that subsequently the administrative and other costs are borne by the institution or country which has accepted responsibility for the activity in question. This meant that the secretariat of the UNESCO Alsed-LSP network, as well as the Newsletter which it published, was subsidized by UNESCO from 1975 until 1978. Afterwards, the entire cost has been met by the Copenhagen Business School whose own LSP centre has fostered the activities of the UNESCO Alsed-LSP project launched in 1975. The CBS is a public institution entirely dependent on the funds it receives from the national Ministry of Education and, as in many other countries, such funds are increasingly being cut back. To our great regret we are no longer in a position to continue to send our Newsletter free of charge. When we consider the cost which such a free distribution involves we have no option but to end this practice. We are, therefore, sending with the June number of the Newsletter a subscription form which, given the interest which our publication appears to arouse, we are confident will lead to our more than 2,000 faithful readers becoming as many faithful subscribers.

The Editorial Committee.

YAKOV B. KRUPATKIN: LSP FROM THE START: GRADING OF GRAMMAR IN BEGINNING READING.

In countries in which English is just a foreign language taught as a subject in schools and universities from 200 to 300 hours for two, three, or four hours a week during four or five semesters, and in which the belief in primacy of oral skills is still prevalent (EVANS 1979, p. 310), the outcome can hardly be adequate to the task of reading unadapted text in science and technology. As a result, when confronted with professional necessity, many graduates look for a fast and reliable way to reading. It is to meet this demand that the present author once set about writing the missing textbook for use in a Russian-speaking situation (KRUPATKIN 1991).

My own classroom teaching experience suggested that the accent in such a course should be placed on grammar; which inference was also made by the authors who worked in similar environments (SANDBERG 1973, p. 25; LIM 1976, p. 16-17; THAMMONGKOL 1976, p.80; SUBRAHMANIAN 1979, p. 760). My experience then suggested that the path from printed word to its meaning could be made direct, without intermediate leaning on target-language oral skills; which inference was also drawn from centuries old practice of untutored acquisition of reading knowledge as well as from already well-tested reading courses (SANDBERG 1968). It was clear that the output of the course should appear not in English but in the learner's mother tongue, i.e. in Russian. What was not clear and had yet to form the central part of research was how to grade and contextualize the teaching of grammar.
Before starting the research, some substantive issues were to be settled. First, it was necessary to define the language knowledge and skills which the learner brought to the study of the course. Taking into account the actual absence of strictly established foreign-language graduation standards, I came to the conclusion that the book should be written for real beginners who had never started learning English before. Such prospects looked the more challenging in that they increased the circle of potential learners and gave the author an opportunity to try to gain an insight into the process of acquiring the skill of reading proper.

Second, I had to state what the learner ought to be able to do by the end of the course. A difficulty was that the book should teach not only the skill of beginning reading but also introduce the student to characteristic features of scientific and technical prose. So it was decided that, by the end of the course, the learner should be able to understand unadapted self-contained texts describing the facts mostly familiar from high-school mathematics, physics, chemistry and astronomy. Third, in conformity with what has just been said, it was necessary to select a "little language" representative enough to supply the learner with proper material in both vocabulary and grammar. After a rather painstaking search, my choice fell upon the entries in an eminently suitable dictionary (UVAROV et al. 1978). In sorting them, I only had to avoid those of which the content-level might prove to be embarrassing for non-experts in the field.

The Enigmatic "Phrase"

To bring learners into contact with certain parts of the English language, I started with drawing up a list of the grammar items which learners should know for recognition. As a result, an unexpected discovery was made that there is no certainty in modern grammars of either repertoire or structure of "phrases". Indeed, while the authors at once extreme ar ready to reckon with noun, verb, adjective, adverb, and even prepositional phrases, only noun and verb phrases are declared at the other; while, according to some descriptions, a noun phrase always ends in its head (CLOSE 1975, p. 2-3), other authors are sure it "maybe an indeterminately long and complex structure having a noun as a head, preceded by other words such as an article and adjective, or another noun, and followed by a prepositional phrase or by a relative clause" (QUIRK 1973, p. 17). Also, relations between word, phrase, and sentence turn out to be somewhat enigmatic: the authors seem to agree that a phrase is formed out of words only, whereas a sentence may apparently be formed now out of words, now out of phrases, and now out of words and phrases. The research (KRUFATKIN 1984) showed that important features of the word, the phrase, and the sentence had not been property appreciated.

According to their inner structure, the three units are isomorphic which means that each may be represented by not more than four versions: a) simple unextended, or underven, b) simple extended, or derived, c) complex co-ordinate, d) complex subordinate. The following are the examples to the boxes in Fig. 1:
A unit (word, phrase, sentence)

- Simple
  - Unextended
  - Extended

- Complex
  - Co-ordinate
  - Subordinate

Fig. 1. The isomorphic structure of grammar units.

WORD: a) use, b) usual, c) humdrum, d) headache. PHRASE: NP-
  a) discovery, b) great discovery, c) ponds and shallow lakes,
  d) main groups of foods; VP - a) forms b) forms the linkage c)
  nears the Sun and moves faster. (The examples show that, just as
  there are sets of one member in mathematics, there are one-word
  phrases in grammar. They also show that complex subordinate VPs
  are lacking in the language inasmuch as it has no means to
  connect finite verbs subordinatively.) SENTENCE: a) Water is
  eliminated. b) During this reaction, water is eliminated. c) The
  smallest molecules are gases and the giant molecules are solids.
  d) Enzymes, which are so vitally necessary for life, are
  proteins. The absence of adjective-, adverb- and prepositional
  phrases is not fortuitous because the first two prove to be in
  fact parts of the NPs and VPs, e.g.: "The desk is on a very high
  platform." "She made him very much happier"; since prepositions,
  like conjunctions, can only function as "connectors" (Bennett
  1969, p.165), the appearance of a "prepositional phrase" in the
  beginning of a sentence is nothing more than a result of inver-
  sion.

According to how they relate to each other, the three units
should be described as levels of grammatical abstraction within
the hierarchical system WORD - PHRASE - SENTENCE. They are
linked together by the relation of inclusion, so that words are
the only building blocks to form any phrase, whereas phrases are
the only building blocks to form any sentence. The "constructive
base" of a simple sentence is generally formed out of a NP, or
"subject phrase", and a VP, or "predicate phrase". The sentence,
as well as the phrase, may also be adjoined by some "complica-
tions", e.g. constructions with their head-words to be adjectives
(the forces atomic in their nature), participles (a mineral
occurring in the USA), infinitives (is used to fix pressure),
appositions (produce silver bromide, AgBr), specifications (the
distance, in metres, equivalent to one mile).

Because the discovered features of English grammar looked
strikingly similar to those of Russian grammar, a separate study
was undertaken to find out how far the similarity might be
attested. The result was that, both syntagmatically and systematically, the Russian words, phrases, and sentences are indeed very close to their English counterparts (KRUPATKIN 1990). This fact which might well be accounted for by Indo-European affinity should certainly become an advantage for learners. So an Introductory part to the course was contemplated in two steps. The first now facilitates conscious transition from Russian to English grammar, the second is the same from Russian to English vocabulary.

A Pedagogical Model of Reading

It is evident that the verbal information in written texts is represented by either phrases or sentences. The headlines, captions, etc. have mostly the form of phrases, while the main text is a collection of sentences. The two grammatical and at the same time communicative (MUNBY 1978, p. 25-26) units together with the word which in formal aspect systematically correlates with them provide the basis for building the pedagogical model of reading.

One cannot hold up and describe the quick-flowing and unconscious mental processes of fluent reading. However, when a mature reader for some reason gets confused and loses the thread of what he is reading about, he stops and goes back "to the bright point of consciousness" (SCERBA 1974, p. 33). It is at these instances that the opportunity seems to appear to try to gain an insight into reading as deriving sense from the visual presentation of words.

To the extent that sense arises somewhere at a crossing of lexical and grammatical meanings, the confused reader should in most common cases refine both of them, verifying also the derived information with his knowledge of the world around and just common sense. As far as the lexical meanings are concerned they ought to be evaluated afresh, both against the background of the relations between the elements of a word (i.e. between the root as its basis and the affixes, between two roots in a complex word) and against the background of the relations of the word with other words within the phrase and possible complications toit. As far as grammatical meanings are concerned they ought to be evaluated afresh both against the background of the relations within the phrase and those within the sentence. In the former case, it is a question of the relations between the headword and its modifiers in the simple phrase, between the "head phrase" and its "modifier phrases" in a complex subordinate NP or in a simple extended VP, and between the corresponding modifiers themselves. In the latter case, it is a question of the relations between the subject and the predicate which form the basis of a clause and between their semantic relations with the bases of other clauses in a complex sentence as well as with other sentences within a microtext (KRUPATKIN 1990a).

Thus the verification of the sense while reading implies a combination of many-sided intellectual processes. Regardless of what their order may be, these processes seem after all to result in rediscovering the relations within the word, the phrase,
and the sentence. (Besides, the mature reader leans on a system of memory traces established during the reading-learning period, which enables him to recall instantly, and usually automatically, vocabulary, structures, and idiomatic expressions). In default of anything better, I assumed that similar processes, though in a much abridged way, should be typical of fluent reading in general, and accordingly took the above hypothetical scheme as a basis for a "horizontal" grading of the grammar material.

**The Horizontal Grading**

Indeed, in order to learn to combine the mental processes inherent in understanding various types of words, phrases, and sentences, the student apparently has to start from the easiest of the tasks and then step by step, proceed to more difficult ones.

For this reason, within the word section the student is first introduced to the tasks inherent in understanding the simple unextended word, then the simple extended and the complex subordinate (inasmuch as complex co-ordinate units are very scarce in the English language). The exercises below serve as illustrations to the three instances.

* Write down the vocabulary correlates in two neat columns. Go over the correlates to associate the aspect of each English word with its Russian translation. Then, cover the Russian words and say aloud in Russian the meanings of the English ones.

  * base - база, ОСНОВА; colour - КОЛЕР, ЦВЕТ; form - ФОРМА; start - начало; stop - ОСТАНОВКА; study - СТУДИЯ, ИЗУЧЕНИЕ; sea - МОРЕ

* Translate aloud many times: acoustics, astronomy, economy, physiology, cybernetics, dynamics, physics, veterinary.

* Explain the meanings of the words and translate them orally many times: cubic metre, voltmeter, quantum theory, sea water.

Within the phrase section, the student is first introduced to the tasks inherent in understanding the simple unextended unit, then simple extended, complex co-ordinate, and complex subordinate.

* **The Noun Phrase**

  Translate in writing; then orally many times.

  N TM: a form, forms, any part, the part, water, etc.
  AN, TAN: an effective position, solid state, etc.
  NP-cj-NP: matter or energy, the Sun, the Earth, and the Moon, etc.
  NP-prep-NP: the shapes of the Moon, the distance to the Sun, etc.
  NP-Complication: a powder yellow in colour, any substance - or element - in nature, etc.
The Verb Phrase.

* Translate in writing, then orally many times.
VP: start, forms, colour, produce, applies, etc.
VP-NP, VP-prep-NP: start the reaction, applies various powders, occurs as calcium sulphate, etc.
VP-cj-VP: absorbs equal portions and produces a substance of peculiar nature, etc.
VP-Complication: studies other crystals similar in form, occurs as calcium sulphate white in colour, etc.

Within the sentence section, the student is first introduced to the task inherent in understanding a simple unextended sentence (clause), then simple extended, complex co-ordinate, and complex subordinate.

* Translate in writing, then orally many times: The sum is constant. Some liquids expand, etc.
The sum of distances is constant. Such oily liquids expand at high temperatures., etc.

A lithium atom possesses three positive charges and three electrons orbit around the nuclei. Atomic vibration merely scatters electrons and thus it increases resistance., etc.

This friction is the scattering of electrons when they meet some obstacle in their path. This happens if iron is heated to 770°C., etc.

The expounded horizontal grading is clearly advantageous: every transition to the immediate task is inevitably accompanied by generalizing and curtailing the mental processes inherent in the preceding one, so that gradually the acquired skills become more and more automatic. (AUSUBEL 1968, p. 108; BROWN 1980, pp. 70-74). For instance, the word is originally considered by the learner as a composite structure the meaning of which results from an interplay between the meanings of its roots and affixes; yet, within a simple phrase, the intermorphemic operations are abridged, the meaning once got is now made more precise against the background of the phrase, and the word is perceived as an unbreakable unity. Again, the simple phrase is originally considered as a composite structure the meaning of which results from an interplay between the meanings of its base, or head-word, and extensions, or modifiers; yet, within a complex phrase, the sense-establishing operations between the simple phrases are abridged, the meanings once got are now made more precise against the background of the complex phrase, and the simple phrase is now perceived as an unbreakable unity. Finally, the nominal and verbal "halves" of a clause, or "subject phrase" and "predicate phrase", may be originally considered as composite structures the meanings of which result from an interplay between the meanings of their constituent phrases; yet, against a background of a clause as a unity, the sense-establishing operations within the halves should inevitably take into account a specific "sentence sense" resulting from an interplay between the "halves" bases, i.e. between the subject and the predicate.
May I add at this point that the described series of operations helping the student to understand how words, phrases, and sentences are created, always end with a number of oppositely directed operations which help him to understand how the subject and the predicate are to be found within the sentence, or how to discover the relations between simple phrases within a complex one, or between words in a simple phrase.

The Vertical Grading

Useful as making communicative units the bases for syllabus design may seem, the reader is perhaps tempted to ask: But what about grading the customary morphological items? This is not an embarrassing question, however. The fact is that, throughout the course, each of the selected morphological items has been made a part of the learning material grouped around the very type of the above communicative units to which it is structurally tied.

To make the selecting somewhat rationalized the entries in "The Penguin Dictionary of Science" were numbered and their morphological items as well as the types of complications available entered in a rather large table. That table rendered me much help to reconcile the aspiration for having initial texts for reading (1) as short and (2) as representative of "beginning" morphology as possible, e.g.

AMALGAM. An alloy of mercury. - ASTRONOMY. Scientific study of heavenly bodies, their motion, relative position, and nature. - HYDRAULICS. The practical application of hydrodynamics to engineering. - NORMAL(math.). A line perpendicular to a surface.

As things turned out subsequently, a general regularity (with some exceptions, to be sure) was that the more spacious texts I took, the more abundant they were in "non-beginning" forms.

To illustrate now what shape the vertical grading takes in the course, below are presented only those morphological items which structurally belong to the phrase section. For the sake of saving the reader's time they are taken from the initial three of the nine Steps of the course and listed in the order they actually follow.

Step 1. Determiners: a, any, its, one, their, two. Forms of number and gender in nouns. Conjunctions: and, or. Prepositions: as, by, for, from, in, to, with. Verb forms of number and person in the simple present.

Step 2. Determiners: certain, a few, each, many, more, other, same, some, three. Plural forms of nouns like leaf, tooth, man, etc. Suffix -ing in two verbal nouns. Conjunctions: but, as well as. Prepositions: above, at, between, owing to, relative to, under, within, on, outside, prior to, through.
Step 3. Determiners: all, another, every, five, four, much, no. Plural forms of nouns like axis, basis, radius, etc. Prepositions: about, against, by means of, during, into, over, per, round, upon, up to.

Undoubtedly, the vertical grading is not less advantageous than the horizontal one. For instance, the presentation of determiners, adjectives, and participles within the framework of the simple NP needs much less space and students efforts than the same within the sentence framework. Also, such presentation turns out to be done much more distinctly, fixing a morphological item to the very syntactic unit that it serves and promoting learning within its specific context which step by step becomes more complex.

Reconciling Grading and Contextualization

The development of context throughout the horizontal grading is governed by the orderly succession of various types of words, phrases, and sentences. Although it looked attractive to make the whole succession a structural basis for all the nine Steps of the course, I was compelled to give up the idea for pragmatic reasons. The fact is that what is usually ascribed to the sphere of the sentence, including the complications, should in fact be considered within the phrase section, cf. the examples above; and together with inevitably spacious beginning grammar explanations, it would overburden the initial Steps in comparison with subsequent ones. So I divided the nine Steps into three equal Cycles, with different number of sections in each. Cycle I (Steps 1 to 3) includes the word and phrase sections, Cycle II (Steps 4 to 6) includes the word, phrase, and sentence sections, while Cycle III (Steps 7 to 9) includes the phrase and sentence sections. As a result, the three-section "spiral" is carried out only within Cycle II, other Cycles being short in either the sentence section or the word section, as in Fig. 2.

Fig. 2. Cycles and Steps of the Main part.
The development of context throughout the three lines of vertical grading, though it also provides an orderly progression from the simple to the more difficult, is even more governed by pragmatic considerations. Within every Step, the selection of items for all the participating sections is combined with and stipulated by the selection of dictionary entries by reason of which the Step will be completed. Therefore, some ingenuity and inventiveness were required not to pour a lot of new language stuff over a student and to try to present one thing at a time. While, in the horizontal grading, the simple phrase always precedes the complex phrase, there is far less of the sort in the vertical grading, and, to a great extent, it is the author's business to choose which of items of the vertical grading should best be superimposed on the corresponding items of the horizontal grading at any point of the syllabus. For instance, proceeding from the starting intention to place accent on grammar, I strived for abundance, in the initial Steps, of determiners, prepositions, and conjunctions (see above) which enable us to comprehend various types of phrases, irrespective of specialized vocabulary. The more so as it is these items which exhibit the individual character of English compared to Russian.

And now a note on how memory traces are developed:

For the system of memory traces to be established the learner must practice as much as possible the direct association between graphic aspect and meaning of the language form. In the course in which the output appears in the learner's mother tongue, this may only be attained by repeated translation as it is exemplified above. Such reinforcement and feedback in comprehending takes place every time in a more and more complicated context until the learner is able to recall instantly the exercised meaning.

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References:

Despite the fact that the business domain is one which is characterized by intensive communicative interaction, until recently this communication rarely became the focus of sociolinguistic or applied linguistic research. Communication—whether within the business domain or not—can broadly be divided into two categories: communication in intra-cultural situations, otherwise called "internal" or "native" situations and communication in intercultural situations which are areas of a "contact" or "external" nature (Neustupny 1988:5).

Members of the Department of Japanese Studies and the Japanese Studies Centre of Monash University developed a strong interest in the study of Japanese business communication in Japanese internal situations but more particularly in Australian-Japanese contact situations. An overwhelming theme throughout our research is the specificity of contact or intercultural situations, so that a mere cross-cultural comparison of communication or cultural patterns will