Research paper

Using Podcasts in Learning English Language Pronunciation among Pre-intermediate Students

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Abstract

The current research aimed to examine the effect of using podcasts on learning pronunciation (i.e. supra segmental features including stress, and intonation) among pre-intermediate Iranian students. 30 participants were chosen in two intact classes and assigned to control and experimental groups. Then they took a teacher-made pre-test of pronunciation based on the learners' text book in order to discover the learners' knowledge on stress and intonation. The participants attended 12 sessions in six weeks of treatment with the use of podcasts pre-intermediate files extracted from www.apple.com/podcasts. They were taught how to listen and distinguish the stress and intonation of the sentences. The control group received the listening materials extracted from *Interchange 1: Students' Book* (Richards, 2013). Finally, the participants received the post-test which was designed based on the modified pre-test. Findings revealed that the experimental group significantly improved in pronunciation but the control group did not improve the pronunciation achievement. Results suggest that using digital podcasts facilitates learners' pronunciation regarding stress and intonation at the pre-intermediate level.

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Introduction

The recent decade has seen many new techniques in teaching pronunciation promoting educational technology. Social media, digital devices and the Internet websites have led to the ability to make communication easier around the world (Levis, 2008). Today, for learning foreign languages, there are no physical boundaries. It has become integral to this century (Levy, 2008). The advancement in digital learning provided the teachers with opportunities for

second language learning. Therefore, these pedagogical technologies may enhance pronunciation in L2 learning. The students enabled to improve their pronunciation by using these technologies such as podcasts (Indahsari, 2020). The students listened to podcasts technology in order to practice pronunciation. podcasts files as supplemental materials rather than other technology for practicing pronunciation. English language teachers must focus their attention on how to utilize the podcasts to facilitate pronunciation and speaking skills. Educators (e.g. Abdous, Facer & Yen, 2012) have paid much attention to the use of educational technology could provide to students in and out of classrooms. While there is more interesting in focusing podcasts as tools for developing learners' English language pronunciation. There is some evidence that pedagogical podcasts can facilitate learning the skills of English language (Liu, 2013).

Podcasts devices have been improved to function as educational tools that teachers and students can use for personal uses (Brown, 2011). The technical aspects of podcasts have attracted teachers' attention for this cheap and available device in the classroom. Online resources and applications unlike other typical classroom technologies such as desktop computers are always available (Liu, 2013). The ability to take the device anywhere and connect to the Internet allowed the users to revise information from the Internet. This also supports the learners in collaborative learning with their teachers and peers virtually at any time (Chen & Haung, 2010).

The students can use podcasts as an ability to quickly access information about any subjects in and outside the class (Brown, 2011) or they may use podcasts for sharing with other classmates (Hawng & Chen, 2012). The learners are free to use podcasts when they are free or they are on vacation (Chen & Chung, 2008; Wong, 2012). Teachers and students need these pedagogical tools to develop their time flexibility and expand their digital production such as video and audio files. If they can be accessed to the Internet, the digital capabilities provided students with invaluable practice as easily as possible.

These technologies and applications such as the use of podcasts in EFL classes can be useful for the students who learn pronunciation (Cummins, 2000).They provide the capacity for speaking which is possible to learn immediate learning drills for developing language learners' pronunciation, these drills engage the language learners in kind of tasks through podcasts technology (Cummins, 2000).The use of podcasts facilitates language learning in school successfully by using real materials, resources, and peer collaboration (Weinberg & Knoerr, 2003). Several studies (e.g., Craig & Patten, 2007) showed that how the applications such as podcasts and podcasts affect students' motivation and attitudes in L2 learning. The role of technologies plays a significant role in the acquisition and enhancement of language skills in L2. Podcasts seem to have a large effect on pronunciation and podcasts training may help students to improve their pronunciation (Graeme, 2006; Lord, 2005). This technology may can improve learners' pronunciation, especially stress and intonation.

Podcasts are defined as digital files which can be used as pedagogical tools (Shield, 2008). These podcasts are popular among the learners as derived by mobile applications or websites.

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They include podcasts, podcasts, and iTunes University which can help second language learners (L2) to access language applications such as online sources, translators, VCD files, and Wikis in the target language. The most important feature of these devices is their applications for learning and practicing pronunciation of target language (Rogers, 2004).

Statement of the Problem

The governmental schools deal with reading-oriented and the universities use the teaching methods that are mostly teacher-centered in Iran. Thus, using technology to teach pronunciation is not common in English language classes. There are incompetent teachers in some cases that may confuse their students with inadequate pronunciation skills. In this case, the teachers may not control the class or check the learners' pronunciation effectively. These students are studying English as reading-based materials and do not pay attention to correct pronunciation. Using podcasts may be beneficial in teaching pronunciation and helps the learners to be independent in doing the exercises (Golkani & Pourgharib, 2013).

This current research examines the role of podcasts as audio files in learning pronunciation and its improvement (i.e. stress and intonation) among pre- intermediate Iranian students. Since a good mastery of pronunciation of words and sentences could be an advantage for language learners. Therefore, this study provides the teachers and learners with some evidence that digital learning and podcasts may facilitate learners' pronunciation (i.e. stress & intonation) and help teachers gain a practical experience by using podcasts in teaching EFL pronunciation.

Literature Review

Podcasts

Podcasts refer to audio and video files that they can be downloaded from the internet, and they can be installed on mobile devices easily. The podcasts audio files are self-study, and they are pedagogical materials. They were used for teaching and learning vocabulary, grammar, listening, and speaking (Sheylani Bakshs & Pourhosein Gilakjani, 2021). So, in this study theses podcasts audio files used for learning pronunciation (i.e. stress & intonation). This is its most basic level of use. At the very least it has the capability to deliver multimedia content to students in a way they are familiar with, using a form of technology which they prefer (White, 2009).

Podcasts are viewed simply as a device that allows a user to listen to music and watch videos. The full potential of the newer podcasts touch technology has just begun to be discovered. The podcasts touch haves some types. Each of them was the benefit for especial use. For example; some of them use for watching different videos, or listen to music, listen to Quran's verses, and another useful for the pronunciation of words or sentences. They were useful for all levels of students includes; elementary, intermediate, or advanced level. In this study, because students were at high school level, the third generations of podcasts touch were the benefit. podcasts, in most of the time, were very similar to the podcasts (Burke, 2008). podcasts can be used in different ways to support instructions. All models of podcasts can store

and play video and audio. The use of podcasts promoted the development of oral skills such as speaking. In addition, audio files may equip learners with audio reading passage, and learning pronunciation of words that the students can listen to the podcasts for language fluency development (Pasnik, 2007). The teachers used different methods to become familiar with podcasts. They reported that podcasts technology can be used in and out of classroom in order to enhance the learning and teaching phases. Sometimes, they used it as online application such as podcasts on web which can be downloaded to a computer (Blaisdell, 2006).

Podcasts as Pedagogical Tools

The use of podcasts provides a way for educators to address the multiple learning styles in their classrooms (Williams, 2007). For example, the technology gives tactile-kinesthetic learners a hands-on learning experience. Applications, songs, and videos can be operated and played by using the touch capability of the podcasts. Many of the thousands of applications provided for playing the podcasts and they encouraged students to use their fingers to follow examples, complete and solve a problem or answer questions to assess their understanding of the content material (Banister, 2010). The podcasts technology also provides tactile- kinesthetic learners the ability to learn in alternative environments. If our students were visual learners, we can view classroom resources on podcasts, including videos, tutorials, audio books, charts, formulas, and instructions. Students can independently view and replay any of the resources provided on podcasts for better understanding. This allows teachers to further differentiate their instructional methods for their students (Pasnik, 2007). The overall design of podcasts technology provides for learning in an audio format.

The teachers and learners incorporated podcasts as additional materials to engage students and enhance instruction and go beyond the textbooks. This new facility of teaching tools can have an influence on language learners. Podcasts help the students to become more proficient in the use of that language. It involved them to concentrate on pronunciation and intonation when they listen to the podcasts (Dick, 2005). These activities help students to make a conversation among them.

Podcasting as an audio tool for learning EFL may be very new in digital learning (Abdous, Facer & Yen, 2012). Teacher-researchers (e. g., Weber, Yow, & Soong, 2005) believe that teachers can have their own podcasts to teach language skills in the classrooms. These podcasts may be used as discussions, lectures, explanation, etc. In spite of that the easiness of providing podcasts, there are several barriers that teachers may take them into account. They are the adjustment of these podcasts that are the main problem since the teachers cannot fine the appropriate podcasts that cover the class tasks. Thus, investigation the role of podcasting in second language context as they have been mainly employed as a tool for content review seems to be urgent (Demouy & Kukulska-Hulme, 2010; Mianagh & Nezarat, 2012).

The main objective of the present research is to figure out whether the use of digital podcasts facilitate EFL learners' supra-segmental features. The learners mainly face the problem of uttering correct pronunciation and this affect their ability to participate in daily conversations.

In doing this study, the following research questions are proposed. There are two research questions that are addressed in the present study:

RQ1. Does using podcasts affect the pre-intermediate Iranian students' pronunciation?
RQ2. Is there a difference between using podcasts or conventional instruction to improve the learners' stress or intonation?

Methodology

Participants

There were two intact classes with 30 participants enrolling EFL classes, each included 15 participants. They were Iranian pre- intermediate students of Farhang Aria Language Institute in Shush, Khuzestan, Iran. They were in two intact classes of the pre-intermediate level. They were all female students and their age was ranged 13-19 (Mean=16). They were assigned into two groups who were taught pronunciation with podcasts (experimental group) and without podcasts (Control group) for learning pronunciation. They worked on the listening tasks of *Interchange 1* (Richards, 2013). Pronunciation tasks in the podcasts and listening tasks in the both groups had the same level of proficiency.

Instrumentation

A pre-test of pronunciation (i.e., stress & intonation) was based on the learners' text book and other pedagogical materials in order to discover their abilities of stress and intonation. This pre-test script was designed by the teacher. The pre- test included 30 items which took 30 minutes, and they are divided into two parts: part A included 15 items about identifying syllabic stress, it means stress falls on which syllable. And part B included 15 items about the intonation of sentences. The students were asked to show the intonation of sentences with arrows of rising and falling. The reliability of this pre -test was computed through a pilot study of test-retest of as (r=.847). The content validity of pre -test was examined by two experts in EFL.

The post-test of pronunciation was a modified pre-test. It was given to the participants who attended 12 sessions in six weeks of treatment with the use of podcasts audio files in the experimental group and the participants who was taught *Interchange 1 Student's book* in the control group. The post-test included 30 items which took 30 minutes. These items were divided into two parts, part A: included 15 items which was required the learners pronounce correct intonation of sentences with arrows, and part B, included 15 items, the students were asked to identify the syllabic stress of words in sentences. Post-test included the same script that students had read for the pre-test, the pre and post-test were the same in the content but different in format. The reliability of the post- test was measured by a pilot study of test-re-test as (r=.790). Like the pre- test, the post-test content validity index was examined by two experts.

Materials

The class was used podcasts English audio files; these audio files had been downloaded from the internet these pre-intermediate podcasts audio files extracted from (www.apple.com/podcasts).

These podcasts were practiced in the experimental class to drill pronunciation weekly. In experimental group, participants listened to these audio files through headphone or microphone. A detailed description of how this worked is provided in the sections. But the learners in the control group received instruction on how to pronounce correctly the word stress and sentence intonation in class lectures. These audio files included some special sentences and words with correct spelling if students were not sure how to pronounce the words in sentences, how to find the stress of words and how they could find the rising and falling intonation of sentences. They could listen to these files prepared by the researcher or found on the Internet and found the authentic pronunciation, stress, and intonation of words and sentences, and mimics its pronunciation.

The *Interchange 1 Student's Book* was used as material for the control group. It was which developed by Richards (2013). Interchange third edition level 1 Student's Book builds on the foundations was designed for effective communication and correct pronunciation. Topics of the book included work, and leisure activities, and entertainment, which are presented through using interesting real-life data. The Interchange 1 Student's Book includes 16 units. According to this book, students have learned pronunciation (stress & intonation) of words and sentences in the book with CDs played in the classroom.

Data Collection Procedure
There were 30 female students from Farhang Aria language institute. Their placement level had been identified based on the Institute's criteria. Institute's criteria for the learners' placement test were the interview and Top-Notch Placement test. The validity and reliability of placement test were reported by the institute. But the reliability of pre and post-test was computed through the pilot study of a test-re-test through Pearson correlation analysis. These two groups, 15 students each, were selected in two intact classes of an experimental and a control group. They met for two sessions, in each week. The entire research project took place in twelve sessions, 60 minutes each.

The experimental group received podcasts audio files that extracted from (www. apple.com/podcasts) and the other one received *Interchange 1 students' book* by Richards (2013). The main objectives of the study and its procedures have explained to students. In both experimental and control group, the participants were pre-intermediate students. Before the pre-test, one sample of pre-test had been administered to seven students other than the participants of the study. Then, the participants in both groups were given a per-test that was included the actual test items that the learners took it before treatment sessions. This was done to determine how well the participants know the pronunciation before treatment. So, pre-test included 30 items, 15 items were about the syllabic stress of words in sentences, and another 15 items about rising and falling intonation of sentences, which took 30 minutes. Students were asked to answer these items. Students were not expected to write the correct pronunciation because they were not familiar with the spelling of words exactly.

The actual pronunciation instruction began from the second session. In the experimental group, since the class did not access the Internet, so, the teacher provided CDs of podcasts audio files for participants. The teacher's laptop served as a database for data collection. The students brought their laptop to the class, and they installed CDs and headphone to their laptop, so they could listen to the audio files. The participants were taught to follow the teachers' instruction. The class was controlled by the teacher. In each session, first participants were listened to the podcasts two or three times, then the teacher wrote the words extracted from the audio files on the board, then the teacher and students were pronounced the words chorally, based on the pronunciation of words in podcasts audio files. After the students learned the appropriate and correct the pronunciation of words, they identified the syllabic stress of words. It means the participants can identified the stress fall on which syllable. Also, the teacher wrote the sentences of audio files on the boards in order to the participants distinguished the rising or falling intonation of sentences. At the end, according to podcasts audio files the teacher wrote some words and sentences, and the students were asked to identify the stress of words and intonation of sentences. If the students did not know the stress of words and intonation of sentences or they pronounced them incorrectly. First, the teachers asked questions and the learners should answer correctly and if there is not a correct response, the teachers corrected them. The teachers monitored the class and gave feedback to the students.

In control group, the participants were received listening and speaking activity in terms of questions and answers and class discussion on the topics of the textbook such as Interchange 1 (Richards, 2013). In the control group, the teachers wrote the extracted words from interchange 1 student's book on the board. Teachers pronounced the words then the students listened and repeated them after them. Then, the stress of words was explained by the teachers. Furthermore, the teacher chose the passages from the book and read sentences of the passage one - by- one and students listened and repeated each sentence after them. Then the teachers showed the intonation of each sentence. After that, the learners read the passage loudly and then teachers checked the students' pronunciation. If the students mispronounced the stress words and intonation of and sentences, the teacher correct them.

After the treatment in six weeks, the participants received the modified post-test. The post-test script was included 30 items, 15 items about identify the intonation of sentences and the next 15 items about identify syllabic stress of words, the post-test took 30 minutes. Students were taken the same script they had read for the pre-test. They sat outside the regular classroom. The students would not access to the script during the six weeks of pronunciation practice. After students were practiced pronunciations at 6 weeks by podcasts audio files, they have been ready and students were enabled to identify the stress of words and intonation of sentences. Data were collected and analyzed through independent and paired samples t-test. This test was used to compare two groups' means of the listening skill to make sure that they bore no significant difference in terms of their pronunciation competence at the outset. The instruction lasted six weeks, two sessions per week and each session lasted 60 minutes. Two raters listened to the pre and post -test and scored the tests. Then intra -rater reliability of scoring was measured by the researcher.

Data Analysis

Data were analyzed through using independent and paired samples t-test to compare the groups' means and find the differences caused by the intervention. The paired samples *t*-test was used to compare the means of each group's pre and post-test. Both tests examined the effect of podcasts on learners' pronunciation in the experimental and control group.

Results

Data were descriptively and inferentially analyzed through using SPSS software. There were One Sample Kolmogorov-Smirnov (K-S), to see the normal distribution if scores in both tests. Test The results of K-S test of the tests are presented in Table 1.

Table 1.

One Sample Kolmogorov-Smirnov Test

		Pre-test Exp.	Pre-test Control	Post-test Exp.	Post-test Control
N		15	15	15	15
Normal Parameters a ,b	Mean	9.91	10.35	17.83	12.25
	Std. Deviation	4.86	4.30	7.30	4.33
Kolmogorov-Smirnov Z		.520	.422	.795	.815
Asymp. Sig. (2-tailed)		.950	.994	.553	.521

*Scores show normal distribution

Table 1 presents the K-S test which shows the scores are normally distributed in both the pre and post-tests. As a result, parametric statistics like t-test can be used. The descriptive and t-test statistics of the pre-test are shown in the Table 2.

Table 2.

Descriptive and t-Test Statistics (Pre-test)

Groups	N	Mean	Std. Deviation	Std. Error Mean	*t*	*df*	*P*
Experimental	15	9.91	4.86	1.25	-.258	28	.798
Control	15	10.35	4.30	1.11			

Table 2 shows that the mean 9.91 with the standard deviation of 4.86 in the experimental group while in the control group, the mean and standard deviation are 10.35 and 4.30 respectively. Mean and standard deviation of both groups indicated the participants are closely performed in pre-test. Independent-samples *t*-test analysis reveals a slight difference between the experimental and control groups on the pre-test; however, the observed *t* (258) is less than the critical *t* (2.048) with df=28. Thus, the difference in the experimental pre and post-test is

not significant. The next step was to analyze the scores of participants' means of the post-test in Table 3.

Table 3.

Descriptive and t-Test Statistics (Post-tests)

Groups	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
Experimental	15	17.83	7.30	1.88	2.546	28	.017
Control	15	12.20	4.33	1.11			

Table 3 indicates post-test of the groups' means are 17.83 (standard deviation, 7.30) in the experimental group. In the control group, the mean and standard deviation are 12.25 (standard deviation, 4.33) respectively. Thus, the t-test shows a difference between the groups. The results indicate t-test statistics shows the observed t (2.549) is greater than the critical t (2.048) with df=28 that means significant. Table 4 shows paired samples t-test of both groups' pre and post-tests.

Table 4.

Descriptive and Paired Samples t-Test Statistics (Pre vs. Post-tests)

	Groups	Mean	N	Std. Deviation	Std. Error Mean	t	df	P
Pair 1	Exp. Pre-test	9.91	15	4.86	1.25	-3.062	14	.008
	Exp. Post-test	17.83	15	7.30	1.88			
Pair 2	Control. Pre-test	10.35	15	4.30	1.11	-1.430	14	.175
	Control. Post-test	12.25	15	4.33	1.11			

Table 4 shows that in the experimental group mean 9.91 and standard deviation 4.86300 in pre-test are very lower than mean 17.83 (standard deviation 7.30) in the post-test, but in the control group's mean 10.35 (standard deviation 4.30) in pre-test are not very less than mean 12.25 and standard deviation 4.33 in the post-test. The observed t (3.062) is greater than the critical t (2.145) with df=14. Thus, the difference in the experimental group's pre and post-test is significant. Since the observed t (1.430) is less than the critical t (2.145), the difference in the control group's means of the pre and post-tests is not significant. To discover the effect of podcasts on the groups' post-test of pronunciation, descriptive statistics and independent samples t-test was used to show the difference between learning stress and intonation among both groups' mean in Table 5.

Table 5.

Descriptive and Paired Samples t-Test Statistics (Post-tests of both Groups)

Groups	N	Mean	Std. Deviation	Std. Error Mean	t	df	P
Intonation	30	12.21	3.00	.54	4.619	58	.000
Stress	30	9.03	2.28	.41			

Table 5 presents the mean of learners' post-test intonation is greater than their mean score in learning stress. The difference between intonation and stress scores is significant. Furthermore, it shows that the observed t (4.619) is greater than the critical t (2.000) with df=58. In other words, using podcasts or conventional instruction was more effective participant's intonation rather than stress recognition.

Discussion

Data were analyzed based on the design of the study and results indicated that the experimental group outperformed the control one. The findings are prepared and discussed addressing the research questions.

RQ1. Does using podcasts affect the pre-intermediate Iranian students' pronunciation?

One of the main objectives of this study was to figure out the effectiveness of using podcasts on the pronunciation of the pre-intermediate students. To answer this research question, the results obtained from the experimental and the control groups in post-test were compared. In addition, the results showed that the treatment for experiment group was beneficial. In other words, the performance of the participants in both the experimental (pronunciation, i.e. stress & intonation) and the control groups were different. By comparing the groups' means, it can be concluded that the experimental group is performing better than the control group in learning pronunciation. Independent Sample t-test showed that statistically there was the difference between experimental group and control group on post-test. As it can be observed, the difference of the groups on the post-test is significant ($p>0.05$).

The use of podcasts does not affect on learners' pronunciation among pre-intermediate Iranian students in the control group but it was effective in learning pronunciation the experimental group. Thus, the first null hypothesis is rejected. Considering the results obtained from the analysis of related data, it can be argued that this method used on learning pronunciation (stress & intonation) and it was effective in the experimented group. Thus, it can be inferred that both groups performed differently on the post-tests. Another reason for this results, is that both groups in the pre-test performed the same, that means, before using podcasts for learning pronunciation (stress & intonation) in both groups had the same proficiency level, so clear enough using podcasts audio files for learning pronunciation was the main reason for this different results in the post- test.

Since podcasts are some audio files about the daily conversation deals with the stress and intonation of words in sentences. Students must listen to these audio files to learn appropriate and correct stress and intonation. This is in line with Pasnik (2007) and Dale and Pymm (2009) and Shield (2008) who stated that activities such as using podcasts can be useful for the learners at the pre-intermediate level to learn pronunciation. However, some studies do not support the results of this study. Cohen and Macaro (2007) and Buck (2006) believed that learners did not have any particular strategy for maximizing their podcasts sessions. Mostly, they used podcasts as an entertainment rather than a pedagogical tool for learning pronunciation. So, they used podcasts without any clear purpose.

RQ2. Is there a difference between using podcasts or conventional instruction to improve the learners' stress or intonation?

Data were analyzed to measure the effect of both podcast and conventional instruction on the learners' achievement of both stress and intonation. Results indicate that the difference between the post-tests in both groups. In other words, both groups' means were lower in the scores of stress items more than what they gained in intonation items. However, the difference in the pre-test to post-test was severe in the experimental group. So, there is difference significant in the experimental group in pre to post-test. In both groups saw a decrease in error rate from pre- to post-test. The mean scores describe a decrease in errors. However, the experimental group had more decrease in errors in compare to the control group in both stress and intonation, so in both groups there was an improvement in stress and intonation from the pre-to post-test. Though practicing anything on a regular basis will lead to an improvement. Practicing stress and intonation are suggested in both cases of using podcasts or conventional methods of teaching pronunciation. However, teaching stress need much mor attention comparing to intonation instruction.

As mention above, the using of podcasts audio files effects on learners' stress and intonation significantly. So, the findings of the second research question also agree with a number of studies which was stated in the present study. These studies that supported by McGarr (2009) and Godwine-Jones (2005) who stated that using podcasts as fixed variable can affect on learning pronunciation among language learners and it also revealed that it can decrease the errors in pre to post-test. So, the decrease error rate showed that the good learners' performance. Moreover, it showed the activities are more conductive. However, Burns (2000) and Nunan (1997) suggest that podcasts as a fix variable cannot have a positive effect on learners' performance. It cannot decrease the error rate in learners since they believe that when EFL learners use podcasts individually they cannot comprehend those audio files just through listening. Some EFL learners need other abilities such as vocabulary knowledge, topic familiarity and enough exposure to use those podcasts.

Conclusion

The results of the research on using podcasts on learning pronunciation (i.e., stress and intonation) indicate a positive effect on pre-intermediate language students. The results of the study also indicated the superiority of using podcasts files for learning over traditional ways including teachers' modeling, peer practices, and using students' books interchange 1 (Richards, 2013). The findings of this study also revealed that using podcasts on learners' pronunciation affects mainly in the experimental group rather than in control group in the post-test.it means that using podcasts was beneficial for the experimental group. In the control group, using traditional methods could not affect learners' pronunciation significantly. Before using podcasts in groups, they had close proficiency level, so clear enough using podcasts audio files for learning pronunciation was the main reason for these different results in the post- test. Thus, the treatment group was performed better than the control group in both stress and

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intonation. But both groups are better in intonation comparing to stress. This shows the EFL teachers should pay mor attention to teaching stress rather than intonation.

However, podcasts audio files are self-study and pedagogical materials, the students can download them from the internet and listen and practice them out of the class without teacher's interferences. Using podcasts files positively increased students' motivation, they showed that the students be motivated by audio files that provided by computer software or webpages. After students became familiar with podcasts, they can use them out of the school every day, so they become a source of motivation for learning. Students listen to the podcasts files each week if students forget the stress of words and intonation of sentences. They are able to listen to these audio files again. Using these audio files is a useful way to motivate the students to learn stress and intonation sentences by their own. If students listen to the podcasts well, they can monitor themselves. The participants installed CDs of podcasts audio files to their laptop. They should be familiarized with using of software in class.

EFL teachers can utilize every day these files to improve students' pronunciation (stress & intonation). Pronunciation skills are often difficult for pre-intermediate students to master and the traditional ways are costly. Digital learning may be a useful and practical way to boost learners' self-autonomy in learning pronunciation. If the teacher had a simpler more accessible online podcasts audio files for improving pronunciation, this would be a bigger focus in second language classroom. Other researchers can use podcasts as a tool or technology device. The participants were able to connect their podcasts device to the Internet. The participants of this study were too small and they were from the researcher's own classes, so using more participants could help the finding to be more reliable. It is suggested to consider a mixed group of male and female to see whether there is different in gender regarding using podcasts for students' pronunciation.

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