

The Impact of Authentic Songs on the Speaking Performance of Jordanian Male Sixth-Grade EFL Learners

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Abstract This study investigated the effect of authentic songs on the speaking performance of Jordanian sixth-grade male students learning English as a foreign language (EFL), with particular emphasis on fluency, grammatical accuracy, and vocabulary accuracy. The study employed a quasi-experimental design during the first semester of the 2025–2026 academic year. Participants consisted of 65 sixth-grade male students from Al-Hashimiyah Basic School for Boys, who were divided into an experimental group (n = 33) and a control group (n = 32). The experimental group received instruction through an eight-week authentic song-based instructional program integrated with the speaking activities of Units 2–4 from Jordan Team Together 6. In contrast, the control group was taught using the conventional instructional procedures outlined in the teacher's guide of the same textbook. Data were collected through a speaking pre-test and post-test designed to assess overall speaking performance as well as fluency, grammatical accuracy, and vocabulary accuracy. The findings revealed statistically significant differences in favor of the experimental group across all measured domains. Students exposed to authentic songs demonstrated higher levels of speaking proficiency, improved fluency, and greater grammatical and lexical accuracy compared to their counterparts in the control group. The study highlights the pedagogical value of authentic songs as an effective instructional resource for enhancing EFL speaking skills among young learners. It recommends that EFL teachers integrate authentic songs into classroom instruction to create engaging, communicative, and student-centered learning environments. The study also encourages curriculum designers to incorporate authentic song-based activities into language learning materials to promote active participation, learner autonomy, and reflective language practice.

Keywords: *Authentic Songs, Speaking Performance, EFL Young Learners, English Language Teaching, Jordanian EFL Students.*

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1. Introduction

The primary objective of English language instruction is to equip learners with the linguistic abilities necessary for effective and meaningful communication (Pearse, 2000). Among the four core

language skills, speaking is widely regarded as one of the most essential because language learners are often identified by their ability to speak the target language (Ur, 1999). Developing speaking competence enables learners to communicate confidently and appropriately in authentic, real-life situations.

Speaking is commonly defined as the oral production and use of language for communicative purposes. Bygate (1987) describes speaking as a process through which speakers respond verbally to auditory stimuli, whereas Chaney (1998) views it as the use of verbal and non-verbal symbols to convey meaning across various contexts. Similarly, Torky (2006) explains speaking as an interactive process involving the exchange of information, ideas, emotions, and opinions between individuals. In the context of foreign language learning, speaking performance is considered a fundamental skill that learners are expected to master (Ur, 1999). Segalowitz (2003) characterizes speaking performance as the ability to produce and comprehend spoken utterances accurately and fluently. Consequently, achieving oral proficiency has become one of the principal goals for learners of English as a foreign language (EFL).

Developing speaking competence in a foreign language, however, is a demanding process because each language possesses distinct communicative norms and sociolinguistic conventions (Nunan, 2015). Newton and Nation (2021) emphasize that EFL learners' oral performance is reflected in their ability to convey intended meanings successfully through spoken interaction. Speaking performance encompasses several interconnected dimensions, including fluency, grammatical competence, pronunciation, vocabulary, comprehension, and accuracy (Bailey, 2003). Improvement in one dimension often contributes positively to the development of the others. Therefore, effective speaking instruction should address these aspects collectively to promote comprehensible and meaningful communication (Kline, 1989). In the present study, special attention is given to fluency, grammatical accuracy, and vocabulary accuracy as central indicators of speaking performance.

Fluency and accuracy are widely recognized as key components of successful oral communication. Brown (2000) argues that achieving fluent and intelligible speech represents one of the major objectives of foreign language teaching. Lackman (2010) defines fluency as the ability to communicate naturally with minimal hesitation and without excessive focus on linguistic form. Accuracy, in contrast, refers to the correct use of language structures and linguistic rules. Srivastava (2014) explains that accuracy reflects learners' ability to construct grammatically appropriate sentences and apply language conventions effectively in communication. Bygate (1987) further notes that learners must demonstrate accurate spoken and written forms that conform to the grammatical conventions of the target language.

Despite the recognized importance of speaking skills, EFL learners often encounter both linguistic and psychological barriers that hinder effective oral communication. Linguistic difficulties may include limited vocabulary, insufficient grammatical knowledge, and pronunciation problems, whereas psychological barriers commonly involve anxiety, fear of making mistakes, and lack of self-confidence (Fitriani et al., 2015). In the Jordanian EFL context, previous research has reported dissatisfaction with traditional teaching approaches that emphasize linguistic competence at the expense of communicative ability, thereby negatively affecting learners' motivation and classroom engagement (Al-Jamal, 2007).

To enhance speaking instruction, EFL teachers are encouraged to establish supportive and collaborative learning environments that provide students with opportunities to practice language meaningfully in authentic contexts (Leong & Ahmadi, 2017; Nematovna, 2016). When students are actively engaged in communicative activities and feel psychologically secure, they become more willing to participate, take risks, and internalize learning goals (Dincer et al., 2012). One instructional strategy that may contribute to creating such an environment is the integration of authentic songs into language teaching.

Authentic songs combine lyrics with musical features such as rhythm, melody, harmony, and emotional expression (Bsharat, 2021). They expose learners to naturally occurring language and provide authentic examples of vocabulary, grammar, pronunciation, and cultural expressions used by native speakers (Bani Hamad, 2022). Unlike materials specifically designed for pedagogical purposes,

authentic songs present language in realistic communicative contexts, thereby allowing learners to experience how English is genuinely used in everyday interaction. Furthermore, authentic songs contribute to the development of listening comprehension and pronunciation, reinforce language structures through repetition, and create enjoyable and interactive learning environments that increase learners' motivation and cultural awareness (Assam, 2022).

In addition to enhancing learner motivation, authentic songs may facilitate vocabulary acquisition, improve pronunciation, reinforce grammatical structures, and expose learners to idiomatic expressions and cultural knowledge. Jolly (1975) argues that songs frequently contain idiomatic language and naturally occurring expressions that enrich learners' communicative competence. Consequently, integrating songs into EFL instruction can benefit both teachers and learners by making language learning more engaging and meaningful (Merrell, 2013).

Authentic songs also provide important psychological and linguistic advantages. Psychologically, they may reduce learners' anxiety, lower affective barriers, and foster a positive classroom atmosphere (Bsharat, 2021). Linguistically, they support vocabulary retention, enhance listening and speaking skills, and expose learners to authentic pronunciation and discourse patterns. Mailawati and Anita (2022) emphasize that songs can help learners overcome linguistic challenges related to pronunciation and vocabulary while simultaneously reducing hesitation and communication anxiety. Likewise, Dewi and Tusino (2020) suggest that incorporating authentic songs into classroom instruction can create a stimulating learning environment that promotes both language proficiency and learner motivation.

Given the pedagogical potential of authentic songs and the continuing challenges associated with developing speaking skills among Jordanian EFL learners, the present study seeks to investigate the effect of authentic songs on the speaking performance of Jordanian sixth-grade male students, particularly in relation to fluency, grammatical accuracy, and vocabulary accuracy.

Problem, Purpose, and Significance

One of the researchers, who works as an EFL teacher, observed that many sixth-grade students demonstrated weak speaking abilities despite possessing varying levels of linguistic knowledge. Students frequently experienced difficulty expressing themselves orally in English and tended to rely on Arabic during classroom interaction. This reluctance to communicate in English may be attributed to limited vocabulary knowledge, insufficient speaking practice, and fear of making mistakes (Al-Sakal, 2020). Since exposure to English for most learners occurs primarily within the school environment, opportunities for authentic oral communication remain limited.

Previous studies have indicated that many Jordanian EFL learners face considerable challenges in spoken communication and classroom interaction (Al Garaibeh & Al-Jamal, 2016). Although speaking is recognized as a central component of language proficiency, it has often received inadequate attention within school instruction. In addition, speaking assessment is infrequently implemented because oral testing is generally viewed as time-consuming and difficult to evaluate objectively (Al Nakhalah, 2016). Consequently, many students complete English courses with limited communicative competence and insufficient confidence in oral interaction.

Authentic songs may represent an effective instructional resource for addressing these challenges. Research suggests that songs can create a supportive and enjoyable learning environment, reduce learners' stress and anxiety, facilitate classroom transitions, restore students' energy, and enhance motivation and engagement (Campbell et al., 1996). Despite these potential benefits, some teachers remain hesitant to integrate music-based instructional strategies because they mistakenly assume that musical expertise is required for classroom implementation. Although songs have been linked to improved learning outcomes, brain development, and academic achievement, they continue to be underutilized in educational settings (Merrell, 2013). These considerations motivated the researchers to investigate the potential role of authentic songs in improving students' speaking performance.

Accordingly, the present study aims to examine the effect of authentic songs on the speaking performance of Jordanian male sixth-grade EFL students, particularly with regard to fluency, grammatical accuracy, and vocabulary accuracy. To the researchers' knowledge, this study is among the first in the Jordanian context to investigate the impact of authentic songs on young EFL learners'

speaking performance. More specifically, the study seeks to answer the following research question:

Are there statistically significant differences at $\alpha = 0.05$ in the mean post-test scores of Jordanian male sixth-grade EFL students' speaking performance attributable to instructional modality (authentic songs versus conventional instruction)?

The significance of this study stems from both its theoretical and practical contributions. Theoretically, it enriches the existing body of literature concerning the use of authentic materials in EFL instruction, particularly authentic songs as a tool for developing speaking skills among young learners. Practically, the findings may provide useful insights for EFL teachers, curriculum designers, and educational policymakers in Jordan and similar educational contexts. The study may encourage teachers to adopt innovative and student-centered instructional approaches that promote communicative competence and learner engagement. Furthermore, it may assist curriculum developers in designing speaking activities and language-learning materials that integrate authentic songs to enhance students' oral communication skills and create more motivating learning environments.

2. Literature Review and Concluding Remarks

This section reviews previous research concerning the effect of authentic songs on learners' speaking abilities. A growing body of international research has demonstrated the positive role of authentic songs in enhancing students' oral communication skills across different educational contexts and proficiency levels. Studies have shown that integrating authentic songs into language instruction can improve learners' speaking performance by creating a relaxed, motivating, and engaging learning environment (Safitri & Najwa, 2024). Authentic songs have also been reported to increase learners' confidence and motivation, promote enjoyment during language learning, and facilitate active classroom participation (Safitri & Najwa, 2024). Furthermore, research findings indicate that authentic songs contribute to improvements in pronunciation, fluency, and overall speaking proficiency while enhancing learners' classroom engagement (Abdelmoutaleb, 2025; Jain et al., 2024). Rodríguez Malavé and Mite Lindao (2025) additionally found that authentic songs significantly motivated students and created a supportive atmosphere that encouraged spontaneous language practice.

Further evidence supporting the effectiveness of songs in speaking instruction was provided by Wijeya (2018), who conducted a study with fourth-semester Indonesian university students during the 2013/2014 academic year. The study employed an experimental-control group design in which both groups completed pre-tests and post-tests to measure speaking performance. The findings revealed noticeable improvement in students' speaking abilities following the instructional intervention. However, the experimental group that received instruction through songs achieved significantly higher gains than the control group. The study concluded that songs positively affected learners' speaking performance by increasing engagement and promoting more meaningful oral practice opportunities.

Comparable findings have also emerged from studies conducted in Arab educational contexts, although research in this area remains relatively limited. For example, Yaseen (2019) reported that students' speaking performance improved when authentic songs were incorporated into speaking practice activities. Similarly, Bani Hamad (2022) found that the use of authentic songs enhanced the speaking skills of Jordanian sixth-grade students. These findings suggest that authentic songs may serve as an effective pedagogical tool for improving oral communication skills among young EFL learners in Arab classrooms.

Overall, the reviewed literature highlights the pedagogical value of authentic songs in developing learners' speaking abilities. Authentic songs appear to facilitate speaking practice by making language learning more engaging, enjoyable, and communicative. Their effectiveness across diverse educational settings suggests that they can contribute meaningfully to the improvement of learners' oral proficiency, motivation, confidence, and classroom participation. Nevertheless, despite the increasing international interest in song-based language instruction, research conducted in Arab contexts, particularly in Jordan, remains scarce. This gap in the literature underscores the importance of the present study, which seeks to contribute to the growing body of research by providing empirical evidence regarding the effectiveness of authentic songs in enhancing the speaking performance of Jordanian sixth-grade EFL students.

3. Method and Procedures

Design, Variables, and Participants

The present study adopted a quasi-experimental research design to investigate the effect of authentic songs on the speaking performance of Jordanian sixth-grade EFL students. Within this framework, the instructional modality served as the independent variable, consisting of two levels: authentic song-based instruction and conventional instruction. The dependent variable was students' performance on the speaking post-test, including the sub-dimensions of fluency, grammatical accuracy, and vocabulary accuracy.

To achieve the objectives of the study, participants were assigned to two groups. The experimental group received instruction through an authentic song-based instructional program integrated with the speaking activities of Jordan Team Together 6, whereas the control group was taught using the conventional procedures outlined in the Jordan Team Together Grade 6 Teacher's Book.

The study sample consisted of 65 sixth-grade male students selected from two intact classes at Al-Hashimiyah Basic School for Boys during the first semester of the 2025–2026 academic year. The experimental group included 33 students, while the control group comprised 32 students. The two classes were randomly assigned to either the experimental or control condition.

Prior to the implementation of the instructional treatment, a speaking pre-test was administered to all participants to determine the equivalence of the two groups at the beginning of the study. The pre-test results confirmed that no statistically significant differences existed between the groups before the intervention, thereby ensuring the comparability of participants' initial speaking performance.

Equivalence of the Study Groups

At the beginning of the semester, a speaking performance pre-test was administered to determine the equivalence of the two study groups in terms of their speaking abilities prior to the instructional intervention. Independent-samples *t*-tests were conducted to compare the mean scores of the experimental and control groups on the overall speaking performance measure as well as on each speaking sub-skill. The results are presented in Table 1.

Table 1

Results of the t-test for the Equivalence of the Two Groups in Speaking Performance in the Pre-test Scores

Speaking Skills	Group	N	Mean	Std. Deviation	<i>t</i>	df	<i>p</i> -value (2-tailed)
Fluency	Experimental	33	3.061	0.998	1.312	63	0.194
	Control	32	2.688	1.281			
Accuracy of Grammar	Experimental	33	2.939	1.116	0.205	63	0.839
	Control	32	2.875	1.408			
Accuracy of Vocabulary	Experimental	33	3.061	1.059	1.483	63	0.143
	Control	32	2.688	0.965			
Overall	Experimental	33	9.061	2.461	1.317	63	0.193
	Control	32	8.25	2.502			

The results of the independent-samples *t*-test indicated that there were no statistically significant differences between the experimental and control groups in any of the assessed speaking dimensions prior to the implementation of the instructional intervention. Specifically, the differences in mean scores for fluency (Experimental = 3.061, Control = 2.688; $t(63) = 1.312$, $p = 0.194$), grammatical accuracy (Experimental = 2.939, Control = 2.875; $t(63) = 0.205$, $p = 0.839$), and vocabulary accuracy (Experimental = 3.061, Control = 2.688; $t(63) = 1.483$, $p = 0.143$) were not statistically significant, as all *p*-values exceeded the significance level of 0.05.

Similarly, no statistically significant differences were found between the two groups in the overall speaking performance scores (Experimental = 9.061, Control = 8.250; $t(63) = 1.317$, $p = 0.193$), further confirming the equivalence of the groups at the beginning of the study. These findings indicate that the experimental and control groups were comparable in their speaking performance prior to the treatment, suggesting that any subsequent differences identified in the post-test results may reasonably be attributed to the instructional intervention rather than to pre-existing differences between the groups.

Instruments

To achieve the objectives of the study, the researcher developed a speaking performance test that was administered as both a pre-test and a post-test. The instrument was designed to assess sixth-grade students' speaking performance in terms of fluency, grammatical accuracy, and vocabulary accuracy. The test content was based on the speaking activities and themes included in Units 2–4 of the Jordan Team Together Grade 6 curriculum to ensure its appropriateness for the students' linguistic proficiency level and instructional content. The instrument consisted of three sections with a total score of twenty marks.

The same speaking test was utilized for both the pre-test and the post-test. The pre-test was administered prior to the implementation of the instructional treatment to determine students' baseline speaking abilities, whereas the post-test was conducted after the intervention to measure the effect of the authentic song-based instructional program on students' fluency, grammatical accuracy, and vocabulary accuracy. To ensure reliable administration conditions and minimize distractions, each student completed the speaking test individually.

To establish the content validity of the instrument, the speaking test was reviewed by a panel of eight specialists in curriculum and instruction. The experts evaluated the instrument in terms of clarity, relevance, linguistic appropriateness, and alignment with the objectives of the study. Their feedback included recommendations to incorporate additional speaking activities and expand exercises targeting specific speaking sub-skills. In light of these suggestions, several modifications were made to the instrument, including revising the level of difficulty and adjusting the time allocation. These revisions contributed to enhancing the suitability of the test and ensuring that it accurately measured students' speaking performance in relation to the instructional intervention.

A pilot study was subsequently conducted with fifteen sixth-grade male students from Al-Hashimyah Basic School for Boys to examine the reliability and internal consistency of the instrument. The speaking test was administered twice with a one-week interval between the two administrations. Pearson correlation coefficients were then calculated to determine the relationship between individual item scores, their corresponding subscale scores, and the overall test score. In addition, adjusted item-total correlation coefficients were computed for each item within its respective subscale to ensure the consistency and reliability of the measurement instrument.

Table 2*Internal Consistency of the Speaking Performance Test*

Speaking Skills	Question	Pearson Correlation Coefficient		Corrected Item-Total Correlation (Question Score and Domain Total Score)
		Level	With total score	
Fluency	Task 1_A1	0.743**	0.865**	0.583
	Task 1_A2	0.767**	0.754**	0.571
	Task 1_A3	0.887**	0.752**	0.772
	Task 1_A4	0.838**	0.682**	0.688
Accuracy of Grammar	Task 2_B1	0.882**	0.793**	0.650
	Task 2_B2	0.932**	0.424*	0.650
Accuracy of Vocabulary	Task 3	-	0.888**	-

Note. * Significant at $p < 0.05$; ** Significant at $p < 0.01$.

Table 2 indicates that the items of the speaking performance test demonstrated satisfactory levels of internal consistency and validity. The Pearson correlation coefficients for the test items ranged from 0.682 to 0.932. Specifically, the coefficients for the fluency dimension ranged between 0.743 and 0.887, while those related to grammatical accuracy ranged from 0.882 to 0.932. The vocabulary accuracy dimension, which consisted of a single item, yielded a high correlation coefficient of 0.888. These values reflect strong relationships between the individual item scores and the overall test scores, all of which exceeded the acceptable cut-off point of 0.35 recommended by Brown (1983).

Furthermore, the corrected item–total correlation coefficients ranged from 0.571 to 0.772, surpassing the acceptable criterion of 0.40 suggested by Doran (1980). These findings indicate that all test items contributed meaningfully to the measurement of the intended speaking performance constructs. Overall, the results confirm that the speaking performance test demonstrated acceptable levels of internal consistency and item–total correlation across all assessed dimensions, namely fluency, grammatical accuracy, and vocabulary accuracy.

Teaching the Two Groups

An eight-week instructional program was developed to achieve the learning objectives of Units 2–4 of the *Jordan Team Together Grade 6* curriculum. Both the experimental and control groups were taught by the researcher to ensure consistency in instructional delivery throughout the study period. However, each group received instruction through a different teaching approach. The control group was taught using conventional instructional methods in accordance with the procedures outlined in the *Teacher's Book*, whereas the experimental group received instruction through an authentic song-based instructional program specifically designed by the researcher for the purposes of the study.

Teaching the Experimental Group

The experimental group received instruction through an authentic song-based instructional program developed and implemented by the researcher. The instructional procedures followed throughout the intervention were organized as follows:

- Following the administration of the speaking pre-test, the teacher introduced the authentic songs, which constituted the central component of the instructional program, and explained their purpose and pedagogical value in developing speaking skills.
- The teacher explained the benefits of authentic songs in enhancing the speaking skills targeted in the study, particularly fluency, grammatical accuracy, and vocabulary accuracy.
- In collaboration with the educational supervisor, the teacher selected authentic songs that were appropriate for the speaking activities and aligned with the general learning outcomes of Units 2–4.

- The teacher activated students' background knowledge by connecting the themes and topics of the songs to learners' prior experiences and real-life situations.
- Before listening, students were encouraged to predict the content of each song based on its title, artist, or other contextual clues provided by the teacher.
- Students listened to the songs initially for general comprehension in order to identify the main ideas and overall meaning.
- The teacher encouraged students to retell the content of the songs in their own words, summarize the main events or messages, and express their personal opinions and interpretations.
- Classroom discussions were then facilitated to explore the songs' themes, messages, and emotional content, thereby encouraging meaningful oral interaction and active student participation.

Teaching the Control Group

The control group received instruction according to the procedures and guidelines outlined in the Teacher's Book of Jordan Team Together Grade 6. The instructional process followed the conventional teaching approach commonly implemented in EFL classrooms and included the following procedures:

- The teacher began each lesson with a warm-up activity designed to activate students' prior knowledge and assess their familiarity with the lesson topic.
- Instruction focused on achieving the intended learning outcomes, including constructing grammatically correct sentences, pronouncing words accurately, and participating actively in classroom learning activities.
- To introduce new vocabulary, the teacher read the definitions of unfamiliar words aloud and wrote them on the board to initiate classroom discussion. Students were then asked to read the target vocabulary items and work individually, in pairs, or in groups to infer the meanings of words and complete the required exercises. Afterward, students were encouraged to provide and write their answers on the board, followed by teacher feedback and correction.

4. Results

Table 3 presents the means and standard deviations of the experimental and control groups' scores on both the pre-test and post-test of speaking performance. The table was utilized to address the first research question, which investigated whether there were statistically significant differences at the $\alpha = 0.05$ level in students' speaking performance scores, both overall and across the individual speaking sub-skills, attributable to the instructional modality employed (authentic song-based instruction versus conventional instruction).

Table 3

Means and Standard Deviations of Students' Scores on the Overall Speaking Performance Test in the Pre-/Post-test

Group	N	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	33	9.061	2.461	15.939	2.499
Control	32	8.250	2.502	10.344	2.484

Note. The total score is out of 20.

As shown in Table 3, the experimental group achieved a higher mean score on the overall speaking post-test ($M = 16.210$) compared to the control group ($M = 10.870$). To further examine the effect of the instructional modality on students' overall speaking performance while controlling for differences in pre-test scores, a one-way analysis of covariance (ANCOVA) was conducted. The results of the analysis are presented in Table 4.

Table 4

One-Way ANCOVA for the Effect of Instructional Modality on the Overall Speaking Performance after Controlling for the Effect of the Pre-test Scores

Source	Type III Sum of Squares	df	Mean Square	F	p-value	Partial Eta Squared
Pre-test (Covariate)	0.993	1	0.993	0.158	0.692	0.003
Group	502.347	1	502.347	79.839	0.000	0.563
Error	390.104	62	6.292			
Corrected Total	899.785	64				

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Table 4 reveals statistically significant differences in overall speaking performance attributable to the instructional modality at the $\alpha = 0.05$ significance level after controlling for pre-test scores. The ANCOVA results indicated a statistically significant group effect, $F(1, 62) = 79.839$, $p = 0.000$, with a partial eta squared value of 0.563. This effect size suggests that approximately 56.3% of the variance in students' post-test speaking performance scores can be explained by the instructional modality.

These findings demonstrate that the authentic song-based instructional program had a substantial positive effect on students' speaking performance when compared with the conventional instructional approach. In other words, students who received instruction through authentic songs outperformed those who were taught using traditional teaching methods.

Furthermore, the adjusted and unadjusted means, standard errors, and standard deviations for the overall speaking performance scores of both groups were calculated before and after controlling for pre-test scores. The results are presented in Table 5.

Table 5

Adjusted and Unadjusted Means of the Overall Two Types of Speaking Performance

Group	Unadjusted		Adjusted	
	Mean	S.D.	Mean	Std. Error
Experimental	15.939	2.499	15.960	0.440
Control	10.344	2.484	10.323	0.447

As illustrated in Table 5, differences in students' speaking performance between the two groups became more evident after controlling for variations in the pre-test scores. The adjusted mean scores indicate that the experimental group achieved superior performance compared to the control group, demonstrating that the authentic song-based instructional modality contributed positively to the development of students' overall speaking ability.

Table 6 presents the means and standard deviations of the experimental and control groups' scores on the pre-test and post-test across the three speaking performance dimensions: fluency, grammatical accuracy, and vocabulary accuracy.

Table 6

Means and Standard Deviations of the Students' Scores on the Three Speaking Performance Aspects in the Pre-/Post-test

Speaking Aspects	Group	N	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Fluency	Experimental	33	3.061	0.998	6.667	1.451
	Control	32	2.688	1.281	4.000	1.136
Accuracy of Grammar	Experimental	33	2.939	1.116	5.354	1.866
	Control	32	2.875	1.408	5.242	0.936
Accuracy of Vocabulary	Experimental	33	3.061	1.059	3.563	1.105
	Control	32	2.688	0.965	4.415	1.322

As presented in Table 6, the experimental group achieved higher post-test mean scores than the control group across all three speaking performance dimensions, namely fluency, grammatical accuracy, and vocabulary accuracy. These results suggest that students who received instruction through the authentic song-based program demonstrated greater improvement in the assessed speaking sub-skills compared to those who received conventional instruction.

To further investigate the effect of instructional modality on the combined dependent variables, a one-way multivariate analysis of covariance (MANCOVA) was conducted using Hotelling's Trace while controlling for pre-test scores. The analysis examined the impact of the instructional modality on the three speaking performance dimensions collectively. The results of the MANCOVA are presented in Table 7.

Table 7

Results of the Multivariate Test (Hotelling's Trace) for the Effect of the Instructional Modality on the Three Aspects of Speaking Performance

Effect	Value	F	Hypothesis df	Error df	p-value	Partial Eta Squared
Hotelling's Trace	1.492	28.847	3	58	0.000	0.599

As shown in Table 7, the results of the multivariate analysis of covariance (MANCOVA) using Hotelling's Trace indicated statistically significant differences between the experimental and control groups across the combined speaking performance dimensions, $F(3, 58) = 28.847$, $p = 0.000$, with a Hotelling's Trace value of 1.492. The corresponding partial eta squared value of 0.599 suggests that approximately 59.9% of the variance in the combined linear composite of the three speaking performance variables can be attributed to the instructional program based on authentic songs.

These findings demonstrate a strong multivariate effect of the instructional modality on students' speaking performance as a whole. To further examine the specific contribution of the instructional treatment to each speaking dimension separately, follow-up univariate analyses (tests of between-subject effects) were conducted. The results of these analyses are presented in Table 8.

Table 8

The Effect of the Instructional Modality on the Three Aspects of Speaking Performance after Controlling for the Effect of Pre-Test Scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	p-value	Partial η^2
Pre-Fluency (Covariate)	Fluency (post)	1.097	1.000	1.097	0.635	0.429	0.010
Pre-Accuracy of Grammar (Covariate)	Accuracy of Grammar (post)	3.259	1.000	3.259	3.388	0.071	0.053
Pre-Accuracy of Vocabulary (Covariate)	Accuracy of Vocabulary (post)	0.236	1.000	0.236	0.577	0.451	0.010
Group	Fluency (post)	113.777	1.000	113.777	65.874	0.000	0.523
	Accuracy of Grammar (post)	51.526	1.000	51.526	53.566	0.000	0.472
	Accuracy of Vocabulary (post)	26.606	1.000	26.606	65.043	0.000	0.520
Error	Fluency (post)	103.631	60.000	1.727			
	Accuracy of Grammar (post)	57.715	60.000	0.962			
	Accuracy of Vocabulary (post)	24.543	60.000	0.409			
Corrected Total	Fluency (post)	222.862	64.000				
	Accuracy of Grammar (post)	111.785	64.000				
	Accuracy of Vocabulary (post)	68.438	63				

After adjusting for pre-test scores, Table 8 indicates statistically significant differences at the $\alpha = 0.05$ level between the experimental and control groups across all three speaking performance dimensions—fluency, grammatical accuracy, and vocabulary accuracy—attribution to the instructional modality. Specifically, significant effects were found for post-test fluency ($F(1, 62) = 65.874$, $p = 0.000$, partial $\eta^2 = 0.523$), grammatical accuracy ($F(1, 62) = 53.566$, $p = 0.000$, partial $\eta^2 = 0.472$), and vocabulary accuracy ($F(1, 62) = 65.043$, $p = 0.000$, partial $\eta^2 = 0.520$).

These results indicate that the instructional modality based on authentic songs accounted for 52.3% of the variance in fluency, 47.2% in grammatical accuracy, and 52.0% in vocabulary accuracy. The strongest effects were observed in fluency and vocabulary accuracy, suggesting that these dimensions were particularly responsive to the intervention.

In addition, Table 9 presents the means, standard errors, and standard deviations for each of the three speaking performance dimensions for both groups, before and after adjusting for pre-test scores.

Table 9

Adjusted and Unadjusted Means of the Three Aspects of Speaking (Fluency, Accuracy of Grammar, and Accuracy of Vocabulary) of Comprehension

Speaking Skills	Group	Unadjusted		Adjusted	
		Mean	Std. Deviation	Mean	Std. Error
Fluency	Experimental	6.667	1.451	6.692	0.232
	Control	4.000	1.136	3.974	0.236
Accuracy of Grammar	Experimental	5.354	1.866	5.316	0.173
	Control	5.242	0.936	3.487	0.176
Accuracy of Vocabulary	Experimental	3.563	1.105	4.062	0.113
	Control	4.415	1.322	2.748	0.115

Table 9 presents the post-test differences between the experimental and control groups across the three speaking performance dimensions: fluency, grammatical accuracy, and vocabulary accuracy. The results indicate that noticeable differences persisted between the two groups even after adjusting for pre-test scores.

Overall, the findings demonstrate that the instructional modality based on authentic songs led to greater improvements in all three aspects of speaking performance when compared to the conventional instructional approach implemented with the control group.

5. Discussion

The findings of the present study revealed that the experimental group outperformed the control group across all dimensions of speaking performance, namely fluency, grammatical accuracy, and vocabulary accuracy. These results underscore the effectiveness of authentic songs as an instructional strategy for enhancing EFL learners' speaking skills. The findings are consistent with previous studies on the pedagogical value of authentic songs in language learning, particularly those conducted by Hassani and Hadizadeh (2021) and Christamia (2014), both of which reported notable improvements in learners' speaking abilities following exposure to song-based instruction.

Several factors may account for the observed improvement in students' speaking performance. These include the structured design of the instructional treatment, the supportive and interactive classroom environment, and the opportunities provided for collaboration, communication, and reflective learning throughout the intervention.

First, the instructional program integrating authentic songs was intentionally designed to target the three core components of speaking performance: fluency, grammatical accuracy, and vocabulary accuracy. During classroom activities, students were encouraged to summarize song content, retell narratives using their own words, and express personal opinions and reactions. Furthermore, guided discussions focusing on the themes, messages, and emotional content of the songs provided learners with meaningful opportunities to engage in extended oral production and spontaneous communication.

Second, the emphasis on cooperative learning may have significantly contributed to the improvement in speaking skills. Collaborative tasks enabled students to engage in purposeful interaction and meaningful communication in English. Previous research has consistently shown that effective foreign language acquisition is strongly supported by authentic interaction and peer collaboration within the learning environment.

Third, the learner-centered nature of the instructional program likely played an important role in enhancing students' communicative competence. Authentic songs provided engaging and motivating input while exposing learners to rich linguistic content, including vocabulary, grammatical structures, and expressive language patterns. This exposure encouraged active participation and increased students' willingness to use English in speaking activities.

Finally, continuous feedback and ongoing assessment from both the teacher and peers contributed to the gradual refinement of students' speaking performance. Collaborative tasks, peer discussions, and group reflections created a supportive learning environment that enhanced learners' confidence and encouraged more accurate language use. Such an environment facilitated the exchange of ideas, promoted constructive feedback, and enabled students to benefit from shared learning experiences, ultimately strengthening their oral communication skills.

6. Conclusions, Limitations, and Future Directions

The findings of the present study suggest that incorporating authentic songs into speaking instruction is an effective and pedagogically valuable approach for enhancing EFL learners' oral communication skills. This instructional strategy enables learners to develop fluency, grammatical accuracy, and vocabulary use while engaging with meaningful language input situated in real-life contexts. In addition, the integration of authentic songs contributes to increased learner motivation, participation, and overall engagement in the language learning process. Overall, the results indicate that authentic songs can significantly support the development of students' speaking performance.

Despite the robustness of the research design and implementation, several limitations should be acknowledged. First, the relatively small sample size, which was drawn from a single public school in Jordan, may limit the generalizability of the findings to other educational settings. Second, the short duration of the intervention may not have been sufficient to capture the long-term effects of authentic song-based instruction on speaking development. Third, the study focused exclusively on three dimensions of speaking performance—fluency, grammatical accuracy, and vocabulary accuracy—while excluding other important aspects such as pronunciation, intonation, and spontaneous speech production. Finally, the exclusive focus on speaking skills and the use of authentic songs as the sole instructional intervention may have restricted the broader applicability of the findings.

The results of this study indicate that authentic songs can play a significant role in enhancing EFL learners' speaking performance, particularly in terms of fluency, vocabulary accuracy, and grammatical accuracy. Accordingly, it is recommended that EFL teachers create supportive and interactive classroom environments, design learner-appropriate speaking activities, and provide continuous constructive feedback to strengthen students' confidence and communicative competence.

Future research is encouraged to examine the long-term effects of authentic song-based instruction on speaking development across different age groups, proficiency levels, and educational contexts. Further studies may also explore the impact of authentic songs on other language skills, such as listening, reading, and writing, to expand their pedagogical applications. Additionally, future research could investigate the role of authentic songs in promoting collaborative learning and intercultural communication among diverse learner populations, thereby enriching their contribution to language education.

Ethical Approval

This study has received approval from the Research Ethics Committee of university (Yarmouk University, Irbid – Jordan).

Disclosure Statement

No potential conflict of interest was reported by the author(s).

Data Availability Statement

Due to the inclusion of personally identifiable information, the data are available from the corresponding author upon reasonable request and with appropriate ethical approval.

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Ward Mahmoud Al Eroud contributed to conceptualization, methodology, investigation, data curation, formal analysis, writing the original draft, and visualization, while Dr. Dima Hijazi contributed to conceptualization, methodology validation, supervision, project administration, and writing review and editing, and both authors approved the final manuscript.

Declaration of Generative AI Use

The authors declare that generative artificial intelligence tools were not used to design the study, collect data, perform statistical analyses, or draw conclusions. Any use of AI-based tools was limited to language polishing, editing, and improving the clarity and structure of the manuscript. The authors take full responsibility for the content, interpretations, and findings presented in this article.

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