

## **Incorporating Songs to Enhance English as a Second Language Listening Comprehension: a Study Conducted with Special Reference to Udagama Maha Vidyalaya**

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As stated by Feyten (1991) listening has emerged as an important component in the process of Second Language Acquisition. Although a child exposes to his First Language (L1) through listening, in the Second Language (L2) learning environment, teachers pay the least attention to developing listening skills. As diminutive provisions have been provided in Sri Lankan English as Second Language (ESL) syllabuses, the teachers use diverse strategies in teaching listening. The use of songs in teaching listening has recently attracted attention in the ESL context. Thus, this study aimed to investigate the use of songs to enhance the listening comprehension of ESL students. The researcher decided to focus on a limited sample because of time and resource constrictions. The study was conducted with special reference to Udagama Maha Vidyalaya in Balangoda and the sample of the study consists of eight ESL teachers of grades ten and eleven and the sample was selected using a convenient sampling method. The structured interview method was used to obtain data and data was analysed quantitatively and qualitatively. The findings of the study illustrated that songs which are in the textbooks had been used to practice listening skills. Further, it indicated that the difficulties faced by the teachers, such as lack of resources, limitation of time allocated for practicing songs in the classroom, and difficulty in giving attention to students individually. Sometimes the students could not comprehend the songs because of the speed of the words and the unacquainted accent so that the teachers had to replay the song. Also, the students were not interested in the songs that they found in the syllabus. Therefore, this study concluded that the incorporation of songs enhances the listening comprehension of ESL students if the songs are well-chosen by considering the facts; the predilection of the audience, language proficiency of the students, and the content of the songs.

*Keywords:* Incorporating songs, Listening comprehension, English as a second language