

**EXPLORING PEDAGOGICAL TRANSLANGUAGING PRACTICES IN  
ENHANCING STUDENTS' ENGAGEMENT AND CONFIDENCE AT AN  
ENGLISH TUTORING CENTER:  
AN INTERACTIONAL SOCIOLINGUISTICS STUDY**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for a Master's Degree in  
Linguistic Studies**



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**APPROVAL PAGE**

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## STATEMENT

I hereby declare that the thesis entitled “Exploring Pedagogical Translanguaging Practices in Enhancing Students’ Engagement and Confidence at an English Tutoring Center: an Interactional Sociolinguistics Study” with all its contents is truly my own work. No part of it is plagiarized from the work of others, and I do not plagiarize or quote in ways that do not follow the scientific ethics that apply in the scientific community. With this declaration, I am prepared to assume the risk or face consequences if future scientific ethics are violated or if a third party makes a claim against this work.

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I realize that there are shortcomings in this thesis. Therefore, constructive suggestions and criticisms are gladly accepted by the research for future improvements. Finally, I hope this thesis is useful for fellow students and the wider community in general. Hopefully, I can be the pride of the family and this thesis can be useful and become a contribution to the world of education.

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**ABSTRACT**

The purpose of this study is to examine how pedagogical translanguaging in enhancing students' cognitive, behavioral and emotional engagement and confidence functions as improving the classroom atmosphere, increasing classroom participation and enhancing willingness to participate in a tutoring center in one of the big cities in Indonesia. This study highlights insightful characteristics of pedagogical translanguaging practices performed by a teacher and students. A qualitative method was employed in this research, and data were collected through classroom observations and audio recordings. This study identified 76 occurrences of translanguaging practices and engagements in three classroom sessions. They were categorized as; cognitive engagement, behavioral engagement, and emotional engagement during the learning process. It also reveals that translanguaging can function to improve the classroom atmosphere, increase classroom participation, and enhance willingness to ask questions from 63 occurrences. This research showed the possible benefits of translanguaging practices in the form of cognitive, behavioral and emotional engagement and confidence functioned to improve the classroom atmosphere, increasing classroom participation and enhancing willingness to participate involving English, Indonesian, and Sundanese, which they tend to draw upon in their English classes. Particularly in the EYL context, translanguaging can promote the students' active participation through their whole language repertoire amid the tutoring center's monolingual tendencies in its business model and language ideology.

**Key Words:** *Confidence; Engagement; Interactional Sociolinguistics; Pedagogical Translanguaging; Tutoring Center*

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