The Application of Elaboration Theory of Instruction to Japanese-Language Education

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This paper reports on a strategy for teaching Japanese grammar to native speakers of English based on a theory of instructional design known as elaboration theory, which consists of a set of prescriptions for sequencing content over a course of instruction and comprises several instructional strategy components. These include first giving an overview of the course by presenting a few fundamental ideas at the application level, with the remainder of the course developed on increasingly detailed elaboration of these fundamental ideas. In the context of teaching Japanese grammar, students are first introduced to the concept of flexibility of word order in Japanese and the function of particles as markers. At the next level of detail, students are introduced to the idea of sentence markers. At the final level of elaboration, students learn about communicative pattern markers in relation to universal notions. Students are allowed to practice these concepts without being concerned with the memorizing of vocabulary. This sequencing of instruction allows students to focus early on in gaining practice in constructing native-like expressions over a wide range of contexts and should result in less negative transfer of English-language expression. It is proposed that such elaborative sequencing of initial grammar instruction should result in greater proficiency subsequently in contextualized and situationalized practice.

INTRODUCTION

The proficiency guidelines issued by the American Council on the Teaching of Foreign Language (Omaggio, 1988) allow instructors to specify proficiency objectives for their students' communicative competence and performance in the target language in terms

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of function, content, and accuracy. As indicated by Heilenman and Kaplan (1985), such proficiency guidelines leave it up to instructors to use whatever strategies they find to be most effective in the achievement of the above three levels of objectives. This paper reports on a strategy for teaching Japanese grammar to native speakers of English based on a theory of instruction known as elaboration theory (Reigeluth, 1983). The principal components of elaboration theory are first presented and then its application to the teaching of Japanese grammar is detailed. Such an approach to the teaching of grammar in an introductory Japanese course has been piloted in two institutions of higher education in the United States and initial results have been very positive.

Japanese Grammar Instruction

A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges, published by the National Foreign Language Center (1993), indicates the importance of introducing grammatical items in a logical sequence. However, it points out that although many language educators support the ordering of topics by communicative function rather than by grammatical complexity, no consensus exists on such sequencing. Although functional situational syllabuses have been attempted and attention has been paid to contextualized and personalized practice in teaching activities (Omaggio, 1986), the treatment of grammar concepts has not yet been sufficiently prescribed in the foreign language field.

As is evident from commonly used textbooks, certain grammatical items have priority in sequence in introductory Japanese courses (Jordan, 1987; Mizutani and Mizutani, 1977; Young and Nakajima, 1969). As indicated later in this paper, this conventional sequencing is not beneficial because such strict priorities hinder the appearance of frequently used expressions and their subsequent acquisition. Elaboration theory has been used to develop an alternative sequence from an overall view of Japanese grammar to a detailed consideration of the individual components. It is suggested that such a sequence will assist students to establish these grammatical concepts by connecting prior knowledge with new knowledge and providing many examples of grammar contexts in learning the four skills of speaking, listening, writing, and reading. Elaboration theory takes a spiral approach in transferring grammatical concepts to communication skills, an approach that has not previously been attempted in conventional Japanese-language instruction. It is hoped that such an alternative development of sequence may solve the dilemma between the grammar syllabus and the functional syllabus (Alexander, 1990).

Conventional Sequence of Japanese Grammar

In introducing Japanese grammar items, verbs play the important role of combining grammar items. Japanese verbs are conjugated to express different aspects of communication (politeness, tense, voice, etc.). The fact that they are never conjugated

in terms of person, number, or gender is easily understood by students. However, the problem in the conventional sequence of instruction lies in the fact that the sequence of verbs in each instructional unit begins with the order of the kinds of verb forms, not the meaning of the verbs. Even though the conventional sequence of the verb forms varies from textbook to textbook, the order is based on the kinds of verb forms. The concern in the conventional sequence is placed on the morphological make-up of each verb form. Some textbooks start with the -*masu* form followed by the dictionary form, -*nai* form, -*te* form, and so on, with verb conjugation being graded in sequence. There are times the expressions will be artificially contextualized in order to introduce the allotted forms themselves; however, such an attempt " puts the cart before the horse."

This conventional sequence of gradually introducing verb forms tends to provide fragmented information. As long as the sequence of presentation of communicative patterns is centered on verb forms, the sequence does not provide a cohesive explanation of the grammar system (Herschensohn, 1990). In addition, such a sequence does not allow attention to be paid to how to systematically integrate grammar concepts with the student's existing knowledge. Another effect of the current sequencing of grammar items is that students remain dependent on their first language. Generally, students are not exposed to an adequate number of contexts to generate flexible responses. Commonly, students who seem to understand the structure cannot use the same structure in different situations in future lessons. Students are not given the responsibility of making decisions about choosing appropriate structures from many possibilities because other possibilities are often not given in each situation.

Overall, in the conventional sequence, there is an assumption that learning is accumulated by enforcing memorization of facts. The goal of teaching is to enable students to recall a learned response and the learner is generally expected to follow the order of presentation in which all the necessary items are given. However, modern cognitive theories of learning imply that students should make decisions and choices about grammar concepts in various contexts in order to help them anchor such concepts in real-world situations. In addition to improving retention and application, such learner control to freely select expressions that make the context meaningful is a vital motivation for learning in the student. Therefore, more emphasis should be given to enhancing the learner's processing of information through exploring alternative sequencing of grammar concepts. The use of elaboration theory is an attempt to develop such an alternative sequence.

The Elaboration Theory of Instruction

Elaboration theory is concerned with organizing content within a course of instruction. In particular, the theory is concerned with the selection, sequencing, synthesizing, and summarizing of content (Reigeluth, 1983). It proposes that instruction start with a particular kind of overview (called an epitome) which presents a few general, fundamental ideas on the application level. Subsequent instruction will arise out of

an elaboration of these fundamental ideas at successively more detailed levels until all the required course content has been attended to. Figure 1 presents a diagrammatic representation of the elaboration theory.

Epitome — Lesson 1 — Overview of course content at the application level

Level 1 — Lesson 1.1, Lesson 1.2, Lesson 1.3, Lesson 1.4 — More detailed/complex version of the course content

Level 2 — Lesson 1.2.1, Lesson 1.2.2, Lesson 1.2.3 — More detailed/complex version of the course content

Level 3 — Additional levels of elaboration an provided until course objectives have been met

——— represents one "set" of lessons
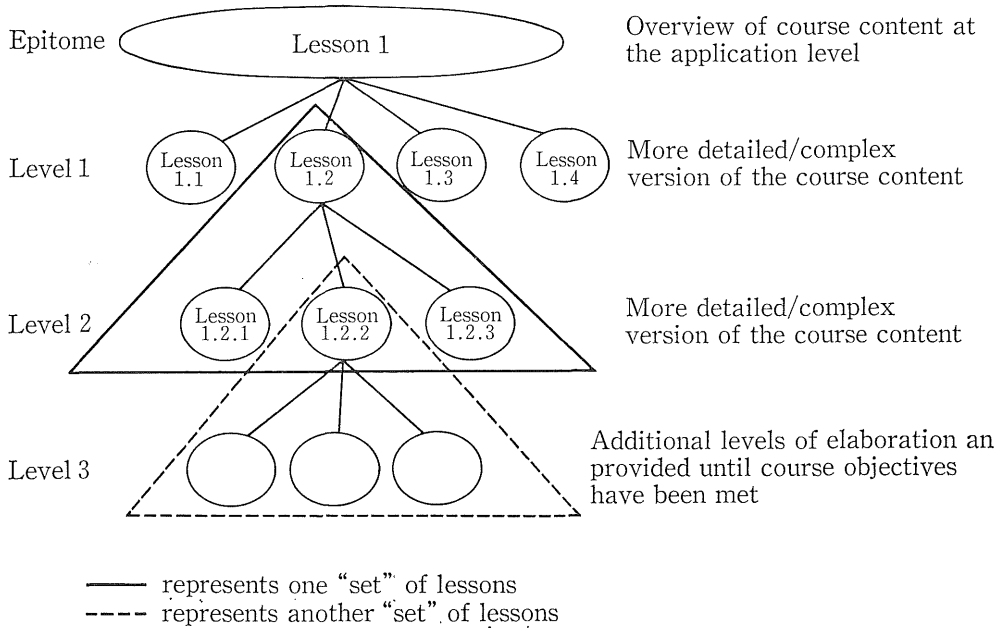- - - - represents another "set" of lessons

Fig. 1. A Diagrammatic Representation of Elaboration Theory
Adapted from Reigeluth, C. M., ed. (1983), *Instructional Design Theories and Models*. Hillsdale, N. J.: Lawrence Erlbaum Associates.

A set of lessons comprises all the lessons at a particular level of elaboration and the lesson at the previous level of which the current lessons are an elaboration. The number of lessons required to complete instruction at the initial (epitome) level and at each succeeding level of elaboration depends on the course content, the length of the course, and the level of detail required. Elaboration theory provides a detailed set of instructional strategy components for instruction at each level of elaboration and for relating content currently being taught to associated content at the same level and to content at the previous level which is being elaborated at the current level. Such strategy components include guidelines for the design of the elaboration sequence, presentation of the core content at each level of elaboration together with prerequisite and supporting content, within-lesson summarizers and synthesizers, and within-set summarizers and synthesizers. The elaboration theory also prescribes the use of analogies where appropriate and cognitive-strategy activators. Cognitive-strategy activators are of two types—detached or embedded. Detached strategy activators are explicit instructions given by the instructor to encourage the student to interact with the content

in a particular way (for example, instructions to students to develop their own mnemonic for remembering a piece of information). Embedded strategy activators are any methods for organizing or presenting content so as to promote student interaction and manipulation of the content for optimal learning (for example, relating newly learned information to the student's prior knowledge). (Reigeluth, 1979, 1983a, 1983b; Reigeluth et al., 1980; Reigeluth and Darwazeh, 1982; Wilson and Cole, 1992.)

An often used analogy to explain elaboration theory is that of the zoom lens. A learner begins with a wide-angle view, seeing the principal aspects of course content and relationships between these principal aspects, but without any detail. Then, the learner is allowed to "zoom in" on parts of the picture, become familiar with these parts and their interrelationships, and then zoom back out again to see the relationship between these parts and the whole picture. Similarly, elaboration theory begins by presenting an overview, then adds more detail to a part of the overview, and then re-lates back the detail to the overview. Such a pattern of elaboration at increasing levels of detail and complexity (level-1 elaboration, level-2 elaboration, etc.) continues until all aspects of the content have been covered to the desired level of complexity.

Instructional Plan

Figure 2 indicates the basic elaborative framework for grammar instruction, beginning with the initial (epitome) level of detail and proceeding through two levels of elabora-tion to the conjugation of the different verb forms. Prior to the implementation of this framework, students have already received instruction in the Japanese writing system (three hours of instruction) and the pronunciation of Japanese (three hours of instruction). The learning goals for this learning framework are that learners should be able to:

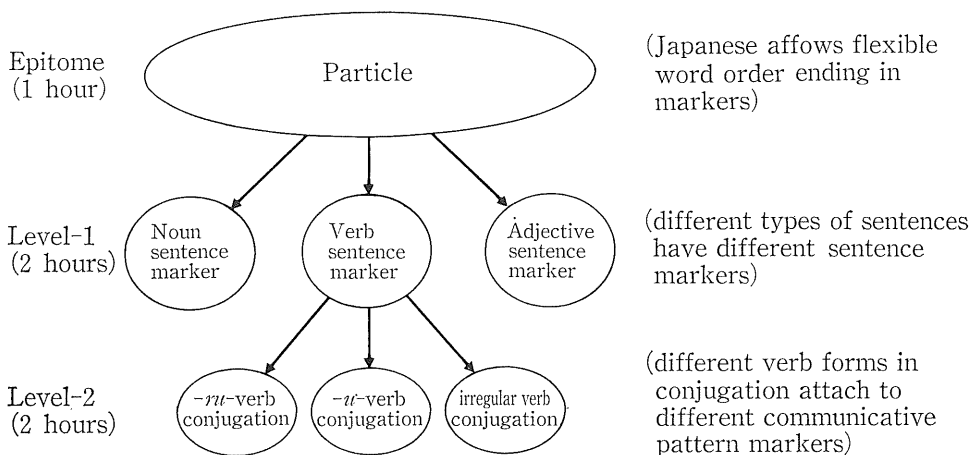–Understand the flexibility of word order in Japanese and the function of particles.

Fig. 2. Framework for Grammar Instruction Based on Elaboration Theory

–Understand the idea of the topic marker and be able to recognize topic markers.

–Distinguish between nouns, verbs, and adjectives.

–Distinguish between incomplete and complete sentence markers.

–Distinguish between affirmative and negative sentence markers.

–Understand the idea of communicative pattern marker.

–Differentiate between the -*ru* verb, -*u* verb, and irregular verbs.

–Construct each form of verb conjugation.

–Match each verb form to specific communicative patterns.

–Know the relationship between verbs and particles.

Instructional activities based on the above framework are now presented for each level of elaboration. Then, the development of the elaborative sequence is detailed for each level of elaboration. This is followed by a description of the implementation of the other instructional strategy components of elaboration theory.

Epitomizing Level (one hour)

Write an English sentence and switch the word order.

Explain the role of postpositional particles.

Provide further examples in English and have students attach appropriate markers to the words.

Explain the function of the topic marker.

Summarize and synthesize ideas presented in class by reading several English sentences with Japanese particles with varying word orders.

Level-1 elaboration (two hours)

Explain how the part of speech determines the sentence marker.

Introduce nouns, adjectives, and verbs.

Explain that the sentence marker is used when the speaker assumes that the information is shared by the listener.

Give the chart of noun, adjective, and verb sentences. (Appendix A)

Explain affirmative, negative, complete, and incomplete markers.

Have students apply markers to nouns and adjectives of their choice from list presented by instructor.

Use the question marker (*ka*) to determine if the student can select appropriate markers.

Have students apply markers to -*ru* verbs from the list presented by instructor.

Summarize the lesson by informing students that meaningful communication depends on proper use of the above classification of markers and particles.

Give homework assignment.

Level-2 elaboration (three hours)

Explain the distinction between -*ru* verbs, -*u* verbs, and irregular verbs.

Explain the different conjugations of verbs. (Appendix B)

Explain the notion of communicative pattern markers. (Appendix C)

Emphasize the role of verb conjugation in constructing communicative patterns.

Have students practice -*ru* verb conjugations from the -*nai* form to the -*ta* form.

Have students practice the -*u* verbs with *r*-row to show the differences between -*ru* verbs and -*u* verbs from the -*nai* form to the volitional form.

Practice other -*u* verb conjugations from the -*nai* form to the volitional form.

Introduce the construction of -*te* forms and -*ta* forms with a song as a mnemonic.

Introduce the two irregular verb conjugations with a song as mnemonic.

Have students practice attaching appropriate verb forms (from the list of verbs presented by the instructor) to different communicative patterns.

Have students practice identifying verb forms from the classroom Japanese list provided by the instructor.

Have students create their own sentences.

Explain the relationship between verbs and particles.

Appendix C serves as a summarizer and synthesizer of the ideas presented at this level.

Give homework assignment.

Learner Assessment (one hour)

Give post-assessment.   (Appendix D)

Design of the Elaboration Sequence

Single Type of Content

Elaboration theory proposes that one type of content—concepts (objects, events, or symbols), procedures (skills, techniques, or procedures), or theories (hypotheses, propositions, laws)—must be chosen as the most important type of content for achieving course goals (Reigeluth, 1983).   The other types of content are brought in when they are needed in terms of the elaboration process described previously.   The type of content around which a course is developed is known as the organizational content and the other two types of content as supporting content.   In the present application of elaboration theory, a conceptual organization of content is chosen based on the concepts of Japanese grammar.

In the conventional sequence in which Japanese grammar is taught, one of the problems is that a choice must be made between learning grammar concepts or learning skills with grammar concepts.   In the context of elaboration theory, learning concepts are considered the whole and learning skills are considered the detail.   In order to optimize learning, it is vital that the learning of concepts should be integrated with learning skills as the instruction proceeds.

Epitomizing

As explained previously, a fundamental process in elaboration theory is epitomizing— the teaching of one or a few fundamental concepts and representative ideas that convey the essence of the entire content.   All of the remaining course content provides more detail about these fundamental ideas.   Since Japanese is an agglutinating language,

in teaching Japanese syntax it is proposed that the concept of connecting grammar elements together to mark words in postposition be selected as the epitome. This concept, that Japanese particles indicate the role (for example, the subject or object or verb) in syntax, is fundamental. This contrasts with English, in which a strict word order determines syntactic roles. In creating sentences in Japanese, students learn that certain particles function as a determinant of the meaning of a sentence. Thus, the epitome is that appropriate markers are attached to words at postposition. The concept of markers is expanded to sentence markers and communicative pattern markers to maintain consistency.

In the above teaching plan, several examples are used to insure that students assimilate the idea expressed in the epitome. For example, the following expressions will be used to demonstrate the flexibility of word order in Japanese.

(A)　I　wrote　a letter　to my friend.
(B)　A letter　to my friend　I　wrote.
(C)　To my friend　a letter　wrote　I.
(D)　Wrote　a letter　I　to my friend.

In English, sentence (A) is correct. The word order follows subject, verb, and object. In contrast, Japanese is flexible with word order without changing meaning. Sentences (B), (C), and (D) in Japanese are acceptable if appropriate particles are attached to each word. The function of the preposition "*to*" can be seen in sentence (A); in Japanese, particles called postposition particles are placed after a word to mark its function in the sentence. For instance, the particle "*ga*" is a subject marker, "*o*" is a direct object marker, and "*ni*" is an indirect object marker. These markers are attached as follows:

(b)　A letter-*o*　my friend-*ni*　I-*ga*　wrote-*sentence marker*
(c)　My friend-*ni*　a letter-*o*　wrote-*sentence marker*　I-*ga*
(d)　Wrote-*sentence marker*　a letter-*o*　I-*ga*　my friend-*ni*

Students are introduced to the concept of complete sentence markers in the next level of elaboration. The above sentences (b), (c), and (d) are equivalent to the English sentence (A). Students learn that the elements of a sentence always remain with their particle markers even if these elements are moved around within their sentence. It is very important for students to recognize the function of particles. The Japanese speaker does not have to care about word order to make sense of a statement but must be concerned about selecting particles. How to select particles is discussed subsequently as the synthesizing component of the instruction.

Prior to instruction in communicative skills, commonly used particles must be introduced. Students practice attaching these markers to English sentences whose functions are similar to Japanese sentences. When the speaker assumes that the information is new to a listener, these particles are attached after the information. If the speaker brings up information that he/she assumes the listener shares, then the topic marker is replaced by any other particle.

The topic marker "*wa*" is a critical semantic particle. For instance, "*ga*," "*o*," "*ni*," and "*de*" (a location marker) are replaced by the topic markers "*wa*," "*niwa*,"

and " *dewa* " respectively. The topic marker is used to show the topic change in the discourse when common knowledge between speaker and listener is likely to be omitted. This function does not exist in English syntax.

This understanding of the function of the topic marker encourages students to create native-like Japanese sentences without being concerned with word order. Such an organization and presentation of content at this epitome or overview level serves as an embedded cognitive strategy activator in the language of elaboration theory, immediately inculcating in students the Japanese way of creating expressions, in contrast to generating English-like syntax while using Japanese vocabulary. Such a structuring of course content, which serves to promote immediate implantation of Japanese-like thinking without explicit instructions to do so, is hypothesized to be a crucial benefit of this elaborative sequencing of grammar concepts. Initial results from using this plan support this hypothesis. As indicated in the following sections, this structuring of content continues at succeeding levels of elaboration to promote continued activation of appropriate internal language generation strategies on the part of the learner.

Level-1 Elaboration
At the above epitomizing level, sentence markers attached to verbs were not mentioned. In the first level of elaboration (level-1 elaboration), students are introduced to markers in more detail. Since a definite rule about Japanese sentences is that each sentence ends in a verb, an adjective, or a noun, it is very important for students to know that words are classified by these parts of speech. Sentence markers attached to nouns, adjectives, or verbs are presented to students in list form (Appendix A). Students are informed that sentence markers are divided into four categories (complete, incomplete, affirmative, and negative). These ideas are summarized by indicating that intended meaning is conveyed by the appropriate choice of marker.

Since Japanese does not have strict word order, common information between listener and speaker can be omitted. If the speaker assumes the information does not need to be mentioned, the speaker ends with the appropriate marker.[1] At level-1 elaboration, students memorize only each marker and practice fitting different markers into nouns or adjectives. Students are not required to know or memorize the meanings of the nouns or adjectives because such meaning should be constructed and memorized in appropriate contexts. The specific meaning will be learned in realistic contexts in communicative skills lessons which will occur subsequent to this elaborative sequence of lessons. At this level, students are given the option of choosing vocabulary which is most appealing to them by choosing from a list provided by the instructor.

The presentation of the content around the concept that particle selection depends on the viewpoint of the speaker is designed to further promote Japanese-like thinking in students. The crucial point here is that allowing students to attach appropriate markers to words without being concerned with understanding or memorizing the

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[1] This way of thinking develops the understanding to easily complete the sentence with a few words such as the *unagi* sentence.

meaning of the words, forces students to focus exclusively on gaining practice in constructing native-like expressions over a wide range of applications. This contrasts with the conventional method of instruction, in which such practice is limited to situations and contexts for which students already have vocabulary. The use of elaborative sequencing of content, beginning at the epitome level and continuing at subsequent levels of elaboration, minimizes negative transfer of English syntactical framework. The advantage of this proposed elaborative sequence over the conventional sequence should primarily be seen when students subsequently begin learning communicative skills following grammar instruction.

Level-2 Elaboration
In level-2 elaboration, students learn verb sentences which were introduced in Level-1 in more detail. In level-1 (Appendix A), only the -*masu* form has been presented to indicate the aspect of verbs. In this level, students learn the general idea from a chart of verb conjugations (Appendix B) that the form indicates the aspect of verbs and that there are other forms as well. In level-1 elaboration, students are also informed that other forms are used to attach to various communicative pattern markers when other intentions must be conveyed. Such pattern markers comprise notions[2] attached to verb forms. According to the proficiency guidelines (Omaggio, 1988), students in lower levels are expected to reproduce transaction patterns used in brief discourse. These patterns are characterized by universal notions needed in survival, such as asking permission, expressing requests, and desires, and so on. The expressions implied in these common functional notions (Wilkins, 1976) are easily mastered when equivalent translation is provided. Students are led to recognize this communicative pattern marker as an elaboration of the epitome presented initially in the course.

In level-2 elaboration, students are given a list of communicative patterns (Appendix C) which indicate what kinds of forms attach to each of the patterns to indicate various universal notions such as obligation, permission, desire etc. (Wilkins, 1976). Students can readily understand each pattern because such patterns are universal and can be easily translated. Students recognize a fundamental idea that each form in the chart of verb conjugations makes sentences meaningful by constructing a pattern for each of the above universal notions. Such knowledge—that different communicative patterns need different verb forms—provides a rationale and motivation for student learning.

Prior to practicing fitting appropriate verb forms into patterns, students begin level-2 elaboration by learning how to make each form. It is advantageous for students to know that there are two kinds of regular verbs (-*ru* verbs and -*u* verbs) and only two irregular verbs in Japanese conjugation. The -*ru* verb conjugation is introduced first because the stem of such verbs does not change as the form changes. Next the -*u* verb ending in -*ru* is introduced to show the difference between the -*ru* verb and the -*u* verb.

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[2]   Wilkins (1976) pointed out notion is based on semantic criteria.

While the conjugation of the -*u* verb appears more complicated, it is helpful for students to know that the order of the conjugation corresponds to the order of the Japanese hiragana character chart. The rule is used in explaining the verb form. The -*te* form and the -*ta* form are introduced with a song as mnemonics.

In level-2 elaboration, the explanation of how to construct all forms and practice in fitting such forms is provided at one time (for many verbs) as opposed to the conventional sequence of teaching one form at a time. In the conventional sequence, the usual teaching method is to practice one verb form for a particular communicative pattern so that students become proficient in that form. Only when students have reached a certain level of proficiency is the next verb form presented and practiced. This sequence of introduction of verb forms encourages the selection of practice situations applicable only to the verb form and communicative pattern currently being taught. In contrast, in the elaboration method of instruction, students are introduced to the whole conjugation chart (all verb forms and communicative patterns) at one time for one verb, and then practice all forms with many verbs. The crucial point here is that such an organization of instruction continues to serve as a cognitive-strategy activator. This organization opens up the whole range of communicative patterns much earlier, as it allows the presentation of practice situations in which students are required to generate the appropriate verb form (from all possible verb forms) for a given situation, rather than recognizing that a given situation fits into particular communicative patterns attached to the verb form currently being taught.

Furthermore, in this system of instruction, student knowledge of verb vocabulary is determined by the meaning of verbs, not the form of the verbs. The meaning of the verb tells us what particle to use in a statement. This relationship[3] can serve as a synthesizer as students develop a wider vocabulary. At this stage, the students are not expected to know the English meaning of the forms immediately. The understanding of how to construct each form is the primary objective. Students practice applying the rule of conjugation with given verbs. Such a sequence of instruction is beneficial because many natural conversations are introduced without students being distracted by focusing on the construction of verb forms.

Next, students practice fitting appropriate verb forms into communicative patterns (Appendix C). Students are given the dictionary form of verbs from a list provided by the instructor and are required to produce the appropriate form for each communicative pattern. The goal is for students to be able to create a variety of sentences and generate many forms. After each form combined with the appropriate communicative pattern has been introduced at this level, in subsequent communicative skills lessons students can concentrate on the usage of these forms in different situations. Since whole forms are introduced during the elaborative sequence of lessons, this sequencing allows a spiral exposition of forms enabling students to produce many communicative patterns. This has the important effect of allowing students a wide range

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3   See the synthesizer section below.

of control over the kind of contexts in which they subsequently wish to practice communicative skills.

Learning-Prerequisite Sequence

To best understand the conjugation of verbs, the students must first know the order of Japanese characters and pronunciation. Such instruction is given prior to the elaborative sequence outlined in this paper. As instruction proceeds from the epitome level to level-1 and level-2 elaboration, students are introduced to particle markers, sentence markers, and communicative pattern markers. At each succeeding level, the markers are getting longer. Such a sequencing of instruction is appropriate as it allows students to take advantage of the fact that the pronunciation of Japanese characters does not change when new vocabulary is encountered. By the time students proceed to learning communication skills, students will have a strong mastery of hiragana.

Summarizers

In elaboration theory, a summarizer is an instructional strategy component in which the instructor provides a concise statement of each idea and fact that has been taught, accompanied by an example and some items for self-testing for each idea. Elaboration theory proposes that a summarizer be presented at the end of each lesson (a within-lesson summarizer) and also at the end of each level of elaboration (a within-set summarizer).

For example, the information in the epitome level is summarized as the existence of particles to indicate flexibility in word order. At the end of level-1 elaboration, students are informed that different sentence markers convey different meanings. Students get practice in using different sentence markers. The information in level-2 elaboration is summarized by reminding students that different communicative patterns indicate different universal notions. Written charts given to students at the end of each level provide examples for students and students' knowledge of these ideas is assessed before proceeding to the next level.

Synthesizers

Elaboration theory prescribes two types of synthesizers when using an elaborative sequence of instruction—a within-lesson synthesizer and a within-set synthesizer. The purpose of the within-lesson synthesizer is to integrate new ideas in a lesson with previously taught ideas in that lesson. A within-set synthesizer integrates ideas in the current lesson with ideas in other lessons at the same level of elaboration and with the lesson at the previous level which is currently being elaborated on.

In leaning Japanese syntax, a common learner difficulty is in selecting the appropriate particle for a given purpose. How to select the appropriate marker to convey new information is presented as the synthesizing component of instruction at the epito-

me level.   At the end of level-1 elaboration, the concept that the part of speech determines the sentence marker is used as a synthesizer.   At level-2 elaboration, the idea that the selection of primary particles[4] depends on the meaning of verbs, not the nature of nouns is chosen as the synthesizing component.   At the end of each level of elaboration, students are tested for their knowledge of these ideas.

There is some research which supports the idea of presenting the relationship between particles and verbs as synthesizing information.   Teramura (1982) researched the relationship between primary particles and verbs and showed that certain similar verbs take the same particle, such as verbs of motion, which take the particle *e*, and verbs of reciprocal action, which take the particle *to*.   This indicates that the meaning of verbs influences the selection of particles.   This relationship needs to be researched further, as it has important implications for the sequencing of vocabulary instruction. When learning communicative skills, the relationship between verbs and particles can be practiced using verbs of similar meaning over given themes.   The verbs and themes should be decided on and expanded on by considering learners' characteristics such as individual backgrounds, occupations and ages.

Analogies

Elaboration theory prescribes the use of analogies where appropriate to help students integrate new information with previously held information.   In the present context of grammar instruction in a second language, there are many opportunities for the use of analogies.   Learners have already mastered their first language.   That means that learners know the substitution capabilities of language and the functions of language in conversation.   Ideas that are familiar to them should be assimilated when learning a foreign language.   In the elaborative sequencing of materials, the similarities between the learners' native language and Japanese are used to the best advantage in generating Japanese grammar items.

At the epitomizing level, English sentences are used to show the function of particles. At level-1 elaboration, sentence markers are shown in English.   At level-2 elaboration, communicative patterns are translated into English.   At this level of elaboration, students are led to focus on the similarities with English, as students are most likely to easily acquire some patterns with notions similar to their native language.   However, some patterns with identical notions are dissimilar to English usage and will take more time to acquire.   In these cases, students are given practice on the dissimilarities in subsequent communicative skills lessons.   Students gradually will notice that Japanese grammar items and vocabulary are not word-for-word equivalents of words in their native language and need adjustment.   However, there are some difficulties to overcome in selecting vocabulary.   For instance, Itasaka (1971) suggests that spontaneous verbs are more difficult to understand by native speakers of English.   Also, the selection of verbs such as " go " and " come " often give rise to negative transfer from En-

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4   Teramura (1982) distinguished primary particles from secondary particles.

glish. In situations such as these, the use of embedded cognitive strategy activators as specified in elaboration theory can be used to minimize these difficulties.

Cognitive-Strategy Activators

While analogies are useful in certain situations, there are also situations where there are major differences between English and Japanese in the selection of vocabulary and markers. In such situations it does not seem appropriate to focus on comparing (or contrasting) the two languages. As explained previously, in this case elaboration theory provides another strategy component—the cognitive strategy activator—in which contents is structured in such a way as to promote student thinking in a Japanese-like way, as opposed to thinking in their native language and translating into Japanese.

Foreign-language learning demonstrates how people in the target language see things differently. The difference in viewpoint between English and Japanese arises from different grammatical structures. In other words, the process of creating sentences is different because of different ways of organizing thought. Such different viewpoints influence a speaker's choice of vocabulary. Thus the method of creating native-like Japanese in selecting vocabulary and markers is promoted through elaborative sequencing.

It is the authors' hypothesis that English typically possesses a subject-oriented viewpoint in which the subject is shifted from sentence to sentence, whereas Japanese is likely to employ a speaker-oriented viewpoint in which the treatment of information is relative to the speaker. The underlying assumption in Japanese is that the point of view is pivoted around the speaker.[5] The typical concern in the Japanese sentence is whether or not events can be controlled by the speaker. In Japanese more attention is paid to whether words represent animate or inanimate objects. Japanese prefers to employ natural stative expressions resulting from punctual action verbs. Since Japanese does not like to describe someone's feelings directly by using pronouns as a subject, the ending clarifies the identity of the subject without indicating the subject. Since the main focus in Japanese is placed at the ending of the sentence, adverb phrases and modifying sentences are developed well. The awareness of these different ways of thinking will help learners to select a more native-like Japanese vocabulary. As detailed previously, the organization of content in the elaborative sequence serves an embedded cognitive strategy activator to promote more native-like, speaker-oriented sentence construction among students. This strategy encourages students to stay in the appropriate way of thinking for creating accurate mental images in Japanese. In addition, a consistent explanation of the speaker-oriented viewpoint is useful for correcting student mistakes and allows students to modify more native-like sentences.

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[5] Minsky (1981) claimed that view-changing is a problem-solving techniques important in representing, explaining, and predicting.

Learner Control

A proposed advantage of the elaborative sequencing of instruction is that students gain expertise in grammatical concepts much more quickly than in the conventional sequence. This means that in later communicative skills lessons, students have the expertise to practice these grammatical concepts in whatever situations they desire. This also means that student characteristics and preferences can be taken into account by the instructor when generating learning practice situations. For example, scenario techniques advocated by Di Pietro (1980) can open up the teaching by respecting the learner's intentions. Role-playing activities of varying types may be easily created so that students can apply their understanding of grammar concepts and show their awareness of a native-like way of thinking. Use of authentic materials, such as videos and magazines, may be encouraged because the predictive advantage of the knowledge of grammatical concepts increases the degree of comprehension in external stimuli. When such interactional activities are introduced, the instruction switches from being teacher-centered into being student-centered.

Also, the elaborative sequence of instruction at the grammar level supports the use of a procedural organization in the subsequent design of communicative skills lessons. In organizing the content for such communicative skills lessons, vocabulary derived from related particles can be sequenced based on student characteristics and needs. Since vocabulary groups are related to the same particles, appropriate dialogues can be created using these vocabulary groups.

CONCLUSION

The main idea of general-to-detailed sequence as specified by elaboration theory can be applied to the teaching of Japanese grammar. Such an elaborative sequencing of grammar concepts allows students to formulate an overall view before practicing communicative skills. This sequence also provides students with opportunities very early in instruction to select appropriate responses in internalizing grammar concepts, as the range of contexts encountered in Japanese can be expanded without the distraction of verb forms. This should enable students to more quickly generate native-like Japanese expressions and reduce the possibility of negative transfer from English. Although no formal research has been performed on this sequencing of instruction, pilot results from its use at two institutes of higher education in the United States suggest that such sequencing is a promising avenue for further investigation. While this paper focuses only on the use of elaborative sequencing for instruction in grammatical concepts, it is suggested that instruction in communicative skills can also be developed using an elaborative sequencing strategy. Work is currently being done on the development of such sequencing of instruction in communicative skills.

Appendix A
Japanese Sentence Markers

Noun Sentence (*Na*-adjective sentence)

では＝じゃ
ありません＝ないです
ありませんでした＝なかったです

	Affirmative	Negative
Incomplete	Noun＋です.	Noun＋ではありません.
Complete	Noun＋でした.	Noun＋ではありませんでした.
e.g.	つくえです.	つくえではありません.
	(It) is (or will be) a desk.	(It) is (or will not be) a desk.
	つくえでした.	つくえではありませんでした.
	(It) was a desk.	(It) was not a desk.

Adjective Sentence

	Affirmative	Negative
Incomplete	Adj.＋です.	Adj.＋くありません.
		(い becomes く)
Complete	Adj.＋かったです.	Adj.＋くありませんでした.
	(い is dropped.)	(い becomes く)
e.g.	やすいです.	やすくありません.
	(It) is (or will be) inexpensive.	(It) is (or will not be) inexpensive.
	やすかったです.	やすくありませんでした.
	(It) was inexpensive.	(It) was not inexpensive.

Verb Sentence

	Affirmative	Negative
Incomplete	*-masu* form＋ます.	*-masu* form＋ません.
	(る is dropped.)	(る is dropped.)
Complete	*-masu* form＋ました.	*-masu* form＋ませんでした.
	(る is dropped.)	(る is dropped.)
e.g.	ねます.	ねません.
	(It) will sleep. (It) sleeps.	(It) will not sleep. (It) does not sleep.
	ねました.	ねませんでした.
	(It) slept. (It) has slept.	(It) did not sleep. (It) has not slept.

Appendix B
Verb Conjugation

1	2	3	4	5	6	7
-*nai* form	-*masu* form	dic. form	-*ba* form	vol. form	-*te* form	-*ta* form

-*Ru* Verbs (The dic. form ends in -*iru* or -*eru*.)

たべ	たべ	たべる	たべれ	たべよう	たべて	たべた
み	み	みる	みれ	みよう	みて	みた

-*U* Verbs (The dic. form ends in *u, ku, gu, su, tsu, nu, bu, mu,* and *ru*.)

つか**わ**	つか**い**	つか**う**	つか**え**	つか**お**う	つか**って**	つか**った**
か**か**	か**き**	か**く**	か**け**	か**こ**う	か**いて**	か**いた**
い**か**	い**き**	い**く**	い**け**	い**こ**う	い**って**	い**った**
いそ**が**	いそ**ぎ**	いそ**ぐ**	いそ**げ**	いそ**ご**う	いそ**いで**	いそ**いだ**
はな**さ**	はな**し**	はな**す**	はな**せ**	はな**そ**う	はな**して**	はな**した**
ま**た**	ま**ち**	ま**つ**	ま**て**	ま**と**う	ま**って**	ま**った**
よ**ば**	よ**び**	よ**ぶ**	よ**べ**	よ**ぼ**う	よ**んで**	よ**んだ**
よ**ま**	よ**み**	よ**む**	よ**め**	よ**も**う	よ**んで**	よ**んだ**
おく**ら**	おく**り**	おく**る**	おく**れ**	おく**ろ**う	おく**って**	おく**った**

The bold letters correspond to the row in the chart of hiragana.

Irregular Verbs

こ	き	くる	くれ	こよう	きて	きた
し	し	する	すれ	しよう	して	した

Appendix C
Communicative Patterns　(たべる＝*ru*-verb, のむ＝*u*-verb)

1. -*nai* form＋なければなりません. (obligation)
   たべなければなりません. (I have to eat it.)
   のまなければなりません. (I have to drink it.)
2. -*nai* form＋なくてもいいです. (unnecessary)
   たべなくてもいいです. (I do not have to eat it.)
   のまなくてもいいです. (I do not have to drink it.)
3. -*masu* form＋たいです. (desire)
   たべたいです. (I want to eat it.)
   のみたいです. (I want to drink it.)
4. -*masu* form＋ませんか. (invitation)
   たべませんか. (Would you like to eat it?)
   のみませんか. (Would you like to drink it?)

5.　dic. form＋ことができます.（potential）
　　たべることができます.（I can eat it.）
　　のむことができます.（I can drink it.）

6.　conditional form＋ばいいです.（solution）
　　たべればいいです.（If one eats, then it will be good.）
　　のめばいいです.（If one drinks, then it will be good.）

7.　volitional form＋とおもっています.（volition）
　　たべようとおもっています.（I am thinking of eating it.）
　　のもうとおもっています.（I am thinking of drinking it.）

8.　-te form＋ください.（request）
　　たべてください.（Please eat it.）
　　のんでください.（Please drink it.）

9.　-te form＋もいいですか.（permission）
　　たべてもいいですか.（May I eat it?）
　　のんでもいいですか.（May I drink it?）

10.　-te form＋はいけません.（prohibition）
　　たべてはいけません.（You must not eat it.）
　　のんではいけません.（You must not drink it.）

11.　-ta form＋ことがあります.（experience）
　　たべたことがあります.（I have experience of eating it.）
　　のんだことがあります.（I have experience of drinking it.）

12.　-ta form＋ほうがいいです.（advice）
　　たべたほうがいいです.（It would be better to eat it.）
　　のんだほうがいいです.（It would be better to drink it.）

The selection of the communicative patterns depends on the needs of students, such as the length of learning period and the goal.

Appendix D
Prerequisite Test for Learning Communicative Skills

Name _____　　　Scores　　/50

I.　Fill in the blanks with appropriate markers.　(12×1＝12)
Noun sentence

	Affirmative	Negative
Incomplete	つくえです. It is a desk.	(　　　　　)
Complete	(　　　　　)	(　　　　　)

Na-adjective sentence

	Affirmative	Negative
Incomplete	(かんたんです.)	( )
	It is simple.	
Complete	( )	( )

I-adjective sentence

	Affirmative	Negative
Incomplete	やすいです.	( )
	It is cheap.	
Complete	( )	( )

る-Verb Sentence

	Affirmative	Negative
Incomplete	( )	(おきません.)
		I do not get up.
Complete	( )	( )

II. Read the following letter to the host family and find two *i*-adjectives, and two nouns.
(1×4＝4)

はじめまして. わたしはすずきです. だいがくせいです.
だいがくはきゅうしゅうにあります.
きゅうしゅうはさむくありません. ときどき
えいごのえいがをみます. おもしろいです. よろしく.

i-adjectives	( )	( )
Nouns	( )	( )

III. Fill in the blanks with appropriate forms.   (0.5×60＝30)

-ない form   -ます form   dic. form   -ば form   volitional form   -て form   -た form

| かりる |
| かく |
| うたう |
| かす |
| まつ |
| よむ |
| あそぶ |
| おくる |

する

くる

IV. Find the - う verb among the following verbs and construct sentence markers. (1×
4=4)

　　たべる，つける，すてる，あつめる，みる，おぼえる，
　　やめる，つくる，わすれる，ねる，おぼえる

- う verb sentence

	Affirmative		Negative	
Incomplete	(	)	(	)
Complete	(	)	(	)

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