

# Analysis of the Impact of English Pronunciation and Intonation on Junior High School English Learning in China

Wang Junyuan, Zhang Jian

Date of Submission: 15-09-2024

Date of Acceptance: 25-09-2024

**ABSTRACT:** This study conducts a comprehensive analysis of the impact of English pronunciation and intonation on the English learning process in junior high school students. The research begins with an introduction to the context and content of the study, followed by an in-depth discussion on the definition and classification of pronunciation and intonation. It examines their role in English expression and their significance in English language pedagogy. The study identifies the challenges associated with learning pronunciation and intonation, which are often a source of difficulty for students. It then meticulously explores the specific impacts of pronunciation and intonation on various aspects of English learning, including listening comprehension, oral expression, language acquisition, and interest in learning the language. To address these challenges, the study proposes several teaching strategies for English pronunciation and intonation, emphasizing the transformation of the teacher's role, innovation in teaching methods, and the importance of creating practical language contexts. The research concludes with a summary of findings and suggestions for future research directions. A key contribution of this study is its thorough investigation into the effects of English pronunciation and intonation on junior high school English learning, along with the development of targeted teaching strategies that offer valuable insights for educators.

**Key Terminology:** English Pronunciation and Intonation; Chinese Junior High School English Learning; Impact Analysis

## I. INTRODUCTION

### (1) Research Background

The impact of English pronunciation and intonation on the English learning of junior high school students has always been a significant concern for researchers. Currently, domestic research mainly focuses on the impact of dialects on English learning, with less in-depth study on the relationship between

Mandarin and English pronunciation and intonation. Additionally, empirical research on the influence of English teachers' pronunciation on students is relatively scarce. Therefore, the purpose of this study is to conduct a comparative analysis of Chinese-English language materials from junior high school students and English teachers in different regions to address the following questions: (1) Is there a correlation between the standardization of Mandarin tone and intonation and that of English pronunciation and intonation?

In Chinese research, there are studies on the impact of dialects on the learning of English pronunciation and intonation, such as the study on the impact of Hebei dialect on learning English pronunciation and intonation. Moreover, some studies have attempted to adopt corrective measures to address this issue and have achieved certain effects. Additionally, the impact of dialect characteristics in the Sichuan dialect area on English pronunciation and intonation teaching is also a research focus. By studying how the common features of Chinese language in Sichuan dialect and its own characteristics affect the teaching of English pronunciation and intonation, strategies suitable for English pronunciation and intonation teaching in the region can be proposed.

In summary, mastering English pronunciation and intonation is very important for the English learning of junior high school students. By thoroughly studying whether there is a correlation between the standardization of Mandarin tone and intonation and that of English pronunciation and intonation, as well as the impact of dialects on the learning of English pronunciation and intonation, guidance can be provided for English teaching, and corresponding teaching strategies can be proposed to help improve students' English pronunciation and intonation levels.

## (2) Research Content

This paper studies the impact of English pronunciation and intonation on the English learning of junior high school students. Pronunciation and intonation are important components of English learning, directly affecting learners' oral expression and listening comprehension skills. Therefore, an in-depth analysis of the impact of English pronunciation and intonation on junior high school English learning is of great significance for improving students' English learning outcomes.

The first part, Introduction, mainly introduces the research background and significance, outlining the important role of English pronunciation and intonation in junior high school English learning. First, pronunciation and intonation are important components of language communication, capable of conveying emotions and meanings. Second, learners can improve their oral expression ability by mastering English pronunciation and intonation, making the language more authentic and natural. In addition, correctly understanding and using pronunciation and intonation are also beneficial to the improvement of learners' listening comprehension ability. Therefore, the research in this paper has an important guiding role in guiding junior high school English teaching.

The second part, Basic Knowledge of English Pronunciation and Intonation, mainly introduces the basic concepts and characteristics of English pronunciation and intonation. First, the definition and role of pronunciation and intonation are introduced, emphasizing the importance of English pronunciation and intonation for communication. Second, the basic elements of English pronunciation and intonation are introduced, including the pitch, length, and stress of pronunciation and intonation. Finally, the characteristics of English pronunciation and intonation are introduced, including rising tones, falling tones, and rising-falling tones.

The third part, Analysis of the Current Situation of Junior High School English Learning, mainly analyzes the pronunciation and intonation problems existing in junior high school students' English learning. First, junior high school students have poor learning habits when learning English pronunciation and intonation, and are prone to interference from their mother tongue. Second, junior high school students lack sufficient practice opportunities and guidance in the learning of pronunciation and intonation. Finally, there are also certain deficiencies in the explanation and practice of pronunciation and intonation in junior high school English teaching materials.

The fourth part, The Specific Impact of English Pronunciation and Intonation on Junior High School English Learning, focuses on analyzing the

actual impact of English pronunciation and intonation on junior high school students' learning. First, incorrect pronunciation and intonation can lead to difficulties in students' listening comprehension, affecting the improvement of conversational communication skills. Second, inaccurate pronunciation and intonation can affect students' oral expression, leading to inaccurate or unnatural expression. Finally, the correct use of pronunciation and intonation can improve students' English oral pronunciation level, making it more fluent and natural.

The fifth part, Teaching Strategies for English Pronunciation and Intonation, mainly proposes some teaching strategies for English pronunciation and intonation aimed at junior high school students. First, teachers should strengthen the teaching of pronunciation and intonation, focusing on allowing students to develop the correct awareness of pronunciation and intonation during the learning process. Second, students' practice opportunities for pronunciation and intonation should be increased, which can be carried out through reading, conversation, and listening training. Finally, teachers can use multimedia technology and Internet resources to assist teaching and provide richer learning materials for pronunciation and intonation.

The sixth part, Summary and Outlook, summarizes the research work of this paper and looks forward to future research directions. The summary part emphasizes the importance of English pronunciation and intonation for junior high school English learning and summarizes the research results of this paper. The outlook part points out the shortcomings in the current research and proposes the direction and feasibility of future research.

In summary, this paper systematically analyzes the impact of English pronunciation and intonation on junior high school English learning and proposes corresponding teaching strategies. The research in this paper can provide a certain reference and reference for junior high school English teaching, and is of great significance for improving students' English pronunciation and intonation level.

## II. BASIC KNOWLEDGE OF ENGLISH PRONUNCIATION AND INTONATION

### (1) Definition and Classification of Pronunciation and Intonation

Pronunciation and intonation play a crucial role in English learning, significantly influencing students' English expression. To begin learning, it's essential to understand their definition and classification.

Pronunciation and intonation refer to the

variations in pitch and tone of speech, including the fundamental frequency, rising and falling of pitch, and rhythmic patterns in communication. They can be categorized into four types: tonal intonation, modal intonation, intonational intonation, and stress intonation.

- Tonal intonation uses pitch changes to indicate different meanings of words.
- Modal intonation conveys the speaker's emotions and tone through pitch changes.
- Intonational intonation signifies the mood of sentences, such as statements, questions, or commands, through pitch changes.
- Stress intonation emphasizes the importance of a syllable in a word or phrase by stressing it.

The impact of pronunciation and intonation on English expression is multifaceted. Correct pronunciation and intonation help improve listening comprehension, as students can better understand native speakers' habits and adapt to various contexts and tones. Proper use enhances the accuracy and fluency of oral expression, making speech more natural and authentic. Additionally, learning pronunciation and intonation aids in mastering English rhythm and grammar, leading to more fluid and rhythmic sentences.

From a teaching perspective, pronunciation and intonation are vital in English education. Teachers should guide students to grasp the rules early and provide training and feedback in real contexts. They can use comparisons of different languages' pronunciation, analyze patterns, and imitate native speakers to help students develop correct habits. Teachers should also correct and guide students' pronunciation to cultivate an awareness of pronunciation and intonation, enhancing communicative skills.

## **(2) The Impact of Pronunciation and Intonation on English Expression**

Pronunciation and intonation profoundly affect English expression. In oral communication, correct pronunciation and intonation enable clearer self-expression. With globalization, English has become a crucial language for international exchange. Correct pronunciation and intonation help learners understand others and be understood.

Proper use of pronunciation and intonation is vital for improving fluency and accuracy in spoken English. Many learners struggle with inaccurate pronunciation and unclear intonation, leading to ambiguity or miscommunication. Learning and mastering them can correct these issues, boosting confidence in English expression.

Moreover, correct pronunciation and

intonation significantly aid in listening comprehension and learning ability. In English listening, they are closely tied to meaning conveyance. Accurate intonation helps learners understand spoken language better, grasp key information, and improve listening skills. It also helps learners understand textbook content more effectively, enhancing learning efficiency.

## **(3) The Importance of Pronunciation and Intonation in English Teaching**

Pronunciation and intonation are indispensable in English learning and teaching. They help students accurately understand and master English pronunciation rules, involving not only word pronunciation but also sentence intonation structures and expressions. For junior high school students, who are in a critical phase of English phonetic development, developing sensitivity to pronunciation and intonation is crucial.

Pronunciation and intonation directly affect students' oral expression and communication skills. Accurate use makes expressions more vivid and natural, increasing accuracy and fluency. Poor or incorrect use can hinder expression or lead to misunderstandings. Therefore, it's essential to focus on cultivating pronunciation and intonation awareness and skills in English teaching, using listening training, imitation, and oral practice to improve students' abilities.

Furthermore, pronunciation and intonation are closely related to listening comprehension. They play a significant role in understanding spoken language and listening materials. Grasping changes in pronunciation and intonation helps students understand and analyze key information in spoken language, positively impacting listening comprehension.

The correct use of pronunciation and intonation and emphasizing them are crucial for developing students' language sense and interest in learning English. They allow students to appreciate the rhythm and beauty of English, increasing enjoyment and motivation to learn.

The importance of pronunciation and intonation in English teaching should not be overlooked. Through proper training, students can master pronunciation rules more accurately, enhance oral expression and listening skills, and cultivate language sense and interest. Teachers should, therefore, focus on teaching and training in pronunciation and intonation to help students comprehensively improve their English pronunciation and expression abilities.

### III. ANALYSIS OF THE CURRENT SITUATION OF JUNIOR HIGH SCHOOL ENGLISH LEARNING

#### (1) Main Challenges in Junior High School English Learning

Junior high school English learning is a critical phase for students, yet it presents several challenges. First and foremost, vocabulary accumulation is a significant hurdle. The vast number of English words, coupled with the irregularity in their spelling and pronunciation, poses difficulties for students' memory and mastery. Secondly, mastering grammatical knowledge is another challenge due to the complexity of the English grammar system, which encompasses tenses, voices, and various grammatical structures that students often struggle to understand and apply. Additionally, developing oral expression skills is a primary challenge in junior high school English learning. As a language rich in phonetics and intonations, English requires a certain level of oral skills and language sense to express oneself accurately.

To address these challenges, a series of measures can be implemented to assist students in overcoming difficulties. For vocabulary accumulation, various methods such as vocabulary cards and memorization software can be employed to enhance students' memory retention. It's also beneficial to guide students to learn spelling patterns and pronunciation rules to better grasp the words. In terms of grammar, case analysis and practice can cultivate students' linguistic intuition and comprehension, allowing them to master grammatical knowledge through practical application. Furthermore, organizing various oral communication activities can provide ample opportunities for students to practice speaking and apply English in real contexts.

#### (2) Current Status of Pronunciation and Intonation Learning in Junior High School

Learning pronunciation and intonation is an essential component of English learning at the junior high school level. Accurate mastery of pronunciation and intonation plays a vital role in communication. However, there are issues with how junior high school students currently learn pronunciation and intonation.

Firstly, students often focus solely on vocabulary and grammar, neglecting the importance of pronunciation and intonation. They tend to concentrate on understanding and recognizing word pronunciation while overlooking the overall speech rhythm and intonation. This one-sided approach often leads to an inability to correctly use appropriate pronunciation and intonation in actual oral expression.

Secondly, due to a lack of sufficient practice and feedback, junior high school students often lack confidence in learning pronunciation and intonation. They may develop a resistance to pronunciation and intonation in spoken expression, fearing mistakes or ridicule. This psychological pressure can make their actual spoken communication constrained and unnatural, affecting their language fluency and accuracy.

Additionally, the lack of systematic teaching and guidance in pronunciation and intonation is a problem. In some local textbooks, the teaching of pronunciation and intonation is merely reduced to basic pronunciation guidelines for words, lacking guidance on intonation for sentences and paragraphs. This results in students struggling to master suitable pronunciation and intonation in practical language use.

To address these issues, effective measures should be taken. Teachers should increase the time and importance dedicated to pronunciation and intonation teaching, integrating it into all aspects of classroom instruction. Through extensive listening and speaking practice, coupled with timely feedback and guidance, students can build confidence in their pronunciation and intonation. Teachers should also guide students to pay attention to the pronunciation and intonation of whole sentences and paragraphs, improving their skills through imitation and practice.

Moreover, schools should strengthen the management and support of pronunciation and intonation teaching, providing appropriate teaching materials and resources to create a conducive learning environment for teachers and students. Parents and students should also recognize the importance of learning pronunciation and intonation in junior high school English and actively participate, cooperating to achieve better learning outcomes.

In summary, although there are issues with the current state of pronunciation and intonation learning in junior high school English, appropriate measures, enhanced cooperation among schools, teachers, students, and parents, can improve learning outcomes and positively impact junior high school English learning.

#### (3) Common Problems in Pronunciation and Intonation Learning

In junior high school English learning, pronunciation and intonation are often challenging areas. Students encounter common issues such as incorrect pronunciation, inaccurate intonation, and heavy accents.

Mispronunciation is a frequent problem where students struggle with pronunciation and intonation. Inaccurate pronunciation can lead to

difficulties in listening comprehension and spoken expression. Certain pronunciation rules and phonetic symbols need to be mastered by students, but interference from their native language or habitual pronunciation errors often occur. For example, the "th" sound is particularly challenging for Chinese speakers, who may pronounce it as "s" or "f," leading to incorrect word pronunciation. Therefore, mispronunciation requires focused correction and intensive training.

Inaccurate intonation is also a common issue. Intonation is an essential component of meaning expression, and correct intonation makes sentences more fluent and natural. Students often have problems with intonation, such as erratic pitch levels or a lack of rhythm. These issues can affect the fluency and accuracy of oral communication. To address inaccurate intonation, students need extensive listening practice and oral exercises to improve their language sense and intonation accuracy.

Heavy accents are another common problem in junior high school English learning. Influenced by their native language, students may develop a strong accent that hinders listening comprehension and spoken expression. For instance, Chinese speakers often struggle with distinguishing between consonant phonemes like "l" and "r," as well as nasal sounds. To mitigate heavy accents, students can improve by mimicking standard English accents, enhancing listening exercises, and participating in English speaking corners.

Common problems in junior high school English pronunciation and intonation learning include mispronunciation, inaccurate intonation, and heavy accents. Students need targeted training and practice to overcome these issues and improve their pronunciation and intonation skills, thereby better adapting to the needs of English learning and communication.

#### **IV. THE SPECIFIC IMPACT OF ENGLISH PRONUNCIATION AND INTONATION ON JUNIOR HIGH SCHOOL ENGLISH LEARNING**

##### **(1) Impact on Listening Comprehension**

Pronunciation and intonation play a pivotal role in junior high school English learning, particularly in listening comprehension. Firstly, correct pronunciation and intonation assist students in accurately identifying and understanding phonemes and syllables in English. Research indicates that different letter combinations produce varying sounds under different pronunciation and intonation patterns. Understanding these patterns enables students to discern word and sentence meanings more precisely.

Secondly, appropriate use of pronunciation and intonation aids in distinguishing the tone, emotion, and emphasis of sentences. For instance, the intonation patterns for general questions and statements differ in English. Recognizing these differences helps students better grasp the speaker's intent. Additionally, variations in pronunciation and intonation convey emotional and emphatic cues within sentences, allowing students to better understand the context.

Moreover, the correct use of English pronunciation and intonation positively impacts students' listening skills. When students can accurately imitate and apply suitable pronunciation and intonation, they can more easily understand recordings with various accents and faster speeds, thus enhancing their listening proficiency. Therefore, focusing on pronunciation and intonation training is one of the essential pathways to improve listening skills in junior high school English learning.

##### **(2) Impact on Oral Expression**

Pronunciation and intonation significantly influence oral expression in junior high school English learning. Firstly, correct pronunciation and intonation are crucial for accurate pronunciation and expression. Students who master these can articulate words more precisely, avoiding miscommunication due to pronunciation errors. Secondly, learning pronunciation and intonation enhances fluency and expression in speech. By being aware of rhythm and stress in English, students can organize language more naturally and express their thoughts fluently.

Furthermore, learning pronunciation and intonation impacts the accuracy and naturalness of oral speech. It helps students better understand phonetic rules and intonation variations in English, enabling them to pronounce syllables and stress important words accurately, making their speech clearer and more natural. Additionally, students can modify their accents to sound more authentically English, improving the naturalness and fluency of their speech.

##### **(3) Impact on Language Acquisition**

In junior high school English learning, pronunciation and intonation significantly affect language acquisition. Correct use of pronunciation and intonation aids students in accurately understanding and mastering English vocabulary, sentences, and text structures, thereby improving language acquisition outcomes.

Pronunciation and intonation positively promote students' word memorization and pronunciation learning. They help students accurately identify and memorize the phonetic transcriptions and

syllables of English words, leading to more precise and natural pronunciation. By consciously learning and imitating standard English pronunciation and intonation, students can better grasp pronunciation rules and enhance the accuracy of their speech.

Pronunciation and intonation also play a significant role in understanding sentences and texts. They add a sense of language rhythm and logical coherence to sentences and texts. With correct pronunciation and intonation, students can better comprehend the meaning, structure, and logical relationships of sentences. They also aid in understanding and applying rules of stress and pausing in English, enhancing expression in speech and writing.

Moreover, pronunciation and intonation facilitate the acquisition and application of grammar. They help students understand pronunciation differences under various grammatical rules, making it easier to apply grammatical knowledge accurately. For example, pronunciation and intonation can assist students in correctly distinguishing verb conjugations, understanding complex sentence structures, and using punctuation, thus improving grammatical proficiency.

#### **(4) Impact on Interest in English Learning**

Pronunciation and intonation significantly influence junior high school students' interest in learning English. Firstly, mastering English pronunciation and intonation enables students to more easily understand content in English materials and listening exercises. Accurate listening to phonetic sounds and intonation variations enhances listening comprehension and interest in English listening.

On the other hand, correct use of pronunciation and intonation positively impacts students' oral expression abilities. Learning proper pronunciation and intonation allows students to better imitate and master English pronunciation rules, improving their oral expression skills. When students can accurately express themselves using English pronunciation and intonation, their confidence and interest in speaking improve.

In summary, mastering pronunciation and intonation is crucial for enhancing students' interest in learning English. By focusing on pronunciation and intonation training, students' listening comprehension, oral expression, language acquisition abilities, and overall interest in English learning can be significantly improved. Therefore, English teaching should emphasize the cultivation and training of pronunciation and intonation to stimulate students' enthusiasm and interest in learning English.

## **V. TEACHING STRATEGIES FOR ENGLISH PRONUNCIATION AND INTONATION**

### **(1) The Transformation of the Teacher's Role**

In the teaching of English pronunciation and intonation, the role of the teacher has significantly evolved. Traditional teaching models emphasized the teacher's dominant role as the disseminator of knowledge and the judge of learning outcomes. However, with the continuous deepening of language teaching philosophies and the impetus of educational reforms, English pronunciation and intonation teaching have shifted towards a more student-centered approach.

On one hand, teachers are no longer solely knowledge transmitters but are more focused on inspiring students' independent learning and critical thinking skills. By setting up reasonable learning tasks and encouraging discussions and interactions, teachers stimulate students' interest and motivation in learning. For instance, teachers can design cooperative group activities where students collaborate to solve pronunciation and intonation problems, enhancing their active participation and learning outcomes.

On the other hand, teachers emphasize the cultivation of students' practical and application abilities in teaching. They focus not only on imparting knowledge but also on helping students improve their pronunciation and intonation skills through practical exercises and situational simulations. Teachers can organize role-playing activities where students use appropriate pronunciation and intonation to express their views in specific contexts, consolidating their knowledge and applying it to real communication.

Teachers also play an evaluative and guiding role in English pronunciation and intonation teaching. They provide timely feedback and evaluations, pointing out students' deficiencies in pronunciation and intonation, and offer specific guidance and suggestions tailored to each student's unique situation. Teachers can provide targeted individual coaching and training to help students overcome difficulties and improve their pronunciation and intonation levels.

The transformation of the teacher's role is crucial for English pronunciation and intonation teaching. Teachers must focus on fostering students' independent learning, critical thinking, practical application abilities, and provide evaluation and guidance. Only through these changes can students' interest in learning be better stimulated, and their pronunciation and intonation skills be improved.

## (2) Innovation in Teaching Methods

Innovation in teaching methods is vital for English pronunciation and intonation teaching. Traditional methods often focused on the accuracy of pronunciation and intonation expression, neglecting students' application abilities in real contexts. To enhance learning outcomes, teachers need to adopt new teaching methods to stimulate students' interest and cultivate their practical language skills.

Teachers can employ situational teaching methods for English pronunciation and intonation. By creating authentic context scenarios, students can experience the application of pronunciation and intonation in real life. For example, teachers can design real-life dialogues or role-play activities, allowing students to apply their learned knowledge in realistic settings, improving their pronunciation, intonation accuracy, and practical communication skills.

Utilizing multimedia technology and interactive teaching methods is also a commendable strategy. Teachers can use multimedia teaching software, recording devices, and other modern educational tools to expose students to authentic language environments, such as English movie clips and radio programs. Interactive activities like pronunciation games and contests can stimulate student interest and motivation, encouraging active participation in learning pronunciation and intonation.

For sounds and intonations that significantly differ between Chinese and English, teachers can use comparative teaching methods. By contrasting the differences in phonemes and intonations between the two languages, students can better understand and master the rules of English pronunciation and intonation. Teachers can design exercises and example sentences for students to compare and gradually correct their pronunciation and intonation, overcoming the challenges posed by language differences.

## (3) The Importance of Creating Realistic Contexts

Creating realistic contexts is an essential aspect of English pronunciation and intonation teaching, helping students better understand and apply the rules of pronunciation and intonation, enhancing their expressive abilities. In creating realistic contexts, teachers can use various teaching methods and materials to stimulate student interest and active participation.

Teachers can present real-world applications of English pronunciation and intonation through videos and demonstrations, allowing students to visually grasp the connection between intonation and context. For instance, showing video clips of English speeches can help students observe the changes in

pronunciation and intonation in different situations, understanding their importance in communication.

Teachers can also design group activities or role-plays that allow students to use English pronunciation and intonation in realistic contexts. Organizing simulated telephone conversations can demonstrate students' adaptability to different situational intonations, stimulating interest, and improving pronunciation and communication skills.

Teachers can guide students to participate in practical English pronunciation and intonation activities, such as English corners for practice and interaction, allowing students to apply their knowledge in real language environments, boosting confidence and language application abilities.

Creating realistic contexts is indispensable in English pronunciation and intonation teaching. By presenting real-world scenarios, conducting role-plays, and organizing practical activities, students can better understand the rules of English pronunciation and intonation and apply them confidently and fluently in communication. Therefore, teachers should focus on creating realistic contexts in their teaching to improve students' English pronunciation and intonation skills.

## VI. CONCLUSION AND PROSPECTS

### (1) Research Conclusion

This study has delved into the impact of English pronunciation and intonation on the English learning of junior high school students, leading to several key findings. Pronunciation and intonation are integral to language, encompassing pitch, stress, and rhythm. Mastery of these aspects significantly aids learners in comprehending and utilizing English more effectively, thus enhancing listening and speaking skills. Conversely, inaccuracies can lead to communication barriers and diminished learning outcomes.

The study revealed that various complex factors influence the acquisition of pronunciation and intonation, including phonological differences from learners' first languages, learning environments, and individual learning strategies and attitudes. It underscores the necessity for targeted teaching interventions in English pronunciation and intonation instruction that consider these factors.

However, the research also identified limitations, notably a focus on the impact of pronunciation and intonation on academic achievement, with less exploration of their effects on other language skills. Additionally, the study's sample size and participant selection were limited, necessitating further empirical research for broader validation of the findings.

## (2) Research Prospects

While this study thoroughly examined the impact on junior high school students, it was conducted with a relatively small sample from a few schools. Future research should expand the sample size to encompass a more diverse and extensive range of schools, grades, and students, thereby enhancing the reliability and applicability of the results.

Moreover, although this study highlighted the importance of pronunciation and intonation in English learning, it did not deeply explore their specific applications in teaching. Future studies should investigate how to guide students in effectively using pronunciation and intonation to improve their oral English skills. This could involve developing and implementing targeted teaching strategies and activities to help students better understand and apply English pronunciation and intonation.

Additionally, the current study did not address the impact of pronunciation and intonation on listening and speech recognition abilities. Future research could explore the relationship between pronunciation and intonation and these competencies, potentially utilizing experimental designs, listening tests, and advanced techniques like EEG and fMRI to investigate the neurological mechanisms.

Finally, while this study focused on junior high school students, future research should extend its scope to students of different ages and proficiency levels. This would provide a more comprehensive understanding of the mechanisms by which pronunciation and intonation affect English learning, offering a scientific basis for English language teaching.

In summary, despite the meaningful findings of this study, there are many areas that require further investigation. Future research can delve deeper into aspects such as sample size, pedagogical applications, listening and speech recognition, and diverse populations to refine our understanding of the impact of English pronunciation and intonation on English learning in junior high school students. This will contribute to optimizing English teaching methods and enhancing students' learning outcomes and oral expression skills.

## REFERENCE

- [1]. Siwei Tang. Analysis of the Impact of Negative Transfer from Chinese on English Pronunciation and Intonation Learning [J].*Science Education Journal*, 2018.
- [2]. Gui L. Analysis of Strategies for Developing Students' Pronunciation and Intonation Awareness in College English Teaching Based on International Communication [J]. *E3S Web of Conferences*, 2020, 214(3): 01041. DOI: 10.1051/e3sconf/202021401041.
- [3]. Shuli Wu. A Brief Analysis of the Impact of English Pronunciation and Intonation on English Language Learners [J].*Modern Farmer Consultant*, 2018.
- [4]. Bu Gu. Examination and Assessment Reform of English Pronunciation and Intonation Based on Washback Effect [D].*Journal of Hunan First Normal University*, 2019.
- [5]. Ting Guan. Research on the Application of Drama Education Based on Output Oriented Approach in Junior High School English Oral Teaching [J]., 2019.
- [6]. Cai-De Li, JM School. Analysis of the Factors Influencing English Teaching in Junior and Senior High Schools and Countermeasures [D].*Overseas English*, 2018.
- [7]. Xinyue Zhang. Research on the Current Status and Strategies of the Application of Cooperative Learning in Rural Junior High School English Oral Teaching [J]., 2019.
- [8]. Qi Qi, Xiaonan Zhao, Jingjing Han, et al. The Impact of Regional Dialects on English Pronunciation and Intonation and Countermeasures [J]., 2019.
- [9]. Qifen Shu. Research on the Construction and Application of Junior High School English Oral Teaching Model in a Blended Learning Environment [J]., 2018.
- [10]. Huijuan Wang. The Impact of Metaphor-Based Listening Teaching on Junior High School Students' Listening Comprehension [J]., 2020.
- [11]. Bin Li, Guoying Wang, Aiwa Bai. Research on the Effect of Praat-Based Visualized Independent Learning on English Intonation Acquisition [J].*Knowledge Economy*, 2018.
- [12]. Peiyu Jiang. The Efficacy and Application of Error Correction Feedback in High School English Oral Classes [J]., 2019.
- [13]. Wanwan Liu. Research on the Application of TED Resources in High School English Oral Teaching [J]., 2019.
- [14]. Yuzhi Liu, Weizhi Wu, Guanya Zhang. Research Progress on the Alleviation of Lipid Metabolism Abnormalities by Food-Derived Polysaccharides [J]., 2023.
- [15]. Shunyu Shi. The Negative Transfer Impact of the Yi Language on English Phonetics Learning [J]., 2018.