

From Affect to Effect : Teaching Rhythm and Stress in EFL in The College or University Context in Japan

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Breaking The Vow of Silence

This paper will address the teaching of pronunciation from both an academic and a practical viewpoint. The first part of the paper will give the rationale of the approach, the second will address the practical problems of teaching pronunciation, while the third will give a practical syllabus. Finally some actual lessons will be included which can be used by the teacher as a basis for teaching pronunciation in class. The practices included are all classroom tested and have been proven to provide a maximum amount of student on-task behaviour with a minimum of teacher intervention.

It is the writers belief that while one cannot ignore the physical difficulties with mastering the sounds, rhythms and stress patterns of such a different language as English is for the Japanese learner; affective factors are also extremely relevant in the lack acquisition of native-like speech patterns. Turning to literature for a moment, Maxine Hong Kingston (1973), gives a very sensitive and eye opening account of the meaning of silence in her novel *The Woman Warrior*.

It was when I found out I had to talk that school became a misery, that the silence became a misery. I did not speak and felt bad each time that I did not speak. I read aloud in first grade, though, and

heard the barest whisper with little squeaks come out of my throat. "Louder," said the teacher, who scared the voice away again. The other Chinese girls did not talk either, so I knew the silence had to do with being a Chinese girl. (p.193)

This eloquently expressed verbal expression of a self, not only different from the expected norm, but also puzzled and confused by it is, perhaps what many young learners of English encounter when first they meet the foreign teacher. Where they were required to sit obediently and take notes (or at least be quiet) they are now expected to discuss, disclose and generally behave in very non-Japanese ways. Ways which are at odds with the behaviour expected by the cultural norms (in Japan the foreign culture being constrained within the confines of the EFL classroom). The tasks which are utilized in my class tend towards lessening any anxiety or apprehension which may occur in the learner of a foreign language. They are usually not aimed at specific individuals, and an emphasis is put upon all mistakes as being a positive part of the learning process. Compromise between the teachers expectations of communication and the students expectations of silence are discussed next.

The formalization of "classroom culture" was a topic discussed in the November issue of *The Language Teacher*. This culture was given the designation of "OLLT" or the culture of oral language learning and teaching. In the authors discussion they separate the teaching of the target culture through language activities from the culture of the classroom. This culture has its own definitive rules for the behaviour of the teacher and the learner. Thus, there are:

actions (wait-time, eye-contact, gesturing..) and assumptions (paired practice is better than individual practice, information-gap tasks are better than rote-memory tasks...) which are particular to the teaching of and learning about oral language (Greene & Hunter *The Language Teacher* Nov. 1993:9).

They describe, in a detailed analysis, how the expectations of teachers and learners differ in the generally homogeneous Japanese post-secondary educational institution. Of particular interest for the purpose of this essay is conflict between the teachers expectations of participation and engagement in an activity and the students expectations of non-involvement. Greene & Hunter (1993) cover the gamut of possible behavioural expectations and have come up with a comprehensive list which shows how diverse are the expectations of the foreign language teacher and the student. For example: the student should not approach, make eye contact, or ask questions of the instructor. / Furthermore, the students belief system includes the tenets that the instructor should not move the students around in the classroom, should not ask direct questions and should lecture whether or not the students are listening. The implications for the acquisition of pronunciation skills is immediately evident for without engagement in the activity, namely producing comprehensible speech, no progress will be made.

Traditional Patterns Underlying Student Classroom Behaviour

These difficulties within the classroom have their roots in the classical belief system which the students themselves may not themselves consciously be aware.¹ This system is exemplified by the

kotodama doctrine which

is used to substantiate the view that uniquely for the Japanese name and reality coincide...which in turn leads to a 'concurrence of word and deed'...in behavior and the 'unity of self and other'...in interpersonal relationships Thus, the national character...is said to resist individualizing consciousness, which sets man against himself, opposed to the world, and alienated from others. (Dale 1986:101).

With social cohesion as a core belief and furthermore a world view formed from the standpoint that one is unique in the world and that other languages lack peculiarly word / deed confluence it follows that the foreign language is seen as entirely alien and unusable. The student belief that the instructor should not breach the social distance formula is pre-set within this doctrine. Thus, foreign teachers break the rules laid down in a rigidly codified social system which are conveyed to the individual throughout his / her school life. This is observable in the student who returning from a stay abroad may go to great pains to avoid showing any ability to speak in the classroom, for to do so would set the student apart and would likely alienate that individual from the social milieu.

Motivation in the EFL Classroom

It would appear that in the majority of teaching environments in which the native-speaking teacher finds him / herself a number of factors come into play to prevent the acquisition of native-like pronunciation. If social cohesion within the group is a primary

motivation for EFL students then it is logical to assume that it would behoove teachers to acknowledge the distinctions in attitudinal motivation within the learners. In the EFL context instrumental motivation is more prevalent than integrative motivation.² The students learn English, in the majority of cases, more for the purposes of as a means of "attaining instrumental goals: furthering a career, reading technical material, translation, and so forth" (Brown 1987:115). The goal of the Japanese EFL student is rarely to become part of, or to integrate with, the culture of the target language. (Of course a notable and infrequently occurring, exception to this is a student who is going to study / live abroad for some significant amount of time.) Rather the motivation is often induced by the desire on the part of the student to achieve a good grade. As such the motivation generally stems from outside e.g., as a school system requirement. If the goal is, for the most part, to pass a test, then the native-speaking teachers often egalitarian class structure and the students confusion with this style of teaching put the instructor and the learner at odds with each other.

The rest of this paper will focus upon a 12 week pronunciation program designed to fit within the larger context of three months of English instruction. The teaching situation and the example lesson given is biased towards female students as they comprise the majority of the writers students. The practices can easily be altered to fit somewhat more male oriented interests.

Pronunciation classes are generally held in addition to, and separate from, the communicative English class. Often these pronunciation classes are taught in language labs presided over by Japanese teachers. In most cases segmentals are the focus of the lesson with minimal pair distinctions often being preceded by "sammy

diagrams". Japanese instructors who undertake this task appear to be both competent and comfortable with this task.³ This being the case there is, I believe, no need to duplicate the process. This syllabus concentrates upon suprasegmentals as they occur within various communicative activities.

After a discussion of the goals of the syllabus from the perspective of both the teacher and the student. A focus will be placed upon some of the probable reasons why (in the writers experience) closer approximations of native-like pronunciation are very rarely found in the Japanese EFL classroom. In teaching pronunciation the native speaking language teacher needs to be aware of issues such as age and critical periods of acquisition and should also be familiar in the sociolinguistic factors which influence the difficulties students have, not only with pronunciation, but with virtually all the communicative aspects of English as a foreign language.

The Goals Of The Syllabus

Teachers Task

1. To create a class atmosphere which will allow students to participate to the best of their ability without fear of ridicule when attempting a more native-like pronunciation. Hopefully this will lower the affective barrier to English speech production.
2. To increase the oral production of questions directed to the teacher.
3. To encourage students to use clarification speech patterns amongst themselves and to have them appreciate their own comprehensibility or lack thereof.
4. To raise the students conscious awareness of how mispro-

nunciations and lack of rhythm and stress patterns in a stream of speech can lead, if not to incomprehensibility, then at least to a breakdown of communication.

The Goals Of The Syllabus

The Students

1. To use English stress and rhythm without fear of ridicule or shaming comments by the teacher and the other students.
2. To ask questions in the classroom both of the instructor and of each other
3. To ask for clarification of spoken English when something is not understood
4. To use more native-like stress and rhythm patterns in their speech.
5. To learn the role of focus and prominence in sentence function or key words and to reduce formal words in a sentence to clarify the information to which the student ought pay attention.

The Syllabus

The goals of this short program include a definite affective bias. While 12 weeks is too short a time period to drastically change attitudes or develop native-like pronunciation, it is hoped that some of the barriers towards that goal will be lowered. More specifically in terms of pronunciation an increased awareness of the rhythm of English speech and the role its patterns of vowel reductions have on comprehensibility is stressed. Another goal of the syllabus is to encourage students to feel comfortable with requests for information repetition or clarification and to be able to evaluate themselves by

listening to their own tape-recorded speech.

The majority of students the writer comes in contact with have :

a) *had the majority of their target language classes with non-native speakers*, b) *have not had extensive contact with native speakers*, c) *have learned what English they do know through reading and translation exercises* and d) *are furthermore often fearful and or bored with language classes*. This being the case the tasks within the syllabus are meant to be both motivating and student centred in terms of interests and actual needs of students. By this I mean that lecture components of the class are minimized, and the tasks both chosen from texts or recourse books emphasize learning while engaged in communicative activities as opposed to explicit teaching of a segment devoid of communicative meaning.

Carolyn Graham's use of jazz chants has been received very well by college and university students at all levels as a whole class warm-up activity which allows students to practice without any one individual being singled out. Furthermore, the chants provide an excellent contrast to the instructors pronunciation and give the student more speech variation. Thus, the chants fulfill a variety of functions. First, they function as ice-breakers. This is effective as the whole class is focused upon the chant as opposed to being scattered and using a lot of Japanese or singling people out and having them feel embarrassed. Secondly, the speed of the chants is at a natural to slightly fast rate pushing the students beyond their current (fossilized) pronunciation rates. Thirdly, when given as a dictation activity these chants provide the instructor to pick out the problems the students are having. In one chant in particular found that the students were having a lot of difficulty distinguishing the words in the line "It costs

a lot to live in the city” hearing it rather as it cost lot living in the city.”
Graham (1986) designed the chant to practice the following:

reduced vowel sounds in *does*, it and to and the sound and use of
the indefinite articles a/ an as illustrated in a *lot/ an awful*...It also
offers practice in the third person s in *costs* and the plural s in *days*.
(p.50)

It would be extremely difficult for someone not completely versed in
suprasegmentals and furthermore without much preparation time to
design a classroom activity which packs so much into a fairly short
easily comprehensible mini-lesson. As Pennington & Richards (1986)
point out there are two approaches to teaching phonology. The
prevalent method of teaching segmentals falls under the general
heading of a bottom-up approach in which there is a “traditional
emphasis on phonemes as the principal units of pronunciation.” (p.209)
However, more recently there has been a shift to include phonology as
being amongst those skills which can also be approached from a
top-down or “global” approach. The utilization of Graham’s chants
provide practice with features of stress and intonation which are
included in the realm of the:

so-called prosodic, or suprasegmental, domain, { which } together
with the related coarticulatory phenomena of the blending and
overlapping of sounds in fluent speech...involve relative levels of
stress and pitch within syllables, words, phrases, and longer
stretches of speech. (Pennington & Richards 1986.210)

The question of how a Japanese student is going to develop their

top-down schema is problematic. Contact with the target language is generally confined to the classroom, and as previously pointed out the classroom is not a place in which students generally consider the practice of verbal skills to be appropriate. There is often a strong aversion to taking the risks necessary to developing something approaching comprehensible pronunciation. The chants fit into the totality of the lesson by also providing a pre-task focus on asking how much does x cost. This is easily adaptable to further practice in asking "how much do they cost." The *dialogues* which follow the chant allows further reinforcement and perhaps some transfer of the pitch and prosodic features practiced in the preceding task. The dialogue leads students into a communicative activity, but does not overly dictate the language to be used. In the dialogues the options allow the student to decide whether he/ she thinks the item being discussed is expensive or reasonable. This is designed to shift the focus towards communication which although still classroom bound is at least somewhat authentic.

Wong (1987a.) notes that often:

...students do not listen to each other. Many students have said that they cannot understand other nonnative speakers of English, and they feel that to listen to them would adversely affect their own pronunciation. This initial obstacle to communication has to be overcome before students can begin to focus on pronunciation in communicative contexts (p.22)

following work on the chants, pair-work activity allows many chances

of confirming information. It also takes the focus off the teacher as “the expert” without whose explicit approval of a communicative activity the students feel reluctant to continue. In my classes there is a continuing emphasis that despite this function, pronunciation point or whatever it is, being practiced in the classroom, they should realize that in real life there will be no textbook telling them what to say. Thus, they need to start depending upon their own skills to make themselves understood however they can. (just as the instructor does in Japan). For instance, the student may ask for repetition of a price given by the “shop clerks.” In addition the task may be somewhat loaded to include the segment /s/ and /th/ as well as /i/ and /iy/. This can be introduced for example by having the contrast of numbers sixty and thirty or sixteen and thirteen on the price list. It may be a good idea to approach this in a more systematic way.

Conclusion

In conclusion the purpose of this paper has been to try to draw together not just the phonological aspects of pronunciation difficulties such as differing pitch, rhythm and stress, but also some of the sociological reasons which may lead to an inability on the part of our students to develop native-like speech. Primary among those factors are the elements of social cohesion and a frequently seen lack of intrinsic motivation to produce fluent speech. Having only recently started thinking about this problem in a more formalized way I think that Celce-Murcia (1987) puts it well when she says:

The one glaring omission in my current approach is that I am still having problems with fully integrating stress and intonation into my teaching of English pronunciation...This is an area that I and other

teachers must continue to work with and improve (p.10).

Hopefully, with time, the new knowledge gained in the Phonology and pronunciation will become more fully integrated and usable. The ability to comprehend the various ways of incorporating this knowledge into the classroom may well lead to improvements in various activities. Those activities which were designed and classroom tested have led to the student greater enjoyment, and there has been a general rise in consciousness of the importance of suprasegmentals in making speech comprehensible.

1 The traditional culture referred to here is that of the Nihonjinron or the so-called literati. In other words the scholars who set the intellectual tone, which interacts upon and with the daily mundane lives of individuals in ways which they themselves may not be consciously aware of.

2 While recognizing Graham's (1984) distinction between integrative and assimilative motivation in this paper the writer is referring to the distinction made when acquiring a language is, as is usually the case in Japan, a matter of necessity rather than actual need. It seems therefore, that the older use of instrumental and integrative is more useful in this case than the newer dichotomy of integrative vs. assimilative.

3 However, it must be said that despite the specific teaching of segmentals it has produced no evincible results..

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12 WEEK SYLLABUS

KEY

- * TF-Teacher Fronted Activity.
- * PW-Pair Work.
- * WG-Whole Group / Class Activity.
- * GW-Group Work { usually four's or six's }.
- * CR-Consciousness Raising Activity.
- * T — SS-Teacher asks questions. Whole Class responds.
- * SS-Students

Week	Theme/Goal	Activities	Materials	Times
Week 1	*Student Needs Assessment This will serve as a pre-test and post-test measure of improvement.	1. Teacher assessment. *Tape-recording individual students speech production using a dialogue. *{ <i>have an assessment activity for other students to avoid chaos</i> }	Dialogue of a conversation { <i>See Wong 1987:21</i> } Diagnostic placement test.	3/min. student approx. 90 min. class.
Week 2	*Getting to know each other. Goals: Students will become aware of pitch changes. Students will learn how to tell teacher when they don't comprehend a spoken stream of speech	1. *WG Unit 2 #3 "I'm Glad to Meet You. I've Heard so Much About You" focus on I'm/I've. Plural/s/ Shifting Stress. 2. *CR. record the dialogues which students will listen to and attempt to analyze the pitch and establish the situation and the participants. 3. *T-SS. Speed <u>Control</u> Pre-teach any potentially difficult vocab. Read the dictation to the class. Student's write! (<i>an introduction to the teachers interests hobbies may be useful</i>) to the class. S'S encouraged to shout " <u>stop</u> " or " <u>go back to x</u> " this is to help them take control of their learning process from the start of the program. 4. *PW/T-Timed Activity-students create as many questions as they can from the dictation. For instance I was born in _____. → Where were you born?	1. Small Talk Unit 2 #3 2. Wong 1987:62-63. A written or taped outline of teachers hobbies/ interests and/or a brief life history. Student work checked from previous activity.	15-20 min. 5-10 min. 5 min.

From Affect to Effect

<p>Week 3</p>	<p>Getting To Know Each Other Goals: Students will learn rhythm and stress of high frequency Q words. Student will learn how to use Focus and Prominence to discriminate relative importance of information within a dialogue</p>	<p>1. *WG "What's your name? Where are you from?" Reductions and High Frequency Q. words. 2. *CR. Stress Patterns and Rhythm of Question words. 3. *CR. TF Adaptations of Focus and prominence dialogues 4. *PW S'S work in pairs to interview each other. A: Where do you LIVE? B: in CHIba. how about YOU? A: in saiTAMA. Emphasize the need to ask for clarification (<i>have students sit across from each other to answer questions. If they are side by side there is too much temptation just to read the text</i>)</p>	<p>1. Small Talk 2#4 2. *Review of questions from last week 3. *All dialogues analyzed for pitch and stress. (<i>See Wong 1987:68-69</i>) 4. *A/B pair work sheets with different information on both.</p>	<p>10 min. 15 min. 15-20 min.</p>
<p>Week 4</p>	<p>Talking about daily life Goals: Students will learn to use "focus" and "prominence" to facilitate interstudent communication.</p>	<p>1. *WG "Can You Come Over" Practice of reduction "T'd" and reduced vowel in "for" and "tonight" 2. *GW in 4's Use "Cathy" cartoon strip story to encourage student questions and communication. <i>see attached copy of cartoon.</i></p>	<p>1. Small Talk Unit 5#3 2. 7 sets of cartoon strips</p>	<p>20 min.</p>
<p>Week 5</p>	<p>Food & Restaurants working with numbers Goals: to ensure that students listen to each other carefully and to encourage them to ask for clarification.</p>	<p>1. *WG "What're You Gong To Have" Reduced form of going to—gonna and what are—what're and shifting stress in What are you going to have. 2. *TF-Review stress and syllable formation for numbers-three, thirteen, thirty. Teach the ordinal numbers from fir--ttenth 3. *PW Cloze exercise for hearing numbers. adapted material so that the task becomes mutual dictation A dictates B writes then B dictates and A writes. Check is to go over completed information sheet together</p>	<p>1. Small Talk Unit 9#2 2. *T. dictates SS circle the correct number They hear. 3. Adapted text containing numbers (roughly based upon Gilbert 1984:92)</p>	<p>10 min. 10 min. 15 min.</p>

Week 6	Restaurants Goals: To enable students to distinguish the segmentals /i/ & /iy/ in the context of a communicative task	1. WG "I'd like a sandwich" Contraction of I'd Pronunciation of food items. *TF Small Talk-as dictation 2. *PW Focusing on /i/ /iy/ Restaurant role play	1. Small Talk Unit 9#3# 2. Adaptation from Celce-Murcia 1987:9 as hand-out	10 min. 10 min.
Week 7	Shopping Goals: To have students distinguish between stressed and unstressed patterns of speech	1. *WG "How Much Does it Cost? It Costs a Lot." Reduced vowels in "does it" Indefinite article a/an. Third person/s/. *PW Pick out from dictation which words are formal which are functional and any reduces vowels. *PW Listen to tape to confirm and check in groups. Practice for fluent speech and speed	Small Talk Unit 10#2	10-15 min.
Week 8	Shopping{Cont'd} Goals: To have students realize that they must pay attention to the speech of the other students and independently check information gathered.	1. *WG Review "How Much Does It Cost?" 2. *TF Practice shopping dialogues for rhythm and stress. Gradually delete dialogues leaving only key words on board. 3. *PW Role Play-Explain Nieman-Marcus and Macy's to Students. Set-up pictures and store directory on board and give directory to sales clerks to practice the phrases "the shoe department is on the x floor" etc. Delegate shop keepers. Finally have shoppers work in pairs to make sure they got the same prices for their items. (T) Take notes on odd pronunciation or awkward wording	1. Last weeks chant from Small Talk 2. Dialogues on board 3. Shopping Lists for shoppers Price Lists and Store Guides (Seibu has a decent one) for sales clerks	15-20 min. 1 hour
Week 9	Sports/ Hobbies Goals: To use the intonation patterns of tag question and to review ordinals number.	1. *WG "If I Can Do It You Can Do It" Reduction of vowel in "can" in the body of a sentence 2. *TF /sh/ /ch/ /r/ /l/ Story is how Sherry and Cherry placed in a skating competition. Qs Who/ Yes-No/How/What/Tag/. T-SS elicit the information of the story then Teacher models question *PW students ask each other questions	1. Small Talk Unit 7#3 2. T dictates pictures to students.	10 min. 20-30 min.

From Affect to Effect

<p>Week 10</p>	<p>Sports/Hobbies Goals: SS will learn to distinguish each others speech patterns and to clarify when necessary..</p>	<p>1. *SS Listening Quiz for previous weeks{story square} 2. *PW Johari Square-Find something both can do, something only one can and the other can't, and something both can't do.</p>	<p>1. Listen and Circle the correct answer on the sheet.. copies of quiz for students 2. Draw model on board and demonstrate.</p>	<p>5-6 min. 10 min.</p>
<p>Week 11</p>	<p>Dating and Marriage Goals: Student will be able to ask for specific information which was not understood</p>	<p>1. *WG "Let's Make a Date" for contractions of "Let's," "I'm," "That's," "I'd," "Eight's," 2. *TF→WG answers Pre-Activity review asking for missing information by using prepared dialogue with important information replaced by a nonsense word or sound e.g. T. Reads "<i>Junko often goes to ***** with her boyfriend</i>" SS <i>Where does she go? T. "to the park"</i> etc.. 3. *PW activity with information gap about what preferences female students have in men. A: and B: have totally different sheets therefore must listen to each other and ask for clarification (<i>students should be sitting either across class in rows or back to back in order to assure no reading of each others questions.</i>)</p>	<p>1. Small Talk Unit 15#2 2. Teacher prepared story about a girl on a date. A & B work sheets</p>	<p>10 min. 15 min.</p>
<p>Week 12</p>	<p>Overall Testing for previous weeks. & Mid-Term taping Goals: Student self-assessment and Teacher assessment of progress.</p>	<p>*SS complete listening tasks. *TF Students dialogue individually taped (on their own cassette) to compare first week with the 12th.</p>	<p>Various Tasks taken from the work completed in last 12 weeks. Emphasis on listening comprehension Same dialogue read by students at start of 12 week period.</p>	<p>90 min.</p>

Teachers Guide

Theme: Shopping

1-Pronunciation Goals: To practice rhythm, linking and emphasis patterns.

2-To review asking for information (numerical) and to write that information down.

3-To ask for a repetition of specific information to assure comprehension

Materials	Methods	Time	Goal
Adapatation of Carolyn Graham's Small Talk.	1. Put on board listen and repeat Stressing the rhythm and linking patterns of the chant. 2. Practice using the pictures for the plural e.g. "how much do they cost?" "They cost a lot" 3. Erase function words to make a rational cloze.	10-15 Min.	To develop smoother pronunciation of sentences (rhythm and linking and reduction).
Dialogue: copy or on board	Practice Dialogue: 1. ss practice as customer T. inserts nonsense word after \$ ss Practice "I'm sorry I didn't catch that" Change that's a great price to "that's really expensive. Do you have anything cheaper?"	10-15 Min.	To practice asking for clarification of a specific item.

<p>Two copies of Price list to designated sales-clerks Copies of shopping lists to everybody else.</p>	<p>Assign the salesclerks and tell them not to show the price list of the sales items to the customers (unrealistic, but we want to practice asking for information not reading it) Customers can i.pick up item cards and carry them to the SC ii. Just look at the items on the board or table and then go and find the price</p>	<p>Up to 1 Hour</p>	<p>To Increase Fluency in the shopping context. To review numbers and asking for clarification</p>
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***Adapted From C. Graham's
Small Talk***

How much does it cost?

It costs a lot.

How much does it cost?

It costs a lot.

I can't believe how much it costs.

It costs a lot an awful lot.

It costs a lot to go shopping these days.

How much does it cost?

It costs a lot.

It costs a lot to buy presents these days.

How much does it cost?

It costs a lot.

***Practice the dialogue.
add plural items.***

{ *gloves, glasses* }

C: How much does this cost?

SC: It costs \$ _____!

C: I'm sorry I didn't catch that!

How much was it?

SC: \$ _____!

C: That's a great price!

SC: It really is. Will you take it?

C: Yes. And would you mind gift-wrapping it for me?

SC: Certainly. Will that be cash or charge?

C: That'll be cash!

Now do the same conversation, but practice as if the items are incredibly expensive. Also don't forget those plural items!.

My Holiday shopping list

Item	For:	Macy's	Nieman-Marcus	Best-Price
Safari Perfume Ralph Lauren				
Paloma Picasso Perfume / Lipstick				
Borghesse Perfume / Body				

Kyolic Garlic Pills				
Power Bar Apple / Berry 12				
Nike Air 2010				
Casio Sports Pulse-check				
Ellese watches				

Chanel Paris Sunglasses				
Glen Models Cashmere coat with Fake Fur collar				
Burberrys Handbags				
House of Fraser Fall Sweaters				
House of Fraser Black Leather coat.				
Aris Gloves Silk Lined Leather				
Gold Earrings Pierced				
Carushka Body-Wear				

From Affect to Effect

Nieman-Marcus

Item	Cost	Item	Cost
Safari Perfume Ralph Lauren	\$47.00 50.ml	Nike Air 2010	\$163.99
Borghesse Perfume / Body	Perfume \$260.00 Body \$66.00 Eau de Cologne \$70.00	Casio Sports Pulse-check	\$203.35
Kyolic Garlic Pills	\$12.55 for 80 tabs	Ellese watches	Silver \$99.99 Silver & Gold \$113.95
Power Bar Apple / Berry 12	12 for \$13.93	Chanel Paris Sunglasses	\$116.95
Paloma Picasso Perfume Lipstick	Perfume \$93.99 Lipstick \$23.33	Glen Models Fake Fur	\$230.99
Burberrys Handbags	\$55.00	House of Fraser Fall Sweaters	\$85.99
Glen Model Black Cashmere coat with fake fur collar	\$415.99	Aris Gloves Silk Lined Leather	\$133.95
Gold Earrings Pierced	\$250.45	Carushka Body-Wear	Leotards \$73.33 Tights \$22.99 Jog-bra \$27.98
Rossetti Shoes	Fall \$66.99 Summer \$38.95		

Macy's

Item	Cost	Item	Cost
Safari Perfume Ralph Lauren	\$35.00 50ml	Nike Air 2010	\$136.00
Borghesse Perfume / Body	Perfume \$250.00 Body \$35.67 Eau de Cologne \$65.77	Casio Sports Pulse-check	\$163.00
Kyolic Garlic Pills	\$16.99 for 50 tabs.	Ellese watches	Silver \$96.00 Silver / Gold \$103.16
Power Bar Apple / Berry 12	12 for \$15.99	Chanel Paris Sunglasses	\$113.95
Paloma Picasso Perfume Lipstick	Perfume \$83.19 Lipstick \$19.95	Glen Models Fake Fur	\$213.36
Burberrys Handbags	\$63.45	House of Fraser Fall Sweaters	\$93.35
Glen Model Black Cashmere coat with fake fur collar	\$337.00	Aris Gloves Silk Lined Leather	\$153.65
Gold Earrings Pierced	\$213.99	Carushka Body-Wear	Leotards \$63.00 tights \$18.99 Jog-bra \$23.14
Rossetti Shoes	Fall \$59.99 Summer \$33.95		

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