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Translanguaging Practices in Online Academic Writing Supervision at Universitas Terbuka

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ABSTRACT

This study explores translanguaging practices in the context of academic article writing supervision at Universitas Terbuka (UT) through online modalities. Translanguaging, as a flexible and dynamic language practice, has become an intriguing phenomenon in the context of bilingual higher education in Indonesia, particularly in distance learning. This study aims to identify translanguaging patterns used by supervisors, analyze their pedagogical functions, and understand the contexts of their use during online supervision interactions. Using a qualitative instrumental case study design, the research examined utterances from three supervisors (D1, D2, D3) across nine Zoom-based supervision sessions. Data were collected from video recording transcripts and analyzed through qualitative content analysis using Microsoft Excel and NVivo for coding and categorization. Of 2,094 supervisor utterances, 682 (32.6%) contained translanguaging, with variation across supervisors: D1 (42.8%), D2 (10.9%), and D3 (33.3%). Practices included English academic technical terms within Indonesian utterances, intra- and intersentential code-switching, and bilingual discourse markers. Pedagogically, translanguaging mainly supported complex concept explanation (47.5%), rapport-building (33.1%), clarification of understanding (6.0%), emphasis of key points (4.8%), and introduction of academic terminology (2.6%). Findings show translanguaging is not merely a linguistic phenomenon but a deliberate pedagogical strategy that facilitates understanding, strengthens bilingual academic identity, and accommodates multilingual realities in Indonesian higher education. The study also proposes an analytical framework linking translanguaging patterns, pedagogical functions, and online contexts, alongside an empirical typology of translanguaging practices in academic supervision. These findings provide evidence-based foundations for developing flexible, inclusive supervision pedagogy and language policies.

Keywords: *Translanguaging, Code-Switching, Academic Supervision, Academic Article Writing, Online Learning*

INTRODUCTION

Higher education in Indonesia faces unique challenges in a multilingual and multilingual contexts, where Indonesian as the official medium of instruction interacts with English as the global academic lingua franca. This phenomenon becomes increasingly complex in the context of distance education, particularly at the Universitas Terbuka (UT), where academic interaction

occurs through online modalities. In this context, language practices by lecturers and students can no longer be understood simply using one language or switching between languages (code-switching), but as more as complex and dynamic practice known as translanguaging. Translanguaging, as defined by García and Wei (2014), is the practice of using an integrated linguistic repertoire in its entirety to create meaning, without regard to the social and political boundaries that separate languages as separate entities. This concept differs from code-switching which still views language as a separate system that can be switched between. Translanguaging emphasizes the fluidity and dynamics of language use as a unified repertoire owned by bilingual speakers (García & Otheguy, 2020; Wei, 2018). In addition, Wei's (2011) concept of translanguaging space highlights how multilingual speakers create social and interactional spaces that allow them to negotiate meaning, identity, and participation beyond rigid linguistic boundaries. In higher education settings, especially those mediated through online interaction, translanguaging practices therefore become not only linguistic resources but also social and pedagogical resources that shape communication and learning processes. In the context of higher education, translanguaging has become a rapidly growing research focus in the last decade.

Previous research shows that translanguaging has significant pedagogical potential in facilitating learning, particularly in the context of learning complex academic content (Cenoz & Gorter, 2022; Garcia & Kleyn, 2016; Lin & Lo, 2017). Lin's (2019) pedagogical translanguaging framework further explains that translanguaging can function strategically to support comprehension, clarify difficult concepts, scaffold academic learning, and build stronger interaction between lecturers and students. However, most translanguaging research in higher education has been conducted in face-to-face classroom contexts, focusing on lecturer-student interaction in a lecture or tutorial setting (Lasagabaster & García, 2014; Lo & Lin, 2015; Mazak & Carroll, 2017). Research on translanguaging in online learning contexts, particularly in academic supervision, remains very limited. Yet, academic writing supervision is a very important context in higher education, where students are guided to develop academic literacy skills that are key to success in their studies and academic careers (Aitchison & Lee, 2006; Lee & Aitchison, 2009). The limited exploration of translanguaging within online supervision contexts creates an important research gap, particularly because online interaction involves different communicative dynamics compared to conventional face-to-face classrooms.

In the context of academic article writing supervision, supervisors not only serve as information providers but also as models, facilitators, and mediators who help students develop their identities as academic writers (Kamler & Thomson, 2006; Paré et al., 2011). At Universitas Terbuka, as Indonesia's largest distance higher education institution, academic article writing supervision is conducted entirely through online modalities, primarily through video conference platforms such as Zoom. This context creates unique interaction dynamics, where lecturers and students communicate in a virtual space mediated by technology, with limited communication modalities compared to face-to-face interactions.

From the perspective of translanguaging space (Wei, 2011), online supervision interactions may create hybrid bilingual spaces where supervisors and students collaboratively negotiate meaning, academic conventions, and disciplinary understanding. At the same time, supervisors may strategically employ pedagogical translanguaging (Lin, 2019) to explain complex academic concepts, simplify technical terminology, provide feedback, and reduce students' anxiety during supervision sessions. In this context, translanguaging practices may have different characteristics and functions compared to face-to-face learning contexts because online modalities reshape interaction patterns, immediacy, and communication strategies.

Although translanguaging has been extensively studied in language learning contexts (Cenoz & Gorter, 2017; García & Sylvan, 2011) and content learning (Lin & Lo, 2017; Mazak & Herbas-Donoso, 2015), research on translanguaging in academic writing supervision remains

very limited. Several studies have explored multilingual aspects in academic supervision (Canagarajah, 2002; Lillis & Curry, 2010), but have not specifically analyzed translanguaging practices as pedagogical strategies in writing supervision. Furthermore, most translanguaging research in higher education has been conducted in Western or East Asian contexts, while the Indonesian context with its unique sociolinguistic and pedagogical characteristics remains underrepresented in the literature. Existing studies also tend to focus primarily on classroom interaction rather than supervisory interaction, even though supervision involves more personalized communication, negotiation, and scaffolding processes. Therefore, integrating García and Wei's (2014) translanguaging perspective, Wei's (2011) translanguaging space, and Lin's (2019) pedagogical translanguaging framework becomes important to understand not only the forms of translanguaging practices used by supervisors, but also the social spaces and pedagogical purposes embedded within those practices in online academic supervision contexts.

This research has special significance in the context of United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education, which emphasizes the importance of ensuring inclusive and equitable quality education for all (United Nations, 2015). Understanding translanguaging practices in academic supervision can contribute to developing more inclusive pedagogy by recognizing and utilizing students' linguistic diversity as an asset, not a barrier. This aligns with target 4.3 of the SDG, which emphasizes equal access to quality higher education, where translanguaging practices can reduce linguistic barriers often experienced by Indonesian students in accessing and participating in global academic discourse (Canagarajah, 2011; Lillis & Curry, 2010). In multilingual online higher education contexts, translanguaging may also function as a mechanism for promoting participation, engagement, and inclusivity, particularly for students who experience difficulties when academic interaction is conducted exclusively in English. Thus, this study not only contributes to translanguaging scholarship but also supports broader educational goals related to equitable access and inclusive learning practices in higher education.

Based on these research gaps, this study aims to explore translanguaging practices in academic article writing supervision at Universitas Terbuka through online modalities. Specifically, this study seeks to answer the following research questions: (1) What are the translanguaging patterns used by supervisors in academic article writing supervision through online modalities? (2) What are the pedagogical functions of translanguaging practices in the context of academic article writing supervision? (3) How does the online interaction context influence translanguaging practices in academic supervision?

This research is expected to contribute theoretically to the translanguaging literature in higher education, particularly in the context of academic supervision and online learning. By integrating translanguaging theory (García & Wei, 2014), translanguaging space (Wei, 2011), and pedagogical translanguaging (Lin, 2019) directly into the analysis of online academic supervision, this study seeks to provide a more comprehensive understanding of multilingual interaction in higher education. Practically, this research is expected to provide insights for supervisors and higher education institutions on how translanguaging can be strategically utilized to improve supervision quality and support the development of students' academic literacy in multilingual contexts.

METHOD

Research Design

This study employs a qualitative approach with an instrumental case study design (Stake, 1995). An instrumental case study was chosen because this research does not aim to understand the case per se but uses a specific case (academic article writing supervision at UT through online modalities) to understand a broader phenomenon (translanguaging practices in higher education). A qualitative approach was chosen because it aligns with the research objective to

explore and deeply understand translanguaging practices in their natural context while maintaining data complexity and richness (Creswell & Poth, 2018).

Context and Participants

This research was conducted at Universitas Terbuka (UT), Indonesia's largest distance higher education institution serving more than 500,000 students throughout Indonesia and abroad. The research participants were three supervisors (coded D1, D2, and D3) who supervised students in academic article writing. The three supervisors were purposively selected based on the following criteria: (1) having experience supervising students in academic article writing at UT, (2) using Indonesian as the primary supervision language, (3) having adequate English proficiency, and (4) conducting supervision through online modalities (Zoom or MS Teams).

Participant characteristics are as follows: D1 is a 45-year-old female lecturer with 18 years of teaching experience in Applied Linguistics, a doctoral graduate from an Indonesian university with short-term study experience abroad. D2 is a 37-year-old male lecturer with less than 10 years of teaching experience in Linguistics, a master's graduate from an Indonesian university. D3 is a 30-year-old male lecturer with less than 10 years of teaching experience in English Literature, a master's graduate from a domestic university. The supervised students were undergraduate (S1) students of UT's English Literature Study Program taking the Academic Article (ARIL) course.

Data Collection

Research data were collected from video recordings of nine online supervision sessions via the Zoom platform, consisting of three supervision sessions for each supervisor. Supervision was conducted in an online tutorial format known at Universitas Terbuka as Tutorial Online (Tuton), scheduled between September and November 2024, where one supervisor interacted with several students simultaneously in one video conference session. Each supervision session lasted between 60-90 minutes. Video recordings were transcribed verbatim with timestamps and speaker codes (DS for supervisors and M1, M2, M3, etc. for students), yielding a total of 2,094 supervisor utterances that became the unit of analysis in this study. Although the primary video corpus was collected in late 2024, the comprehensive iterative coding process, NVivo node refinement, and literature integration continued throughout 2025 to ensure alignment with contemporary developments in online translanguaging research.

The focus of this research's analysis is on supervisor utterances because the study aims to explore how supervisors use translanguaging as a pedagogical strategy in the context of academic supervision. In addition to transcripts, supporting data were also collected through researcher field notes, draft article documents being supervised, and brief unstructured interviews with supervisors for context clarification. All participants provided oral informed consent, and participant identities were kept confidential through the use of codes.

Data Analysis

Data were analyzed using Qualitative Content Analysis with an inductive-deductive approach (Mayring, 2014). The analysis process was conducted in five stages.

First stage: Video recordings of supervision were transcribed verbatim while maintaining the use of Indonesian and English as is, then each supervisor utterance was given an identification number and timestamp.

Second stage: The researcher read the transcripts in their entirety to identify utterances containing translanguaging elements, defined as utterances using linguistic resources from Indonesian and English integrated in one communicative unit, yielding 682 translanguaging utterances from a total of 2,094 utterances.

Third stage: Translanguaging utterances were categorized based on their usage patterns inductively from the data, then refined by referring to the translanguaging theoretical framework (García & Wei, 2014; Wei, 2018), identifying patterns: (1) use of academic technical terms, (2) intrasentential code-switching, (3) intersentential code-switching, (4) use of discourse markers, and (5) multimodal translanguaging.

Fourth stage: Each translanguaging utterance was analyzed to identify its pedagogical function in the context of supervision interaction by considering utterance context, student responses, and supervisor communicative goals, identifying functions: (1) explanation and scaffolding, (2) building rapport, (3) clarification, (4) emphasis, and (5) terminology introduction.

Fifth stage: Contextual analysis was conducted to understand how the online interaction context influences translanguaging practices by considering discussion topics, supervision stages, and interaction dynamics.

To enhance analysis credibility and reliability, the researcher conducted: (1) data triangulation using various data sources (transcripts, field notes, interviews), (2) member checking by asking participants to verify the researcher's interpretations, and (3) peer debriefing by discussing the analysis process and results with other researchers with expertise in translanguaging. Data analysis was assisted using Microsoft Excel for tabulation and frequency calculations, as well as NVivo 12 for qualitative data coding and categorization.

RESULTS AND DISCUSSION

Results

Translanguaging Patterns in Online Supervision

Analysis of 2,094 supervisor utterances across nine supervision sessions identified 682 utterances (32.6%) containing translanguaging practices. The distribution of translanguaging practices shows significant variation among supervisors: D1 (42.8%), D2 (10.9%), and D3 (33.3%). This variation indicates that translanguaging practices are individual and influenced by factors such as educational background, international academic experience, and supervisors' pedagogical styles.

Table 1. Distribution of Translanguaging Practices per Supervisor

Lecturer/ Supervisor	Total Speech	Translanguaging Speech	Percentage
D1	724	310	42,8%
D2	376	41	10,9%
D3	994	331	33,3%
Total	2.094	682	32,6%

More clearly, this can be displayed in the following visualization.

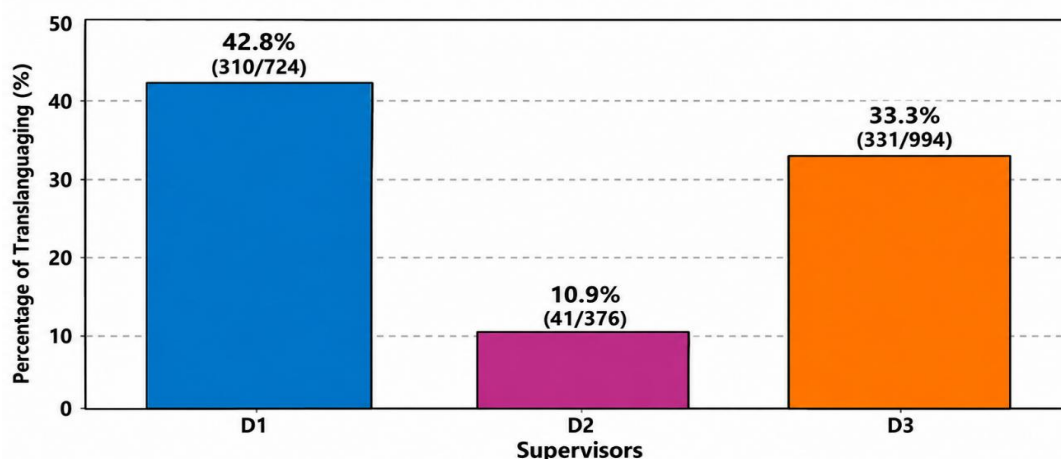


Figure 1. Distribution of Translanguaging Practices per Lecturer

This study identified five main translanguaging patterns used by supervisors:

1. Use of Academic Technical Terms

The most dominant pattern is *the use of English academic technical terms* within Indonesian utterance contexts. Of 682 translanguaging utterances, 324 utterances (47.5%) use this pattern. Technical terms such as *research gap*, *theoretical framework*, *methodology*, *data analysis*, *findings*, *discussion*, *implications*, and *limitations* are consistently used without being translated into Indonesian.

Example – D1:

“Nah, sekarang kita lihat bagian *abstract*-nya. Di ***abstract*** ini kamu harus mencantumkan tujuan penelitian, ***methodology*** yang digunakan, ***findings*** utama, dan ***conclusion***. Jangan lupa juga cantumkan *keywords* yang relevan, biasanya 3-5 kata kunci.” [Data 1, 00:15:23]

In this utterance, D1 uses five technical terms in English (*abstract*, *methodology*, *findings*, *conclusion*, *keywords*) in one Indonesian utterance. The use of English terms is not because there are no equivalents in Indonesian (for example, *abstract* = *abstrak*, *methodology* = *metodologi*), but because English terms are more familiar and precise in the context of academic article writing, especially since students are expected to write articles in English.

Based on word frequency analysis, the most frequently occurring technical terms in translanguaging utterances can be seen in the following Table 2.

Table 2. Technical Terms and Translanguaging Occurrence Frequency

Terms	Frequency	Context of Use
<i>research question</i>	87 times	Discussion of research focus
<i>abstract</i>	64 times	Discussion of article structure
<i>methodology</i>	58 times	Discussion of research methods
<i>References</i>	52 times	Discussion of data collection and analysis
<i>literature review</i>	47 times	Discussion about literature review
<i>conclusion</i>	41 times	Discussion of research conclusions
<i>introduction</i>	39 times	Discussion about the introduction of the article
<i>findings</i>	36 times	Discussion of research results
<i>references</i>	32 times	Discussion about bibliography
<i>keywords</i>	28 times	Article keyword discussion

Based on this table, the dominance of English technical term usage can be explained by several factors: (1) terminological precision – English terms are often viewed as more precise and specific in international academic contexts; (2) familiarity – students and supervisors are more familiar with English terms because most of the literature they read uses English; (3) preparation for publication – since students are expected to write articles in English, the use of English terms in supervision helps prepare students to use appropriate terminology in their writing; and (4) indexicality – the use of English terms functions as an index (marker) of academic identity and competence in international academic discourse (Canagarajah, 2013).

2. Intrasentential Code-Switching

The second identified pattern is intrasentential code-switching, i.e., language switching that occurs within one sentence. This pattern was found in 189 utterances (27.7%). Unlike the use of technical terms which is lexical in nature, intrasentential code-switching involves more complex switching, including phrases and clauses.

Example - D3:

“Kalau *research question*-nya sudah **clear** dan **specific**, nanti *methodology*-nya akan lebih mudah. Tapi kalau *research question*-nya masih **vague**, kamu akan **struggle** waktu **design** penelitiannya.” [Data 8, 00:33:20]

D3 uses seven English words/phrases in two Indonesian sentences. What is interesting is the use of English adjectives (*clear, specific, vague*) and verbs (*struggle, design*) that are integrated directly into Indonesian sentence structures without explicit language switching markers.

Syntactic analysis of this pattern shows several characteristics: (1) *Insertion* - English elements are inserted into the Indonesian matrix structure, not vice versa. This shows that Indonesian functions as *the matrix language* while English functions as *the embedded language* (Myers-Scotton, 1993); (2) *Noun Phrase Switching* – switching most occurs in noun phrases, especially technical terms (*research question, research gap, literature review*); (3) *Adjective Insertion* - English adjectives are often used to describe qualities or characteristics (*clear, specific, vague, broad, focused*); and (4) *Verb Borrowing* - English verbs are sometimes used, especially for specific academic actions (*highlight, address, fill, rethink, struggle, design*).

3. Intersentential Code-Switching

The third pattern is *intersentential code-switching*, i.e., language switching that occurs between sentences. This pattern was found in 98 utterances (14.4%). In this pattern, supervisors use one or several complete sentences in English, followed or preceded by sentences in Indonesian.

Example - D1:

“**Good job** dengan *literature review*-nya! **You've included** a good range of sources. Tapi saya perhatikan sebagian besar *sources*-nya agak lama, dari tahun 2010-2015. **Try to include** more recent sources, especially from the last five years. Penelitian di bidang ini berkembang cepat, jadi penting untuk menggunakan literatur yang terbaru.” [Data 3, 00:36:52]

D1 begins with praise in English (“*Good job*”), followed by a confirmation sentence in English (“*You've included...*”), then switches to Indonesian for critical observation, and returns to English to give directive advice (“*Try to include...*”), and ends with elaboration in Indonesian. *Intersentential code-switching* is often used when supervisors provide detailed instructions or explanations, especially related to international academic writing conventions. The use of complete sentences in English can function to provide authentic academic language models to students.

4. Bilingual Discourse Markers

The fourth pattern is the use of bilingual *discourse markers*, i.e., words or phrases used to manage conversation flow, mark transitions, or show speakers attitude. This pattern was found in 51 utterances (7.5%). Frequently used *discourse markers* include: *actually, basically, anyway, I mean, you know, okay, so, and well*.

Example - D1:

“**So**, kesimpulannya adalah bahwa *research question* kamu sudah cukup jelas. **Okay**, sekarang kita lanjut ke bagian metodologi. **And then**, setelah metodologi, kita akan bahas *expected findings*. **Right?**” [Data 2, 00:44:18]

D1 uses four discourse markers in English: “So” (conclusion marker), “Okay” (transition marker), “And then” (sequential marker), and “Right” (confirmation marker). These *discourse markers* function to organize the supervision flow and manage interactions with students.

Table 3. Most Frequently Used Discourse Markers

Discourse Marker	Frequency	Primary Functions
<i>Okay</i>	142 times	Transitions, confirmations, closures
<i>So</i>	98 times	Conclusions, consequences, transitions
<i>Right</i>	67 times	Confirmation, tag question
<i>and</i>	54 times	Links, additions
<i>Now</i>	43 times	Temporal transition, focus of attention
<i>Well</i>	38 times	<i>Hedging</i> , correction preparation
<i>Actually</i>	32 times	Corrections, clarifications
<i>You know</i>	28 times	<i>Common ground</i> , <i>hedging</i>
<i>First, Second, Third</i>	24 times	<i>Sequencing</i> , enumerasi
<i>And then</i>	21 times	<i>Sequencing</i> temporal

The use of bilingual *discourse markers* shows that translanguaging not only occurs at the content level (technical terms, concepts), but also at the level of discourse management and interaction. *English discourse markers* may be more “economical” (shorter) and more “familiar” in academic contexts, making them more efficient for organizing discourse.

5. Multimodal Translanguaging

The fifth identified pattern is *multimodal translanguaging*, i.e., translanguaging that practices involving various communication modalities, not only verbal but also visual and gestural. In the context of online supervision via Zoom, visual modalities primarily include *sharing documents*, use of *annotation features*, and *chat boxes*. This pattern was found in 20 speeches (2.9%).

Example – D1:

[Supervisor shares screen *displaying* an examples academic article in English]
 “Nah, coba lihat contoh *abstract* ini. [Points to screen] Di sini, penulis mulai dengan *background*, terus *research gap*, kemudian *research question methodology*, *findings*, dan *conclusion*. Struktur seperti ini yang harus kamu ikuti.” [Data 1, 00:18:42]

In this example, D1 speaks in Indonesian while pointing to English text displayed on the screen. This is a form of multimodal translanguaging where the verbal mode (oral utterance in Indonesian) and visual mode (written text in English) use different languages but work synergistically to facilitate understanding.

Example - D3:

[Supervisor type in chat box in English while speaking in Indonesian]
 “Oke, saya tulis di *chat* ya, *references* yang bagus untuk kamu baca. [Types in *chat*: “Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.”] Buku ini sangat bagus untuk memahami *research design*. Kamu bisa cari di Google Scholar atau ResearchGate.” [Data 9, 00:47:25]

D3 uses a textual mode (*chat box*) to provide references in a standard academic format (in English), while using verbal mode (oral utterance) in Indonesian to provide recommendations and instructions. This shows how online platforms enable coordination between various communication modes and language.

From all the discussions conducted, the following is the distribution of translanguaging patterns in academic article writing supervision.

Table 4. Distribution of Translanguaging Patterns

Translanguaging Pattern	Frequency	Percentage
Academic Technical Terms	324	47,5%
Code-Switching Intrasentential	189	27,7%
Code-Switching Intersentential	98	14,4%
Discourse Markers Bilingual	51	7,5%
Multimodal Translanguaging	20	2,9%
Total	682	100%

Pedagogical Function of Translanguaging

Pedagogical functions analysis reveals that translanguaging in academic article writing supervision is not merely a linguistic phenomenon, but a deliberate pedagogical strategy with specific functions. The study identified five main pedagogical functions:

1. *Explanation and Scaffolding* (47.5%)

The most dominant function is for explaining complex concepts and providing *scaffolding* to students. Translanguaging enables supervisors to explain complex academic concepts using precise English terminology while providing elaboration and examples in Indonesian that are easier to understand.

Example - D1:

“*Research gap* itu artinya kesenjangan dalam penelitian sebelumnya. Jadi, kamu harus tunjukkan apa yang belum diteliti atau apa yang masih kurang dalam penelitian-penelitian sebelumnya. *Research gap* ini penting karena ini yang akan menjadi justifikasi kenapa penelitian kamu perlu dilakukan. *The gap shows the significance of your research.*” [Data 1, 00:12:38]

D1 uses translanguaging to explain the concept of *research gap*. The explanation begins with a literal translation (“meaning gap”), followed by a longer and more contextual elaboration in Indonesian, then ends with an English sentence summarizing the significance of the concept. This explanatory structure shows a systematic *scaffolding* strategy: from familiar (Indonesian) to *unfamiliar* (academic concept), then back.

Example - D2:

“*Validity* dan *reliability* itu berbeda ya. *Validity* itu artinya apakah instrumen kamu mengukur apa yang seharusnya diukur. Sedangkan *reliability* itu artinya apakah instrumen kamu konsisten, kalau digunakan berulang kali hasilnya akan sama. Jadi, *validity* itu tentang *accuracy*, sedangkan *reliability* itu tentang *consistency*.” [Data 6, 00:48:22]

D2 uses translanguaging to differentiate two concepts that often confuse students: *validity* and *reliability*. The explanation uses a contrastive structure (X is different from Y), with definitions in Indonesian and concise conceptualization in English (*accuracy* vs. *consistency*). This shows how translanguaging can facilitate a comparative understanding between concept that are related but *distinct*.

From this explanation, it is evident that the characteristics of the explanation function include: (1) Scaffolding Structure - explanation often begin with Indonesian (more familiar), then integrate English terms, and sometimes ends with conceptualization in English; (2) Use of Metalanguage - supervisors often use metalanguages such as “artinya” (meaning), “maksudnya” (the point is), “jadi” (so), “yaitu” (that is), “berarti” (means) to mark explanations; (3) Contextual Elaboration - explanations not only provides definitions but also usage context, significance, and relationships with other concepts; and (4) Terminological Precision - English is used to provide terminological precision that may be difficult to achieve in Indonesian.

2. Building Rapport (33.1%)

The second function is to build rapport and positive interpersonal relationship with students. Translanguaging, particularly through the use of *bilingual discourse markers* and more informal language styles, creates a more relaxed and supportive communication atmosphere.

Example - D1:

“*Good job*, M1! *Draft* kamu sudah jauh lebih baik dari yang sebelumnya. *I can see your improvement*. Terus begini ya, *keep up the good work!* Saya yakin artikel kamu akan bagus.” [Data 2, 00:55:40]

D1 uses compliments in English (“*Good job*”, “*I can see your improvement*”, “*keep up the good work*”) which is integrated with Indonesian. The use of English for praise may serve to provide a stronger affective boost, as English in academic contexts is often associated with international standards and prestige.

Example - D3:

“*Okay, don't worry* kalau masih ada yang bingung. *It's normal* kok, proses menulis artikel ilmiah memang tidak mudah. *Take your time*, yang penting kamu paham dulu konsepnya. *Okay?* Kalau ada yang mau ditanyakan, *feel free to ask.*” [Data 7, 00:26:18]

D3 uses translanguaging to provide emotional support and reduce student anxiety. Phrases such as “*don't worry*”, “*It's normal*”, “*Take your time*”, and “*feel free to ask*” in English functions to create a supportive and non-threatening atmosphere. The use of English for these phrases may make it sound more “gentle” or “encouraging”.

Some of the characteristics of *the rapport-building function* are (1) *Positive Affective Expression* - use of words such as “*good*”, “*nice*”, “*great*”, “*excellent*”, “*wonderful*” to give praise; (2) *Encouragement* - use of phrases such as “*keep it up*”, “*you can do it*”, “*don't give up*”, “*take your time*” to provide encouragement; (3) *Solidarity Markers* - with the use of “*we*” (*kita*) to create *a sense of community* and *shared endeavor*; and (4) *Hedging and Politeness* - use of “*maybe*”, “*perhaps*”, “*I think*”, “*you might want to*” to soften criticism or suggestions.

3. Clarifying Understanding (6.0%)

Translanguaging also functions to clarify understanding, both to ensure that students understand the supervisors' explanation and to ensure that supervisors correctly understand student's intentions.

Example - D1:

“*Research question* itu bukan sama dengan *problem statement*, ya. *They are different*. *Problem statement* itu adalah pernyataan tentang masalah yang ingin kamu teliti. Sedangkan *research question* itu adalah pertanyaan spesifik yang akan kamu jawab melalui penelitian. *So, problem statement is broader, while research question is more specific.*” [Data 3, 00:21:55]

D1 uses translanguaging to clarify the difference between two concepts that are often confused. Clarification begins with negation (“*bukan sama dengan*” / not the same as), followed by an explanation in Indonesian, and ends with a contrastive conceptualization in English (“*broader*” vs. “*more specific*”).

4. Emphasis (4.8%)

Translanguaging is used to emphasize important points or critical aspects that students need to pay attention to.

Example - D1:

“Ini *very important*, ya. *Plagiarism* itu tidak boleh sama sekali. *You must cite every source that you use*. Kalau tidak, itu bisa dianggap *academic dishonesty* dan konsekuensinya serius. *Remember this!*” [Data 1, 00:42:10]

D1 uses translanguaging with prosodic emphasis (higher intonation) and the use of emphasizing phrases (“*very important*”, “*You must*”, “*Remember this!*”) to emphasize critical academic ethical issues.

5. *Introducing Academic Terminology (2.6%)*

The fifth function is to introduce and familiarize students with the academic terminology of the English language that they will use in writing articles.

Example - D2:

“Ada istilah yang perlu kamu kenal, *saturation*. *Saturation* itu adalah kondisi di mana data yang kamu kumpulkan sudah tidak memberikan informasi baru lagi. Dalam *qualitative research*, kita berhenti mengumpulkan data ketika sudah mencapai *saturation*.” [Data 5, 00:37:42]

D2 introduces the technical term *saturation* by providing a definition and context of use in Indonesian.

6. *Other Functions (5.9%)*

The “other” category includes translanguaging utterances that cannot be clearly categorized into the five functions above or that serve more specific and contextual functions. For example, some translanguaging utterances function to manage interaction (e.g., giving turns to speak, directing attention), while others function to express attitudes or emotions (e.g., frustration, enthusiasm).

Although this category is relatively small (5.9%), its existence shows that translanguaging is a complex and multifunctional practice that cannot always be neatly categorized into predefined categories. This aligns with García and Li Wei (2014) view emphasizing that translanguaging is a dynamic, creative practice responsive to specific communication contexts.

Table 5. Distribution of Translanguaging Pedagogical Functions

Pedagogical Function	Frequency	Percentage
Explanation and <i>Scaffolding</i>	324	47,5%
Building a <i>Rapport</i>	226	33,1%
Clarifying Understanding	41	6,0%
Emphasis	33	4,8%
Introduction to Academic Terminology	18	2,6%
Others	40	5,9%
Total	682	100%

This can be more clearly presented through the following diagram.

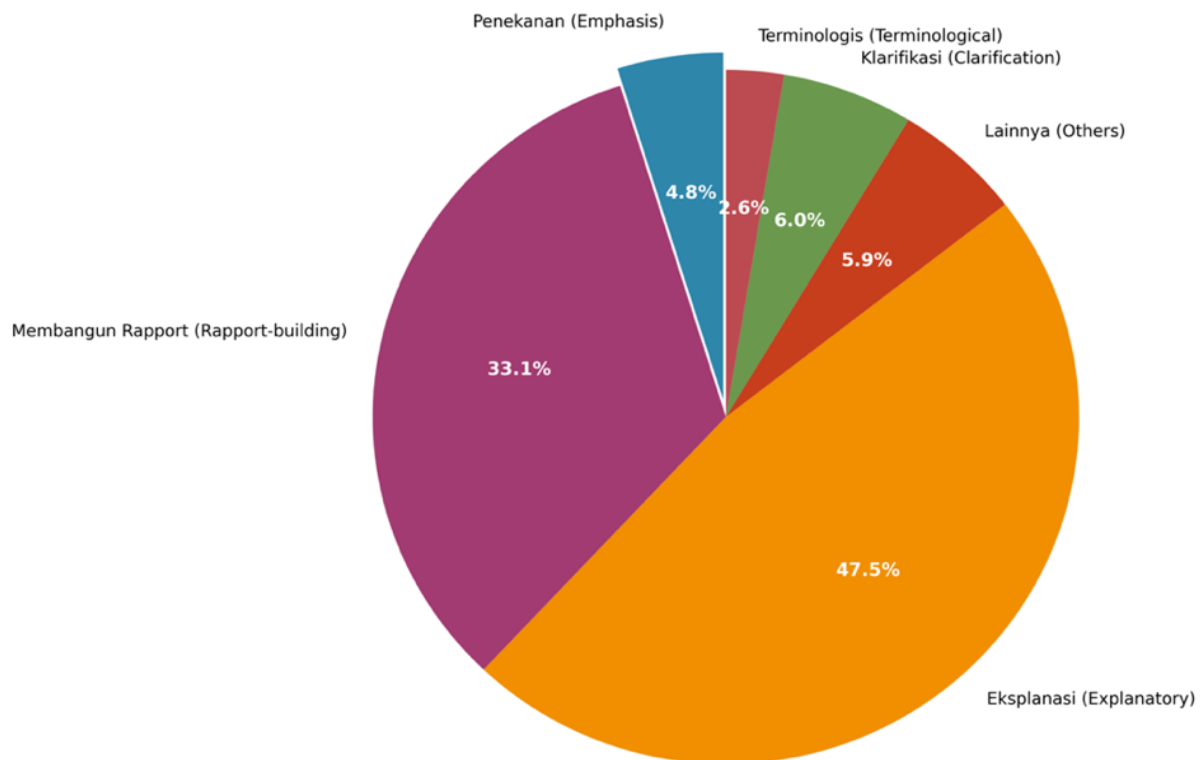


Diagram 1. Distribution of Translanguaging Pedagogical Functions

Table 5 and Diagram 1 show that Explanation and Scaffolding was the most dominant pedagogical function, accounting for 324 occurrences (47.5%), followed by Building Rapport with 226 occurrences (33.1%). The remaining functions occurred less frequently, namely Clarifying Understanding (6.0%), Others (5.9%), Emphasis (4.8%), and Introduction to Academic Terminology (2.6%). These findings indicate that supervisors primarily employed translanguaging to facilitate students' understanding of academic writing concepts and to provide instructional support during supervision sessions.

Influence of Online Context on Translanguaging Practices

Contextual analysis reveals that the online interaction context via Zoom or MS Teams platforms has a significant influence on translanguaging practices in supervision. Some important findings related to the influence of online context are as follows.

1. Intensification of the Use of Visual Modalities

The online context encourages supervisors to use visual modalities more intensively compared to face-to-face supervision. The *screen sharing* feature enables supervisors and students to view the same document simultaneously, facilitating *multimodal translanguaging* practices. Supervisors can point to specific parts of the article drafts while providing verbal comments, creating integration between visual and verbal modalities.

2. Use of Chat Box as a Written Translanguaging Space

The *chat box* feature in Zoom or MS Teams creates additional space for translanguaging in written form. Analysis showed that lecturers often used *chat boxes* to write down technical terms, references, or specific instructions in English, while verbal explanations were done in Indonesian or a mixture of both. This creates a *translanguaging space* that is multimodal and multidimensional.

3. Compensation for Non-Verbal Communication Limitations

Online communication has limitations in terms of non-verbal communication compared to face-to-face. Analysis shows that supervisors use translanguaging more explicitly and elaboratively to compensate for these limitations. For example, supervisors more frequently use *discourse markers* and metaphorical phrases to show communicative attitudes, emotions, and intentions that in face-to-face interactions can be conveyed through facial expressions or gestures.

4. Flexibility in Using Digital Resources

The online context enables supervisors and students to easily access digital resources during supervision sessions, such as journal articles, writing guides, or dictionaries. This facilitates more dynamic translanguaging practice, where supervisors can quickly show examples from journal articles or refer to writing guides to support their explanations.

Discussions

The dominance of explanation function (47.5%) in supervisors' translanguaging practices is a significant finding and can be interpreted through several mutually *complementary theoretical lenses*. First, from the perspective of *cognitive load theory* (Sweller, 1988; Sweller et al., 2011), academic article writing is a highly complex cognitive task involving various mental processes simultaneously: understanding research content, organizing argumentation, choosing appropriate words, following academic genre conventions, and using formal academic language. In a bilingual context, this complexity increases further because students must process information not only in Indonesian but also understand and use academic terminology in English, which is the *lingua franca* in scientific publications. Translanguaging in this context functions as a strategy to reduce *cognitive load* by enabling supervisors to use the most efficient language to explain certain concepts—using Indonesian for explanations requiring lengthy elaboration, and English for technical terminology that does not have exact equivalent in Indonesian. Thus, translanguaging helps students allocate their cognitive resources to concept understanding, not to *language processing*.

Second, from the perspective of *scaffolding theory* (Wood et al., 1976; Hammond & Gibbons, 2005), translanguaging can be understood as *temporary support* provided by supervisors to help students reach their zone of *proximal development* in academic writing. Vygotsky (1978) explains that learning occurs most effectively when learners receive assistance to perform tasks slightly beyond their current capabilities. In the context of academic article writing, students are in the process of developing *academic literacy* that includes not only the ability to write in Indonesian, but also the ability to use international academic terminology in English. Translanguaging by supervisors' functions as *scaffolding* that helps students understand complex concepts in the language they master (Indonesian), while gradually introducing and reinforcing the use of English academic terminology. This *scaffold* is temporary and will be gradually be reduced as students increasingly master *bilingual academic literacy*.

Third, the dominance of the explanation function also reflects the complexity of *academic literacy* in bilingual context discussed by Lillis and Curry (2010) and Canagarajah (2002). Lillis and Curry (2010) show that academic writing in a global context involves complex negotiations between *local* and *global knowledge systems*, between local language and English as the academic *lingua franca*. In the Indonesian context, students need to develop the ability to think and write in Indonesian (which is the medium of instruction in most higher education institutions), while also mastering international academic terminology and conventions predominantly in English. Translanguaging in explanation facilitates this negotiation process by enabling supervisors to explain concepts in Indonesian that is more familiar to students,

while introducing and contextualizing the English terminology that students need to master for international publication.

This finding also aligns with García et al. (2017) argument that translinguaging in educational context is not merely a linguistic phenomenon but a *pedagogical stance* that recognizes and utilizes learners' entire linguistic repertoire as a resource for learning. The dominance of the explanation function shows that supervisors intuitively or consciously use translinguaging as a pedagogical strategy to maximize students' understanding of complex concepts in academic writing.

1. Translinguaging as a Deliberate Pedagogical Strategy

The findings of this study support and expand the conceptualization of translinguaging as a deliberate pedagogical practice (pedagogical translinguaging) (García & Kleyn, 2016; García et al., 2017). Analysis shows that supervisors do not simply use Indonesian and English randomly or uncontrollably, but strategically utilize their linguistic repertoire to achieve specific pedagogical goals. This aligns with the concept of *translinguaging design* proposed by García and Wei (2014), which emphasizes that translinguaging can be planned and systematically implemented in pedagogical practice.

However, this study also shows that translinguaging in academic supervision has different characteristics from translinguaging in classroom learning. In the supervision context, translinguaging is more dialogical and responsive to individual student needs, compared to translinguaging in classroom learning which is often more structured and directed towards predetermined learning objectives.

Unlike classroom translinguaging, which is often designed to support predetermined pedagogical goals, translinguaging in online academic supervision also emerges as a spontaneous and co-constructed process between supervisors and students. During supervisory interactions, language shifts are not solely planned instructional strategies but are frequently negotiated in response to immediate writing challenges, conceptual misunderstandings, and students' emotional needs during the writing process. In this sense, online academic supervision functions as a hybrid translinguaging space where designed academic discourse intersects with spontaneous interactional scaffolding. Such dynamic language practices enable students to construct meaning, clarify disciplinary concepts, and develop confidence as academic writers (García & Wei, 2014; Wei, 2011; Canagarajah, 2011).

2. Translinguaging and Bilingual Academic Identity Development

The findings of this study indicate that translinguaging in the academic article writing supervision not only functions to facilitate conceptual understanding, but also to help students develop their identities as bilingual academic writers. Through translinguaging practices, supervisor model how an academic can navigate between Indonesian as the language of national identity and English as the global academic lingua franca, without having to abandon either.

This aligns with the concept of *translinguaging space* proposed by Wei (2011), which emphasizes that translinguaging creates social and cognitive spaces where multilingual identities can be expressed and developed. In the context of academic supervision, *this translinguaging space* becomes a place where students can develop their identities as members of the global academic community while maintaining their linguistic and cultural roots.

3. Translinguaging in the Digital Age

This study contributes to the understanding of translinguaging in the context of online and technology-mediated learning. Findings on *multimodal translinguaging* and the use of digital platform features (screen sharing, chat box, annotations) expand the traditional conceptualization of translinguaging that focuses more on verbal modalities. This aligns with

recent developments in translanguaging theory that emphasize the importance of considering multimodality and semiotics in translanguaging practices (García & Wei, 2014; Wei, 2018).

Furthermore, this study shows that online contexts not only create limitations (e.g., limited non-verbal communication), but also open up new opportunities for richer and more multidimensional translanguaging practices. Digital technology features can be utilized to enrich translanguaging practices and create a *more inclusive and supportive* translanguaging spaces.

In traditional face-to-face educational settings, translanguaging practices are often supported by shared physical spaces and immediate access to embodied semiotic resources such as gestures, facial expressions, gaze, and other contextual cues. In contrast, within an Open and Distance Learning (ODL) environment such as Universitas Terbuka, these resources are largely mediated through digital technologies. Consequently, multimodal translanguaging serves as a compensatory mechanism through which supervisors and students reconstruct interactional proximity using online conferencing platforms, written annotations, chat features, and collaborative digital documents. These multimodal resources help bridge geographical distance while maintaining meaningful academic engagement and supporting the development of academic writing competencies (García & Wei, 2014; Lin, 2019; Yi & Jang, 2020).

4. Implications for Language Policy in Higher Education

The findings of this study have important implications for language policy in higher education in Indonesia. The translanguaging practices identified in this study challenge the rigid dichotomy between Indonesian and English often found in formal language policies at higher education institutions. Policies that are too rigid in separating the use of Indonesian and English (for example, through a strict English-Medium Instruction program) can ignore multilingual reality and the pedagogical potential of translanguaging.

This study supports a more flexible and pragmatic approach to language policy in higher education, which recognizes and utilizes the complete linguistic repertoire of students and lecturers to achieve learning objectives. This aligns with Canagarajah (2011) and García's (2009) arguments about the importance of *the translanguaging stance* in education, i.e., an attitude that acknowledges and values multilingual practices as a valuable pedagogical resource.

CONCLUSION

This study explored translanguaging practices in academic article writing supervision at Universitas Terbuka through online modalities. Supervisors used various strategies, including academic technical terms, intrasentential and intersentential language switching, bilingual discourse markers, and multimodal elements such as screen sharing and chat messages. These practices demonstrate the complexity of bilingual communication in academic contexts and show how supervisors support students' understanding and engagement. Translanguaging was used intentionally to help students navigate academic content while developing literacy in both Indonesian and English. The findings indicate that these strategies enhance clarity, precision, and accessibility of information. Overall, translanguaging serves as a key pedagogical tool in online academic supervision.

Translanguaging performed several pedagogical functions, primarily to explain and scaffold complex concepts, build rapport, clarify understanding, emphasize critical points, and introduce academic terminology. Supervisors combined languages strategically to provide clarity and support learning while familiarizing students with academic conventions. The use of multimodal features enriched supervision by coordinating verbal, written, and visual communication. These practices also compensated for limitations in non-verbal cues in online settings. Translanguaging thus functions as both a cognitive and social tool in academic writing

supervision. It facilitates comprehension, interaction, and students' gradual development of bilingual academic literacy.

The online context shaped translanguaging practices, providing both opportunities and challenges. Digital features enabled multimodal communication that supported coordination of language and visual materials. Supervisors adapted their language strategies to maintain clarity and engagement despite reduced non-verbal signals. These practices highlight the role of technology in shaping pedagogical approaches. Supervisors can use translanguaging strategically to improve supervision quality and create supportive learning environments. Institutions are encouraged to adopt flexible language policies that recognize and support these multilingual practices.

This study has some limitations, including a small sample from a single institution and the focus only on supervisors' practices. These limitations suggest that findings may not fully generalize to other contexts. Future research could examine students' translanguaging strategies and interactions with supervisors. Comparative studies of online and face-to-face supervision could provide further insights into contextual influences. Action research could develop interventions to optimize translanguaging in academic writing instruction. Despite these limitations, this study provides evidence of the pedagogical value of translanguaging in supporting students' bilingual academic literacy.

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