

The Development Model of English Academic Writing Skill by Using Grammar Translation Method to Enhance English Academic Writing Competency, Learning Strategies and Problem-Solving Skills

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Abstract

This research studied of development model of English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills. The objectives were 1) to study the English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills, 2) to develop the model of English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills, 3) to test of using and evaluate the effectiveness of teaching and learning English academic writing model of English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills. This research has used the Research and Development (R & D) including one group pre-test and post-test design. The results of this research were found that 1) The teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.40 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.31 which was at high congruence level. 2) The evaluation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluation of the appropriate and consistent of the model was found that the overall average was 4.36 which was at high congruence level. 3) The score of pre-tests of use experiments the manual of English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills ($\bar{x} = 9.76$, S.D. = 1.33) was lower than post of use experiments the manual of English academic

writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills ($\bar{x} = 17.76$, S.D. = 1.05).

Keywords: English Academic Writing Skill; Grammar Translation Method; Learning Strategies

Introduction

English writing is a crucial skill for students, as it is a combination of grammar and writing. Without a basic understanding of grammar structures, it becomes difficult to collect data for writing. Information for writing comes from various sources, including formal documents, text books, newspapers, journals, and audio-visual aids. English writing is innate and can be used even after completing education (Eddie wills M.ED., 1986). Effective writers need knowledge of the writing system, language, and ability to interpret. They should be able to understand the objective of the content, the arrangement of the contents, and the relationship between sentences. Knowledge of words is essential for understanding the content, such as adapting to writing stories. Knowledge of the culture of a way of life, political atmosphere, creation, and sports is also important. Individual writers have different reasons for writing, which influence their writing style. Therefore, writers should consider the content of their story and whether it is suitable for them.

Kenneth Goodman emphasized that writing is complex and requires the guidance of various teachers. Overall, English writing is a valuable skill that can be promoted and developed through continuous learning and practice. This thesis focuses on the development of English writing skills, as they are crucial for the preservation and transfer of cultures. Linguistic knowledge is essential in learning to write, as it helps learners understand the relation between sound and alphabets, as well as the meaning of individual words. Experience, which refers to the knowledge that a writer has written before, is crucial for understanding the contents of a written document. Writing skills are essential for preserving and transferring culture, and understanding how to use communication of language, whether it be speech or non-speech (phology of semantics), is essential for human social activities. Anumanratchathonphraya, a philologist from Thailand, believes that all social activities can reach their goals if they understand how to use communication of language, whether it be speech or non-speech. The researcher proposes various strategies to develop writing skills, such as pointing out situations for students to understand destinations of writing teaching and encouraging their experience to understand different components of a situation, such as person, place, time, topics, and culture. These strategies include proposing pronunciation and meaning of unaccustomed words, helping learners write different words continuously, understanding the grammatical function of language structure, understanding and relating relationships of different idioms, understanding and doubting the meaning of words and statements,

understanding the main contents and details of the contents, and increasing speech and writing to understand more (Marry Finochiare and Chistopher, 1986). A sequence in writing teaching differentiated into three grades was suggested by Elle William, with the objective of gradation being to suggest and stimulate understanding in the topic, motivate students, and emphasize the content to write. The thesis also highlights the significance of the problem in understanding the cause of the problem. According to the ASEAN Community agreement, every country should prioritize the English language as the foundation for citizens to learn. The educational curriculum of each country makes it compulsory to study English, making it easier for citizens to communicate with one another. The research aims to focus on this school to determine if students studying English at this elementary school will achieve their goals. By collecting data for the thesis, the researcher hopes to see many good things about the process of learning and teaching English at this Second-Year Students of Bachelor of Education (Teaching English) (International Program) and identify areas for improvement.

Languages are taught and assessed based on the four skills: listening, speaking, writing, and writing. Writing is one of the most important skills in English language, as it helps students understand ideas and concepts better. However, writing is the most difficult language skill for EFL learners to acquire in academic contexts. It requires skills from five main areas: grammatical knowledge, mechanical skill, treatment of content, stylistic skill, and judgment skills (Gore, & Zeichner, 1990). Writing skills are crucial for communication, as correct grammar, punctuation, and spelling are key. Mechanical skills involve knowing how to use correct punctuation and spelling, while judgment skills are required to produce proper writing in a given context for a particular audience. These skills can only be achieved through experience and practice, making it impossible for non-native speakers to achieve them quickly. Writing skills also help in university class performance, as many papers become the main source of a semester's grade. In other classes, such as business courses, strong writing skills are often assigned by professors. Poor grammar, spelling, and punctuation may lead to markdowns. Writing skills also help in getting a job, as they require focusing attention, planning, organization, and reflective thought. Cognitive skills can be beneficial from writing, as it requires focusing attention, planning, forethought, organization, and reflection. Writers interested in learning more about how writing contributes to intellectual and cognitive abilities should consider McArthur, Graham, and Fitzgerald (2006).

This study aims to provide insight into the best teaching methods for developing writing skills in Master's level English as a teaching English Program at Mahachulalongkornrajavidyalaya University, Wang Noi, Ayuthaya. The university is home to many Thai monks and foreign students, who often struggle with English as a foreign

language (EFL) or second language (ESL). English writing is a significant issue for EFL learners, as many are not interested in it and believe that it is just spelling and grammar. Defining writing skills in English is challenging due to various perspectives and factors such as individual attitudes, language, purpose, and experience. The definition and meaning of writing skills depend on the tried writing of teaching English program students, the purpose of the writer, text and textual contents, the attitude of the writers towards the text, the writing materials, and the writer's experience (Boonmme and Sittisoak, 2002). Research in this field is crucial for students at Mahachulalongkornrajavidyalaya University, Thailand, as the standard of education depends on their English writing skills and proficiency. Improving the writing skills and proficiency of learners in English is essential for meaningful education. It is also important to examine the present state of students' writing skills at the university to identify problems and address them to improve the overall situation. Higher education at the university suffers from a setback due to students' poor level of writing skills proficiency. To improve the situation in the country, measures must be taken to identify, address, and improve the situation. This study will be of great significance and interest for students of the Master of Education (Teaching English) (International Program) of the Education Faculty at Mahachulalongkornrajavidyalaya University as a whole. Extensive English writing skills are crucial for students to become fluent writers, expand their understanding of words, and improve their listening and speaking abilities. These skills are essential for language practice, vocabulary learning, listening, speaking, and writing. English writing is an open program for all types of students, and they can write any type of English skills they like. Intensive and English writing skills are complementary and should be combined to be an efficient writer (Williams, 2001).

In today's globalized world, it is essential for students to produce graduates of an international standard. Improving students' writing proficiency in English is necessary for their success in the national and international context. Recent pedagogical approaches and proper materials and tests can significantly improve the situation. This study on the development of writing skills in Master's level English as a teaching English program at Mahachulalongkornrajavidyalaya University is of great importance. The English writing model enables students to develop their own English-writing ability to reach their goals. The Education Faculty at Mahachulalongkornrajavidyalaya University is interested in the development of writing skills in Master's level English as a teaching English program. By incorporating these skills, students can utilize their full potential for acquiring knowledge and information, ultimately changing the educational scenario of the country.

Research Questions

1. What are the components of the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University?
2. How do the students achieve the English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills?
3. How much satisfaction and effectiveness are there in teaching and learning the English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills?

Research Objectives

1. To study the English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills.
2. To develop English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills.
3. To test and evaluate the effectiveness of the teaching and learning English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills.

Methodology

The research study examined the development of an English academic writing model by using grammar translation method for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The researcher has created a model for English classes and used it to compare students' participation before and after employing the grammar translation method approach in class for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, as well as to evaluate its effectiveness in terms of students' English academic writing performance. In addition, the students' satisfaction after studying through the proposed model. This research has used research and development (R&D), including a group pre-test and post-test design. The research design is shown in the following details:

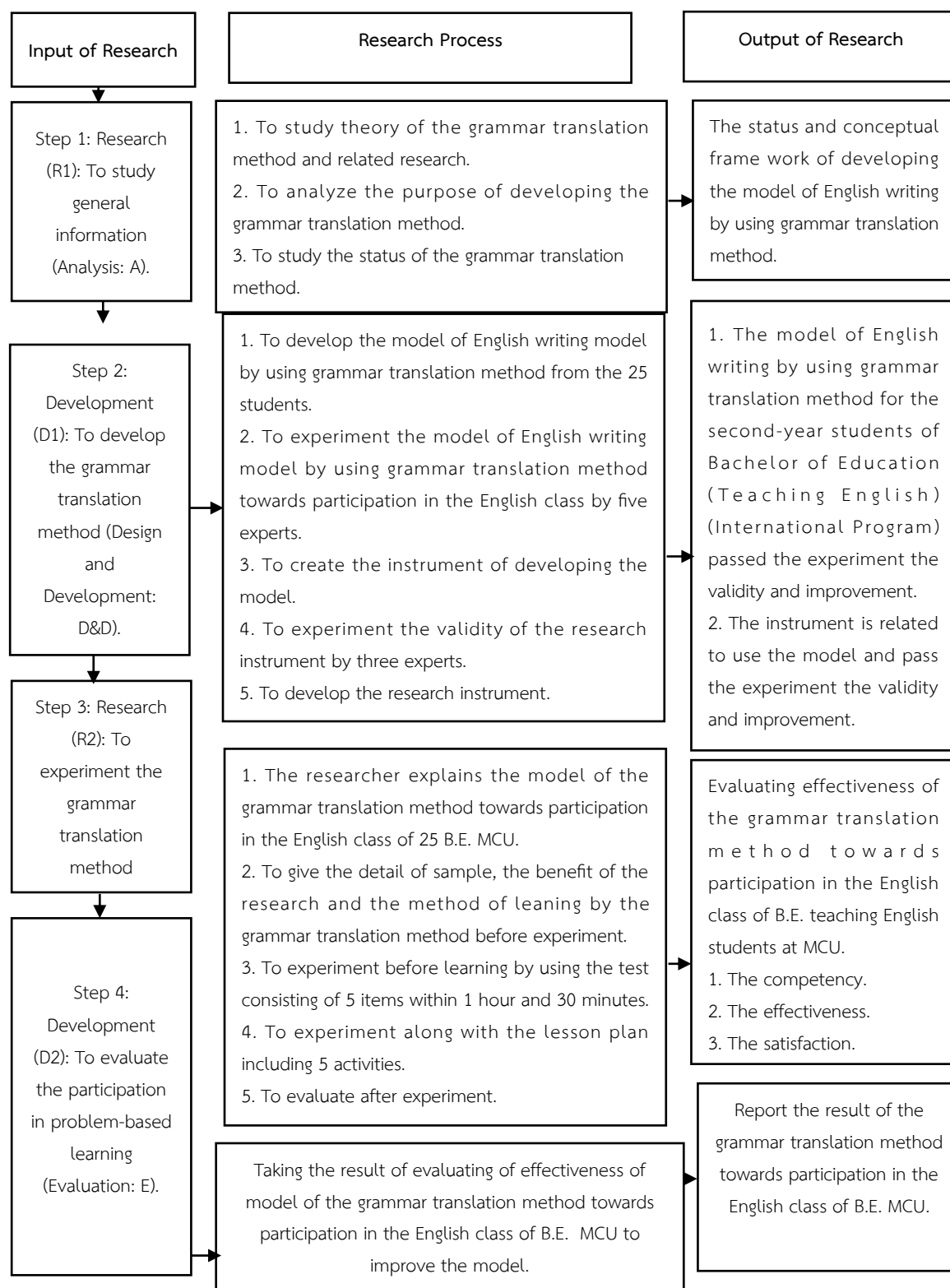
The research design is divided as follows:

Step 1: Research (R1): To study general information (Analysis: A).

Step 2: Development (D1): To develop model of English academic writing skill by using Grammar translation method (Design and Development: D&D).

Step 3: Research (R2): To experiment the model of English academic writing skill by using Grammar translation method (Implementation: I).

Step 4: Development (D2): To evaluate the participation in model of English academic writing skill by using Grammar translation method (Evaluation: E).



Research Results

The sample of the study was monk 7 students, which is calculated at 28.0 %; 6 novice students, which is calculated at 24.0 %; 5 male students, which is calculated at 20.0 %; 4 nun students, which is calculated at 16.0%; and 3 female students, which is calculated at 12.0%. The students age 26–30 years were 10 students, which is calculated at 40.0 %; the students age 31–35 years were 8 students, which is calculated at 32.0 %; and the students age 20–25 years were 7 students, respectively.

The teacher's questionnaire is about teaching plans, physiology, and problem solving, among other things. The researcher asks the teacher to complete a questionnaire about The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. including 10 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (S.D.) as follows:

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." ($\bar{x} = 4.60$, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x} = 4.52$, S.D. = 0.51), and the third item was No. 5. "There is no ambiguity in the language in the language of the contents." ($\bar{x} = 4.48$, S.D. = 0.51), and the lowest level was No. 3. "The stories for English academic writing are interesting for students." ($\bar{x} = 4.24$, S.D. = 0.44), respectively. In conclusion, the teacher's questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level. The student's questionnaire is about teaching plans, physiology, and problem solving for students. The researcher asks 25 students to complete a questionnaire about their behavior, habits, emotions, and reasons for doing so. of 10 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (S.D.).

The student's questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. "Studying English academic writing skills by using grammar translation method appears to be refreshing for both students." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 3. "When learning through grammar translation method, the atmosphere in the classroom is relaxed." ($\bar{x} = 4.44$, S.D. = 0.51), and the third item was No. 9. "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." ($\bar{x} = 4.40$, S.D. = 0.58), and the lowest level was No. 4. "A topic, idea, person, place, or thing is described by listing its features,

characteristics, or examples.” (\bar{x} = 4.12, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level.

To evaluate the validity of the model. The researcher asks 25 students to complete a questionnaire to evaluate the validity of the model. of 10 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (S.D.) as follows: it illustrates that to evaluate the validity of the model, it was found that the overall average was 4.45, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 10. “A comprehensive review of key content concepts and feedback for students’ work is provided.” (\bar{x} = 4.64, S.D. = 0.49), and the second item was No. 4. “English academic writing materials contain vocabularies that are both familiar and challenging.” (\bar{x} = 4.60, S.D. = 0.50), and the third item was No. 7. “Opportunities for interactions and discussion between teacher and student and among students, as well as encouraging elaborated responses, are provided frequently.” (\bar{x} = 4.56, S.D. = 0.51), and the lowest level was No. 5. “English academic writing materials provide a variety of genres (e.g., articles, letters, advertisements, reports, stories, poems, and songs).” (\bar{x} = 4.28, S.D. = 0.54), respectively. In conclusion, evaluate the validity of the model, which was at a high congruence level.

To evaluate the appropriateness and consistency of the model. The researcher asks 25 students to complete a questionnaire to evaluate the appropriateness and consistency of the model. of 10 items, and after that, finding the result of the mean (\bar{x}) and standard deviation (S.D.) as follows: it illustrates how to evaluate the appropriateness and consistency of the model. It was found that the overall average was 4.36, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 2. “Supplementary materials to use are identified.” (\bar{x} = 4.64, S.D. = 0.49), and the second item was No. 8. “A variety of question types, including those that promote English academic writing skills, use grammar translation method throughout the lesson (e.g., literal, analytical, and interpretive questions).” (\bar{x} = 4.44, S.D. = 0.51), and the third item was No.5. “Learning tasks and activities are explained clearly.” (\bar{x} = 4.40, S.D. = 0.58) has an average equal to No.7. “Opportunities for students to use strategies (e.g., predicting, problem solving, summarizing, critical thinking, and evaluating) are provided plentifully.” (\bar{x} = 4.40, S.D. = 0.55), and the lowest level was no. A variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations) are used. (\bar{x} = 4.24, S.D. = 0.52) has an average equal to No. 6. “Assessments of student learning throughout the lesson on all lesson objectives (e.g., quiz, group response) are conducted.” (\bar{x} = 4.24, S.D. = 0.52), respectively. In conclusion, evaluate the appropriateness and consistency of the model, which was at a high congruence level.

The results of analyzing the competency of the pre-test and post-test in the use of experimentation with the manual of the model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. It illustrates that the result of the pre-test and post-test of using the manual of the model of English academic writing skill by using grammar translation method It was found that the score of the pre-test of using the manual model for solving English-English academic writing problems between Thai and foreigners ($\bar{x} = 9.76$, S.D. = 1.33) are lower than post-use experiment the manual of model for solving English academic writing problems between Thai and foreign students in education faculty ($\bar{x} = 17.76$, S.D. = 1.05).

The results of analyzing the efficiency of the pre-test and post-test in the use of experimentation with the manual model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. It indicates that comparison between the students' pre-test and post-test in the use the manual of model of English academic writing skill by using Grammar translation method for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. , is found that the pupils who have the score post-test of use the manual of models for solving English academic writing problems between Thai and foreign students ($\bar{x} = 17.76$, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English academic writing problems between Thai and foreign students ($\bar{x} = 9.76$, S.D. = 1.33) as statistically significant at 0.5.

To evaluate the satisfaction of students' opinions towards the model of English academic writing skill by using grammar translation method. The researcher asks 25 students to complete a questionnaire about the satisfaction of students' opinions towards the model of English academic writing skill by using grammar translation method of 20 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (SD) as follows: it illustrates the satisfaction of students' opinions towards a model of English academic writing skill by using grammar translation method. It was found that the overall average was 4.34, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 5. "The content corresponds to the objectives of the study." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x} = 4.56$, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x} = 4.52$, S.D. = 0.51), and the lowest level was No. 12. "The Model of English academic writing Skill by Using Grammar translation method improves and extends my

English academic writing skill.” ($\bar{x} = 4.12$, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students’ opinions towards the model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level.

Discussion

The general information about grammar translation method towards participation in the English class of the second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The teacher’s questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. “You already know about the topic.” ($\bar{x} = 4.60$, S.D. = 0.50), and the second item was No. 7. “Activities that emphasize learning from various materials and media, for example, printed text, video, or audio.” ($\bar{x} = 4.52$, S.D. = 0.51), and the third item was No. 5. “There is no ambiguity in the language in the language of the contents.” ($\bar{x} = 4.48$, S.D. = 0.51), and the lowest level was No. 3. “The stories for English academic writing are interesting for students.” ($\bar{x} = 4.24$, S.D. = 0.44), respectively. In conclusion, the teacher’s questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level.

The student’s questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. “Studying English academic writing skills by using grammar translation method appears to be refreshing for both students.” ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 3. “When learning through grammar translation method, the atmosphere in the classroom is relaxed.” ($\bar{x} = 4.44$, S.D. = 0.51), and the third item was No. 9. “It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions.” ($\bar{x} = 4.40$, S.D. = 0.58), and the lowest level was No. 4. “A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.” ($\bar{x} = 4.12$, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level, according to the study of **Phra Vanhxay Onechoumsitthi** investigated the English academic writing skills of grade 6 students at Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study found that the level of ability in English academic writing of the students before using the English academic writing materials designed was at 2.30%, and the level of ability in

English academic writing of the students after using the English academic writing materials was at 3.50%. The results of this study found that the level and development of English academic writing skills in the students textbook and the Buddha story book were different; that is, the English academic writing skills of the students Buddha story book were better than the English academic writing skills in the students' textbook.

Study the achievement of the model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The results of analyzing the efficiency of the pre-test and post-test in the use of the manual model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University indicates that comparison between the students' pre-test and post-test in the use the manual of model of English academic writing skill by using Grammar translation method for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The pupils who have the score post-test of use the manual of models for solving English academic writing problems between Thai and foreign students ($\bar{x} = 17.76$, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English academic writing problems between Thai and foreign students ($\bar{x} = 9.76$, S.D. = 1.33) as statistically significant at 0.5, according to the study of **Jikamas Sukkasame** studied development of English academic writing skill by using grammar translation method for the first-year students, faculty of engineering and industrial technology, Silpakorn university. The findings were as follows: 1) The students' English academic writing skill after studying grammar translation method was significantly higher than before at the .05 level. 2) The students' opinions toward grammar translation method were at a good level,

Study the satisfaction of students' opinions towards model of English academic writing skill by using grammar translation method for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

It illustrates the satisfaction of students' opinions towards a model of English academic writing skill by using grammar translation method. It was found that the overall average was 4.34, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 5. "The content corresponds to the objectives of the study." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x} = 4.56$, S.D. = 0.51), and the third item was No. 7.

“Activities that emphasize learning from various materials and media, for example, printed text, video, or audio.” (\bar{x} = 4.52, S.D. = 0.51), and the lowest level was No. 12. “The Model of English academic writing Skill by Using Grammar translation method improves and extends my English academic writing skill.” (\bar{x} = 4.12, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students’ opinions towards the model of English academic writing skill by using grammar translation method for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level, according to the study of **Sasithida Saraiwang** studied the development of an English academic writing instructional model through grammar translation method integrated with collaborative strategic English academic writing to enhance English academic writing ability and English academic writing strategy use for undergraduates. The results were as follows: Students’ opinions after using PADPE Model was at a high level,

Knowledge from Research

The **Development Model of English Academic Writing Skill Using the Grammar Translation Method (GTM)** is an approach that integrates traditional GTM principles with modern academic writing strategies to improve **writing competency, learning strategies, and problem-solving skills**. Here’s a breakdown of its key components:

1. Grammar Translation Method (GTM) in Academic Writing

GTM, traditionally used for teaching foreign languages, focuses on **grammar rules, vocabulary memorization, and translation between L1 (native language) and L2 (English)**. When applied to academic writing, GTM can help in:

- Understanding sentence structures and grammar usage in academic writing.
- Translating ideas from L1 to L2 to develop clear, coherent writing.
- Enhancing vocabulary through exposure to academic texts and translations.

2. Enhancing English Academic Writing Competency

The model helps students:

- Master grammatical accuracy, reducing common writing errors.
- Improve coherence and cohesion by structuring sentences correctly.
- Develop formal writing styles suitable for academic contexts.
- Gain familiarity with academic writing conventions (e.g., thesis statements,

citations).

3. Learning Strategies in the Model

The model integrates various learning strategies:

- **Cognitive strategies:** Breaking down sentences, analyzing grammar, and translating complex ideas.
- **Metacognitive strategies:** Planning, monitoring, and evaluating writing processes.
- **Social strategies:** Engaging in peer reviews and collaborative translation exercises.

4. Problem-Solving Skills in Academic Writing

Through GTM-based exercises, learners develop problem-solving skills by:

- Identifying and correcting grammar and syntax errors.
- Structuring ideas logically for better academic argumentation.
- Overcoming L1 interference by understanding L2-specific writing norms.

Conclusion

By combining **GTM with modern academic writing techniques**, this model provides a structured approach to improving English academic writing. It is particularly beneficial for **non-native English speakers** who need a strong foundation in grammar and translation to enhance their writing proficiency.

Suggestions

- 1) The researcher should use experimental activities to teach listening, English academic writing, English academic writing, and writing skills.
- 2) In the next study, the researcher should separate the levels of the students to be more specific in the lessons.
- 3) The researcher should continue using this kind of medium to develop other skills in English as well, not only English academic writing skills, for example, listening, vocabulary, or writing.

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