**SPD 01**

**[ DISSERTATION TITLE ]**

**[NAME…]**

**[NIM: ……]**

**A dissertation submitted to the Faculty of Education and Languages in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Applied English Linguistics**

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**DOCTORAL PROGRAM IN APPLIED ENGLISH LINGUISTICS**

**FACULTY OF EDUCATION AND LANGUAGES**

**ATMAJAYA CATHOLIC UNIVERSITY OF INDONESIA**

**JAKARTA**

**202….**

**FACULTY OF EDUCATION AND LANGUAGES**

**ATMAJAYA CATHOLIC UNIVERSITY OF INDONESIA**

**Doctoral Program in Applied English Linguistics**

**DISSERTATION APPROVAL FORM**

Name : ……………………….

Student ID : ………………………..

Program : Doctor of Applied English Linguistics

Major : Applied English Linguistics

Date of Examination : ………………..

Dissertation Title : ……………………………………..

Public Defense Examination Board

Dean of Faculty

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| Advisor 1  **…………………………** | Co-Advisor  **…………………………..** |

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| --- | --- | --- |
| **……………………**  Examiner 1 | **………………….**  Examiner 2 | **…………………..**  Examiner 3 |

**ORIGINALITY STATEMENT**

“I here declare that this dissertation is my own work and to the best of my knowledge, it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the award of any other degree or diploma at the Atma Jaya Catholic University of Indonesia or any other educational institution, except where due acknowledgment is made in the dissertation.”

Jakarta, ……………..

Tdtgn di atas materai

(**………NAME…..……**)

…..NIM……

**ACKNOWLEDGEMENTS**

…………………………………..

Jakarta, ……………….

(**………NAME…..……**)

…..NIM……

**ABSTRACT**

Rationale, gap of the study, research questions, research methodology (research type, participants / object of the study, data collection tools/instruments, amount of data, data analysis tools/framework, significant findings, and implications). Abstract length 500 words

**Keywords:** English as a Foreign Language; negotiation strategies; remote learning; translingual practice, translanguaging space

TABLE OF CONTENT (an example)

DISSERTATION APPROVAL FORM [i](#_Toc63338901)i

ORIGINALITY STATEMENT iii

ACKNOWLEDGEMENTS iv

ABSTRACT vi

[TABLE OF CONTENT v](#_Toc63338901)ii

LIST OF TABLES x

LIST OF FIGURES xi

CHAPTER [I INTRODUCTION](#_Toc63338911)

[1.1. Background of the Study 1](#_Toc63338905)

[1.2. Research Questions 6](#_Toc63338906)

[1.3. Objective of the Study 6](#_Toc63338907)

[1.4. Significance of the Study](#_Toc63338908) 6

[1.5. The Scope of the Study](#_Toc63338908) 8

[1.6. Definition of Terms](#_Toc63338908) 8

CHAPTER [II LITERATURE REVIEW AND THEORETICAL FRAMEWORK](#_Toc63338911)

[2.1. From Translanguaging to Translingual Practice 12](#_Toc63338912)

[2.1.1. On Translanguaging 12](#_Toc63338913)

[2.1.2. Translingual Practice and the Challenge 23](#_Toc63338913)

[2.1.3. Translingual Negotiation Strategies: 29](#_Toc63338913)

[2.1.3.1. Envoicing Strategies 30](#_Toc63338913)

[2.1.3.2. Recontextualization Strategies 32](#_Toc63338913)

[2.1.3.3. Interactional Strategies 34](#_Toc63338913)

[2.1.3.4. Entextualization Strategies 35](#_Toc63338913)

[2.2. Monolingual vs. Translingual Orientation 37](#_Toc63338913)

[2.3. Translanguaging as Pedagogical Practice 43](#_Toc63338913)

[2.4. Translanguaging, code-switching, code-mixing, and code meshing: A clarification of the concepts 48](#_Toc63338913)

[2.4.1. Code-switching 49](#_Toc63338913)

[2.4.2. Code-mixing 58](#_Toc63338913)

[2.4.3. Code meshing 60](#_Toc63338913)

[2.5. Previous Studies on Translingual Practices 62](#_Toc63338913)

[2.6. Language Competence 70](#_Toc63338913)

[2.7. Language Identity 73](#_Toc63338913)

[2.8. Linguistic Repertoire 76](#_Toc63338913)

[2.9. Remote Language Learning 78](#_Toc63338913)

CHAPTER [III METHODOLOGY](#_Toc63338911)

[3.1. Research Approach 84](#_Toc63338915)

[3.2. Research Context 86](#_Toc63338916)

[3.3. Participants 92](#_Toc63338917)

[3.4. Source of Data 100](#_Toc63338917)

3.5. Data Collection Method 100

[3.5.1. Classroom Observation 102](#_Toc63338913)

[3.5.2. Questionnaire 103](#_Toc63338913)

[3.5.3. Interview 104](#_Toc63338913)

[3.6. Data Analysis and Interpretation 106](#_Toc63338917)

[3.7. Triangulation 11](#_Toc63338917)0

CHAPTER [IV FINDINGS & DISCUSSION](#_Toc63338911)

[4.1. Research Question 1: What negotiation strategies did participants employ in EFL remote learning interactions?](#_Toc63338912) 114

4.1.1. Envoicing Strategies 116

4.1.1.1. Code Switching 116

4.1.1.2. Code Mixing 122

4.1.1.3. Foreignization 126

4.1.2. Recontextualization Strategies 129

4.1.2.1. Contextualization 130

4.1.2.2. Managing Topic 133

4.1.3. Interactional Strategies 135

4.1.3.1. Confirmation 135

4.1.3.2. Recast 138

4.1.3.3. Mime 140

4.1.3.4. Let it pass 142

4.1.4. Entextualization Strategies 145

4.1.4.1. Leveling 146

4.1.4.2. Simplification 146

4.1.5. Discussion 150

4.2. Research Question 2: To what extent the ramifications of these strategies can be applied to English remote learning in Indonesia? 161

4.2.1. Translingual Practices in EFL Interactions 161

4.2.2. Instructors' Voices on Translingual Practices 163

4.2.2.1. Translingual Practice as Strategy 164

4.2.2.2. Language Policy 168

4.2.2.3. Belief in Translingual Practices 173

4.2.3. Students' Voices on Translingual Practices 176

4.2.3.1. The Intensity of Translingual Practices 177

4.2.3.2. Belief in Language Learning 182

4.2.4. Discussion 183

4.3. Research Question 3: How were translingual practices produced

in EFL remote learning interactions in relation to a virtual classroom was managed? 193

4.3.1. The Interplay of Multimodality 196

4.3.2. Orchestrating students' linugistics Repertoires 199

4.3.3. Engaging Student's Participation through Semiotic 204

4.3.4. Directing Students' through Multimodal Resources 207

[4.4. Discussion 213](#_Toc63338912)

CHAPTER [V CONCLUSION & RECOMMENDATION](#_Toc63338911)

[5.1. Summary of the Findings](#_Toc63338912) 223

[5.2. Conclusion 228](#_Toc63338912)

[5.3. Pedagogical Implication 230](#_Toc63338912)

[5.4. Limitation and Recommendation 234](#_Toc63338912)

REFERENCES 238

[APPENDIXES](#_Toc63338919)

[Appendix A: Survey Items 258](#_Toc63338905)

[Appendix B: Interview Scripts (Instructors & Students) 262](#_Toc63338905)

**LIST OF TABLES**

Table 2.1. Translingual Negotiation Strategies  [36](#_Toc63338901)

Table 2.2. Three Model of Language Approaches 42

Table 2.3. Translingual Approach vs. Standard Written English 43

Table 2.4. Differences and Similarities Between Code-Switching and Translanguaging 57

Table 3.1. Demographic Data of Instructors 93

Table 3.2. Demographic Data of Students Class#1 96

Table 3.3. Demographic Data of Students Class#2 97

Table 3.4. Demographic Data of Students Class#3 98

Table 4.1. Translingual Practice as Strategy 162

Table 4.2. Language Policy 165

Table 4.3. Belief in Translingual Practice 170

Table 4.4. The Intensity of Translingual Practice 173

Table 4.5. The Code Meshing in Remote Interactions 177

Table 4.5. The Interplay of Multimodality 198

**LIST OF FIGURES**

Figure 2.1. The Types and Degree of Code-Switching  [54](#_Toc63338901)

Figure 2.2. Translingual Continuum 67

Figure 2.3. Road Map of Research 68

Figure 3.1. Teaching Learning Activities Mr. Jemmy 89

Figure 3.2. Teaching Learning Activities Mr. Esper 90

Figure 3.3. Teaching Learning Activities Ms. Citra 91

Figure 3.4. The Use of Other Languages in EFL 92

Figure 3.5. Gender of Respondents 95

Figure 3.6. Number of Languages Acquired 96

Figure 3.7. Ethnic Diversity 96

Figure 3.8. Research Procedure 106

Figure 4.1. Students' Comments 124

Figure 4.2. Guessing Pictures 129

Figure 4.3. Using Emoticon to Express Politeness 139

Figure 4.4. Reading a Passage 198

Figure 4.5. The Use of Semiotics 201

Figure 4.6. The Use of Multimodality 208

Figure 4.7. The Use of Multiple Devices 212

Figure 4.8. The Use of Handout 212

**CHAPTER I**

**INTRODUCTION**

* 1. **. Background of the Study**

Review current studies, issues, and theoretical orientations in the topic. State gap in the literature / studies. State how your study can fill the gap.

**1.2. Research Questions**

The following research questions guided this study:

1. What ……..? How…?

**1.3. Objectives of the Study**

The main objectives of this qualitative research were as follows (examples):

* + 1. To identify and analyze negotiation strategies in EFL remote learning interactions.
    2. To explore the ramification of these strategies in the implementation of

English learning conducted remotely.

* + 1. To construct an understanding of how translingual practices in EFL remote

learning was produced in relation to the way a virtual classroom was managed.

**1.4. Significance of the Study**

Explain how your study contribute to the body of the knowledge.

**1.5. Scope of the study**

This study mainly focused on ………X (specific investigation foci and goals)………. in (specific context).

**1.6. Definition of terms (key concepts you stated in the research questions and other interconnected aspects with the concepts you cover in your study)**

Below is some definition of terms primarily used in this research study:

1. Translanguaging: ……………….
2. XXXX: ……………………….

**CHAPTER II**

**LITERATURE REVIEW & THEORETICAL FRAMEWORK**

This chapter addresses the literature review and conceptual framework that inform you to understand, design your research, and analyse your data………..

**2.1. Sub-section…..**

This section covers …………………..

**2.1.1. Sub-section………**

……………………………………………..

Table 2.1

Translingual Negotiation Strategies

(Macro and Micro)

|  |  |  |
| --- | --- | --- |
| No | Macro Strategies | Micro Strategies |
| 1 | Envoicing | 1. Approximation, e.g., “plate” instead of “bowl”. 2. Word coinage, e.g., “handicapped toilet” 3. Foreignization, e.g., “kans” for chance” 4. Code-switching/code-mixing, e.g., “summa cum lude” 5. Code meshing e.g., “It ain’t enough” 6. Rhetorical tendency, e.g., using humor 7. Gendered expression, e.g., high involvement for women |
| 2 | Recontextualization | 1. Managing topic, e.g., “asking age” 2. Contextualization, e.g., “saying greeting” 3. Accommodation 4. Using safe talk, hiding the facts to preserve the interlocutor dignity. 5. Crossing, using language variety that belongs to other groups. 6. Creating a third space, safe talk with a topic to agree on. |
| 3 | Interactional | 1. Confirmation check, e.g., “You said…” 2. Clarification request, e.g., “What do you mean” 3. Comprehension check, e.g., “Do you know?” 4. Recast, e.g., “She sick” ---- “Oh she **is** sick” 5. Self-reformulation/correction, “I go... I went...” 6. Self-representation, repeating a term but not entirely. 7. Appeal for assistance, e.g., “What is the name? made of meat...” 8. Mime, using visual illustration. 9. Let it pass, ignoring small mistakes. |
| 4 | Entextualization | 1. Simplification, using a lower speech rate 2. Segmentation, shortening utterance into segments. 3. Regularization, foregrounding explicit forms. 4. Levelling, e.g., “ He eat” instead of“ He eats” |

In some cases, the terms code-switching and code-mixing are used as complementary terms; code-switching is reserved for language alternation between sentences, and codemixing is for the language alternation of two languages within a sentence (Winford, 2003, p. 105 ). Garcia and Wei (2014) give different key notions for both.

Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire (Garcia & Wei, 2014, p. 22).

**CHAPTER III**

**METHODOLOGY**

This chapter elucidates the appropriate approach to the research study with a case study for translingual practices in remote English learning. This part also describes the research context, participants, data collection method, virtual observation, interview, questionnaire, data collection, and analysis.

**3.1. Research Approach**

The research study employed ……………………..

**3.2. Research Context**

The research study was undertaken at ……………….

**3.4. Data and Source of Data**

The data source in this study was taken from ……………….. The data were all words or expressions of translingual practices found in ……………….

**3.5. Data Collection Instruments**

……………explain each data collection instrument, give justification for choosing each instrument, what information you seek to obtain from each data collection instrument …………………….

………………………………

**3.5.1. [data collection instrument 1]**

……………………………………….

**3.5.2. [data collection instrument 2]**

……………………………

**3.5.3. [data collection instrument 3]**

**3.6. Data Analysis method**

Explain the process of analyzing your data from each instrument…… .

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter addresses the answers to the three main research questions formulated in Chapter One……

**4.1. Theme / finding 1 ….**

Based on observation and the data analysis, I identified ………………

………………………………

…………………………….

**4.2. Theme / finding 2………..**

………………………..

………………………

………………………

**CHAPTER V**

**SUMMARY, CONCLUSION, AND IMPLICATION**

**5.1. Summary of findings**

Review your significance findings and how they answer your research questions……………

**5.3. Implication**

From the findings, what information are most significant, and to whom will the information beneficial, and in what way?

**5.4. Limitations and Recommendations for future research**

**5.4.1. Limitation of the study**

Mention 2 or 3 limitation and explain how future research can address these limitations.

**REFERENCES (APA 7th edition)**

**APPENDIX A: Survey Items**

**ANGKET PENELITIAN**

**………………….**

**APPENDIX B: Interview Scripts for Instructors**

**TRANSLINGUAL PRACTICE OF DIGITAL EFL REMOTE LEARNING INTERACTIONS AT AN INDONESIAN TERTIARY LEVEL**

**Instructions:**

Please answer the following questions about translingual practices in EFL remote learning interactions.

……………………….

**APPENDIX C: Interview Scripts for Students**

**TRANSLINGUAL PRACTICE OF DIGITAL EFL REMOTE LEARNING INTERACTIONS AT AN INDONESIAN TERTIARY LEVEL**

**Instructions:**

Please answer the following questions about EFL remote learning interactions.

…………………………