ABSTRACT
The present research was an attempt to find out whether integrating songs in an EFL setting would have any effect on the learners’ pronunciation accuracy. It also attempted to find out whether using songs can create positive and motivation in language learners. The participants consisted of 54 students who were randomly selected from two classes of pre-intermediate students in Iran. Before the experiment, each learner in the two groups was administered a pretest in order to be homogenized. Then the participants in the experimental group were exposed to English songs. The materials used during the treatment were three English songs by Chris de Burg. During the eight sessions of treatment, the songs were played and the learners sang with the songs while they were repeating the songs. On the other hand, the control group received a placebo. In the end, a posttest was administered to the learners in two groups in order to find out if any improvements had occurred in their pronunciation accuracy. The finding showed that the experimental group improved the pronunciation accuracy more than the control group. The results also showed that songs had a positive effect on the pronunciation of English foreign language learners of Persian, creating a positive attitude and motivation and interest in language learning. The findings of this study also revealed that the use of songs served as an effective motivational strategy.

KEYWORDS: English songs; pronunciation, motivation, EFL learners