Bridging the Gap in the Second Language Classroom: A Guideline of L1 Utilisation

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ABSTRACT

Utilising first language (L1) in the second language (L2) classroom is a delicate matter amongst language educators and researchers. Despite its rarity in teacher training programs, manuals, or teaching conferences, establishing an L2-only classroom without using L1 can be challenging, particularly when the students and teachers share the same L1. This study explores the utilisation of specific micro-functions of L1 (Bahasa Melayu) in teaching L2 (English) and proposes a guideline for L2 teachers to systematically use L1 in the classroom. The study is guided by relevant aspects of the common underlying proficiency theory, sociocultural theory, affective filter hypothesis, mother tongue as a reference theory, and a combination of L1 frameworks by L2 scholars. Eight teachers from four districts in Pahang, Malaysia, recorded their English lessons and participated in post-lesson interviews. The analysis of the lessons and interviews revealed that most teachers used L1 to help them teach English, especially to low-proficiency students. The study identifies 26 useful micro-functions of L1 that are combined to form the guideline. This reference point is essential for L2 teachers to ensure the appropriate use of L1 in teaching L2.

Keywords: Bahasa Melayu, English, L1, L2, low-proficiency students, micro-functions of L1

INTRODUCTION

According to the UNESCO Institute for Statistics (n.d.), first language (L1) is acquired during childhood within the home environment, also known as the mother tongue or native language. On the other hand, second language (L2) refers to the second or foreign language that is being studied (Nordquist, 2020) or a societally

dominant language that plays essential roles in education, employment, and other communication purposes (Saville-Troike, 2012). In the context of this study, L1 refers to Bahasa Melayu (BM), which is spoken by one of the predominant groups in Malaysia, the Malays. Conversely, L2 refers to the English language, the country's second most important language.

Concerning the use of L1 in L2 learning, there are two major approaches: monolingual and bilingual (Thomas et al., 2018). The monolingual approach highlights the importance of providing maximum exposure to the target language (TL), and avoiding L1 altogether or restricting its use in teaching (Tekin & Garton, 2020). The supporters of this principle believe that L1 could interfere with the process of learning L2 (de la Fuente & Goldenberg, 2020; Tsagari & Georgiou, 2016). Although the traditional method of teaching L2 has prioritised the monolingual approach, there is a growing interest in the use of L1 in the classroom as a result of recent pedagogical research (ElJish et al., 2022). Using L1 in the L2 classroom has been proposed as a pedagogy that can offer positive results to counter monolingual assumptions about the negative effect of the language (de Oliveira & Jones, 2023).

Contrary to the monolingual method, the bilingual method, developed by C.J. Dodson, commonly refers to an approach in which the students learn L2 within the framework of L1 (Enama, 2016). The bilingual approach acknowledges the constructive aspects of L1 and views it

as an essential component in L2 teaching and learning as it could serve pedagogical, discursive or social roles similar to TL functions (Altun, 2021; Levine, 2014). The student's prior knowledge in L1 can facilitate the formulation of new rules in the TL by tapping into their language schemata (Dang, 2018) concepts, vocabulary, word cognates and grammatical structures (Ellis, 2008; Kakar & Sarwari, 2022). Apart from helping students at the early stages of L2 learning (Wang, 2022), L1 can alleviate their anxiety in processing the TL input and eventually expedite their learning process (Auerbach, 1993).

In addition to the advantages of L1, the bilingual approach also concentrates on its functions in the L2 classroom. There are two main divisions of language functions: micro functions, which refer to specific language uses, and macro functions, which serve general usages (Finch, 2003; Sana, 2022). In the L2 classroom, communication and interaction between teachers and students are underpinned by the micro-functions of language (Canagarajah, 1995).

This study aims to gain a comprehensive understanding of the utilisation of the micro-functions of L1 (BM) by L2 (English) teachers by answering the following research questions:

1. How do teachers use the micro-functions of BM in teaching English in terms of Content Transmission, Classroom Management, and Social and Interpersonal domains?

2. How useful are the micro-functions of BM in teaching English in

terms of Content Transmission, Classroom Management, and Social and Interpersonal domains?

3. Which micro-functions can be used to formulate a guideline to systematically utilise L1 in an L2 classroom?

Conceptual Framework of the Study

The study's framework incorporates elements from four theories and a framework (of micro-functions of L1) from L2 scholars. The four reputable theories are the common underlying proficiency (CUP) theory by Cummins (2000), the sociocultural theory by Vygotsky (1978), the affective filter hypothesis by Krashen (1982), and the mother tongue as a base of reference theory by Butzkamm (2003).
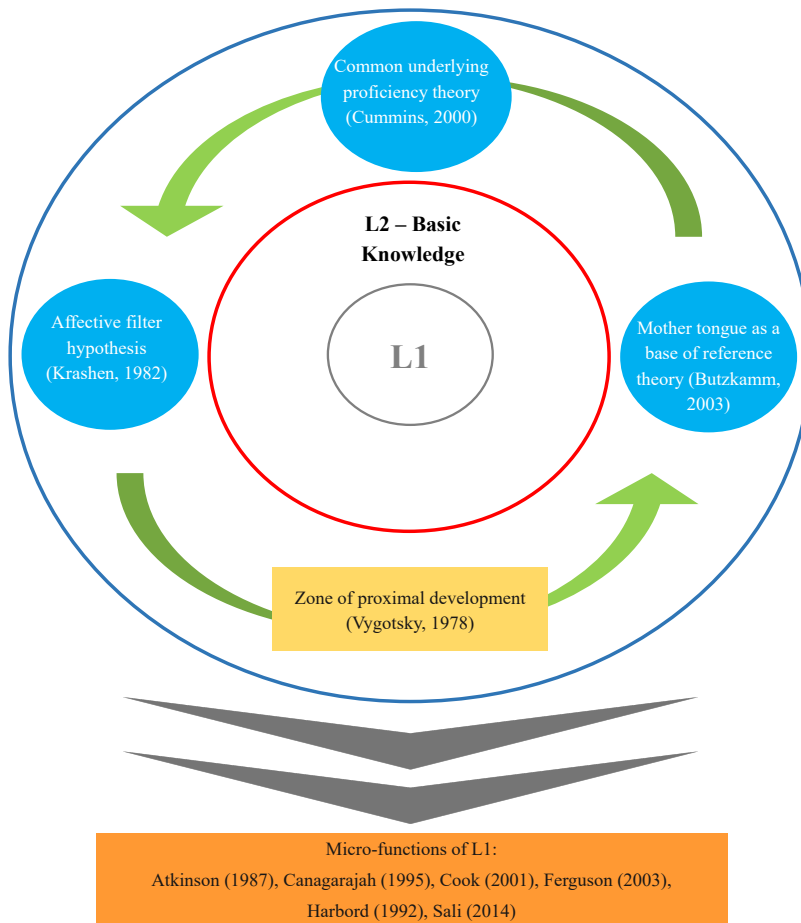

Figure 1. The conceptual framework of the study
Source: Romli (2022, p. 10)

Figure 1 illustrates the correlation between L1 use in L2 classrooms, the four theories and the micro-functions of L1. Cummins' CUP theory suggests

that L2 students' ideas come from their L1 language, in which they are most proficient (Cummins, 2000; Goodrich & Lonigan, 2017). Meanwhile, the use of L1 by teachers to support L2 learning reflects the scaffolding principle in sociocultural theory. The scaffolding concept explains the necessary steps for students to progress from their current level of understanding to their potential level of understanding (Salem, 2016). At the same time, it is imperative that teachers closely monitor their students' affective filters to guarantee optimal absorption of TL input. Students with lower affective filters are more likely to absorb TL knowledge, while students with higher affective filters may face difficulties learning the language (Dewaele et al., 2018).

Hence, establishing a non-threatening environment is crucial to maintaining low-affective filters among the students (Mehmood, 2018). Lastly, the mother tongue as a base of reference theory outlines 10 maxims to justify the systematic use of L1 without neglecting the importance of providing maximum TL input in the classroom (Butzkamm, 2003). For L2 language learning to be successful, L2 teachers must consider students' prior L1 knowledge, provide adequate assistance to enhance their learning, maintain low affective filters, and acknowledge the importance of systematic L1 use in the classroom. By doing so, teachers can improve their students' L2 achievement in the four language skills: speaking, listening, reading, and writing (Blake, 2016).

The second component of the framework of this study is formed based on a combination of 43 micro-functions of L1 proposed by six L2 scholars: Atkinson (1987), Canagarajah (1995), Cook (2001), Ferguson (2003), Harbord (1992), and Sali (2014). The scholars were chosen based on the similarities of their categorisations of the micro-functions, which focused on three main areas: content lessons, class management, and social interactions with the students. Atkinson lists the micro-functions of L1 into the first two categories, while Cook (2001) suggests two specific domains: conveying meaning/language functions (grammar) and organising the class. Similarly, Canagarajah (1995) separates the L1 functions into content transmission and classroom management. In addition, Ferguson (2003) organises the micro-functions of L1 into curriculum access, management of classroom discourse, and interpersonal relations in the classroom. Lastly, Harbord (1992) assigns three categories for L1 usages: facilitation of teacher-student communication, facilitation of teacher-student relationship and facilitation of L2 learning.

The Formation of the Framework of the Micro-Functions of L1

In this study, the framework of the micro-functions of L1 was developed in stages, as depicted in Figure 2.

During the initial stages of framework development, it was crucial to identify the sources of the micro-function of L1 to establish a strong foundation for the study.
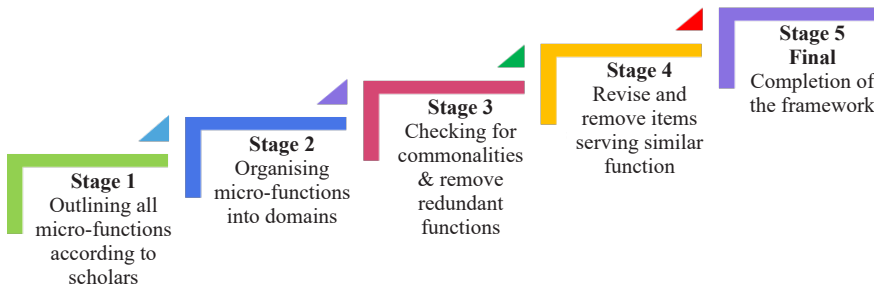
Figure 2. The stages of developing the framework of the micro-functions of L1
Source: Romli (2022, p. 56)

Seventy-three micro-functions of L1 were identified from Atkinson (n-9), Cook (n-6), Ferguson (n-10), Canagarajah (n-21), Sali (n-12), and Harbord (n-15).

In the second stage, the researcher assigned the micro-functions of L1 to their respective domains. Content Transmission involves L1 functions on delivering language knowledge; Classroom Management, which encompasses functions related to managing students behaviour and classroom matters; and Social and Interpersonal, which addresses social aspects with students. In the third stage, the researcher examined each micro-function and removed any components that showed similar traits. In the fourth stage, a thorough check was conducted to identify any micro-functions

that still shared similar characteristics. The final version of the framework only includes 43 micro-functions of L1. These micro-functions of L1 were further organised into three major domains: Content Transmission, Classroom Management, and Social and Interpersonal (Table 1).

Table 1 shows that the final version of the framework consists of three domains, namely Content Transmission (19 micro-functions), Classroom Management (14 micro-functions) and Social and Interpersonal (10 micro-functions).

Content Transmission domain contains 19 micro-functions of L1 for L2 teachers. The functions are eliciting, reviewing content, translating words and sentences, defining terms, explanation/reinforcement

Table 1

The final version of the micro-functions of L1 based on Atkinson (1987), Canagarajah (1995), Cook (2001), Ferguson (2003), Harbord (1992), and Sali (2014)

Source	Content Transmission	Source	Classroom Management	Source	Social & Interpersonal
Sali	Eliciting (meaning)	Sali	Monitoring	Sali	Establishing rapport
	Review content of (text/lesson)				Drawing upon shared expression
	Translating words and sentences				

Table 1 *(Continue)*

Source	Content Transmission	Source	Classroom Management	Source	Social & Interpersonal
Canagarajah	Definition of terms	Canagarajah	Opening the class	Canagarajah	Encouragement
	Explanation/reinforcement		Discuss lesson direction/plan		Compliment
	a) Repetition b) Reformulation		Request help	Ferguson	Create greater personal warmth
			Managing discipline		
	c) Clarification		Teacher commands		Encourage and elicit students' participation
	d) Exemplification		Teacher warning/scolding/advice		
	Relate aspects/ideas to be culturally relevant	Ferguson	To gain students' attention and focus	Harbord	Chatting in L1 before the start of the lesson to reduce student anxiety
Ferguson	Clarify the meaning of certain sections of text	Harbord	Discussion of classroom methodology		Telling jokes in L1
	Differentiate text by providing comment		Giving instructions for a task to be carried out	Sali	Talking about learning
Harbord	Explaining a grammatical item		Asking or giving administrative information	Canagarajah	Unofficial interactions (off the record)
	Checking comprehension of a listening or reading text		Giving individual help to a weaker student		
	Checking comprehension of a structure		Comparison between students' work or discussion on work done		
	Allowing or inviting students to give a translation of a word (comprehension check)	Cook	Teacher use of L1 for testing		
	Eliciting vocabulary by giving the L1 equivalent				
	Comparison with L1 for irrelevant/illogical translation				

Table 1 *(Continue)*

Source	Content Transmission	Source	Classroom Management	Source	Social & Interpersonal
Atkinson	Presentation and reinforcement of language structure/concept				
	Development of useful learning strategies				

by repetition, reformulation, clarification and exemplification. The other following functions are relating cultural aspects, clarification, differentiation of text, explaining a grammatical item, checking comprehension (text or structure), allowing, eliciting vocabulary by L1 equivalent, comparison with L1 for irrelevant/illogical translation, presentation and reinforcement of language structure and development of useful learning strategies.

The classroom Management domain has 14 micro-functions of L1, namely monitoring, opening the class, discussing lesson direction/plan, requesting help, managing discipline, giving commands, teacher warning/scolding/advice, gaining students' attention and focus, discussing classroom methodology, giving instructions for tasks, managing administrative information, giving individual help to a weaker student, comparing students' work or discussing tasks and using L1 for testing. The third domain, Social and Interpersonal, consists of establishing rapport, drawing upon shared expression, encouraging, complimenting, creating greater personal warmth, encouraging and eliciting students' participation, chatting in L1, telling jokes, talking about learning and unofficial interactions.

Studies on L2 Teachers' Use of L1

Research on the use of L1 by L2 teachers has provided valuable insights into their teaching practices, including the use of micro-functions of L1 in the classroom. Notably, studies like Jumal et al. (2019) observed the use of L1 (BM) in L2 (English) classes. They found *L2* teachers utilising L1 to support teaching, particularly for explaining words, teaching pronunciation and for interpersonal reasons. Their findings resonate with Ong and Tajuddin (2020), Olmez and Kirkgoz (2021), and Tong et al. (2022). Among the recorded instances of English teachers using BM was to enhance students' comprehension, especially in delivering the lesson content.

Some studies reported on the effectiveness of using L1 to help L2 students in their learning process. Tuyen and Van (2019) stated that using L1 improved vocabulary learning, linguistic accuracy and writing quality. Their findings are similar to a research study by de la Fuente and Goldenberg (2020). It was observed that the group that received controlled L1 treatment performed better in both speaking and writing assessments than the group that did not incorporate L1 in the lesson. In relation, M. Zhang (2018) reported that

L1 helped students to write significantly longer and more error-free clauses, while Navidinia et al. (2020) found that students in the experimental group which allowed the use of L1, achieved better results in the post-test compared to the controlled group that excluded the L1.

Besides that, various studies identified different numbers of micro-functions of L1 used by L2 teachers in their classrooms. For example, Olmez and Kirkgoz (2021) and Shariati (2019) reported 4 micro-functions, while Svensk (2020), Ong and Tajuddin (2020), Tan and Low (2017), Cakrawati (2019), and Paramesvaran and Lim (2018) noted 13, 11, and 12 functions of L1 employed by teachers, respectively. Based on their research, it was discovered that L2 teachers frequently utilised L1 to teach lesson content effectively and used less L1 to manage the classroom or for social purposes.

Although many research studies reported that the main reason for L2 teachers to use L1 was to help low-proficiency students (Paramesvaran & Lim, 2018; Y. Zhang, 2022), some L2 teachers were found utilising L1 utilising-proficiency learners (Bozorgian & Luo, 2019; Tuyen & Van, 2019). Yussof and Sun (2020) suggested that teachers' language habits could influence the switching to L1. This phenomenon might elucidate why L2 teachers in Bozorgian and Luo's (2019) research resorted to a large proportion of L1 even when teaching high-proficiency students as well as L2 teachers in Tuyen and Van's study (2019) who employed almost 80% of L1 during vocabulary lessons. These teachers may not have the awareness or knowledge on how to use L1 systematically, which resulted in its high usage.

A study by Ngan (2018) found that none of the L2 teachers understood how to use L1 in L2 teaching, indicating a lack of clear guidance on this issue. In most L2 classrooms, teachers are urged to use TL and avoid L1 to ensure maximum exposure to the language (Lightbrown & Spada, 2019). Therefore, educating teachers on the appropriate use of L1 in the teaching process is essential. By adopting a principled approach to incorporating L1, teachers can become fully aware of the optimal times and methods for using the language (de la Fuente & Goldenberg, 2020; Levine, 2014; Ong & Tajuddin, 2020). Hence, the present study aims to examine the usage of 43 micro-functions L1 by L2 teachers to provide insights into the systematic use of L1 in the teaching process and to bring awareness to the issue.

METHODOLOGY

This study involved eight English teachers from four districts in Pahang. The state was chosen since Pahang contains a significant number of schools in rural areas compared to other states in West Malaysia. According to recent statistics, there are 470 rural schools located in Pahang out of a total of 1995 rural schools in Peninsular Malaysia (Ministry of Education Malaysia, 2022). In most rural areas, BM is commonly used as the main language for administration, business, and education, especially in national schools, instead of English.

The study employed a qualitative research design, which gathered data from audio recordings of lessons semi-structured interviews with the teachers. Table 2 displays data from eight Malay English teachers, six females and two males, who taught English in national secondary schools where most teachers and students are Malays. Their ages ranged from 30 to 45 years old, with six to 16 years of teaching experience in English. Teacher 1, Teacher 2, and Teacher 7 recorded their Form 1 classes, while Teacher 6 recorded a Form 2 class. Teacher 8 selected Form 3, and Teacher 4 recorded a Form 4 class. Teacher 3 and Teacher 5 recorded their Form 5 classes. Out of all the participants, only Teacher 2 rated her students as having high or intermediate proficiency. The other teachers noted their students as having mixed proficiency levels, ranging from low to intermediate.

Table 2
Information about English teachers

Teacher	G	Age (years)	Ethnicity	Teacher's L1	Teaching experience (years)	Teacher's class	Number of students	Proficiency levels
Teacher 1	F	31	Malay	BM	6	Form 1	26	Low
Teacher 2	F	42	Malay	BM	16	Form 1	24	High & Intermediate
Teacher 3	F	39	Malay	BM	13	Form 5	22	Intermediate
Teacher 4	M	37	Malay	BM	12	Form 4	24	Intermediate & Low
Teacher 5	F	35	Malay	BM	10	Form 5	19	Mixed proficiency
Teacher 6	M	33	Malay	BM	8	Form 2	26	Intermediate and Low
Teacher 7	F	32	Malay	BM	7	Form 1	27	Mixed proficiency
Teacher 8	F	40	Malay	BM	15	Form 3	25	Low proficiency

Purposeful sampling was used to select the participants for the qualitative data. This method involves deliberate selection of participants to gain a comprehensive understanding of the studied phenomenon (Creswell & Creswell, 2018). In this case, the focus was on how English teachers use the micro-functions of L1 (BM) to teach L2 (English). The participants shared two common traits: they taught in national secondary schools, and secondly, most of their students were Malays who identified BM as their L1. The researchers had initially planned to involve more teachers from other districts, but data saturation was reached with the eight participants from the fourth district.

Instrumentation

Two instruments were utilised to utilise qualitative data: the audio-lesson checklist and the interview protocol. The audio-lesson checklist was developed based on the 43 micro-functions of L1, while the interview protocol contained five items adapted from the studies by Selamat (2014) and Romli (2015) and the framework of the micro-functions of L1.

Data Collection and Analysis

The first step in collecting qualitative data was to record the teachers' lessons. Audio recorders and smartphones were used to record the teachers' lessons and identify the micro-functions of L1 during the teaching process. Each teacher was required to self-record their lessons using audio recording devices provided by the researcher or the voice recorder application on their smartphones. The teachers agreed to record themselves while delivering their lessons to ensure they could teach in a natural way. Each teacher recorded three (one-hour) English lessons from the same class in three separate phases. Hence, 24 audio-recorded lessons from eight English teachers were transcribed and used as references during interview sessions at the teachers' schools.

The English teachers were interviewed to reassess their use of micro-functions of L1 during the lessons. The lessons and interviews were transcribed into qualitative data analysis software (NVivo version 12). In total, 32 verbatim transcription files (24 from recorded lessons and eight from interviews) were thematically analysed according to the research framework and the interview protocol.

RESULTS

Teachers' Utilisation of the Micro-functions of L1: Analysis of the Teachers' Lessons Transcriptions

The lesson transcriptions demonstrated significant findings regarding how the English teachers utilised the micro-functions of L1. It was discovered that the eight English teachers used 27 micro-functions of L1 based on audio analysis. Of the functions, 13 were for Content Transmission, nine for Classroom Management, and five for Social and Interpersonal skills. Most teachers used micro-functions in the Content Transmission domain more frequently than those in other categories, as shown in Table 3. The most used functions include eliciting, translating words and sentences, and providing explanations or clarifications as a reinforcement tool.

Table 3

The micro-functions of L1 and the occurrences (content transmission domain)

No of function	Content transmission	T1	T2	T3	T4	T5	T6	T7	T8	Total usage (Rank of importance)
1	Eliciting (meaning)	39	4	24	15	6	8	15	28	139
2	Translating words and sentences	29	10	8	25	15	4	7	37	135

Table 3 *(Continue)*

No of function	Content transmission	T1	T2	T3	T4	T5	T6	T7	T8	Total usage (Rank of importance)
3	Explanation/reinforcing by clarification	12	2	6	3	13	3	8	17	64
5	Review content of (text/lesson)	3	3	5	2	4	9	5	7	38
6	Explanation/reinforcing by exemplification	2	1	8	1	9		4	3	28
7	Explaining a grammatical item	1					16			17
8	Clarify the meaning of certain sections of text	4	1		2	3	3	1	2	16
9	Checking comprehension of a listening or reading text	3	1	4	5					13
10	Relate aspects/ideas to be culturally relevant			8		1			1	10
12	Explanation/reinforcing by repetition		1	4	2					7
13	Allowing or inviting students to give a translation of a word as a comprehension check	3								3
14	Explanation/reinforcing by reformulation		1					1		2
15	Checking comprehension of a structure (phrase or sentence)					1	1			2
4	Definition of terms									
11	Differentiate text by providing comment									
16	Eliciting vocabulary by giving the L1 equivalent									
17	Comparison with L1 for irrelevant/illogical translation									
18	Presentation and reinforcement of language structure/concept									
19	Development of useful learning strategies									

With regard to the first domain, the English teachers used micro-functions of eliciting, translating words and sentences, explanation by clarification, reviewing the content of (text/lesson), explanation by exemplification, explaining a grammatical item, clarifying the meaning of certain sections of text, checking comprehension of a listening or reading text, relate aspects/ ideas to be culturally relevant, explanation by repetition, allowing or inviting students to give a translation of a word as a comprehension check, explanation/ reinforcing by reformulation and checking comprehension of a structure (phrase or sentence).

In the Classroom Management domain, the frequency of L1 use was significantly lower compared to the Content Transmission domain.

Table 4

The micro-functions of L1 and the occurrences (classroom management domain)

No of function	Classroom management	T1	T2	T3	T4	T5	T6	T7	T8	Total usage (Rank of importance)
20	Teacher commands	9	2	3	5	3	8	8	7	45
24	Giving individual help to a weaker student	11		1		4	3	17	3	39
25	Giving instructions for a task to be carried out	18	3	1	1		5	6	3	37
26	To gain students' attention	14	3	2	2	2	4	1	5	33
27	Teacher warning/scolding/ advice	4	2			1	1	3	10	21
29	Monitoring	1						1		2
30	Comparison between students' work or discussion on work done						1		1	2
31	Managing discipline	1								1
32	Asking or giving administrative information						1			1
21	Opening the class									
22	Discuss lesson direction/plan									
23	Request help									
28	Discussion of classroom methodology									
33	Teacher use of L1 for testing									

Table 4 demonstrates that the teachers utilised BM in their classrooms by giving commands, providing individual help to a weaker student, giving instructions for a task, gaining students' attention, using a warning tool, monitoring the students, comparing

students' work, managing discipline and asking or giving administrative information.

Table 5 shows that English teachers employed a limited number of functions from the Social and Interpersonal domains, namely encouragement, building rapport, talking about learning, unofficial interactions and drawing upon shared expression.

Table 6 provides examples of how English teachers used their L1 in three domains.

Table 5
The micro-functions of L1 and the occurrences (social and interpersonal domain)

No of function	Social & interpersonal	T1	T2	T3	T4	T5	T6	T7	T8	Total usage (Rank of importance)
34	Encouragement	5	2				3			10
35	Establishing rapport	3	1	2						6
36	Talking about learning						4			4
42	Unofficial interactions (off the record)	1					1	1	1	4
43	Drawing upon shared expression		1				1	1		3
37	Compliment									
38	Create greater personal warmth									
39	Encourage and elicit students' participation									
40	Chatting in L1 before the start of the lesson to reduce student anxiety									

Table 6
Examples of the micro-functions of L1 in the teachers' lessons (content transmission domain/classroom management and social and interpersonal domains)

Micro-function	Teacher (T)	Reference (Evidence)
CT1: Eliciting	T1	• *Berapa hari dalam* February? [Lesson 1]
	T2	• *Tayar ada ape*? [Lesson 1]
	T3	• *Pernah ke buat*? [Lesson 2]
CT3: Translating words and sentences	T4	• Polite is *sopan*. [Lesson 2]
	T5	• Abusive parents, maybe? Parents *yang suka pukul anak*. [Lesson 3]
	T6	• *Ni sukarelawan*. [Lesson 1]
CT7: Explanation or reinforcement by Clarification	T7	• *Dia cium mak dia lah*. His mother okay. [Lesson 2]
	T8	• Fifty feet, how tall? *Lima puluh kaki*. [Lesson 2]

Table 6 *(Continue)*

Micro-function	Teacher (T)	Reference (Evidence)
CT2: Review content of (text/lesson)	T4	• The second one, *yang kedua*. [Lesson 3]
	T5	• Form three *berapa perenggan*? [Lesson 1]
	T6	• Number seven, *bawah sekali*. [Lesson 3]
CM25: Teacher Commands	T1	• *Cepat. Baca cepat.* [Lesson 1]
	T2	• Don't show it to your friend. *Tutup*. [Lesson 3]
	T3	• *Tengok buku awak,* choose one essay that you did before, continuous writing. [Lesson 3]
CM27: To gain students' attention and focus	T4	• Listen class, *dengar sini*. [Lesson 1]
	T5	• This is your territory. Okay, *tengok sini*. [Lesson 2]
	T6	• *Nak dengar lagi ke*? [Lesson 3]
SN36: Teacher encouragement	T1	• If you can get A, *lagi bagus*. [Lesson 1]
	T2	• *Takp*e Syikin, practice. [Lesson 3]
SN34: Establishing rapport	T1	• Exercise book *sayang*. [Lesson 1]
		• Naim, help Naya over here. *Kesia*n Naya. [Lesson 2]

The Usefulness of the Micro-Functions of L1: Results of Semi-Structured Interviews-Summary

Table 7 shows the summary of teachers' responses towards interview questions.

Full interview responses can be accessed in the appendix section (Refer to Appendix A to E).

Table 7
Summary of teachers' responses towards interview questions

No	Interview question	Teachers' responses
1	Based on the lessons' transcriptions, do you think the micro-functions of BM (that you have used in the lessons) are useful? How about the other functions in the framework?	All eight English teachers unequivocally agreed that the micro-functions of BM utilised during the recorded lessons were exceptionally useful. Without a doubt, these functions played a crucial role in helping them deliver the content lessons effectively and made it easier for the students to understand the content.
2	Based on the lessons and your experience, how useful is it to use the micro-functions of BM to teach English? Are there any other strategies to overcome the problem?	Using micro-functions of L1 in teaching English is undeniably useful, particularly with students who have low English proficiency, as confirmed by all the teachers.
3	Were you exposed to any forms of guidelines on how to use BM (L1) to teach English (L2)? How do you feel about the guidelines to use L1 to teach L2?	All the teachers reported not receiving any guidance on using L1 in teaching English careers during their tertiary education or training program.

Table 7 *(Continue)*

No	Interview question	Teachers' responses
4	Do you spontaneously use BM for the micro-functions, or do you plan beforehand?	The English teachers believed that the use of the Bahasa Malaysia language in their teaching happened naturally, and they had not planned to use it before their lessons. They understood that the second language (L2) should be taught using English and not Bahasa Malaysia.
5	Which proficiency level of students benefits the most from the use of BM? Why?	Most English teachers believed that BM benefited low-proficiency students.

The interview session with the teachers started with the first question, and it was noted that all of them agreed that the majority of the micro-functions of BM utilised in the lessons were effective in conveying the content lesson and enhancing students' comprehension. They emphasised that they mainly used BM because a significant proportion of students in their classes had an intermediate or low English proficiency level. Interview Question 2 showed that many teachers found using BM's micro-functions helpful when teaching English, especially to low-proficiency students.

Based on the responses gathered for Interview Question 3, most teachers admitted to never having received any exposure to guidelines on how to use L1 in teaching L2. Nonetheless, they believed that having clear guidelines on how to use L1 was crucial and that English teachers needed to be made aware of this issue. Despite this, they had unwavering support for maximising TL and minimising L1 in the L2 classroom.

Regarding Interview Question 4, the English teachers believed incorporating BM into their teaching was unplanned and occurred naturally during their lessons. All teachers expressed the same view about Interview Question 5 during the interviews. They believed that the use of BM could be helpful for students with lower proficiency levels. Additionally, using L1 could also benefit students with low proficiency levels in good classes, as each class may have students with varying proficiency levels.

Micro-functions of L1 for L1 Guideline: Useful Micro-Functions of L1 (Semi-Structured Interview)

The eight English teachers assessed their use of L1 and identified useful micro-functions for teaching English. Out of the 27 micro-functions they applied in their lessons, only 26 were deemed useful based on their total usage and the rank of importance (Refer to Tables 3, 4, and 5). A final guideline for the micro-functions of L1 was created, which contains these 26 micro-functions of L1 (Table 8).

Table 8

Useful micro-functions of L1 in the teachers' lessons (content transmission domain/ classroom management and social & interpersonal domains)

Content transmission	Classroom management	Social and interpersonal
Eliciting (meaning)	Teacher commands	Encouragement
Translating words and sentences	Giving individual help to a weaker student	Establishing rapport
Explanation/reinforcing by clarification	Giving instructions for a task to be carried out	Talking about learning
Review content of (text/lesson)	To gain students' attention	Drawing upon shared expression
Explanation/reinforcing by exemplification	Teacher warning/scolding/ advice	
Explaining a grammatical item	Monitoring	
Clarify the meaning of certain sections of text	Comparison between students' work or discussion on work done	
Checking comprehension of a listening or reading text	Managing discipline	
Relate aspects/ideas to be culturally relevant	Asking or giving administrative information	
Explanation/reinforcing by repetition		
Allowing or inviting students to give a translation of a word as a comprehension check		
Explanation/reinforcing by reformulation		
Checking comprehension of a structure (phrase or sentence)		

A Guideline for Utilising the Micro-Functions of L1 in the L2 Classroom

Figure 3 presents the L1 guideline comprising 26 micro-functions of L1, which are sorted into three domains: Content Transmission, Classroom Management, and Social and Interpersonal. The first domain contains 13 micro-functions of L1, namely elicit (meaning), translate (words, phrases, or sentences), explain/reinforce by clarification, review content of (text/lesson), explain/reinforce by exemplification, explain a grammatical item, and clarify certain sections of text. The other chosen functions from Content Transmission are to check comprehension of (listening/reading) text, relate culturally relevant aspects/ ideas, explain/reinforce by repetition, invite students to give an L1 translation, explain/reinforce by reformulation, and check comprehension of a structure (phrase/ sentence).
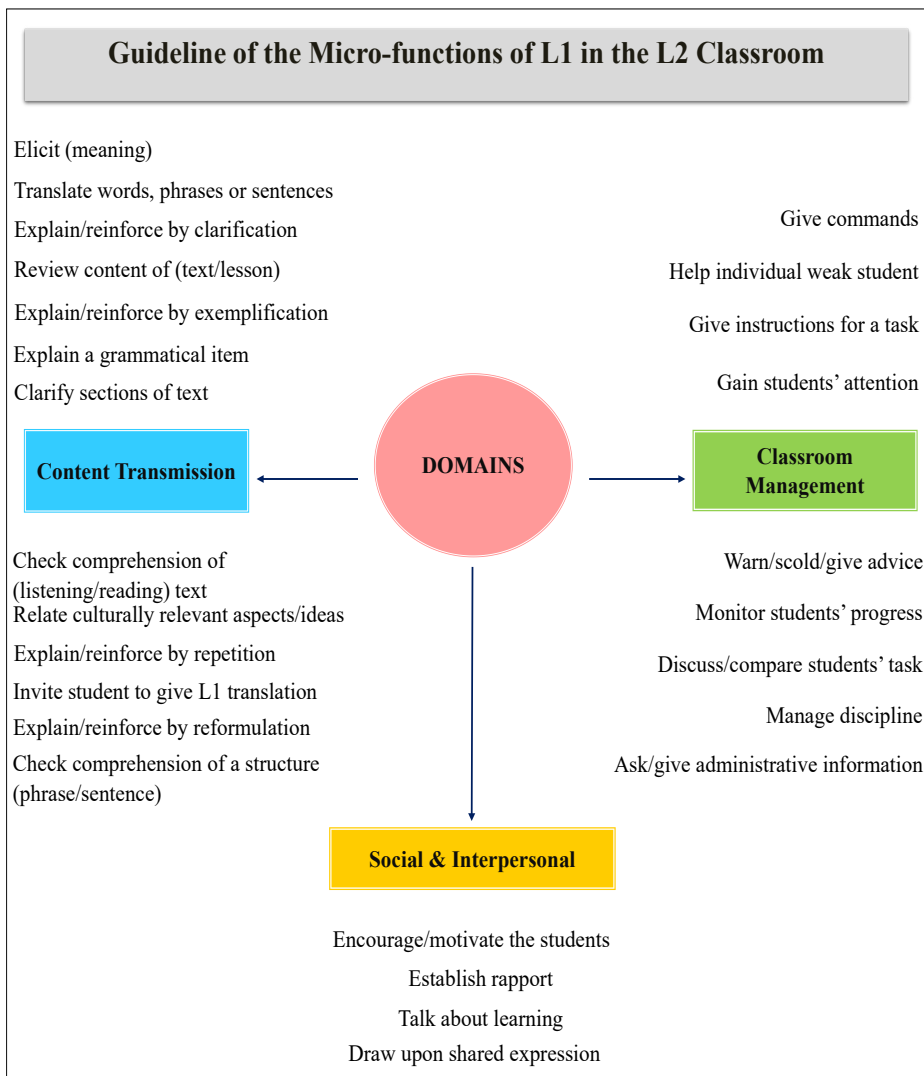
Guideline of the Micro-functions of L1 in the L2 Classroom

Elicit (meaning)

Translate words, phrases or sentences

Explain/reinforce by clarification

Review content of (text/lesson)

Explain/reinforce by exemplification

Explain a grammatical item

Clarify sections of text

Give commands

Help individual weak student

Give instructions for a task

Gain students' attention

Content Transmission

DOMAINS

Classroom Management

Check comprehension of
(listening/reading) text
Relate culturally relevant aspects/ideas

Explain/reinforce by repetition

Invite student to give L1 translation

Explain/reinforce by reformulation

Check comprehension of a structure
(phrase/sentence)

Warn/scold/give advice

Monitor students' progress

Discuss/compare students' task

Manage discipline

Ask/give administrative information

Social & Interpersonal

Encourage/motivate the students

Establish rapport

Talk about learning

Draw upon shared expression

Figure 3. The guideline of the micro-functions of L1 in the L2 classroom
Source: Romli (2022, p. 346)

In the Classroom Management domain, L2 teachers can apply nine micro-functions of L1: to give commands, help individual weak students, give instruction for a task, gain students' attention, warn/scold/give advice, monitor students' progress, discuss/ compare students' task, manage discipline, and ask/give administrative information.

Finally, there are four micro-functions of L1 in the Social and Interpersonal domain: encouraging/motivating the students, establishing rapport, talking about learning, and drawing upon shared expression.

Application of the Guideline of L1

This study has made a noteworthy

contribution to promoting the systematic use of L1 among L2 teachers in a classroom through the L1 guideline. One can follow the steps outlined in the flowchart displayed in Figure 4 to use the guideline.
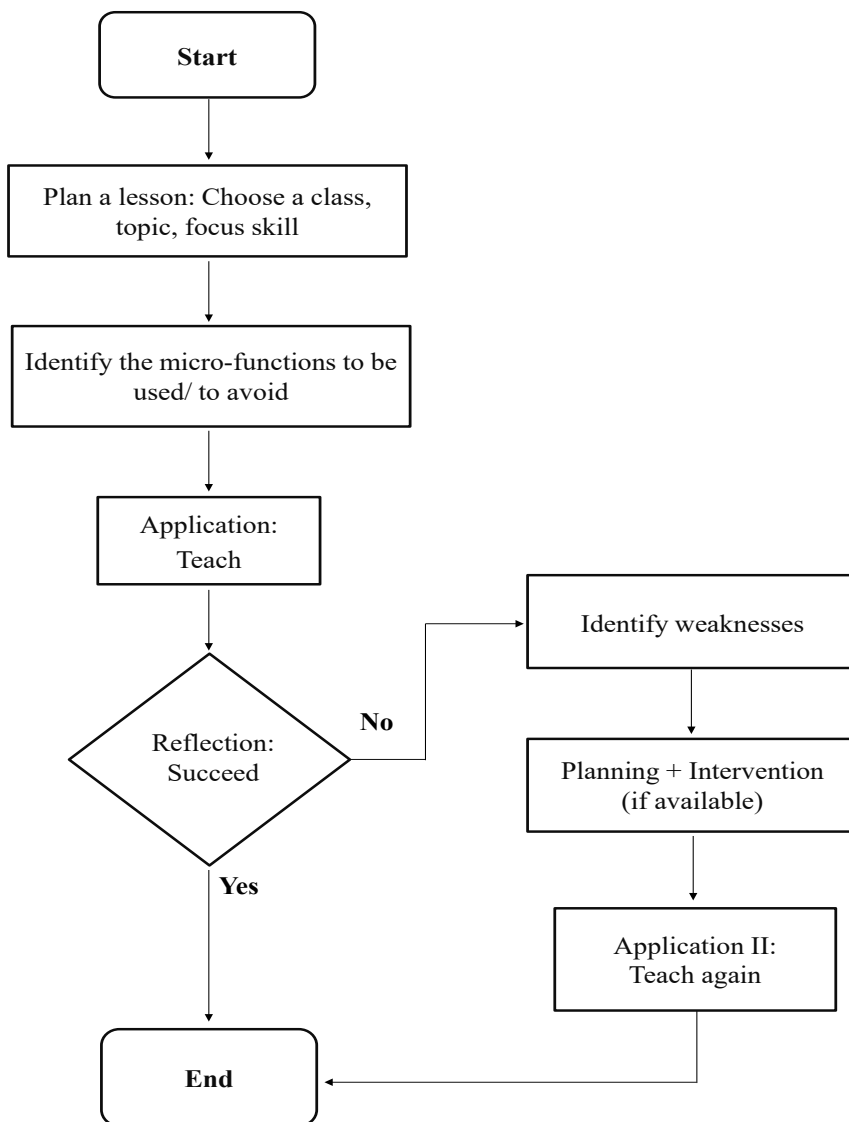

Figure 4. Process of applying the guideline in the classroom
Source: Romli (2022, p. 348)

Before teaching a class, L2 teachers must plan their lessons by considering the students' proficiency levels, the lesson topic, the focus skills, and the specific micro-functions of L1 for the lesson. Teachers can select certain micro-functions of L1 while refraining from using the language for other purposes. The second step is to carry out the

lesson plan and monitor their language use. Teachers are advised to record their lessons and listen to the recording to determine the micro-functions that occurred to identify the lapses in L1. If teachers successfully implement their lesson plan and control the utilisation of certain micro-functions of L1, they do not have to repeat the steps to address the issue again. If a teacher's attempt to limit L1 usage is unsuccessful, it is important to identify teaching execution weaknesses. One way to do this is by listing the unintentional L1 functions and considering alternative strategies. For example, if teachers want to avoid using L1 to give instructions, they can request other students to explain the meaning to those who do not understand.

DISCUSSION

The data analysis revealed that eight English teachers utilised 27 micro-functions of L1 in their classrooms. Most teachers frequently employed the micro-functions from the Content Transmission domain than those in other categories. Specifically, they utilised 13 functions from Content Transmission, nine in Classroom Management, and five from the Social and Interpersonal domain. L1 was used less frequently in the Classroom Management domain than in the Content Transmission domain. Instead, the teachers only used BM to manage their classrooms by giving commands and warnings, gaining students' attention, providing instructions for tasks, and giving them individual help. Besides, most English teachers did not use a significant number of the micro-functions of BM in the Social and Interpersonal domains. The recorded L1 functions were building rapport, using common expressions, offering support, and engaging in informal interactions.

Regarding the interview sessions, it was discovered that they all agreed on the effectiveness of the micro-functions of BM. The teachers highlighted that they primarily used BM because many students in their classes had intermediate or low proficiency levels in English. As de la Fuente and Goldenberg (2020) noted, L2 teachers may face challenges in managing the use of the first language (L1) in the classroom. This is especially true for L1 learners, particularly beginners, who may still rely on their L1. As a result, L2 teachers may need to find ways to strike a balance between encouraging L2 use and allowing L1 when necessary to facilitate comprehension and communication. It requires careful planning and consideration of the students' proficiency levels and language needs.

In addition, English teachers did not realise that they actually used L1 since it occurred spontaneously during the teaching process. They admitted that their main reason for using BM was to ensure the students comprehended the subject matter and were willing to participate in the learning activities. It is possible to restrict L1 use if teachers develop informed awareness about judicious ways to incorporate it into their lessons (de la Fuente & Goldenberg, 2020). Finally, English teachers believe it is essential to maximise the use of the TL and minimise the use of L1 during the teaching process.

The most significant finding of this study is the discovery of 26 useful micro-functions for L1 that are further incorporated in the guideline. L2 teachers can monitor their L1 use based on the micro-functions in the three domains: Content Transmission, Classroom Management, and Social and Interpersonal.

CONCLUSION

This study discovered that English teachers in Pahang employed BM for certain micro-functions to assist them in teaching the L2, especially to the low proficiency students. The results revealed significant findings regarding teachers' utilisation of the micro-functions of L1 and the usefulness of these functions in teaching L2. The study underscores the significance of having a well-defined guideline for systematically incorporating L1 in the L2 classroom that can lead to more effective language learning outcomes. Awareness of this issue could only be established by providing adequate exposure to the guidelines during teacher training programmes or courses for in-service teachers. It is important to note that this study unequivocally asserts that BM is not the only viable option for teachers to support low-proficiency students in learning English effectively. Instead, it is crucial to establish a language classroom that provides enough exposure to the TL, as it serves as the primary learning environment for most L2 learners (Tong et al., 2022). In cases where language teachers need to use the students' L1, it should only be done sparingly and with the students' best interests in mind.

Implications of Study

There are some implications for L2 teachers regarding the use of L1 in the teaching process. L2 teachers are advised to use L1 only with beginners or low-proficiency students by adhering to the proposed guidelines. The guideline can increase teachers' awareness of the judicious use of L1 and assist them in making informed choices about when, how, and by whom it should be utilised to improve L2 learning (Turnbull, 2018). The guideline is not aimed at encouraging English teachers to use more L1, but it could raise their awareness on this issue and be more conscious when they want to utilise the language. Apart from that, this guideline could be the solution to reducing the occurrences of L1 in the L2 classroom because teachers can plan which aspects of L1 to use in lessons and avoid those that can be explained in TL.

Based on the findings, utilising the micro-functions of L1 can scaffold the teaching and learning process, particularly for beginner or low proficiency students, as it helps them to retrieve knowledge from their schemata and understand the TL. They are subconsciously or consciously applying their knowledge of L1 to make sense of the teachers' TL. It is believed that systematic use of L1 would not stop the process of learning. Rather, it could enhance and provide a nurturing element for the students. Besides, using L1 can reduce anxiety and increase motivation, ultimately leading to independent learning. Although this study produced the guidelines to use L1, L2 teachers should try other strategies

such as using simple sentences, displaying pictures, asking peers to translate or carrying out interesting activities in the classroom. In essence, although incorporating L1 is essential to facilitate the L2 teaching process, language teachers are advised to be cautious about its usage (Olmez & Kirkgoz, 2021).

Limitations of Study

One of the research limitations is that the researchers examined the teachers' verbal communication in the classroom without taking nonverbal cues into account due to the data being collected through a voice recorder to analyse the micro-functions of L1 in teachers' speech. Additional research can be carried out to investigate the nonverbal communication techniques utilised by L2 teachers to convey intended meanings without resorting to L1. These strategies may include using gestures, facial expressions, visual aids, props, and real-life objects, as well as visual cues or pauses and waiting times, such as nodding to indicate agreement.

It should be noted that this study did not take into account other factors that could have influenced the results regarding the use of micro-functions of the BM by English teachers. Factors such as the teachers' teaching background, language proficiency, or the topics of the lessons were not taken into account. However, there were valid reasons why these aspects were not used to generalise the findings. The study was conducted to identify specific ways teachers used L1 based on the framework

of the micro-functions of L1 in teaching the L2. Therefore, it was unnecessary to check whether these factors had influenced their use of L1. Despite the limitations faced during the study, the researcher was able to gather sufficient data to answer all research questions. These limitations could guide future researchers conducting similar studies on L1 utilisation by L2 teachers.

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APPENDIX A

Teachers' responses to interview question 1: Based on the lessons' transcriptions, do you think the micro-functions of BM (that you have used in the lessons) are useful? How about the other functions in the framework?

Teacher	Responses	Summary
Teacher 1	I think looking at how I used BM, during these lessons, I would consider **all of them to be useful**. Because when I use English, their jaw drop. [laugh]. This class mostly contains of weak students. And I think **BM is effective for my weak students**. Maybe **unofficial interaction is not useful**. Only that. Because I can easily use English but maybe it happened naturally. I think **useful** as long as you do it **when the students don't understand**. But for **students** who are **good in English**, I feel **no need to use BM**. But for weak students I think can because if they don't understand what the teacher is saying also useless right? Because if I explain many times and they still don't understand so, can use BM. But still, we cannot use full BM, because that make students too dependent on BM, later they might 'saya – tak paham tak paham', right?	All except unofficial interaction
Teacher 2	As for me, **useful** yes because of **some reasons and situations**. I'm teaching lower form students, they still do not have much of English vocabulary, majority of them are do not use English in daily conversations and are come in 3 levels of proficiency: most of them intermediate and weak. I use BM when my students seem not to understand by looking at their facial expressions, asking friends a lot and body language. Sometimes, my L1 tongue comes in unplanned, but the students pay more attention to me. I think these **two sections are important**. **Content and classroom management**. I cannot rule them out since I might need BM for that. Could be useful in my other lessons.	Content and classroom management
Teacher 3	I think **all are useful**. Okay. Eliciting yes, translating words and sentences, explanation or reinforcement by exemplification, relate aspects/ideas to be culturally relevant, explanation or reinforcement by clarification, review content, checking comprehension of listening or reading text, explanation or reinforcement by repetition, teacher commands, to gain students' attention and focus, unofficial interactions. Then also, giving instructions for a task to be carried out, I think yes since sometimes i need to explain in detail for activities. Giving individual help to a weaker student. Oh, especially like the ones with CT like translate, elicit, yes. I think **all are actually help me**. But again, it **depends on which level of my students**. If they are good students, I think content transmission is more important, if they are weak then you have to build rapport.	All domains

Teacher	Responses	Summary
Teacher 3	Based on my experience, **social and interpersonal domain is very good for the weaker students**. If **they are good, you don't have to go for this domain**, because they know that they have to learn, they want to learn, so you **go straight to the content transmission**. Once you have set up the parameter in your teaching, **then slowly you can go to the social and to the management and what not**. Oh, very useful. You have to have this. You have to have this too. Very, very useful. In fact, many of the teachers, they don't give attention to all of this. Sometimes, teachers only focusing on content transmission. What is the most important for them, what is the grade I want them to achieve. Final results are more important. I don't care if you like me or not. No. I don't care. But to me, personally, I would go to **social and interpersonal first**, then I go for **classroom management** then I can only translate my **content**.	All domains
Teacher 4	I think certainly. For example, translate words, eliciting, giving instructions and these are useful. Yes, yes. Of course. **I had to use BM and translate especially for this class.** Yes. Could be. They can be **useful,** but it **depends on the situation**. In terms of the class, who are the students, we need to adapt our teaching **on the students' proficiency level**. Some weak students might feel intimidated to participate in class when the teacher is using English all the time because some students do have certain perception towards this foreign language. Thus, to help the students feel less intimidated with the class, teachers might use Bahasa as well in class.	All domains
Teacher 5	Okay. **For teaching content lesson**, certainly **I agreed**. Translating words and sentences, explanation or reinforcement by clarification, explanation or reinforcement by exemplification, eliciting. Also, useful. **I'm not aware I used BM for these categories**, I guess **it was necessary for that moment to explain in BM**. I might not use all of them, but **they can be useful for certain topic**s. But I don't really know how to use BM. But I use to explain if the students don't get it.	All domains
Teacher 6	Yes. **I believe so**. I realise a lot but I think **they are useful for this class**. I think during the lessons, I need to use BM for these reasons. Sometimes, you have to teach new stuff and or reinforce certain words, information to the students. For me, **it depends to who your students are**. Yes, the level of the students. Students who are not good in English I think they need BM.	All domains
Teacher 7	Okay, okay. I think all here that I used are **helpful because it adds students' comprehension especially in this lesson**. Poem. When you teach poem, the students have to really understand it. Yes, like that. Maybe **not so much for testing**, and this part of the social and interpersonal. All of these still depend on the purposes and students.	All except testing

Teacher	Responses	Summary
Teacher 8	Okay back to my previous lesson, I still remember that I taught these lessons and when I looked back the transcriptions that you gave me, the BM words that I used are easy words. Like 'betul tak, yeke, saya rasa'. So those words even if I don't translate to BM my students still can understand those words and phrases. It means, it doesn't necessarily for me to use the words but the **tendency** of you being a **Malay teacher with all the Malay students** with you, so the tendency of you to use the mother tongue is high. That's what I think. I think they would understand even if I don't use BM. But you know what? I don't even realise that I use Bahasa Melayu in my lessons. Like I felt comfortable for me to use the word...it's just **to emphasis to what I already said**. It thinks they could be **useful if the students are weak students**. I think that lesson was in my third class, if I'm not mistaken, so not all the students are competent. So, some of them, they are weak, okay some of them are good, so I think **it might work with the weak students**. I think **these two sections are important**. But **social maybe not really**. Yes. Could be as long they serve the purpose. To make weak students understand.	Content and classroom management

APPENDIX B

Teachers' responses to interview question 2: Based on the lessons and your experience, how useful is it to use the micro-functions of BM to teach English? Are there any other strategies to overcome the problem?

Teacher	Responses	Summary
Teacher 1	In general, **it's useful** but I **don't think it's the best solution**. Because you know, at the end of the lessons, I just want them to learn something. So, you have to sacrifice something to make them understand. Not like that, I mean, I agree that it is beneficial, but somehow **not too much so they can also use English**, **understand and respond.** That's why BM is useful but actually, there are other ways than using BM. For English we can **use games or songs**. But this one is not in the syllabus, right? So, we can just do it as an additional activity. For example, we can take one sentence from a song, and they sing the song before, so we can ask them to translate. Okay one more is games and students really like games. They become interested to learn because the **activities are fun**. Based on my experience, the main problem in learning English is they must have interest to learn. If no interest, they cannot learn. So, it is important to attract their attention. Then another one, teacher can try **quiz**. For example, missing word in a sentence. So, ask them to guess the word. At least they get one word for that time.	Useful but not the best solution

Teacher	Responses	Summary
Teacher 2	**BM is always helpful** because **students know it**. Using BM for the functions are also good **if they don't understand**. It is also useful to **help** a class that majority or all of them are **low-proficiency students**. My school has 3-4 classes like this in every form. **Good students** they get **more understanding**, **intermediate students** I'm sure they understand. **Weak students** will get **some understanding from the lesson if I use BM**. They tend to **respond** to me **when I occasionally use BM rather than use full English** throughout the lesson. I prefer using BM to intermediate and weak students. But? But how long you going to use BM? Like a **love hate relationship**. Because you don't like to use it, but you need it. For some students who couldn't understand English. Because when we use BM it can improve their understanding on the topic or whatever I teach. But the side effect is that they couldn't express back in English. They understand but have difficulty to express when we use BM. Based on my lessons in the recording I think I could have used use **teaching AID like pictures, used LCD Projector**. I also can **simplify my English** by **using short sentences** and ask students to repeat them. Or also make them **use dictionary** if for certain terms. Lastly, may be **ask good students to explain to the class** because sometimes they prefer their friends' answers. I think other than that, generally speaking, **it's difficult to find other strategies** but maybe if we drill them using English, for specific words for example, then that's what we only focusing on. We cannot do other things but just drilling. Teachers **have to cover many themes and topics** for each class.	Useful but has its own weaknesses
Teacher 3	**It's useful but also has its own weaknesses**. It's good to **help me to teach**, **to make students understand**. But to **use it too much is not good**. That is when it has weakness. Yes, yes. **Too much then it is not useful anymore**. Students are not going to learn English. It also depends on who are the students. If they are the A1 or A2 students, sometimes, you need to use their L1 or their mother tongue to understand the language. Not useful for good students but for weak students yes. For this question, other than BM? Since I am kinaesthetic person I can inject the **drama**, I can inject my **body language**, I inject **facial expressions**, I do **act out**, something like that. As long as they know what I'm trying to say, yeah. I'll do that. These are the strategies but BM is the fastest way.	Useful but has its own weaknesses

Teacher	Responses	Summary
Teacher 4	It is **useful for my students to understand English**. When they don't understand I translate they will know. But how useful is I cannot say exactly. One of the benefits using BM is that it **solves students' problem** when they don't understand words, tasks. However, **to a certain extent**, you just **cannot rely on BM anymore**. You also want them to speak in English, so maybe it is useful only for certain reasons. These students, they only spend limited time at school, then they go back, they will speak their mother tongue. They only speak English with the English teachers, not with their friends also. **There are other solutions**, but it is **not easy** and might **not** be **effective**. So, **BM comes in handy**. Yes, to make them understand quickly. But other than BM, other than using Bahasa in class, for some classes, I usually try to use **simpler words or terms** to make it easier for the students to understand my lesson and instructions. At the same time, I always encourage my students to speak English with me and their classmates.	Useful-to make students understand
Teacher 5	It is **not the greatest solution** to me, **but it's easy**. How far it is useful? Hmm.. you can just **translate**, **and problems solved**. **But it creates more problems after that**. Because you cannot see clearly how BM can help them to speak English more, to be more proficient. But it really helps teachers to tackle their learning problem. Maybe you just have to use it but also try to use more English. To compensate the fact that you use BM. I wish we have. But for the time being except from **repeat**ing **simple sentences** while also try to keep the class in control, I think it's tough. So that's why I use BM. They understand, but that's it. Teachers have just one hour of lesson, so, we cannot spend a long time to explain one word, in English. And then another word, another word. The **easiest and quickest is BM**. So we **need to finish the lesson**, we **need them to understand**.	Useful but not the best solution
Teacher 6	It's **helpful** to me you know when I need **to translate words and sentences**. Other than using BM, it will be difficult. Hmm I give you another example, some of my other students, they don't understand one or two words, but that one or two words that really sometimes block them, from understand, 'tak faham terus' they say. But when we explain that particular word, they will be like 'oh'. Then they know. So that's why I think it's helpful to use BM. Ha, sometimes when I use simple English, they don't understand also. **They couldn't connect the meanings**. It is useful as I could not think of the **fastest way to help my weak students**. But anyhow, regardless of the students ask us to use BM, we still have to try use English. To explain yes, teachers can use BM, but maybe make them use to hear you speak English too. Maybe can use **simple English**, I think the use of simple English can. But maybe not all words we can explain using English. So I end up using BM also.	Useful-to make students understand

Teacher	Responses	Summary
Teacher 7	Actually, we teachers can't use BM all the time. But looking at the analysis, yes. I think I've been using a lot of BM. But **it works to make them understand**. I **can't** go on **teach**ing **if they don't understand at all**. BM is definitely helpful to me. To **help me teach** and **the students to understand**. But don't use BM too much. That's a limit to use it. At least in my opinion. Say for example, today you teach them the word 'teenager'. Okay tomorrow when you recall the lesson, don't keep on repeating 'remaja' 'remaja'. Can just translate once or twice. After that, tell the students to memorise. I think can try to **simplify the language**, like you try **not** to **use advance words**. But use words that they use to hear. However, it is not possible to do this for every word. Some word can, and others cannot. In a way, teachers still have to use BM. Yes. But mostly **I translate to BM after a few attempts in English have failed**. That's the only handy strategy for now. But for some easy topics I can use **pictures** but it's difficult to get pictures all the time. Then for example in the lesson, I had to explain the same instruction so many times. And lastly, I have to use BM. Means for this class, my students are weak. So that what happened. If the good class, I don't think I need to repeat many times. For this kind of class, by crook or by hook, I have to use BM.	Helpful. Utilise after attempts in TL
Teacher 8	It is **useful but** nonetheless, we still **have to use English**, because it's an English lesson, and they have to be exposed to English. But if I have to instil the English environment, from the beginning, then it will easier. Maybe we can do more fun activities, then not so fun activities, more difficult we can use BM to facilitate them to do the task. If students already understand the English words, you don't need to use BM. Then at least they can remember both English and BM words. Maybe just have to **explain many times**, although it can be tedious to repeat so many times.	Useful but teachers have to use other strategies

APPENDIX C

Teachers' responses to interview question 3: Were you exposed to any forms of guidelines on how to use BM (L1) to teach English (L2)? How do you feel about the guidelines to use L1 to teach L2?

Teacher	Responses	Summary
Teacher 1	**No**. I just use it. I think **it will be better** if I have because now, I don't know how to use it correctly. Maybe it can help so that I **know where** and **when to use BM**. I think we can use the guideline if there is any. So, **we can use the guideline if needed during pdpc**. But remember **limit the use**, cannot the whole time for one hour teacher use BM. The most important thing is to make students interested to learn. Exactly. If they understand the language, they will be interested. Not just that, teachers' way of teaching also is important. I remember one time I heard other English teacher. She asked the students to do exercise, but they didn't do it cause they don't understand. So, she had to repeat in Bahasa Melayu. So, students understand when she used BM.	No exposure. Guideline can assist teachers

Teacher	Responses	Summary
Teacher 2	I think I **never had anyone informed me about it before**. But I only heard a senior teacher, who I was very close with, she said, we need to use BM sometimes. I don't think so. Even if you ask District Education Office, they will say use fully English. I think judging from my teaching experience, I think **we need to have it**. **To avoid overuse**, sometimes if 50 percent only BM. For example, like last class. But, when we use 50 percent, they will do the tasks that we give. But the problem is during exam, because sometimes they refuse to answer, and also, they don't know how to respond. I really think, speaking is really useful to help them improve but since they refuse, it is difficult. Of course, that's why the CEFR, has four papers. And speaking is one of the papers.	No exposure
Teacher 3	No. **I don't remember any**. If I had one, maybe it should be more like compilation of best practice and students may like English better. If there's one like that, **I would love to have one**.	No exposure. Guideline can assist teachers
Teacher 4	**No, never**. Maybe **we can use**, **as a guideline**, but still cannot use it more than 50%. Then the class won't look like English class.	No exposure. Guideline can assist teachers but still not more than 50% of L1
Teacher 5	Never but during my degree, I think **I was exposed to some teaching methods but that was it**. I **forget about it already**. When you are given rules to follow, any rules, like school rules, you will **be more discipline**, you be **more careful**, so it's **good to have one**.	Were exposed during study. Guideline can assist teachers.
Teacher 6	**Not at all**. I think I need a guideline. **To avoid us from using BM a lot**, a lot of BM, **if there's a guideline**, we know okay, **this part** we **can use BM**, that part for example we must use all English. If there's guidelines, **it can help**. You know to **reduce** the use of BM **for not so important reasons**.	No exposure. Guideline can assist teachers
Teacher 7	I **don't remember of any guidelines**. I think **without guidance teachers tend to use or might overuse whenever we could**. Because we don't know how we use it. So when the students don't understand then we just use BM, although it might not help them. So, **a guideline can help teachers to know when to use BM**. Maybe all teachers do need it **but** then again, **we know our students best**, if we have the rules, the guidelines, but still, we might be using BM because we know our students. Sometimes, they need us to use it, sometimes not.	No exposure. Guideline can assist teachers but may not adhere to it
Teacher 8	**Maybe not**. I never heard of one. But people from PPD mentioned that we must use only English in class, they don't say we can use BM for specific reasons. **We should have one**, **but then it has to be implemented or published** so many teachers know about it. Rather than just stay in book. Then maybe should start at primary school not just at secondary schools or teachers just waste their time.	No exposure. Guideline can assist teachers but need to be made public (published)

APPENDIX D

Teachers' responses to interview question 4: Do you use BM for the micro-functions spontaneously, or do you plan beforehand?

Teacher	Responses	Summary
Teacher 1	I think I use it **spontaneously**.	Spontaneously
Teacher 2	Usually, **spontaneous**.	Spontaneously
Teacher 3	**My lesson plan is not supposed to include BM** but English only. Yeah, but maybe it will be good if there are some guidance to use BM correctly to help teachers to teach and students. There's this senior teacher in my school who doesn't believe in using BM, but I beg to differ. And especially if we share the same first language, so. I feel sorry for my students. But my administrators are very strict about this thing.	Spontaneously
Teacher 4	**Spontaneously** of course. **No planning**.	Spontaneously
Teacher 5	**I don't plan**. Because sometimes I can use a lot of English, so less BM.	Spontaneously
Teacher 6	**Spontaneously**. But in our minds, say in English, explain in English, but when we teach, we accidentally use BM. Or without realizing we use BM.	Spontaneously
Teacher 7	No, **I never plan to use BM**. But somehow, I use it.	Spontaneously
Teacher 8	**Spontaneous**.	Spontaneously

APPENDIX E

Teachers' responses to interview question 5: Which proficiency level of students benefits the most from the use of BM? Why?

Teacher	Responses	Summary
Teacher 1	I think for my **weak classes and** my **weak students**.	Weak students and classes
Teacher 2	For **weak students**. Also, there are weak students in good classes so I have to use BM. Usually weak students in good classes, they are willing to ask us, or they ask their friends. And it will benefit the friends too. But for other back classes, we can guess words that they don't understand. So, we have to ask them. We identify words that they may not be able to guess and explain to them. Because usually they don't want to ask us. Yes, because I know that they don't understand most of the words. By giving meanings of certain words, they may be able to guess the meaning of the phrases or sentences.	Weak students from good and weak classes
Teacher 3	**Weak students** of course. Like students who are moving towards B1 maybe or A2 in CEFR level.	Weak students
Teacher 4	**Weak students** will benefit from this. If we use BM with good class, we will lose the identity as an English teacher.	Weak students

Teacher	Responses	Summary
Teacher 5	**Weak students from weak** classes, **and** weak students from **good classes**. There are a few students who are weak in English in good class. One to many in weak class, and one to one in good class cause many weak students in weak class, so I use in front of the class. Then I go to one student to explain if they need help.	Weak students from good and weak classes
Teacher 6	The **lower proficiency students**, but **a little** but for high proficiency students. But with them not to teach maybe just for fun. For social and Interpersonal.	Lower proficiency level students
Teacher 7	I think only for **weak students only**. I can speak only English to good class no problem with them to understand me.	Weak students
Teacher 8	For my **weak students** because they don't understand many things, and some don't understand anything I say. It's difficult and I also tired of this same situation.	Weak students