**[ PROPOSAL 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**

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**ATMAJAYA CATHOLIC UNIVERSITY OF INDONESIA**

**Doctoral Program in Applied English Linguistics**

**APPROVAL FORM**

Name : ……………………….

Student ID : ………………………..

Program : Doctor of Applied English Linguistics

Major : Applied English Linguistics

Date of Examination : ………………..

Dissertation Title : ……………………………………..

**Approved by**

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

**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, ……………..

 (**………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

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**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…… .

**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.

…………………………