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INTEGRATING INTERCULTURAL PERSPECTIVES INTO EFL PARAGRAPH WRITING: A STUDENTS' NEEDS ANALYSIS

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Abstract: This study explores students' perceptions of the need for implementing an interculture-based language learning (ILL) model in paragraph writing instruction. Rooted in the growing emphasis on integrating intercultural awareness into EFL pedagogy, this research addresses the limited application of ILL specifically in paragraph-level writing. The study employed a descriptive qualitative method involving 16 second-semester English education students who had prior experience with basic paragraph writing. Data were collected using a 36-item closed-ended questionnaire based on five Likert-scale levels. The findings indicate a strong perceived need for instructional support in both linguistic and cultural components. Students expressed high demand for materials related to paragraph organization, coherence, cohesion, grammar, vocabulary, and logical order. Additionally, they valued content that reflects cultural topics, national identity, and intercultural expression. Results also reveal preferences for varied exercises and assessment formats, including individual and group activities. Overall, the study confirms that students recognize the importance of integrating cultural elements into paragraph writing to enhance communicative competence and critical thinking. The study suggests that intercultural models can offer a pedagogically relevant framework for developing writing skills that are both linguistically sound and culturally rich in EFL contexts.
Keywords: *intercultural learning, paragraph writing, EFL instruction, students' perceptions*

INTRODUCTION

Paragraph writing plays a fundamental role in developing students' writing proficiency, especially in English as a Foreign Language (EFL) contexts (Mirsanjari, 2025). As a core element of academic literacy, paragraph writing enables learners to logically organize their thoughts, express coherent ideas, and develop arguments effectively (Noureddine, 2024). It also cultivates higher-order thinking skills, such as analysis, synthesis, and evaluation, which are essential in academic discourse (Abuemira, 2024; Uemi, 2024). In EFL settings, the ability to construct structured and meaningful paragraphs is not only a linguistic achievement but also a reflection of learners' communicative competence and language awareness.

Despite its importance, teaching paragraph writing in EFL classrooms poses several pedagogical challenges (Nguyen & Nguyen, 2025). Learners often struggle with organizing ideas, maintaining coherence and cohesion, and employing appropriate grammar and vocabulary (Daud & Octasary, 2024; Ilham, 2022; Ivenz & Klimova, 2022). These issues are exacerbated by limited exposure to authentic English texts and insufficient feedback during the writing process (Hariri, 2022; Yazici, 2024). Moreover, writing is frequently taught in a decontextualized manner, where students focus more on linguistic accuracy than on meaningful expression, resulting in superficial and formulaic texts. Teachers, in turn, may lack effective strategies to bridge linguistic form and meaningful content, hindering students' development as competent writers. These challenges can be mitigated by integrating intercultural-based language learning, which has been shown to enhance both writing skills and intercultural competence.

The implementation of intercultural-based language learning has been shown to significantly enhance students' ability to write coherent and meaningful paragraphs in EFL contexts. This model fosters intercultural communicative competence, which is essential for effective interaction in culturally diverse settings (Mighani et al., 2020; Smaoui, 2021). intercultural-based language learning integrates language skills with cultural knowledge, attitudes, and awareness, thereby enriching learners' writing performance (Haerazi & Irawan, 2020; Villegas-Paredes, 2020). Empirical studies reveal that students taught through intercultural-based language learning models achieved higher writing scores, particularly in coherence and cohesion, than those in conventional classrooms (Haerazi & Irawan, 2020). Additionally, language portfolios have proven effective in supporting intercultural communicative competence development, contributing to better writing outcomes (Zein et al., 2020; Zhetpisbay & Mashrapova, 2021). Overall, integrating intercultural elements into language teaching results in more meaningful and contextually relevant writing for EFL learners.

Integrating intercultural content into paragraph writing instruction offers substantial benefits as well as notable challenges. On the one hand, it promotes the development of intercultural communicative competence by enhancing students' behavioural, cognitive, and affective dimensions through explicit cultural instruction (Dwiputra & Sundawa, 2023; Mighani et al., 2020). The use of authentic materials and culturally rich contexts fosters greater cultural awareness and language proficiency, which are crucial for effective communication in diverse environments (Huynh & Nguyen, 2023; Moroz & Demianenko, 2022). On the other hand, challenges arise from the practical implementation of such content, including difficulties in adapting textbooks and the need for teacher training to effectively integrate intercultural practices into the curriculum (Novita & Purwati, 2021; Villegas-Paredes, 2020). Although teachers recognize the importance of cultural competence, they often encounter obstacles in classroom practice, highlighting a gap between theoretical understanding and practical application (Novita & Purwati, 2021; Tantri & Santosa, 2024).

Intercultural-based language learning also enhances students' awareness of cultural perspectives and their ability to integrate these perspectives into paragraph writing. This approach fosters intercultural communicative competence, which includes knowledge of one's own and others' cultures, critical cultural awareness, and respectful engagement with diverse viewpoints (Guerriche, 2023; Misechko, 2022). Studies show that incorporating cultural content in language teaching improves not only communicative abilities but also students' understanding of their own cultural context, thereby enriching their writing (Nguyen & Thuy, 2022; Tiawati et al., 2023). For example, a study with ninth-grade students demonstrated that incorporating local cultural elements into English lessons led to a significant increase in intercultural communicative competence (Nguyen & Thuy, 2022). Effective instructional strategies, such as case studies and the use of authentic materials, are vital for developing these skills, as they enable learners to navigate and articulate complex cultural interactions in their writing (Moroz & Demianenko, 2022; Widiati & Cahyono, 2016). Thus, intercultural language education plays a critical role in preparing students to communicate meaningfully across cultural boundaries.

Needs analysis plays a critical role in designing effective paragraph writing instruction by identifying the gap between current student abilities and desired communicative outcomes. It informs the development of specific instructional objectives, culturally responsive materials, and assessment strategies. A study by Sabarun (2018) on Indonesian EFL learners found that understanding paragraph development and grammar ranked highest in student needs, highlighting the necessity of targeted pedagogical planning. Similarly, (Do, 2023; Ilham, 2024; Ilham et al., 2020) emphasize that needs analysis facilitates adaptive curriculum development responsive to learners' evolving requirements. These insights suggest that a well-structured needs analysis—especially in intercultural paragraph writing—can significantly improve instructional alignment and learning outcomes.

While needs analysis is common in general EFL writing research, its adaptation to interculture-based language learning (IBLL) in paragraph writing remains underexplored. Sihombing & Nguyen (2022) analyze textbook cultural presentation, noting a dominance of source culture but little systematic needs assessment in cultural content. Further, Ilham (2023) describes a project-based writing needs analysis, focusing on collaborative stylistic aspects but not specifically on intercultural

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integration . These studies reveal a gap in addressing how learners perceive their needs for paragraph writing with intercultural dimensions, such as cohesion, cultural coherence, and rhetorical structure. A structured needs analysis in this area would enable curriculum designers to bridge the divide between linguistic form and culturally aware content.

To address this gap, the present study conducts a systematic needs analysis focused on interculture-based paragraph writing instruction. The objective of this study is to conduct a needs analysis to inform the development of a pedagogical model that effectively integrates intercultural content into paragraph writing. By comprehensively identifying students' learning objectives, material and linguistic requirements, cultural content preferences, suitable exercise types, and evaluation expectations, the study aims to enhance both linguistic accuracy and intercultural communicative competence, creating a robust framework for culturally responsive and coherent writing pedagogy in EFL classrooms.

METHOD

This study involved 16 second-semester students from the English Education Department as the research population. Participants were selected using purposive sampling, considering that all respondents had previously taken a basic writing course and had initial experience in paragraph writing. Therefore, they were deemed to have relevant backgrounds aligned with the focus of the study.

The research employed a descriptive qualitative approach. As explained by Ishtiaq (2019) and Crosswell et al. (2018), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human issue. This approach enables researchers to interpret participants' perspectives in rich and contextual detail. Lewis (2015) also emphasizes that qualitative inquiry is particularly well-suited to exploring subjective experiences and understanding how individuals make sense of their learning environments. However, in this study, data were collected using a closed-ended questionnaire, consisting of 36 statements. The instrument was designed to explore various aspects of students' perceptions regarding the need for implementing an interculture-based language learning model in paragraph writing instruction.

The questionnaire employed a five-point Likert scale, ranging from Strongly Needed to Not Needed. The collected responses were then analyzed using descriptive statistics to identify patterns and summarize the general tendencies in students' perceptions toward the integration of intercultural-based learning models in paragraph writing instruction.

In practice, data collection in qualitative research often involves flexible and open-ended methods such as interviews, reflective journals, or open-ended questionnaires. However, in this study, we specifically used a closed-ended questionnaire to gather quantifiable data, and the responses were analyzed using descriptive statistics (such as frequency counts, percentages, and mean scores). This is a qualitative descriptive design, and the analysis aimed to identify clear trends in student responses, focusing on their needs for integrating intercultural content into paragraph writing instruction.

RESULTS AND DISCUSSION

This section presents the results and discussions of a study aimed at exploring students' perceptions regarding the need for implementing an interculture-based language learning model in paragraph writing instruction. The findings were obtained from responses to a five-point Likert-scale questionnaire, supported by descriptive analysis. A total of 16 second-semester students from the English Education Department were purposively selected, based on their prior experience in taking a basic writing course. The data reflect not only the students' perceived needs but also various dimensions that inform the relevance and urgency of integrating intercultural elements into paragraph writing pedagogy.

The questionnaire comprised 36 statements, with participants indicating the extent of their perceived need using a five-point Likert scale: 5 for Strongly Needed, 4 for Needed, 3 for Moderately Needed, 2 for Slightly Needed, and 1 for Not Needed. To ensure a structured presentation and clearer interpretation, the results are organized into six main thematic categories: Learning Objectives and Material Needs, Coherence and Cohesion Development, Cultural Content and Writing Depth, Intercultural Communicative Competence (ICC), Authentic Media and Learning Strategies, and Overall Perceived Importance of the Intercultural Model. The discussion begins with an analysis of the first theme: Learning Objectives and Material Needs.

Learning objectives and material needs

Learning Objectives and Material Needs in interculture-based paragraph writing highlights the foundational knowledge and skills students must acquire to construct coherent and contextually relevant paragraphs. These include understanding paragraph structure, the logical flow of ideas, cohesion and coherence, as well as the ability to analyze essential components such as topic sentences, supporting details, and concluding statements. In intercultural models, this foundational understanding must also integrate culturally informed materials and learning goals that reflect communicative purposes across diverse cultural settings. Therefore, assessing students' learning needs in this area provides critical insight into how well-prepared they are for deeper, culturally responsive writing instruction.

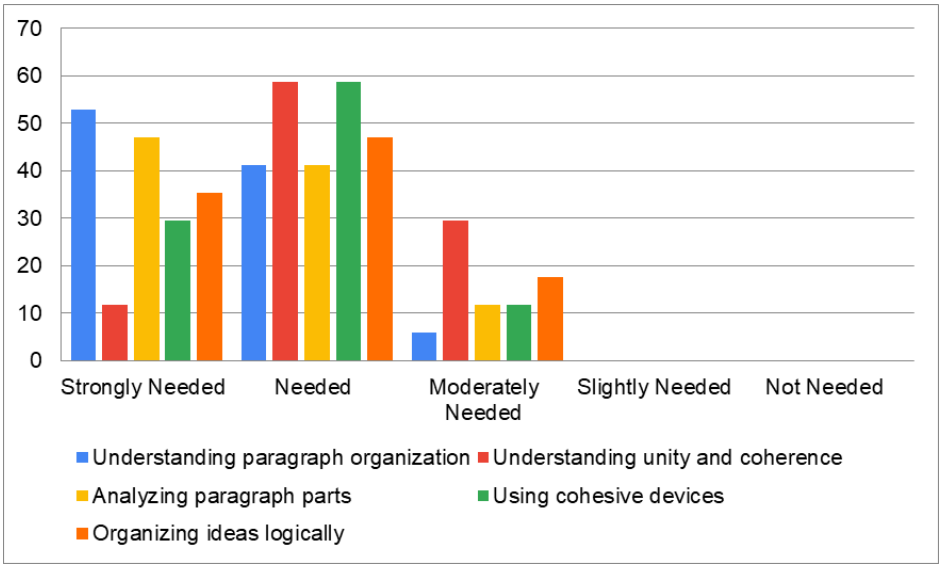


Figure 1. *Learning objectives and material needs*

Figure 1 show that a majority of students express strong and consistent needs related to basic paragraph writing competencies. Specifically, 50% of respondents strongly needed instruction on paragraph organization, with 43.8% indicating it was needed. Similarly, high percentages of needed and strongly needed responses were reported for understanding unity and coherence (31.3% and 56.3%), analyzing paragraph parts (43.8% and 43.8%), and applying cohesive devices (31.3% and 56.3%). The highest moderately needed score (18.8%) appeared in the statement regarding logical ordering of ideas, suggesting that while most students recognize the importance of organizing ideas, some may feel more confident in this area. Notably, no students selected slightly needed or not needed for any item, indicating a unanimous perception of relevance across all core competencies. These findings suggest a clear and urgent demand for instructional focus on fundamental paragraph writing skills within an intercultural framework.

Students' emphasis on mastering fundamental paragraph writing elements—such as organization, unity, coherence, and logical sequencing—is strongly supported by prior research. Siekmann et al. (2022) found that EFL learners frequently struggle with structural aspects of writing, often omitting key parts like conclusions, which significantly lowers text coherence. Similarly, Fitria et al. (2024) demonstrated that explicit scaffolding focusing on coherence and cohesion enhances learners' paragraph development in EFL settings. Meanwhile, Chairinkam & Yawiloeng (2024) showed that scaffolded writing instruction systematically improves learners' accuracy, confidence, and organization, reinforcing the need for structured guidance at the paragraph level.

The consistency of student responses—without any "slightly needed" or "not needed" ratings—suggests a shared awareness of writing structure's pedagogical importance. This outcome aligns with the process-genre approach found effective by Budiartha & Vanessa (2021) in developing writing strategies and textual organization. Additionally, the integration of structural instruction before culturally oriented writing reduces cognitive load and supports deeper engagement (Sutrisno et al., 2024). Implementing model-based instruction such as Toulmin argumentation further enhances organizational

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clarity and logical flow. Consequently, these findings affirm that paragraph writing instruction—especially in an intercultural framework—should ground learners in structural mechanics before introducing higher-level content to foster both competence and clarity.

Linguistic-based material needs

The Linguistic-Based Material Needs subsection focuses on students' perceptions regarding essential language components required for effective paragraph writing. Mastery of linguistic elements such as paragraph organization, development, unity, coherence, vocabulary, and grammar is fundamental in producing clear, cohesive, and academically appropriate written texts. In an EFL context, these linguistic skills are not only technical competencies but also serve as scaffolding tools that enable learners to construct meaning effectively. Identifying students' perceived needs for these elements is crucial in designing instructional materials that support both accuracy and fluency in paragraph-level writing.

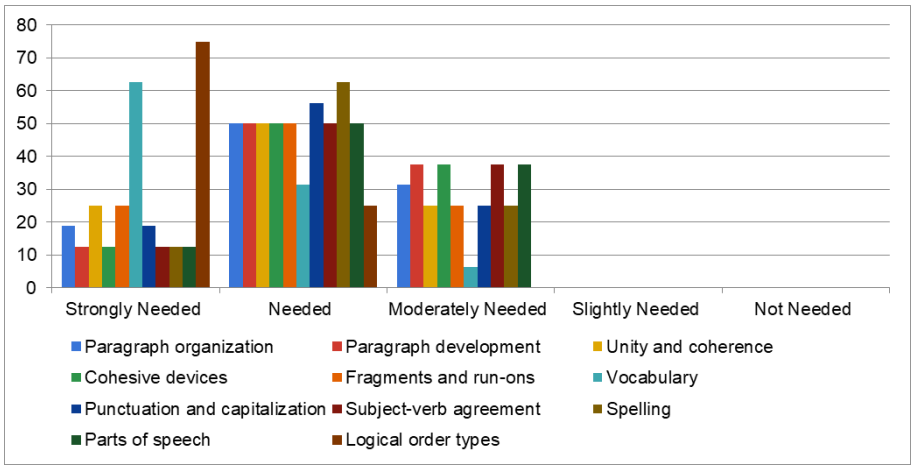


Figure 2. *Linguistic-based material needs*

Based on data in Figure 2, students perceive a strong need for various linguistic components to support their paragraph writing development. Notably, the highest percentage of strongly needed responses was observed for vocabulary (62.5%) and logical order types (75%), reflecting students' recognition of these elements as foundational to coherent writing. Core aspects such as paragraph organization, development, unity, cohesion, and grammar (including subject-verb agreement and parts of speech) also received consistently high ratings, with the majority of responses falling within the strongly needed or needed categories. Interestingly, no students selected slightly needed or not needed for any item, which suggests a unanimous acknowledgment of the relevance of these linguistic features. Overall, the data underscore the importance of integrating comprehensive language instruction into writing courses to address students' needs and enhance their academic writing competence.

Students reported a strong need for materials focusing on core linguistic components such as vocabulary, grammar, punctuation, and sentence structure. This aligns with findings from ELT research emphasizing that these elements are crucial not only for achieving linguistic accuracy but also for enabling clear, effective idea expression in writing. For instance, studies by Albelihi (2022) and Romijn & Slot (2021)on task-based exercises found that systematic vocabulary enrichment and explicit grammar focus significantly improved cohesion in undergraduate EFL paragraph writing. Similarly, Hamilton et al. (2024) and Çelik & Erbay-çetinkaya (2025) findings highlight that vocabulary, grammar, and sentence-level clarity are often cited by students as essential for academic writing proficiency .

The strong student demand for vocabulary support and training in logical order mirrors challenges identified in recent research. One study from Indonesia showed that EFL learners often struggle with limited lexical range and syntactic structure, hindering coherent paragraph development (Wirantaka, 2016). Other recent work confirms that targeted vocabulary and sentence structure practice—especially when integrated into paragraph-level writing tasks—enhances fluency and organization . Therefore, it is pedagogically sound to design instructional approaches where linguistic elements are taught through meaningful writing tasks rather than as isolated skills . This integrated approach

empowers students to simultaneously develop accuracy, coherence, and authenticity in their writing—an essential preparation for incorporating intercultural content into their academic work.

Culture-based content needs

The Culture-Based Content Needs subsection explores students' perspectives on the necessity of integrating cultural topics into paragraph writing instruction. In an intercultural language learning environment, writing tasks that incorporate local and global cultural themes—such as traditional ceremonies, religious practices, food culture, and social identities—can enhance learners' engagement, contextual understanding, and cross-cultural awareness. These culturally relevant materials help students not only develop their linguistic competence but also express personal and societal values through writing. Understanding students' perceived needs in this area is essential to support the design of meaningful writing instruction that reflects diverse cultural perspectives and promotes intercultural communicative competence.

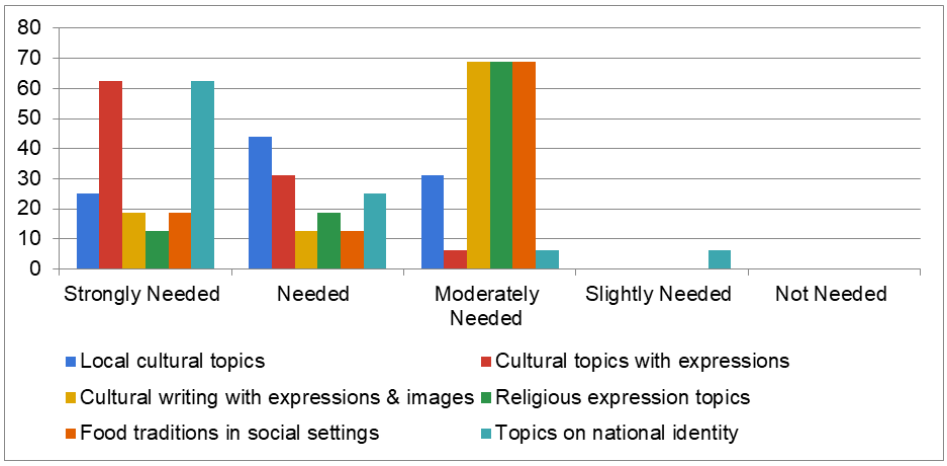


Figure 3. *Culture-based content needs*

Figure 3 show that students generally recognize the importance of incorporating culture-based content in paragraph writing instruction. A high percentage of students rated topics such as "cultural expressions" (62.5%) and "national identity" (62.5%) as strongly needed, indicating strong interest in materials that reflect societal values and traditions. Meanwhile, topics involving religious expressions, food traditions, and the use of images and expressions in cultural writing received the highest percentage in the moderately needed category (68.8%), suggesting that while students find these topics relevant, they may see them as complementary rather than central. Notably, no responses fell under slightly needed or not needed, signaling unanimous agreement that cultural elements are necessary in developing meaningful and context-rich writing. Overall, students demonstrate a clear interest in learning to express cultural awareness through written English.

Students clearly value the inclusion of cultural themes in paragraph writing—especially those reflecting local traditions, societal identity, and cultural expressions. This aligns with research indicating that culturally relevant writing topics significantly boost learners' engagement and personal connection to content (Kalaja et al., 2020; Rieger et al., 2023; Shen et al., 2023). When students can weave their cultural background into writing, motivation increases and writing becomes a tool for identity expression rather than merely linguistic practice (Cutri et al., 2021; Holliday, 2020). These findings support intercultural educational goals that link cultural exposure with deeper reflective writing.

However, preferences for more familiar cultural topics—like food or religious events—were only moderately needed, suggesting that familiarity can reduce perceived academic challenge. This contradicts simplistic cultural writing approaches and echoes findings that cultural writing tasks need intentional framing to promote analysis and critical thinking (Wang & Wu, 2023). Teachers are thus advised to implement culturally enriched writing activities that go beyond description: they should ask students to compare traditions, evaluate social roles, or question underlying values—an approach proven to advance both linguistic capability and intercultural competence (Hicham et al., 2025a).

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Exercise requirements

The Exercise Requirements subsection addresses students' perceptions of the kinds of writing tasks provided during paragraph writing instruction. Exercises play a pivotal role in reinforcing theoretical understanding, developing writing fluency, and fostering critical thinking. In the context of intercultural-based writing instruction, it is essential that exercises are designed not only to strengthen fundamental writing components—such as topic sentences, logical sequencing, and cohesion—but also to reflect a diversity of communicative modes. By incorporating individual and group tasks, exercises can facilitate meaningful practice that accommodates various learning styles and encourages collaborative learning. Understanding students' perceived needs regarding the types and formats of writing exercises is therefore essential to inform more effective and inclusive instructional practices.

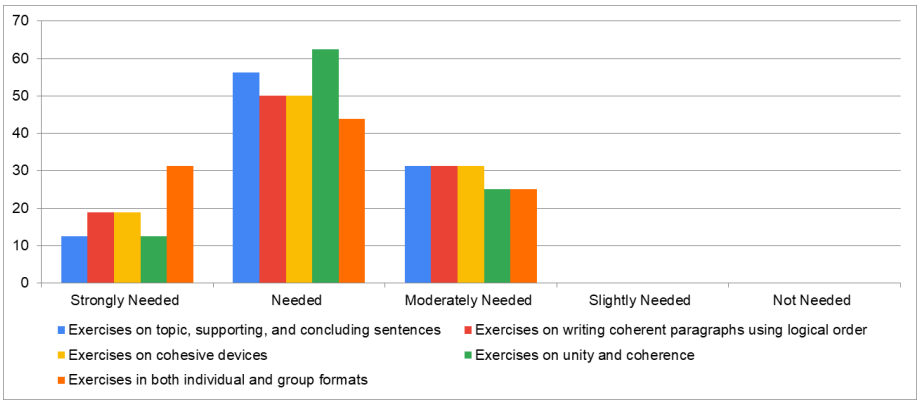


Figure 4. *Exercise requirements*

Data in figure 4 reveal that students generally perceive various types of paragraph writing exercises as necessary, with no responses indicating slightly needed or not needed across all items. Exercises related to unity and coherence received the highest percentage of needed responses (62.5%), followed by exercises on topic, supporting, and concluding sentences at 56.3%. Meanwhile, exercises on logical order and cohesive devices each received 50% in the needed category, accompanied by 18.8% strongly needed and 31.3% moderately needed. The most notable percentage of strongly needed responses (31.3%) appeared in the item about providing exercises in both individual and group formats, indicating strong student preference for varied learning methods. Overall, the distribution suggests that students highly value structured, coherent, and collaborative practice in developing their paragraph writing skills.

Students' positive responses to writing exercises focused on constructing topic sentences, supporting details, and cohesive conclusions underscore the value of scaffolded writing practice in developing structured paragraphs. Systematic tasks that emphasize logical order and cohesion enable learners to internalize paragraph structure, building their confidence and competence over time. Such scaffolding aligns with pedagogical findings that staged writing support—moving from sentence-level to full-paragraph tasks—significantly enhances writing outcomes (Abidin et al., 2023). Liu (2023) further emphasize that combining structural and content-based practice aids learners in synthesizing grammatical accuracy with discourse-level coherence.

Moreover, students clearly value varying the instructional format by incorporating both individual and group-based tasks. Collaborative writing encourages peer learning, exposing students to diverse perspectives and writing styles, while individual tasks support focused skill development (Li & Zhang, 2023; Zhang et al., 2022). This dual-format approach aligns with research demonstrating that alternating group and solo practice enhances both fluency and independence in writing (Anaktototy, 2023; McGrane & Hopfenbeck, 2020). When integrated into intercultural writing instruction, such varied scaffolding promotes inclusive classroom environments and supports learners with different strengths and preferences, resulting in more comprehensive skill development (Lim et al., 2022).

Learning evaluation needs

The Learning Evaluation Needs subsection highlights students' perceptions regarding how evaluation practices should be implemented to support paragraph writing instruction effectively. Evaluation is an integral part of the teaching-

learning process, as it provides both students and instructors with meaningful feedback on learning progress, comprehension, and skill development. In the context of intercultural-based instruction, evaluation must not only assess grammatical and structural aspects but also consider the depth of content, cultural relevance, and communicative clarity. Students' perceptions about when and how evaluation is conducted—whether after each lesson, based on theory and practice, or through individual and group formats—are essential for shaping responsive and fair assessment strategies that align with instructional objectives.

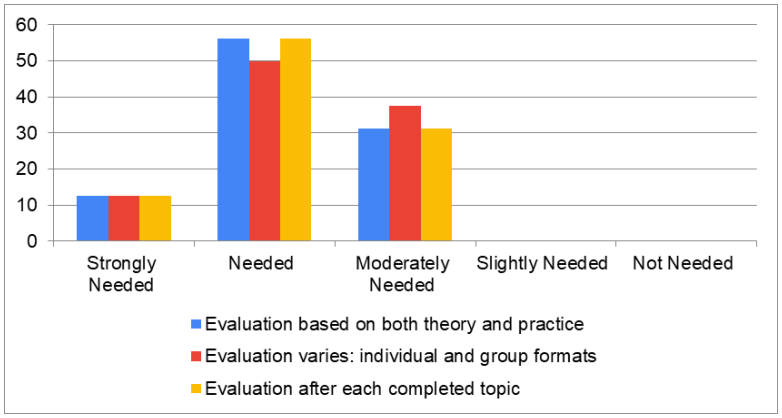


Figure 5. *Learning evaluation needs*

As seen in figure 5 that show that students perceive evaluation practices as an important component of paragraph writing instruction. For the item regarding evaluations based on both theory and practice, 56.3% of students selected needed, and 31.3% selected moderately needed, while 12.5% considered it strongly needed. Similarly, for the variation of evaluation techniques (individual and group-based), 50% of students considered it needed, 37.5% moderately needed, and 12.5% strongly needed. The final item—concerning evaluations conducted after each lesson—received comparable results, with 56.3% selecting needed, 31.3% moderately needed, and 12.5% strongly needed. Across all three statements, no respondents chose slightly needed or not needed, indicating that students unanimously regard evaluation as a relevant and necessary component. These results suggest that students appreciate evaluations that are regular, varied in format, and integrated into the learning process to support their writing development effectively.

The students' strong preference for evaluations that are closely aligned with each lesson, incorporating both theoretical and practical components, strongly supports the formative assessment approach in EFL writing instruction. Studies have shown that timely, lesson-aligned feedback enhances learner motivation, self-regulation, and writing quality (Mubayrik, 2020). Seyyedrezaei et al. (2022) similarly emphasize that integrating theory-based and practice-based assessments encourages learners to reflect on objectives and outcomes holistically. Moreover, mixed formative and summative methods have been found to improve performance, reduce anxiety, and foster self-regulation in writing tasks. Digital formative tools offer instantaneous feedback that helps students track progress continuously (Sowell, 2020).

Students also valued a variety of evaluation formats, including individual and group assessments, which supports the view that assessment should be multifaceted to be developmental rather than judgmental. Peer feedback, especially when facilitated with teacher support, has been shown to enhance writing self-efficacy and autonomy . Online and scaffolded peer assessment practices promote collaborative reflection and critical writing improvement . Automated formative feedback systems (e.g., AWE tools) significantly help students revise and deepen their writing (Fu et al., 2024). Self-assessment technologies also reinforce learner autonomy and meta-cognitive skills in EFL contexts. Hence, a combination of individualized, peer, and digital evaluation formats fosters an interactive, student-centered, intercultural writing environment.

Cultural-based language learning needs

The Cultural-Based Language Learning Needs subsection explores students' perceptions of the necessity to integrate intercultural perspectives into paragraph writing instruction. In an increasingly globalized and multicultural world, understanding diverse cultural contexts is

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essential for developing communicative competence and critical thinking in EFL learners. Interculture-based language learning (ILL) emphasizes the inclusion of cultural values, knowledge, and experiences within the language learning process, making writing tasks more meaningful and socially relevant. Assessing students' perceived needs regarding the concept, implementation steps, collaborative processes, and the impact of ILL on their writing and cognitive skills offers valuable insight into how well-prepared they are to engage with intercultural content in academic writing.

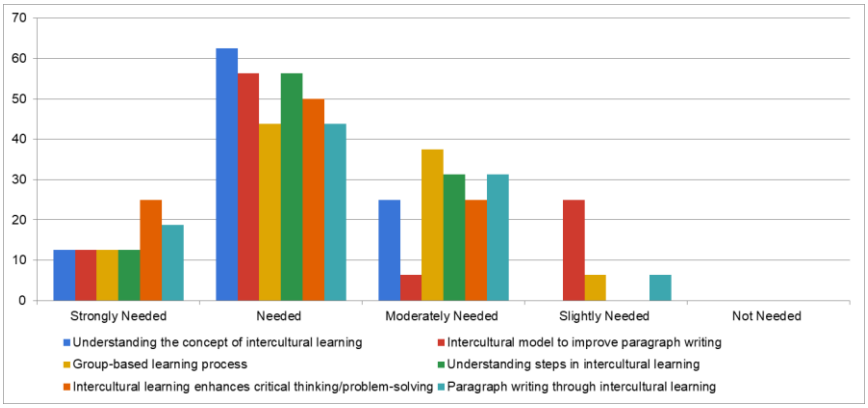


Figure 6. *Cultural-based language learning needs*

The data in figure 6 demonstrate that students generally show a strong need for interculture-based language learning components in paragraph writing instruction. Understanding the concept of intercultural learning received the highest percentage of needed responses (62.5%), with an additional 12.5% selecting strongly needed, indicating that students acknowledge the theoretical importance of this model. Similarly, the perceived need for understanding the steps in intercultural-based instruction was high, with a combined 68.8% selecting strongly needed or needed. Notably, 75% of students also believe that intercultural learning can enhance critical thinking and problem-solving, showing recognition of its broader cognitive benefits. Although most items showed no selection for slightly needed or not needed, a few statements—such as the model's application to paragraph writing (25%) and group-based learning processes (6.3%)—did receive some slightly needed responses, suggesting varied preferences in instructional format. Overall, students express a clear interest in culturally enriched writing instruction that promotes not only language development but also intercultural awareness and critical skills.

Students expressed strong support for the inclusion of interculture-based language learning (IBLL) in writing instruction, viewing it as a catalyst for enhancing both writing proficiency and cultural awareness. They recognized IBLL as an effective vehicle for fostering critical thinking, broadening perspectives, and engaging with diverse cultural contexts. This enthusiasm aligns with recent findings: Sutrisno et al. (2024) found that culturally responsive writing tasks improved EFL learners' grammar, vocabulary, and critical analysis. Similarly, Heggernes (2021) emphasize how intercultural pedagogies deepen learner engagement and identity expression in L2 writing. Hicham et al. (2025) and Yin et al. (2023) both demonstrate that cultural integration in writing tasks supports cognitive rigor and meaningful content development. Additionally, Farsani et al. (2025) show that culturally enriching writing enhances learner motivation and intercultural readiness, while Lwanga-Lumu (2020) emphasize its impact in academic paragraph coherence and relevance.

Despite a few moderate responses regarding group tasks or procedural understanding, the findings overall reflect significant readiness for IBLL in writing classrooms. The model was acknowledged not merely as a cultural add-on, but as a framework for improving clarity, depth, and relevance in student writing. Prayati et al. (2020) argue that IBLL fosters agency and intercultural reflexivity, empowering learners in written expression. In alignment, Aprianoto & Haerazi (2019) found that tasks with greater cultural novelty and analytical complexity enhance engagement and academic challenge. Haerazi & Irawan (2020) and Hua (2023) also demonstrate that project-based cultural writing enhances global awareness and language competence. These results suggest that IBLL in paragraph writing should include culturally varied, analytical

activities that build both linguistic and intercultural competence.

CONCLUSION

Students perceive a strong need for an intercultural-based language learning model in paragraph writing instruction. This includes not only foundational aspects such as paragraph structure, coherence, and linguistic accuracy, but also the integration of culturally relevant content that enhances both the meaning of writing and communicative competence. Students demonstrated clear interest in learning activities that incorporate both local and global cultural themes, group-based exercises, and varied evaluation methods. These perceptions suggest that EFL learners recognize the importance of developing not only technical writing skills but also intercultural awareness, thereby supporting the use of intercultural-based instruction to enrich their academic writing performance.

For future research, it is recommended to further explore the implementation of this model through experimental studies or classroom action research to assess its direct impact on writing proficiency. Additionally, future studies could involve a more diverse student population, including learners from different institutions or regions, to gain broader insights. Investigating teachers' perceptions and readiness to implement intercultural-based writing instruction is also crucial to support effective curriculum integration. Developing classroom-based materials and training that align with intercultural pedagogical principles will be essential to ensure the sustainability and practical application of this approach.

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