

L1 Use among L2 Teachers: Views Vs Practice

Noor Hayati Romli^a, Mohd Sallehudin Abd Aziz^b & Pramela Krish N.Krish^c

^{a,b,c} Faculty of Social Sciences & Humanities, Universiti Kebangsaan Malaysia

[https://doi.org/10.35609/gcbssproceeding.2022.1\(10\)](https://doi.org/10.35609/gcbssproceeding.2022.1(10))

ABSTRACT

Although the Grammar Translation Method (GTM) had been shunned in second language teaching, the stigma of using the first language (L1) while teaching the second language (L2) has been continuously debated by L2 scholars and teachers. Regarding the use of L1 in the L2 classrooms, monolingual approach and bilingual approach both has contrastive stands on this issue. While the advocators of the monolingual approach strongly reject the use of L1 in L2 classrooms, there is no strong evidence to prove that it could affect L2 learning. The proponents of bilingual principal believed that the utilisation of L1 is inevitable when the teachers and learners share the same L1. This research study aims to examine the use of L1 (BM) by L2 (English) teachers during the teaching process.

Keywords: L1, L2, Grammar Translation Method (GTM).