

# A Study on the Correlation Between English Pronunciation Learning Anxiety and Learning Strategies of College Students in Inner Mongolia<sup>1</sup>

Chaomuerlege

Hohhot Minzu College, Hohhot 010051, China.

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**Abstract:** Nowadays, English teaching, as an important part of college teaching, has attracted much attention. The study of English phonetics in college English teaching in Inner Mongolia is also an important part of the whole English teaching, which is of great significance to students. First of all, it is conducive to the progressive development of college students' English in Inner Mongolia. Secondly, students' confidence will be doubled in the future English learning and even in the whole learning process through English pronunciation learning. Because students' English pronunciation learning is affected by the Inner Mongolia dialect, students will encounter difficulties in pronunciation learning, and teachers' problems in choosing pronunciation teaching methods and creating teaching atmosphere in teaching will hinder students' English pronunciation learning. Therefore, teachers need to combine the actual situation, solve the above problems, and achieve the progress of English pronunciation learning of college students in Inner Mongolia.

**Keywords:** College Students in Inner Mongolia; English; Anxiety of Phonetics Learning; Strategy

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## Introduction

The teaching of English phonetics for college students in Inner Mongolia needs teachers and students to pay more attention to it. Teachers should constantly improve their teaching methods in phonetics teaching to create a certain teaching atmosphere for students' phonetics learning. At the same time, teachers must establish clear teaching objectives in teaching, that is, the determination of teaching objectives should be based on the actual level of students in Inner Mongolia colleges and universities.

### 1. The significance of English pronunciation learning for college students in Inner Mongolia.

#### 1.1 Promote students' comprehensive English literacy.

College students' English learning is a combination of listening, speaking, reading and writing. To realize the progress of English pronunciation learning of college students in Inner Mongolia, pronunciation teaching plays a vital role in other parts of English learning. English phonetics teaching will promote students' comprehensive English learning. First of all, in the process of learning college English, students need to remember words through correct pronunciation. Then, put the knowledge into the exercises in the future to achieve the students' English progress. Therefore, teachers should take practical actions to achieve the development of students' English pronunciation teaching and to develop students' comprehensive English literacy.

#### 1.2 Achieve the improvement of students' learning confidence.

The students' learning needs the support of great confidence. Teachers who help students to teach English phonetics in

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daily teaching will help students improve their self-confidence in the future English learning process or other learning processes. In particular, students from universities in Inner Mongolia. The development of education in various places is uneven. The teaching level in remote Inner Mongolia is relatively low, so the students' learning foundation is relatively low, which is the loss of self-confidence in English learning. At the same time, most universities in Inner Mongolia are mainly students from Inner Mongolia. Influenced by dialects, college students in Inner Mongolia will have non-standard English pronunciation, which will cause some students' confidence in learning English to be frustrated. Therefore, students need to gain confidence in happy English pronunciation teaching. Teachers need to solve the problems of anxiety and loss of confidence in English pronunciation learning of college students in Inner Mongolia, so as to improve students' confidence in learning.

## **2. The performance of English pronunciation learning anxiety of college students in Inner Mongolia.**

The language anxiety of college students in Inner Mongolia is reflected in the fact that some students have nonstandard pronunciation and are heavily dialectal. This leads to the lack of self-confidence of students, making pronunciation more difficult, and the voice is low, even in serious cases, palms sweating, voice tone change and other situations. At the same time, students' anxiety is also reflected through certain psychology, such as: inferiority complex, always feel that their English foundation is poor and inferior to others. I don't dare to speak or express in class, for fear that I may say wrong English words. The teacher or classmates will make fun of the sentences that others cannot understand. I don't dare to ask questions even if I have questions. I'm afraid that the questions I ask are too simple. If they lack confidence in themselves for a long time, they will lose the motivation to learn English, and students will become more and more anxious in their future learning.

## **3. Problems in english pronunciation learning of college students in inner mongolia.**

### **3.1 The teaching method of English pronunciation for college students in Inner Mongolia is improper.**

The improper teaching method of English pronunciation for college students in Inner Mongolia is an important obstacle in English pronunciation teaching for college students. In the teaching process, Inner Mongolia adheres to the traditional teaching method of teaching. The teaching method is single, which leads to the reduction of students' enthusiasm for learning, the low efficiency of college English learning, and the problems of students' English pronunciation learning. At the same time, the teaching methods adopted by teachers do not conform to the actual situation of college students in Inner Mongolia. Colleges and universities in Inner Mongolia did not adhere to the principle of combining theory with practice, and did not combine the characteristics of serious Inner Mongolia dialect and lack of teaching resources in Inner Mongolia. As a result, teaching methods have not played an adequate role in the actual English pronunciation teaching of college students. Therefore, in order to solve this problem, teachers must study the teaching methods of English pronunciation teaching for college students in Inner Mongolia, and choose appropriate teaching methods.

### **3.2 The atmosphere of English pronunciation teaching for college students in Inner Mongolia is lacking.**

The lack of English pronunciation teaching atmosphere for college students in Inner Mongolia is an important problem in English pronunciation teaching for college students. The construction of English teaching atmosphere in colleges and universities is an extremely critical and important part of the whole teaching. This requires starting from schools and teachers to create a good atmosphere. However, in the teaching process of colleges and universities in Inner Mongolia, the overall atmosphere of English teaching in colleges and universities is missing, and the atmosphere of English pronunciation teaching is even missing, which makes students less motivated to learn. Students pay less attention to pronunciation learning. Therefore, teachers must study the teaching atmosphere of English pronunciation teaching for college students in Inner Mongolia and create a strong teaching atmosphere for teaching.

## **4. Strategies of English Phonics Learning for College Students in Inner Mongolia.**

### **4.1 To determine the clear goal of English pronunciation learning for college students in Inner Mongolia.**

In the process of teaching English phonetics to college students in Inner Mongolia, teachers should set clear teaching

goals. The determination of this teaching goal must be scientific and standard. The formulation of teaching objectives must be based on the actual learning level of students. To ensure that the teaching objectives formulated play a positive role in guiding students' English pronunciation learning. Therefore, it is very important for teachers to formulate teaching objectives in the teaching process, which is an important guide for students in the learning process. Therefore, teachers should take action, formulate scientific and reasonable teaching objectives, and solve the problems in English pronunciation learning of college students in Inner Mongolia.

#### **4.2 Choose appropriate teaching methods of english pronunciation for college students in inner mongolia.**

To solve the problem of English pronunciation learning anxiety of college students in Inner Mongolia, teachers should actively improve the teaching methods of English pronunciation of college students in Inner Mongolia. It is not enough to adopt a single teaching method. Teachers should adhere to the innovation and combination of teaching methods. Teachers can creatively use the group teaching method to divide students into several groups. In the group teaching, students supervise and guide each other, so that students can achieve good English pronunciation learning results in group cooperation. Teachers can also use the discussion method to let students actively understand the pronunciation skills and methods in the process of English pronunciation learning, and express them through group communication, which is more conducive to the smooth completion of the task of English pronunciation learning. So that the effect of english pronunciation teaching for college students in inner mongolia can be improved qualitatively.

#### **4.3 Create a certain atmosphere for college students in Inner Mongolia to learn English phonetics.**

Teachers should create a good learning environment for students to teach English phonetics. With the support of the school, teachers should actively create a certain learning atmosphere for students' English pronunciation learning, so that students can make efforts to improve the learning effect of English pronunciation under the influence of a good atmosphere. This good atmosphere should be created from the society, schools and teachers. First of all, the society should pay more attention to the pronunciation learning of college students, and create a positive learning atmosphere for them in the society. Secondly, schools should also create a certain atmosphere for students' learning. For example, make efforts in school spirit. Finally, in terms of teachers, teachers should also create a corresponding atmosphere for students' phonetics learning. Teachers can create a certain atmosphere for students' phonetics learning through pre class interaction or with the help of multimedia, so that students can improve the efficiency of phonetics learning under the influence of a good atmosphere.

### **5. Conclusion**

The society, schools, teachers and other aspects should pay more attention to the English pronunciation learning of students in colleges and universities in Inner Mongolia. Furthermore, the development of students' comprehensive English quality can be realized. Because students' English pronunciation learning is affected by the Inner Mongolia dialect, students will encounter difficulties in pronunciation learning and teachers' problems in teaching, which will make students feel anxious about English pronunciation teaching. The society, schools and teachers should take positive measures to solve the problem of English pronunciation learning anxiety of college students in Inner Mongolia. So that students can develop their comprehensive quality.

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