Characteristics of the Mental Lexicons of High Proficiency
Japanese EFL Speakers: From the Perspective of Morphological Aspects

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Longtin and Meunier (2005) show that L1 speakers decompose derivatives into constituents when processing them through a masked priming experiment, a kind of psycholinguistic method. In their experiment, forward masks (500ms), primes (47ms), and targets (e.g., HAPPY) are consecutively presented. Three kinds of primes were used: real derivatives (e.g., happiness), pseudo-derivatives (e.g., happidom), and unrelated words (e.g., blue). The results show that compared to the condition where unrelated words were primes, derivative and pseudo-derivative primes equally quicken the reaction times of targets (Participants had to judge whether targets were real words or not). If every word were represented as whole words, pseudo-derivatives could not activate any mental representations because there are no representations corresponding to pseudo-derivatives. However, if words are represented as separate components, decomposed pseudo-derivatives can activate suffixes and stems included in the pseudo-derivatives. Therefore, the results of Longtin and Meunier (2005) show that in the mental lexicons of L1 speakers, suffixes and stems are separately represented. How are derivatives represented in the mental lexicons of Japanese EFL learners? Sakata (2010) shows in the same kind of experiment of Longtin and Meunier (2005) that intermediate-level Japanese speakers of English do not decompose derivatives into constituents. The results were different from L1 speakers' ones. However, whether the difference is caused by proficiency difference or qualitative difference between L1 and L2 had not been clarified. The present study investigated this. The results indicated that 23 participants whose TOEIC scores were 890 or more showed almost the same results as the intermediate-level Japanese EFL learners, meaning that Japanese EFL speakers have different mental lexicons from L1 speakers of English. The results may indicate that there is a qualitative difference between Japanese EFL learners and L1 speakers of English in terms of morphological components.

Teacher's Code-switching in the EFL Classroom: A Tool or a Drawback?

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This study examined one teacher’s use of first language (L1) in the English as a Foreign Language (EFL) classroom. Based on Krashen’s Natural Approach (1983) and Communicative Language Teaching (Richard & Rodgers, 1986), many university language courses take on the second language (L2) input only policy. However, the debate over the use of the L1 in language classrooms is still ongoing (Cook, 2001; Turnbull, 2001). Moreover, core issues regarding L1 use include teachers’ lack of awareness of when and how they use the L1 (Polio & Duff, 1994) and ways their L1 use can be changed to achieve more in classrooms (Lin, 2009). Therefore, this study aimed to (a) identify the teacher’s L1 use in the EFL classroom and (b) investigate the ways L1 use can be changed to encourage more target language use by the students.