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Students' Challenges in Academic Writing for Cross-Border Communication and Translanguaging Pedagogy to Promote Glocalization

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Abstract

For academicians, publishing in international journals means engaging in a border-crossing activity, as they disseminate their research findings globally. People from various countries with different cultures and norms read research papers. However, academic writing is problematic for non-native English-speaking students (NNES), as prospective academics. This review paper aims to identify the challenges that NNES face in writing research article introductions (RAIs), including rhetorical structures, tense choice, tense shift, clausal and phrasal complexity, and the benefits of using translanguaging techniques in academic writing classes. Thematic analysis was employed in this library study. The research procedure involves selecting relevant research articles on the topic, reading each article, taking notes on the key findings, integrating and discussing the findings from the reviewed articles, and designing translanguaging techniques to teach academic writing to NNES. The article review reveals that NNES face challenges in writing complete rhetorical structures, particularly in tense choice and tense shift, because in academic writing, tense usage is not only governed by time but also by the rhetorical concept. It also reveals that translanguaging techniques facilitate the students' awareness of the native language and target language academic writing rules and conventions. Translanguaging techniques enhance students' analysis skills, critical reading, and critical thinking.

Keywords: academic writing; cross-border communication' non-native students; translanguaging pedagogy

Introduction

Digital technology has redefined the concept of 'border' as an invisible entity. It has broadened the interdependence and interconnectedness on multiple levels, contributing to the formation of new global communities (Popescu, 2011). It has also changed the communication and new patterns of relationships among global citizens in multiple ways (Golden et al., 2021). There is a tool that facilitates communication across the invisible

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border in this new global community, namely digital media. For the academic community, such as academicians, academic writing is used as a tool to support cross-border digital communication among global academic community members. Communication means producing text (Agustien, 2020), conveying meanings or communicative purpose. Mastering how to write academic text enables us to publish our research articles in international publications. Conducting an international publication involves a border-crossing activity, as researchers disseminate their research findings globally, read by people from various countries with different cultures and norms (Golden et al., 2021).

There are three strata of communication. Firstly, the communicator has meanings to convey, termed as meaning strata. Secondly, to convey the intended meanings, the communicator needs to select words and grammar that are believed to convey those meanings, referred to as lexico-grammatical strata, effectively. Thirdly, he will say or write it using a sound or writing system that can be heard or read by other people, termed as an expression stratum (Agustien, 2020). Therefore, every text produced for written or oral communication has its communicative purpose and lexico-grammatical features.

Academic writing is a genre distinguished by its communication intent (goal-oriented), rhetorical structure (staged), and language characteristics. A genre employs stages to achieve its communicative purpose because it cannot convey all the meanings it wants to convey at once. Every stage has its own sub-communicative purpose and employs specific linguistic features (Van Dijk, 2017).

In this digital communication era, academic writing in English (as one of the international lingua franca used in most international publications) is becoming increasingly important for the academic community than ever (Lau, 2017). The illiterate in academic writing may be left behind because they will be unlikely to participate optimally in global publications. The role of academic writing is particularly crucial, as academics must maintain a good publication record to avoid jeopardizing their career. A good publication record does not only enhance one's career and personal satisfaction but also improves the reputation of their study program and university (Flowerdew & Habibie, 2021). This situation has given rise to the phrase 'publish or perish', first coined by Coolidge in 1932, as cited in Flowerdew & Habibie (2021), meaning that a scholar is required to produce academic writing and publish it. In response to the phenomenon above, researchers have explored EFL students' academic writing, including research papers, research articles, theses, and dissertations, in order to contribute to strategies for teaching English for research publication purposes.

Academic writing is a form of scientific writing that communicates research results to the broader academic community. The standard pattern of academic writing is Introduction-Methods-Results-Discussion (IMRAD). Without neglecting the other sections, the Introduction section is the most crucial part in academic writing because it provides the rationale for the paper, attracting interest in the topic—and hence, the readers. This is the initial section encountered by readers following the abstract. If readers find this part unimpressive, they are unlikely to proceed with the article. The

introduction portion of a research paper aims to engage readers and encourage them to read the entire material. Consequently, this section should be composed in the most engaging and persuasive manner feasible (Rustipa et al., 2024). However, empirical studies have revealed that writing the Introduction section is problematic for non-native English-speaking students. The difficulties they encountered are in terms of the rhetorical structure and linguistic features (Farnia & Barati, 2017; Jalilifar et al., 2011; Rochma et al., 2020; Rustipa et al., 2024; Rustipa, Mulatsih, et al., 2023; Rustipa, Purwanto, et al., 2023; Safnil, 2013).

Academic writing is a genre; the introduction section of academic writing is also a genre that has its own communicative purpose, rhetorical structure, and lexico-grammatical features, such as tense choice and tense shift, as well as clausal and phrasal complexity. The communicative purpose of the Introduction section is to provide the rationale for the paper, to provoke readers to read it, to win the readership, and to win the competition, like competition in ecology. Just as plants compete for light and space, so writers compete for acceptance and recognition by employing a widely used pattern called create-a-research-space (CARS) (Swales & Feak, 2012). In the CARS model, the communicative purpose is achieved in three stages, referred to as Moves. Each Move has a sub-communicative purpose or function, including Move 1 (Establishing a research territory), Move 2 (Establishing a niche), and Move 3 (Occupying a niche). Each Move's function is achieved through one or more strategies (steps). Thus, to realize a move's function, strategies are employed; some are optional, while others are obligatory, such as reviewing previous studies, establishing a niche,

and outlining purposes. Here is a list of Move's functions and the steps: (J. Swales, 1990); (Swales, John M, & Feak, 2012)

Move 1 - Establishing a territory
Step1   : Claiming centrality
Step 2   : Making topic generalization(s)
Step 3   : Reviewing items of previous research (obligatory)
Move 2 - Establishing a niche (obligatory)
Step 1A : Counter-claiming, or
Step 1B : Indicating a gap, or
Step 1C : Question raising, or
Step 1D : Contiuing a tradition
Move 3 - Occupying a niche
Step 1A : Outlining purposes (obligatory)
Step 1B : Announcing present research
Step 2   : Announcing present research
Step 3   : Indicating research article structure

Important characteristics of academic writing are tense shift, clausal, and phrasal complexity. Tense usage in academic writing is not only governed by time but also by non-temporal factors, such as considering the rhetorical functions of the clauses; thus, tense choice and shift are often problematic for NNES (Taylor, 2001). Academic writing should be lexically dense by employing clause complexes and complex noun phrases. Syntactic complexity, encompassing both clausal and phrasal complexity, is an important writing index, alongside accuracy and fluency. Overuse of short and simple clauses often results in choppy academic text; however, not all clause simplexes result in this matter. Lexically dense clause simplexes (containing complex noun phrases) contribute to the overall text coherence. The ability to produce various structures of noun phrases is seen as an indicator of the academic writing complexity required for academic journals (Lau, 2017). A noun modified with complex or multiple

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embeddings is referred to as a complex noun phrase. Embedding refers to words around a noun contributing to the specificity and detail in writing (Rustipa et al., 2024).

As for the most important role of the introduction section of academic writing, and as for writing introduction is problematic for many NNES, this paper reviewed research articles that investigated the research article introduction (RAI) of non-native English speaker students (NNES). The articles chosen investigated the rhetorical structure based on the CARS (Create-a-Research-Space) model (Swales & Feak, 2012) and lexico-grammatical features, focusing on tense choice and shift, as well as clausal and phrasal complexity. The articles' key findings were synthesized to infer the challenges that NNES faced in writing research article introductions (RAIs). Furthermore, other research articles that investigated translanguaging techniques in academic writing instructions were reviewed to infer the benefits of cross-linguistic analysis (namely the native and target language) to optimize the learning outcome, to enhance the students' first and second language (L1 & L2) – global and local (glocal) literacy, and to integrate the global and local context. Based on the review, translanguaging techniques for teaching academic writing to NNES were designed. This issue is the novelty of the study. Thus, the objectives of this paper are to infer (1) the challenges NNES faced in writing RAI rhetorical structures, (2) the challenges in writing tense choice, tense shift, clausal and phrasal complexity, and (3) to infer the benefits of using translanguaging techniques in academic writing classes and to design translanguaging techniques to teach academic writing.

Method

This study is a literature review that summarizes scholarly work on the topics of challenges that NNES face in writing RAI and the translanguaging techniques used to teach academic writing. Nine articles related to the current research topic were selected as the research objects. The researchers decided on this number based on their consideration of what had been done in the corpus of previous studies, which ranged from five to nine. The articles chosen were mostly from the last five years. However, due to the rarity of articles related to the topic, some older articles were selected.

Five research articles concerning NNES faced in writing RAI were selected and reviewed. The selected five articles examined the rhetorical structure, tense choice, tense shift, logical relations, and noun phrase complexity in students' writing. They also employed the framework of the CARS model, consisting of three moves (establishing a research territory, establishing a niche, and occupying a niche), to explore the rhetorical structure. The selection of the five articles is aimed at achieving the current review paper's first and second objectives: (1) to infer the challenges NNES faced in writing RAI rhetorical structure, (2) to infer the challenges in writing tense choice, tense shift, clausal, and phrasal complexity.

Four articles concerning translanguaging in teaching writing were selected and reviewed. The selected four articles explored the benefits of employing translanguaging techniques in teaching writing. The selection of the four articles is aimed at achieving the current review paper's third objective: (3) to infer the benefits of using translanguaging techniques in academic

writing classes and to design translanguaging techniques to teach academic writing.

Thematic analysis was used in this study. The method allows researchers to grasp the content, theme, meaning, and idea of the reviewed articles (Terry et al., 2017). The procedure of the research is as follows: First, choosing research articles relevant to the topics to be explored covering (1) rhetorical pattern or structures based on CARS model (Swales & Feak, 2012), (2) lexico-grammatical features of academic writing, covering tense choice and tense shift, clausal and phrasal complexity, (3) translanguaging techniques to academic writing instruction and second, reading each article and third, Taking notes on the key findings of each article and fourth, integrating and discussing of the findings from the reviewed articles—fifth, designing translanguaging techniques to teach academic writing for NNES.

Findings and Discussion

Finding

This table summarizes key findings from nine research studies examining academic writing challenges and pedagogical approaches for non-native English-speaking students. The research spans two primary areas: rhetorical structure and linguistic competency issues (articles 1-5), and translanguaging pedagogical strategies (articles 6-9). The studies consistently identify students' difficulties with establishing complete rhetorical patterns in academic writing, particularly with "Move 2: Establishing a niche," where students struggle to articulate research gaps and justify their studies. Meanwhile, the translanguaging research demonstrates how multilingual pedagogical approaches can enhance students' metalinguistic awareness, critical thinking skills, and overall confidence in academic writing by leveraging their native language resources alongside English.

The key findings of each of the nine articles are presented in the table below.

No	Reviewed articles	Key findings
1	Tenses Choice and Rhetorical Pattern of Unpublished Scientific Articles written by Non-Native English Speaker Student Teachers (Rustipa, Mulatsih, et al., 2023)	Most students did not produce complete rhetorical patterns in their academic writing because they were unaware of the importance of obligatory steps to achieve a communicative purpose. They mostly did not write 'the research gap' that they intended to fill. Move 2 'Establishing a niche' is the most difficult for the students. Some students also did not review the previous studies. The other challenges they faced are related to tense choice and tense shift, especially in clause complexes, as they often overlooked the rhetorical concept of sentence structure when selecting tenses.
2	Establishing a Niche in Research: Rhetorical Strategies in Undergraduate and Postgraduate Writings in the Department of English, University of Cape Coast (Ankomah & Afful, 2019)	Postgraduate students utilized more strategies in move 2 'Establishing a niche'. Postgraduate students employed: Indicating a gap, Counter-claiming, Establishing problem and need, Continuing tradition. In contrast, undergraduate students employed Indicating a gap, Establishing problem and need, Continuing tradition to achieve 'Establishing a niche' function. The 'establishing problem and need' strategy is more preferable to undergraduate students.

3	Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement to Promote a Teaching Writing Model (Rustipa, Purwanto, et al., 2023)	Most texts displayed incomplete rhetorical structures, lacking one or more obligatory steps. The students did not realize the key role of obligatory steps. The most difficult Move for the students is Move 2 'Establishing a niche'. Many students jumped from M1 'Establishing a research territory' to M3 'Occupying a niche'. They did not explain the reasons for doing the study. The strategy 'Establishing problem and need' to reach 'Establishing a niche' function is preferred by the students, by presenting the problems based on observation.
4	Genre Analysis of Problem Statement Sections of MA Proposals and Theses in Applied Linguistics (Jalilifar et al., 2011)	Most problems faced by the students are in the strategies to achieve M1 'Establishing a research territory' and M2 'Establishing a niche'. They failed to explain why carrying out the study was significant, indicating they were less certain about its significance. They presented the previous studies in their research proposals. However, they did not review them, which means they did not explain why they need to complete these studies.
5	Logical Relations and Noun Phrase Complexity of EFL Students' Academic Writing to Promote Literacy Development Cycle Teaching Model (Rustipa et al., 2024)	Most students used excessive simple clauses in their texts; they also produced a low proportion of complex noun phrases within these clauses. These two linguistic features resulted in choppy text production. Writing clause complexes and complex noun phrases are challenges faced by students. These problems mainly stemmed from their unfamiliarity with the characteristics of a qualified academic writing style.
6	Translanguaging in an academic writing class: Implications for a dialogic pedagogy (Motlhaka & Makalela, 2016)	Translanguaging techniques in academic writing instruction for NNES facilitate the students' awareness of the native and target language academic writing rules and conventions. It stimulates the desire to practice writing. The focus group interview revealed that translanguaging techniques encouraged students' analytical skills and critical reading.
7	Translanguaging and Academic Writing: Possibilities and Challenges in English-Only Classrooms (Rafi & Morgan, 2021)	The translanguaging approach improves students' learning outcomes, promoting deeper understanding and metalinguistic awareness, while also enhancing the satisfaction and self-esteem of multilingual students. Cross-linguistic analysis enhances the students' critical thinking skills.
8	Translangualing and Literacy (García & Kleifgen, 2020)	Translanguaging develops students' confidence in reading and writing texts, and it also fosters their critical metalinguistic awareness.
9	The Use of Elements of Translanguaging in Teaching Third or Additional Languages: Some	The use of translanguaging for explanation and awareness-raising tasks enhances students' learning experience and awareness of multilingualism.

Advantages and Limitations
(Wlosowicz, 2020)

The review indicates that NNES students face persistent difficulties in producing complete rhetorical structures. Undergraduate students tend to employ simpler strategies, while postgraduate students employ a wider range of rhetorical strategies. Another recurring challenge is the lack of critical engagement with previous studies.

The review also reveals that NNES students encounter difficulties with tense choice and tense shift across various sections of academic writing. In addition, their texts are characterized by excessive use of simple clause simplexes. At the phrasal level, students underuse complex noun phrases.

Evidence from the reviewed articles demonstrates that translanguaging techniques provide important pedagogical benefits for NNES students in academic writing. Using multiple languages enhances students' confidence. The review indicates that translanguaging has fostered students' deeper understanding.

Discussion

The purposes of this current study are (1) to infer the challenges NNES faced in writing RAI rhetorical structures, (2) to infer the challenges in writing tense choice, tense shift, clausal and phrasal complexity, and (3) to infer the benefits of using translanguaging techniques in an academic writing class and to design translanguaging techniques to teach academic writing. Based on the key findings of the eight reviewed articles, the purposes of this study can be achieved and discussed.

Challenges NNES faced in writing RAI rhetorical structures

Non-native English-speaking students (undergraduate, graduate, and postgraduate) faced challenges in writing complete rhetorical structures. Many students produced incomplete rhetorical structures, lacking one or more obligatory steps. A rhetorical structure is considered complete when it encompasses all the obligatory steps: Reviewing previous studies (Move 1, step 3/M1S3), Establishing a niche (M2), and Outlining purposes (Move 3, step 1A/M3S1A). The reviewed articles indicate that the most challenging step is M2, which was not addressed in many RAIs (Rustipa, Mulatsih, et al., 2023; Ankomah & Afful, 2019; Rustipa, Purwanto, et al., 2023; Jalilifar et al., 2011).

M2 'Establishing a niche' is the key Move of RAI, the hinge that connects what has been done by the previous research and what the current research is about; thus, it is the motivation to conduct the research (Swales, 2011). It is a type of critique that previous research is not yet complete. There are options for 'Establishing a niche', ranging from the stronger to the weaker one (Swales, John M & Feak, 2012; Zainuddin & Shaari, 2017): (1) counter-claiming (something is wrong) which presents some defects of the previous research practice, (2) indicating a gap (something is missing) which presents the scarecity, (3) question-raising (something is unclear), (4) continuing tradition (adding something). At the end of M2, readers will have an idea of what is to come in M3. Usually, M2 is short, comprising one or two sentences.

M2 is the step where the problem statement is located. A study is conducted in response to a problem statement that addresses the problems, justification, and weaknesses of previous research, as well as its significance (Creswell & Creswell, 2017). Therefore, M2 is a very crucial and obligatory step. The findings of the reviewed articles are concerning because the majority of the articles failed to include this key step. The students often move directly from M1, 'Establishing a territory,' to M3, 'Occupying a niche.'

The reviewed articles also reveal the use of a type of M2, 'Establishing need and problem,' which is actually not mentioned in the CARS model. Many NNES, especially undergraduate students, prefer to use this simpler M2 type, which they have gained from their experience and observation (without being related to previous studies), because it is much easier for them (Rustipa, Purwanto, et al., 2023).

Postgraduate students employed more strategies to achieve M2 'Establishing niche' compared to undergraduate students. They have used a stronger strategy, such as the 'counter-claiming' strategy. Postgraduate students tend to use more than one strategy, while undergraduate students tend to use a single strategy (Ankomah & Afful, 2019).

The second most difficult obligatory step is M1S3 'Reviewing previous studies' which was not presented in many NNES' RAIs (Rustipa, Purwanto, et al., 2023); (Rustipa, Mulatsih, et al., 2023). This step is obligatory and crucial because it is necessary to understand what has been done in previous research in order to create a research space for the new research (J. M. Swales, 2011). It is also a way to demonstrate that, in conjunction with previous studies, the current research contributes to the development of the body of knowledge and ensures intertextuality (Jalilifar et al., 2011). Without M1S3 'Reviewing previous studies', M2 'Establishing niche' cannot be made.

The reviewed articles reveal that the absence of the obligatory steps is due to students not realizing the key role of these steps. Many students are also unaware of the stages and steps RAI should follow. Overall, these findings highlight students' limited awareness of the communicative purposes behind RAI rhetorical structures.

Challenges in tense choice, tense shift, clausal and phrasal complexity

Many NNES were often confused about tense choice and tense shift, which is understandable because in academic writing, tense usage is not only governed by time but also by the rhetorical concept (Rustipa, Mulatsih, et al., 2023). The problems of tense usage are often caused by a lack of literacy regarding the rules for choosing the tense for certain rhetorical concepts. General truths and common knowledge are articulated in the simple present tense; opinions and predictions are conveyed in the future tense and/or through modality; the past tense is utilized when the author highlights the agent's activity, whereas the present perfect tense is used to emphasize development, among other distinctions. The author must possess an awareness of tense.

The most difficult step in terms of tense choice and tense shift is M1S3 'Reviewing previous studies'. They tend to use the past tense in all citations without considering the concept and the context. This error is called overgeneralization, which refers to the use of

tense in an inappropriate context (Richards, 2015). They often committed errors (using past tense) in reporting previous research close to their own research and to the current state of knowledge, a phenomenon known as a citational present (Swales & Feak, 2012). General truths and common knowledge are articulated in the simple present tense; opinions and predictions are conveyed in the future tense and/or through modality; the past tense is utilized when the author highlights the agent's activity, whereas the present perfect tense is used to emphasize development, among other distinctions. The author must possess an awareness of tense.

Another important characteristic of academic writing is the use of varied sentence structures and lexical density. The way to make the text lexically dense is by combining simple sentences or clause simplexes into clause complexes, and by packing information in clause simplexes using complex noun phrases. However, many NNES used excessive simple clause simplexes in their texts; they also produced a low proportion of complex noun phrases, resulting in choppy text production. These problems mainly stemmed from their unawareness of the characteristics of a qualified academic writing style (Rustipa et al., 2024).

Syntactic complexity, comprising both clausal and phrasal complexity, contributes to the quality, depth, and sophistication of a text (Ngongo, 2018). Incorporating embedded noun phrases into a clause simplex is a way to condense more meaning. The ability to employ diverse complex noun phrases serves as an indicator of writing complexity, a requirement in academic journals (Eggins, 2004; Lau, 2017). A complex noun phrase contains various pre-modifiers and post-modifiers, including attributive adjectives, participial forms, infinitives, prepositional phrases, and noun phrases. In contrast, a simple noun phrase has simple embedding. These challenges suggest that many NNES students are unfamiliar with the role of tense variation and syntactic complexity in shaping the quality and persuasiveness of academic writing.

Benefits of using translanguaging techniques to enhance glocal literacy

The problems faced by NNES in academic writing mainly derive from the students' lower literacy, lower awareness, and less knowledge of academic writing characteristics, rules, and conventions. Thus, enhancing their literacy and knowledge by working with or analyzing academic texts is one alternative solution. The text analysis learning technique is proposed since it serves as an awareness-raising task (Svalberg & Askham, 2020), promoting a deeper comprehension. Empirical evidence found that text analysis has a positive impact on NNES performance (Atai & Khatibi, 2010). Text analysis can encompass error analysis, as proposed by Lado (1957) and Corder (1960), as cited in Rustipa (2011), to help foreign language students correct errors during the process of second language acquisition, since errors are an indispensable part of the learning process. Once the learners acquire the target language knowledge, they will be able to correct their errors.

Contrastive analysis refers to the comparison of native and target languages, aiming to identify differences and similarities, and was widely used in the 1960s and early 1970s; however, it remains relevant for application today. There is an assumption that similar elements are easier,

while different elements are more difficult for learners. Contrastive analysis practice aims to make foreign language teaching more effective, based on the assumption that foreign language learning is grounded in the mother tongue.

Cross-linguistic analysis, an integral part of translanguaging techniques applied in some previous studies, refers to contrastive analysis. Translanguaging strategy is defined as a strategy that promotes the use of the first language as a scaffolding to help foreign language students learn the second or target language (M. Hasan, 2020). The reviewed articles reveal that translanguaging techniques in academic writing instruction for NNES facilitate students' awareness of the native and target language academic writing rules and conventions, thereby enhancing their literacy, analysis skills, and critical reading (Motlhaka & Makalela, 2016; García & Kleifgen, 2020). It improves students' learning outcomes, promoting deeper understanding and metalinguistic awareness (Wlosowicz, 2020), as well as enhancing the satisfaction and self-esteem of multilingual students. Cross-linguistic analysis enhances the students' critical thinking skills (Rafi & Morgan, 2021). Cross-linguistic analysis enhances students' first and second language (L1 & L2) – global and local (glocal) literacy - to integrate global and local contexts (Motlhaka & Makalela, 2016; Rafi & Morgan, 2021). For multilingual speakers, the native and the target languages become an integrated system. The target language is the additional language.

In academic writing instruction, the students 'native language writing experience should not be left at the classroom door. It should not be judged as having lower quality. It can be used as a scaffold to learn the target language because languages share common resources. However, specific features may vary from one language to another (Crossley et al., 2016). Using L1 past writing experience as a resource and scaffolding device helps them retain and even develop their heritage language competence, while also focusing on English acquisition (Ascenzi-Moreno & Espinosa, 2018; Cummins, 2005; Motlhaka & Makalela, 2016). This practice makes them more dignified and proud. Translanguaging approaches integrate global and local processes, referred to as a process of glocalization—a term coined by Robertson. It does not dichotomize local and global particularities. People are glocal citizens.

Translanguaging techniques in academic writing instruction

In teaching, there are terms related to teaching methods and teaching techniques. The teaching method refers to the procedure, syntax, or steps used to convey teaching materials. In contrast, the teaching technique focuses on the implementation of each step. Thus, teaching technique is part of the teaching method. Translanguaging refers to the ability to switch between languages, treating diverse languages as an integrated system (Canagarajah, 2013). There is synergy between languages. The term "translanguaging technique" in this paper refers to cross-linguistic analysis or contrastive analysis.

As mentioned above, the problems faced by NNES in academic writing mainly derive from the students' limited literacy; thus, the literacy development cycle (LDC) method is recommended (Unsworth & Bush, 2009; Rustipa et al., 2024) to develop students' literacy. LDC refers to a genre-based approach deriving from

Halliday's systemic functional linguistics (R. Hasan, 2014).

The syntax of the LDC method: (1) building the field, (2) modelling, (3) working with the text, (4) joint construction, (5) independent construction. The translanguaging technique can be employed in step (1) building the field, (2) modelling, (3) working with the text. In the 'Building the field' step, explicit teaching is done, L1 and L2 rules and technical terms can be introduced and compared. In the 'Modelling' step, L1 and L2 texts can be exposed and become the objects of analysis. 'Working with the text' is the step where students conduct more cross-linguistic analysis individually or in pairs.

Conclusion

Non-native English-speaking students faced challenges in writing complete rhetorical structures. The most difficult step is M2 'Establishing niche'; the second most difficult obligatory step is M1S3 'Reviewing previous studies'. They also faced challenges in tense choice and tense shift because in academic writing, tense usage is not only governed by time but also by the rhetorical concept. Using translanguaging techniques can enhance global literacy, improve students' analytical skills, critical reading, and critical thinking.

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