
**EXPLORING GRAMMATICAL CHALLENGES AND CULTURAL
DIVERSITY IN EFL WRITING:
A CASE STUDY OF THAI UNDERGRADUATE STUDENTS**

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ABSTRACT

The integration of linguistic and cultural diversity into English as a Foreign Language (EFL) writing is essential for fostering global communication and intercultural competence. This study examines the writing skills and linguistic diversity of second-year political science students at Prince of Songkla University, focusing on their use of cultural narratives and multilingual influences in EFL writing. An analysis of 60 self-introduction essays reveals recurring grammatical challenges, including subject-verb agreement errors, tense inconsistencies, prepositional misuse, and sentence structure issues, largely stemming from first-language transfer due to structural differences between Thai, Malay, and English. Despite these challenges, students demonstrate strengths in incorporating cultural narratives and multilingual elements such as code-switching and lexical borrowing from Thai and Malay. However, these strengths also introduce challenges, including direct translation errors, idiomatic misuse, and inconsistencies in academic English conventions. This study advocates for culturally responsive teaching strategies that leverage students' multilingual backgrounds, integrating linguistic diversity, intercultural communication, and structured translanguaging practices into EFL pedagogy. The findings provide practical implications for curriculum development and teacher training, offering strategies to enhance students' writing proficiency while fostering cross-cultural communication skills.

Keywords: EFL writing, grammatical errors, cultural narratives, multilingualism, second-language learning, Thailand

INTRODUCTION

Language is a fundamental tool for communication, serving not only as a medium for expressing thoughts but also as a reflection of culture and identity. The intricate relationship between language and

culture underscores the need for English language instruction that acknowledges and incorporates learners' linguistic and cultural backgrounds. Writing, in particular, plays a crucial role in enabling individuals to articulate ideas effectively, engage in intellectual discourse, and participate in global communication. For undergraduate students in Thailand, proficiency in English writing is essential as they prepare for academic and professional opportunities in an increasingly interconnected world. However, mastering English writing presents significant challenges for Thai learners due to structural, grammatical, and cultural differences between Thai and English.

Thai, as a language, lacks features such as verb conjugation, complex prepositional structures, and tense inflection, which frequently leads to errors in English writing. Common difficulties include subject-verb agreement errors, tense inconsistencies, and incorrect prepositional usage, all of which hinder clarity and coherence. Furthermore, traditional English instruction in Thailand predominantly emphasizes rote memorization and grammar drills, often failing to equip students with the skills necessary for authentic communication. While these approaches provide a foundational understanding of grammatical rules, they do not encourage learners to engage in meaningful, context-based language use, which is crucial for academic and professional writing.

A more culturally and linguistically responsive pedagogical approach could offer a more engaging and effective learning experience. Drawing upon Cummins' (2000) Linguistic Interdependence Hypothesis, which posits that first-language proficiency positively influences second-language acquisition, this study explores how Thai students' linguistic and cultural backgrounds shape their English writing. Additionally, insights from Hofstede's Cultural Dimensions Theory (2019) and Trompenaars' Cultural Model (2020) provide a framework for understanding how cultural variations affect language learning and written expression. These theories help explain why Thai students may structure arguments, use narratives, and incorporate cultural references differently from native English writers.

By analyzing the English writing of Thai undergraduate students, this study seeks to uncover the interplay between linguistic challenges and cultural narratives in academic writing. It aims to bridge a critical

gap in English as a Foreign Language (EFL) research in Thailand by highlighting how students' multilingual backgrounds can be leveraged to enhance their writing skills rather than viewed as obstacles. Moreover, it underscores the importance of culturally responsive teaching strategies that recognize linguistic diversity as a strength rather than a barrier.

To achieve these objectives, this study addresses the following research questions:

1. What are the most common grammatical challenges encountered by Thai undergraduate students in English writing, and how do they impact overall writing proficiency?
2. In what ways do cultural narratives and multilingual influences shape students' written expression, and how do these elements contribute to both strengths and challenges in EFL writing?
3. What pedagogical strategies can be implemented to enhance EFL writing proficiency by effectively integrating cultural and linguistic diversity into the learning process?

By answering these questions, this research contributes to the ongoing discourse on effective EFL pedagogy and offers practical recommendations for curriculum development and teacher training. The findings will be particularly relevant to educators seeking to improve English instruction in multilingual contexts, ensuring that language learning is both meaningful and reflective of students' cultural identities. This study not only identifies challenges but also proposes innovative teaching approaches that empower students to navigate the complexities of EFL writing while embracing their linguistic and cultural heritage.

LITERATURE REVIEW

Writing in a second language is a multifaceted process influenced by linguistic, cognitive, and sociocultural factors. English as a Foreign Language (EFL) learners face significant challenges in developing writing proficiency due to grammatical differences, cultural variations, and multilingual influences. Scholars have explored these areas extensively, offering insights into grammatical difficulties, the role of cultural narratives, and the impact of multilingualism on writing development. This section provides a

critical analysis of the existing literature, highlighting key theories, major findings, and research gaps to establish the foundation for this study.

Theoretical Perspectives on Second-Language Writing: The acquisition of EFL writing skills is guided by several theoretical models that explain the interaction between language, culture, and writing development. One of the most influential frameworks is Cummins' Linguistic Interdependence Hypothesis (2000), which posits that proficiency in a first language (L1) positively influences second-language (L2) learning. This theory suggests that students with strong literacy skills in their native language are better equipped to transfer cognitive and linguistic structures to their English writing. However, when L1 and L2 have structural differences, interference occurs, leading to grammatical and syntactic errors. Thai learners, for instance, struggle with tense consistency and subject-verb agreement due to the absence of verb inflection in Thai (Ellis, 2006).

From a cultural perspective, Hofstede's (2019) Cultural Dimensions Theory provides insights into how national cultural values shape writing styles. In collectivist societies like Thailand, indirect communication and implicit meaning are preferred over explicit argumentation and linear organization, which are characteristic of academic writing in English. This cultural influence often results in organizational and coherence issues in students' essays (Byram, 1997). Canagarajah (2013) further explores multilingual writing, arguing that code-switching and translanguaging are valuable cognitive resources rather than deficiencies. Thai EFL learners frequently integrate Thai and Malay words into their writing, but when left unstructured, these practices lead to non-standard grammatical constructions (Canagarajah, 2013).

These theoretical perspectives provide a framework for examining grammatical challenges, cultural influences, and multilingual strategies in the writing of Thai undergraduate students.

Grammatical Challenges in EFL Writing: Grammatical accuracy is a persistent issue in second-language writing, with subject-verb agreement, tense inconsistencies, and prepositional misuse being the most common errors. Ellis (2006) and Hinkel (2004) identify these as recurring mistakes among EFL learners, particularly in languages that do not mark verb inflection or prepositional dependencies. Thai

students, for example, frequently omit third-person singular “-s” in sentences like “*She like to play football*” instead of “*She likes to play football*”. The absence of grammatical tense markers in Thai further leads to inconsistent verb usage, such as “*Yesterday, I go to school*” instead of “*Yesterday, I went to school*” (Kongkerd, 2013).

Another major issue is prepositional misuse, where learners struggle to apply English prepositional rules correctly due to differences in syntactic structures between Thai and English (Hinkel, 2004). Common errors include phrases like “*interested on politics*” instead of “*interested in politics*”. Additionally, sentence structure errors such as run-on sentences and fragmented thoughts arise due to the tendency of Thai writing to be fluid and speech-like, lacking the rigid syntax required in English academic writing (Tananuraksakul, 2018).

These studies emphasize the importance of explicit grammar instruction and structured writing exercises to help students internalize English sentence construction and error correction strategies.

Cultural Narratives and Their Influence on Writing: Culture plays a significant role in shaping writing conventions and rhetorical organization. Byram (1997) highlights the need for intercultural communicative competence in EFL writing, as learners must translate cultural concepts in a way that is accessible to a global audience. Kramsch (2009) suggests that cultural narratives enrich writing content, making it more authentic and engaging. A study by Tran (2018) on Vietnamese EFL learners found that students who incorporated personal cultural experiences produced texts that were more coherent and expressive.

In the Thai context, Chantakorn (2020) notes that students frequently reference Songkran, Loy Krathong, and family traditions, but often fail to explain their cultural significance. This assumption of shared cultural knowledge makes their writing less accessible to non-Thai readers. Lo and Hyland (2021) propose that students be encouraged to compare their cultural traditions with global equivalents to improve writing clarity and audience awareness. For example, instead of simply stating “*During Songkran, we throw water*”, students should elaborate: “*Songkran, Thailand’s New Year festival, symbolizes renewal and purification, where people splash water as a gesture of respect and cleansing.*”

These findings highlight the need for writing instruction that integrates cultural awareness strategies, ensuring students can effectively communicate their cultural identity while maintaining academic clarity.

Multilingual Influences and Code-Switching in Writing: Multilingual learners naturally incorporate elements of their L1 into L2 writing. Wei (2018) argues that lexical borrowing can enhance expression but also introduce grammatical inconsistencies. In Thailand, Tananuraksakul (2021) found that students frequently insert Thai or Malay terms into their English essays, often assuming the meaning is universally understood. This supports Halliday's (1978) functional theory of language, which posits that code-switching serves as a communicative strategy. However, when direct translation errors occur, such as "*She is my heart*" instead of "*She is very dear to me*", students require explicit instruction on idiomatic translation and contextual word choice (Canagarajah, 2013).

Wang and Lee (2023) argue that structured writing workshops focusing on contrastive analysis between L1 and L2 can help students balance linguistic flexibility with standard academic conventions. Such interventions foster multilingual competence while reducing grammatical interference.

Pedagogical Strategies for Enhancing EFL Writing: To address these challenges, researchers have proposed various instructional strategies. Nation (2009) emphasizes the importance of direct grammar instruction combined with writing-based activities that reinforce contextualized learning. Hyland (2016) promotes a genre-based approach, where students analyze different text types to develop their awareness of linguistic structures appropriate for various contexts.

Al-Hoorie and MacIntyre (2022) advocate for culturally responsive teaching, which integrates students' multilingual and cultural backgrounds into the writing curriculum. Trompenaars and Hampden-Turner (2020) further emphasize that cross-cultural communication skills are essential for effective second-language writing, as students must navigate both linguistic accuracy and cultural expression.

These pedagogical recommendations suggest that writing instruction should be comprehensive, integrating grammar instruction,

cultural awareness, and multilingual writing strategies to help students achieve fluency and coherence in English writing.

The reviewed literature establishes that EFL writing challenges are interconnected, involving grammatical difficulties, cultural influences, and multilingual writing strategies. Despite extensive research, gaps remain in understanding how Thai students integrate cultural and linguistic elements into academic writing. Additionally, most studies focus on error identification rather than pedagogical interventions, underscoring the need for practical classroom-based research.

This study aims to bridge these gaps by analyzing the specific challenges faced by Thai EFL learners and proposing effective instructional approaches that enhance both grammatical accuracy and cultural articulation in writing.

RESEARCH METHODOLOGY

This study employed a qualitative research approach to examine the grammatical challenges and cultural diversity in English as a Foreign Language (EFL) writing among undergraduate students. The research aimed to provide a detailed analysis of how multilingual backgrounds and cultural narratives influence students' second-language writing proficiency. By investigating students' written texts, the study sought to identify patterns of grammatical errors, the role of cultural identity in writing, and the impact of multilingualism on language structure and expression.

Participants and Data Collection: The study was conducted with a total of 60 second-year undergraduate students enrolled in the English for Political Science course at Prince of Songkla University. The participants, aged between 19 and 21 years old, came from diverse linguistic backgrounds. While the majority were native Thai speakers, some students also demonstrated proficiency in Malay or Jawi, which allowed for an in-depth exploration of how multilingualism influences EFL writing.

Each participant was assigned a self-introduction essay as part of the course. The essay, which ranged between 200 and 300 words, was designed to elicit both linguistic performance and cultural expression. Students were encouraged to integrate personal experiences, cultural traditions, and linguistic influences into their writing, providing an

opportunity to examine how identity and multilingualism intersect in second-language composition. The essays were collected over a two-week period, during which students received general guidelines on structuring their narratives but were not constrained by specific grammatical rules. The open-ended nature of the task ensured that the writing samples reflected an authentic representation of students' natural linguistic abilities.

Data Analysis and Evaluation Criteria: The study employed a structured rubric to assess the collected essays, ensuring a systematic and rigorous analysis of writing proficiency. The rubric included four primary dimensions: grammatical accuracy, lexical diversity, cultural integration, and coherence in writing organization. These categories were selected to provide a holistic understanding of students' writing challenges and strengths.

Grammatical accuracy was examined through subject-verb agreement, tense consistency, prepositional usage, and sentence structure. Particular attention was given to recurring errors that reflected negative language transfer from Thai and Malay. Many students exhibited difficulties with verb conjugation, as Thai does not mark verbs for tense, leading to errors such as "*Yesterday, I go to the market*" instead of "*Yesterday, I went to the market*". Subject-verb agreement was another common issue, with frequent omissions of the third-person singular "-s" in present tense verbs, such as "*She go to the university every day*" instead of "*She goes to the university every day*". Prepositional misuse was also prevalent, as Thai and Malay prepositional structures differ from English. Students often produced sentences such as "*She is interested on politics*" rather than "*She is interested in politics*". These challenges were evaluated on a scale from 1 to 5, with higher scores indicating greater grammatical accuracy and fluency.

Lexical diversity was analyzed through word choice, idiomatic expressions, and multilingual influences. Many students incorporated code-switching and lexical borrowing from their native languages, using Thai or Malay words when direct English equivalents were unavailable or unfamiliar. For example, some students used Thai terms such as "*jai dee*" (meaning kind-hearted) in otherwise English sentences. While this demonstrated linguistic flexibility, it sometimes resulted in semantic ambiguities and non-standard expressions that

affected clarity. Essays were evaluated based on the range, appropriateness, and effectiveness of vocabulary use, with higher scores reflecting varied and precise lexical choices while lower scores indicated repetitive or inappropriate vocabulary usage.

Cultural integration was examined by analyzing how students incorporated cultural traditions and societal norms into their writing. Many students referenced traditional Thai festivals, family values, and community identity, yet these references often assumed shared cultural knowledge and were left under explained for an international audience. For example, some students mentioned Songkran and Loy Krathong without elaborating on their significance, assuming that readers were familiar with these traditions. The effectiveness of cultural integration was evaluated based on clarity, contextualization, and the degree to which cultural references enhanced the writing's message. Essays that provided explicit explanations and cross-cultural comparisons received higher scores, while those that relied on implicit, culturally specific assumptions were rated lower.

Coherence and organizational clarity were assessed by evaluating logical sequencing, paragraph structuring, and the effectiveness of argument development. Many students followed narrative-driven storytelling structures, which align with traditional Thai discourse but do not always adhere to English academic conventions. Some essays exhibited weak paragraph transitions and fragmented argumentation, affecting overall readability. The evaluation considered whether students effectively structured their introduction, body, and conclusion, with well-developed ideas and a logical progression of thoughts. Essays that maintained clear and cohesive structure received higher scores, while those with fragmented or disorganized content were rated lower.

A qualitative content analysis approach was used to identify recurrent linguistic patterns and cultural influences within the essays. Thematic coding allowed for categorizing grammatical errors, multilingual expressions, and cultural references, ensuring a detailed and systematic interpretation of students' writing development.

RELIABILITY MEASURES

To ensure objectivity and methodological rigor, the data analysis underwent a three-phase verification process. Initially, the lead

researcher conducted an independent review of all 60 essays to identify key linguistic trends and cultural influences. A secondary review was then conducted by two independent raters, who assessed a random subset of 30 percent of the essays to verify consistency in classification. The inter-rater agreement was measured using Cohen's Kappa coefficient, which resulted in a high reliability score of 0.85, indicating strong agreement among reviewers. Any discrepancies were resolved through consensus meetings, ensuring that final interpretations were balanced and methodologically sound.

THEORETICAL FRAMEWORK

The study was grounded in three key theoretical models: Cummins' Linguistic Interdependence Hypothesis, Hofstede's Cultural Dimensions Theory, and Trompenaars' Cultural Model. Cummins' Linguistic Interdependence Hypothesis provided insight into how students' first-language proficiency influenced second-language writing performance. Hofstede's Cultural Dimensions Theory was used to analyze how collectivist values and high-context communication styles shaped students' writing approaches. Trompenaars' Cultural Model further contextualized the impact of cultural identity on rhetorical structures, explaining why many students relied on implicit storytelling techniques rather than direct argumentation.

ETHICAL CONSIDERATIONS

The study adhered to ethical research guidelines, ensuring that all participants provided informed consent before data collection. Student identities were anonymized, and all essay excerpts used in analysis were presented without identifying information. Participation was voluntary, with students having the right to withdraw from the study at any time without academic consequences.

LIMITATIONS

While this study provides valuable insights into grammatical challenges, cultural influences, and multilingual strategies in EFL writing, it is limited by the scope of its sample size and writing task selection. The study focused on a single genre (self-introduction essays), which may not fully capture the range of difficulties students

face in academic or argumentative writing. Future research should examine a broader variety of writing genres and include a more diverse sample of EFL learners to develop a comprehensive understanding of second-language writing development.

ANALYSIS AND DISCUSSION

The analysis of the collected essays provided a detailed account of the linguistic challenges, cultural integration patterns, and multilingual influences observed in students' writing. The findings align with existing research on EFL writing and second-language acquisition, demonstrating how grammatical errors, cultural expression, and linguistic transfer from Thai and Malay impact students' English composition skills. The results are categorized into grammatical challenges, cultural narratives, and multilingual influences, reflecting the interplay between linguistic proficiency, cultural background, and multilingual identity in second-language writing.

Common Grammatical Errors in EFL Writing: The evaluation of 60 self-introduction essays revealed four primary categories of grammatical errors: subject-verb agreement, tense inconsistencies, prepositional misuse, and sentence structure errors. These errors were analyzed based on frequency and impact on sentence clarity, revealing key areas where Thai EFL learners struggle due to linguistic differences between English and their first languages.

| Error Type | Frequency (%) | Example (Incorrect → Correct) |
|---------------------------|---------------|---|
| Subject-verb agreement | 35% | She like football → She likes football |
| Tense inconsistencies | 30% | Yesterday, I go to school → Yesterday, I went to school |
| Prepositional misuse | 25% | I am interested on politics → I am interested in politics |
| Sentence structure errors | 20% | I enjoy. Watching movies. → I enjoy watching movies. |

Errors in subject-verb agreement were the most frequent, accounting for 35% of all grammatical mistakes. The omission of the third-person singular “-s” in present-tense verbs was the most

prominent issue, particularly in sentences involving third-person singular subjects. The grammatical structure of Thai contributes to this challenge, as Thai verbs do not conjugate based on subject pronouns, leading students to transfer this pattern to English. This finding supports Cummins' (2000) Linguistic Interdependence Hypothesis, which suggests that structural differences between first and second languages significantly impact second-language acquisition.

Tense inconsistencies accounted for 30% of errors, with students frequently shifting between present and past tenses within the same narrative. A recurring pattern was the incorrect use of the present tense to describe past events, such as "*Last weekend, I go to my friend's house*" instead of "*Last weekend, I went to my friend's house.*" This pattern suggests that students struggle with time markers and sequential tense use, a difficulty that requires explicit instruction and contextualized writing exercises to reinforce proper tense sequencing.

Prepositional misuse was present in 25% of the analyzed essays, often resulting from direct translations from Thai or Malay. Many students misapplied prepositions in common expressions, such as "*afraid from*" instead of "*afraid of.*" The non-intuitive nature of English prepositional collocations, where preposition choice often does not follow strict logical rules, contributes to these persistent errors. This aligns with Hinkel's (2004) assertion that prepositional errors remain one of the most challenging aspects of EFL writing due to their unpredictable nature.

Sentence structure errors, including run-on sentences and sentence fragments, constituted 20% of the total grammatical mistakes. Many students overused conjunctions or omitted necessary punctuation, producing grammatically incorrect yet conversationally acceptable sentences. The frequent use of run-on sentences suggests that students lack exposure to formal English writing conventions, often relying on spoken Thai's flexible syntax instead of structured English sentence construction. This indicates a need for targeted training in English punctuation and syntactic organization.

Cultural Narratives in EFL Writing: Beyond grammatical challenges, a significant portion of the essays contained cultural elements, with 50% of students incorporating traditional customs, festivals, and religious practices into their writing. While these cultural references reflected students' identity and national heritage, many

descriptions lacked clarity and explanation, making them difficult for non-Thai audiences to understand.

| Cultural Reference | Percentage of Essays Containing It (%) | Example |
|--------------------|--|--|
| Songkran Festival | 35% | Songkran is when people throw water to celebrate New Year. |
| Ramadan | 20% | Ramadan is a month when we fast. |
| Family Traditions | 40% | We have a big dinner every New Year with all family members. |

A common pattern in these essays was the assumption of shared cultural knowledge, leading to descriptions that lacked sufficient explanation or global context. For instance, many students mentioned Songkran but did not elaborate on its symbolic meaning or historical significance. Instead of simply stating, “*Songkran is when people throw water,*” a more comprehensive and globally accessible description would be: “*Songkran, the Thai New Year festival, symbolizes renewal and purification, where people splash water as a gesture of respect and cleansing.*” This aligns with Byram’s (1997) model of intercultural communicative competence, which emphasizes the importance of developing students’ ability to articulate cultural practices in a way that is accessible to a global audience.

Multilingual Influences in EFL Writing: Approximately 40% of the essays exhibited code-switching and lexical borrowing, reflecting the natural integration of students’ first languages into their English writing. While multilingualism can enhance cognitive flexibility, it also introduces challenges in maintaining linguistic accuracy in formal writing.

| Multilingual Feature | Example (Incorrect → Correct) |
|---------------------------|--|
| Code-switching | During Songkran, we use krathong. → During Songkran, we float lanterns on water. |
| Direct Translation Errors | She is my heart → She is very dear to me. |

Many students used Thai or Malay words without translation, assuming that their meaning would be understood by readers. Others attempted direct translations, leading to non-standard English expressions. This pattern supports Canagarajah's (2013) research, which suggests that multilingual learners benefit from structured guidance in balancing linguistic flexibility with standard English conventions.

While code-switching serves as a cognitive strategy for expressing concepts that lack direct English equivalents, it also poses challenges in formal academic writing. The findings suggest that students would benefit from explicit instruction in translanguaging strategies, where they learn how to effectively integrate their linguistic knowledge while maintaining clarity and correctness in English composition.

Implications for EFL Pedagogy: The findings highlight the complex interplay between grammatical challenges, cultural expression, and multilingual influences in Thai undergraduate students' English writing. While students demonstrate linguistic creativity and cultural pride, their writing is often hindered by grammatical inconsistencies and insufficient contextualization of cultural references. Addressing these challenges requires a context-sensitive pedagogical approach that integrates:

1. Explicit grammar instruction, particularly intense consistency, subject-verb agreement, and prepositional usage.
2. Scaffolded cultural explanation tasks, where students learn to describe cultural traditions with sufficient global context.
3. Multilingual writing support, including structured translanguaging strategies that allow students to use their full linguistic repertoire effectively.

By fostering an inclusive and culturally aware EFL learning environment, educators can help students enhance both grammatical accuracy and intercultural communication skills. These findings contribute to ongoing discussions in second-language writing research, reinforcing the need for contextualized and culturally responsive pedagogical strategies to improve EFL learners' writing proficiency in multilingual settings.

CONCLUSION

The findings of this study underscore the complex relationship between grammatical accuracy, cultural influences, and multilingual integration in EFL writing. The persistent grammatical challenges faced by Thai undergraduate students, particularly subject-verb agreement errors, tense inconsistencies, prepositional misuse, and sentence structure issues, highlight the need for targeted pedagogical interventions that address the root causes of these difficulties. These errors primarily arise from structural differences between Thai and English, resulting in negative language transfer and the overgeneralization of L1 rules in L2 writing. Addressing these challenges requires instructional approaches that extend beyond explicit grammar instruction to contextualized learning activities that embed grammar within meaningful writing tasks and real-world applications.

Beyond grammatical difficulties, this study reveals the significant role of cultural narratives in students' English writing. The frequent incorporation of personal and societal traditions, such as Songkran and Loy Krathong, reflects students' efforts to express identity through language. However, the tendency to assume shared cultural knowledge often results in underdeveloped explanations that may not be accessible to international audiences. This finding supports previous research emphasizing the importance of developing intercultural communicative competence in EFL learners (Byram, 1997). By guiding students to elaborate on cultural references, compare traditions with global equivalents, and develop audience awareness, educators can help enhance the clarity, depth, and accessibility of students' writing while preserving cultural authenticity.

Multilingualism further shapes students' writing development, as evidenced by the frequent occurrences of code-switching and lexical borrowing. While these strategies can facilitate self-expression and fluency, their unstructured use in English writing often leads to grammatical inconsistencies and non-standard constructions. This study aligns with previous findings that suggest structured guidance on translanguaging and multilingual writing strategies can enable learners to effectively leverage their full linguistic repertoire (Canagarajah, 2013). Rather than viewing code-switching as an error, instructors

should incorporate pedagogical frameworks that validate multilingual identities while reinforcing academic writing conventions in English.

The implications of these findings point to the need for an integrated approach to EFL writing instruction that combines explicit grammar instruction with culturally responsive teaching methods and multilingual writing support. Grammar instruction should move beyond rote memorization and be embedded in context-driven activities, allowing students to apply grammatical knowledge in meaningful ways. Culturally responsive pedagogy should be explicitly incorporated into writing curricula, requiring students to explain cultural traditions to an international audience, thereby fostering both linguistic accuracy and cross-cultural competence. Additionally, translanguaging pedagogies should be adopted to encourage students to strategically draw on their linguistic backgrounds while developing proficiency in Standard English writing.

While this study provides valuable insights into the complexities of EFL writing in a multilingual and multicultural setting, it has certain limitations. The sample size of 60 students, though sufficient for qualitative analysis, may not fully capture the diversity of writing challenges across broader EFL student populations in Thailand. Future research should expand these findings by conducting longitudinal studies that track students' writing development over time and assess the effectiveness of specific instructional interventions. Further studies could also explore educators' perspectives on implementing culturally and linguistically inclusive writing pedagogies, as well as investigate how digital tools and AI-based learning platforms can support grammar instruction and multilingual writing development.

In conclusion, this study contributes to second-language writing research by demonstrating the interplay between linguistic proficiency, cultural identity, and multilingualism in EFL writing. The findings emphasize the importance of integrating grammar instruction with culturally responsive and multilingual approaches to create a more effective and inclusive learning environment. By adopting a holistic perspective on EFL writing instruction, educators can better support students in developing linguistic accuracy, cultural expression, and confidence in their English writing abilities. Future research should continue to explore innovative strategies that bridge the gap between language accuracy and meaningful self-expression, ensuring that EFL

learners can communicate effectively in an increasingly interconnected world.

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