. Music has always helped people tell and remember stories. Early man sitting around campfires told tales of great battles accompanied by drumbeats. Bards sang about heroes and legends during the Middle Ages and today, music is used to help facilitate one's gaining knowledge of self, others, and the world.

In primary grades, phonics is often learned with musical games and rhythmic process involving matching sounds to different objects, movements, and activities. Sensemaking comes through perception of meaning in patterns; thus, music can greatly assist in sensemaking of patterns. As music helps the brain develop optimally, the natural beneficial outcomes are evident around academics. Music is even a part of the school curriculum. Children experience the wholeness of language through music. They interact with the ideas and emotions presented in meaningful context through the melody and the lyrics. Also, the emotive quality and the structure of musical composition engage children in creating personal meanings. Children's language has rhythm and melody. Children bring this natural music language when they are learning the language. So singing is drawing upon what the children already know and building upon that foundation. By using music in classrooms, children are learning to make the connections between their world and the world of music. They are experiencing opportunities to activate their senses, imaginations, emotions, and their life experiences while interacting with text.

2. Conclusion

Listening comprehension is a foundational skill essential for learners' academic success, communication, and overall development. Its enhancement is a critical educational objective, particularly among young learners, as it enables them to better understand lessons, follow instructions, and actively participate in meaningful interactions. Research and practice highlight that creating an engaging, interactive, and supportive learning environment significantly contributes to the improvement of listening comprehension.

Notably, music emerges as a powerful and often underutilized tool in developing listening comprehension skills. Music naturally engages learners, sustains their attention, enhances memory retention, and fosters auditory discrimination

and rhythm recognition—all of which are integral to processing spoken language. Furthermore, music's emotional and aesthetic dimensions stimulate children's imaginations, connect with their lived experiences, and draw upon their innate sense of rhythm and melody, making it an effective medium for language and comprehension development.

By integrating music into instructional practices alongside active listening strategies and interactive activities, educators can meaningfully support learners in strengthening their listening comprehension. Ultimately, this holistic approach not only improves academic performance but also nurtures learners' cognitive, emotional, and social growth

References

- [1] Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- [2] Campbell, P. S., & Scott-Kassner, C. (2010). *Music in childhood: From preschool through the elementary grades*. Schirmer.
- [3] Field, J. (2009). *Listening in the language classroom*. Cambridge University Press.
- [4] Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55–75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- [5] Hallam, S. (2010). The power of music: Its impact on the intellectual, social, and personal development of children and young people. *International Journal of Music Education*, 28(3), 269–289. <https://doi.org/10.1177/0255761410370658>
- [6] Hodges, D. A. (2000). Implications of music and brain research. *Music Educators Journal*, 87(2), 17–22. <https://doi.org/10.2307/3399706>
- [7] Moreno, S., Marques, C., Santos, A., Santos, M., Castro, S. L., & Besson, M. (2009). Musical training influences linguistic abilities in 8-year-old children: More evidence for brain plasticity. *Cerebral Cortex*, 19(3), 712–723. <https://doi.org/10.1093/cercor/bhn120>
- [8] Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- [9] Paquette, K., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36(3), 227–232. <https://doi.org/10.1007/s10643-008-0277-9>
- [10] Register, D. (2001). The effects of an early intervention music curriculum on prereading/writing. *Journal of Music Therapy*, 38(3), 239–248. <https://doi.org/10.1093/jmt/38.3.239>
- [11] Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Routledge.
- [12] Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.