

CHAPTER II

LITERATURE REVIEW

A. Paragraph Writing in EFL Context

1. *Paragraph Organization*

Paragraph writing is a fundamental skill that plays an essential role in the development of academic writing competence. According to McWhorter (2016), paragraph writing is the process of composing a group of related sentences that collectively develop a single main idea. This concept emphasizes the importance of logical connections among sentences within a unified thought. Mastery of paragraph writing not only assists students in expressing their ideas clearly but also serves as the foundation for constructing more complex texts such as essays and academic reports. Therefore, understanding the systematic structure of paragraphs becomes a crucial requirement in language education, particularly for learners of English as a second language.

In line with this perspective, Khatri and Khadka (2025) state that paragraph writing is the process of constructing a coherent unit of thought consisting of a topic sentence, supporting sentences, and a concluding sentence. Paragraph writing requires not only mastery of grammar but also logical reasoning and the ability to organize ideas systematically. Such a structure enables

readers to understand information in a comprehensive and organized manner. Within the academic context, a well-constructed paragraph represents clarity of argument and supports the overall coherence of a text. Thus, the teaching of paragraph writing must encompass both conceptual understanding and the consistent, reflective practice of writing.

Moreover, Mahmood, Sharif, and Aleem (2024) affirm that a paragraph constitutes the basic unit of academic writing, emphasizing structural clarity, unity of ideas, and cohesion among sentences. Paragraphs serve as an essential foundation before students are able to progress to more complex forms of writing. In the context of English language learning, mastery of paragraph writing becomes an initial indicator of success in comprehending the principles of academic writing. Yakhontova (2021a) further adds that a paragraph is a visual and semantic unit in a text that conveys a single main idea through relevant supporting sentences, thereby strengthening the logical structure of academic discourse.

Based on the review of various sources, it can be concluded that paragraph writing is a fundamental skill in academic literacy that involves coherence, cohesion, and clarity of ideas. A paragraph functions not only as a medium for conveying thoughts but also as an initial step

toward the development of more complex academic texts. Understanding structural elements of a paragraph such as topic sentences, supporting sentences, and concluding sentences, as well as the logical relationship among them, constitutes an essential aspect for learners to master. Therefore, systematic instruction in paragraph writing needs to be continuously reinforced in language curricula, particularly in the context of teaching English as a Foreign Language (TEFL).

2. *The Organization of Paragraph*

Effective paragraph writing requires an understanding of systematic paragraph structure. According to Zemach and Rumisek (2005), a paragraph consists of three main components: a topic sentence, supporting sentences, and a concluding sentence. This division is grounded in theories of the writing process and rhetoric, aiming to convey the main idea clearly and logically. The topic sentence introduces the central idea, the supporting sentences develop it with explanations and examples, and the concluding sentence provides a summary that ties the content of the paragraph together. Understanding this structure helps writers compose paragraphs that are coherent, clear, and easy to comprehend, particularly in academic writing where cohesion and coherence are essential.

The topic sentence plays a key role in constructing a coherent academic paragraph. Yakhontova (2021b) explains that the topic sentence serves as the primary tool for expressing the main idea, especially for non-native English writers. It is usually placed at the beginning of a paragraph and provides readers with guidance on the paragraph's content. In practice, the topic sentence helps writers remain focused on a single idea and assists readers in following the development of the paragraph. Thus, the use of clear and relevant topic sentences is crucial in creating informative and systematic paragraphs that align with academic writing conventions.

Following the topic sentence, supporting sentences strengthen the main idea in a logical and structured manner. Trang et al. (2022) emphasize that supporting sentences play an essential role in elaborating the central idea through data, reasoning, examples, or relevant descriptions. These elements provide weight and depth to the argument being presented. Without sufficient supporting sentences, a paragraph loses its argumentative strength and becomes less convincing. Therefore, the inclusion of well-developed supporting sentences is a fundamental requirement for building coherent and informative academic paragraphs.

The concluding sentence plays a crucial role in completing a paragraph as a unified whole. This sentence is used to summarize the content or restate the main idea in a concise manner. According to Yakhontova (2021c), the concluding sentence also functions as an effective bridge to the next paragraph, maintaining logical flow and cohesion across sections of a text. In the context of academic writing, the concluding sentence provides a strong final impression and reinforces the central message of the paragraph. Hence, the structure comprising a topic sentence, supporting sentences, and a concluding sentence results in balanced, systematic, and reader-friendly paragraphs.

3. *Types of Paragraphs*

In academic writing, understanding the types of paragraphs is essential since each type serves a different rhetorical function. Dorothy E. Zemach and Lisa A. Rumisek (2005) state that paragraphs can be classified according to their communicative purposes, reflecting genre and rhetorical theory. These types include narrative, descriptive, expository, and argumentative paragraphs. Each type is designed to effectively convey ideas in line with the writer's intended purpose. By understanding the structure and function of each type, writers can develop ideas in a focused and coherent manner, which is crucial

in academic contexts that demand precision and clarity in written communication.

A narrative paragraph presents events or experiences in chronological order. According to Eser and Ayaz (2021), this type of paragraph typically consists of a beginning, middle, and end, and includes elements such as time, place, characters, and conflict. In practice, narrative paragraphs are used to recount real or fictional experiences arranged sequentially so that readers can easily follow the storyline. For example, a student may describe their first experience participating in an English speech competition at school. Such narratives not only enhance creative writing skills but also train writers to organize events logically and systematically.

A descriptive paragraph aims to portray an object, place, or situation in detail and in an organized manner. Eltayeb Yousuf Ahmed et al. (2024) note that this type emphasizes clarity and unity of description through the use of transitions between sentences. In descriptive writing, the author should employ concrete and sensory words to enable readers to visualize the subject being described. For instance, one might depict a university library with its quiet atmosphere, neatly arranged bookshelves, and the blended scent of paper and coffee. This type of paragraph develops observational accuracy

and the ability to communicate vivid visual details through cohesive writing.

An expository paragraph is used to explain a topic or concept systematically and objectively. According to Balepur et al. (2023), this type does not contain personal opinions but instead presents facts, definitions, or processes logically. Expository paragraphs are common in academic texts such as scientific reports or educational articles. For example, when explaining the stages of Project-Based Learning, a writer outlines each step sequentially and clearly. The main goal of this type of paragraph is to help readers understand a topic through well-structured information, neutral language, and a formal style.

An argumentative paragraph aims to present a debatable opinion and support it with systematic reasoning. Yakhontova (2021d) explains that such paragraphs contain a claim, supporting reasons, and evidence. For instance, a writer may argue that digital literacy education should be introduced in elementary schools and support the claim with data on increasing internet access among children. Argumentative paragraphs require writers to think critically and construct convincing arguments. In academic contexts, this type of paragraph is particularly important because it trains

students to articulate scholarly perspectives, develop logical arguments, and defend positions in a structured and credible manner.

Each type of paragraph has its own function and structure, yet all play a vital role in the development of academic writing skills. Narrative paragraphs assist in organizing stories, descriptive paragraphs strengthen visualization, expository paragraphs clarify information logically, and argumentative paragraphs foster critical thinking. A solid understanding of these four types enables writers to align their writing with intended communicative purposes. In line with the guidelines of Zemach and Rumisek (2005), integrating genre and rhetorical theory into writing instruction provides learners with a strong foundation to construct effective, relevant, and high-quality paragraphs.

4. Common Problems Encountered by EFL Students in Paragraph Writing

Writing effective paragraphs is an essential academic skill; however, English as a Foreign Language (EFL) students often face various challenges in this process. The difficulties do not merely lie in limited vocabulary or grammar but also in constructing coherent and well-structured paragraphs. Weak paragraphs often result in unclear ideas that are difficult to comprehend.

Paragraph writing requires mastery of the topic, development of ideas, and the organization of sentences in a logical manner. Therefore, it is important to identify the common difficulties faced by EFL students in order to design appropriate and effective writing instruction strategies.

One of the major difficulties encountered by EFL students lies in producing well-structured paragraphs. Many students struggle to compose an accurate topic sentence, fail to provide logical supporting sentences, and often neglect to include a proper concluding sentence (McWhorter, 2016; Aldabbus & Almansouri, 2022; Ly et al., 2021). In addition, coherence between sentences is frequently overlooked, resulting in disorganized and confusing paragraphs. The use of incomplete sentences and unsystematic sequencing of ideas further undermines the quality of writing. A lack of understanding of paragraph structure prevents students from effectively and convincingly conveying their main ideas.

Another significant difficulty is the inability to develop ideas logically, particularly in specific paragraph types such as descriptive and argumentative writing. EFL students often fail to construct strong arguments or coherent descriptions due to insufficient supporting evidence or explanations (Phung & Le, 2024; Aldabbus

& Almansouri, 2022). Consequently, their writing becomes shallow and unconvincing. They also tend to include irrelevant sentences because of their inability to distinguish between main ideas and supporting details. This indicates that paragraph-writing difficulties are not only technical in nature but are also related to critical thinking and idea organization.

Overall, paragraph-writing difficulties among EFL students encompass structural issues, coherence, and idea development. These problems hinder their ability to communicate ideas clearly, logically, and persuasively. To overcome these challenges, students require consistent writing practice, strengthened understanding of paragraph structure, and explicit instruction on how to develop ideas in depth. Teacher support in the form of feedback and revision is also crucial. With appropriate approaches, EFL students can gradually improve their paragraph-writing skills and better meet academic demands in diverse contexts.

5. The Importance of Paragraph Writing Skills in the Context of EFL

Paragraph writing is a fundamental skill for EFL students as it serves as the foundation for developing more complex academic writing abilities. In the context of English language learning, a paragraph functions as the

basic building block for constructing essays, reports, and other academic texts. According to Zemach & Rumisek (2005) and Abed (2023), without a strong mastery of paragraph writing, students will encounter difficulties in producing logical and well-organized written structures. Therefore, paragraph writing skills not only support language proficiency but also foster critical and systematic thinking.

The main objective of paragraph writing instruction is to train students to organize ideas in a logical and coherent manner. The writing process involves several stages, such as planning, drafting, revising, and receiving feedback, all of which cultivate students' critical and reflective thinking (Zemach & Rumisek, 2005). Furthermore, paragraphs allow students to focus their ideas in a concise yet effective form, which is essential in academic writing. By mastering paragraph structure, including topic sentences, supporting sentences, and concluding sentences, students are able to present arguments and information in a clear and coherent way.

Beyond academic development, paragraph writing also has communicative functions relevant to real-life contexts. Ninh & Duc (2024) emphasize that paragraphs enable students to present opinions, information, and arguments systematically and persuasively. Similarly,

Alghamdy (2023) highlights that paragraph writing helps students handle real-world tasks such as writing reports, letters, or persuasive texts in diverse contexts. This ability enhances students' confidence in using English as a global communication tool while also broadening their skills in thinking, organizing ideas, and writing effectively.

Overall, paragraph writing plays an essential role in EFL learning. Through mastery of paragraph structure and organization, students can produce clear and coherent texts, communicate ideas effectively, and engage in meaningful written communication. Therefore, instructors need to provide systematic and consistent instruction to help students strengthen their paragraph writing skills.

B. The Flipped Classroom Model

1. *Definition of flipped classroom*

Flipped classroom is an innovative learning approach that has been increasingly implemented in the context of 21st-century education. This model emerged as a response to the limitations of traditional instruction, which tends to be teacher-centered and provides limited opportunities for interaction and deep understanding. In the flipped classroom, the roles of teachers and students are reorganized to create a more active and collaborative learning environment. This approach is believed to enhance student engagement, foster learner autonomy,

and promote mastery of the material through active participation in classroom activities that focus on discussion, problem-solving, and direct application of concepts.

In definition, a flipped classroom refers to an approach that reverses the conventional structure of learning. The delivery of material is conducted outside the classroom through media such as videos, readings, or online modules, while face-to-face sessions are used for more applicative activities (Kepler College & Dusengimana, 2023a). With this strategy, the classroom is no longer a place merely for listening to lectures but rather a space to deepen understanding through question-and-answer sessions, group work, and simulations. Teachers serve as facilitators, while students are given the opportunity to prepare before class begins. As a result, the learning process becomes more dynamic, interactive, and contextual.

The flipped classroom can also be understood as a reallocation of learning time between outside-class and in-class activities, with an emphasis on shifting learning control from teachers to students (Zhang et al., 2024a; Yang & Chen, 2024). By studying basic concepts independently at home, students gain the opportunity to manage their own time and learning strategies according

to personal needs. Meanwhile, classroom time is maximized for completing complex, collaborative, and problem-based tasks. This approach has been proven to improve independent learning skills, strengthen critical thinking, and enhance both social and academic interactions during the learning process.

By changing the pattern of classroom interaction, the flipped classroom offers a model that is more responsive to the learning needs of the 21st century. It not only reinforces the active role of students in the learning process but also creates opportunities for teachers to more intensively guide and support students' thinking. Through a well-planned combination of online and face-to-face learning, the flipped classroom encourages a learning process that is personal, collaborative, and student-centered. Therefore, a deep understanding of the flipped classroom concept is essential for its effective implementation to enhance the quality of teaching and learning across educational levels.

2. Characteristics model of flipped classroom

Flipped classroom is an innovative instructional model that reverses traditional patterns by shifting content delivery to outside the classroom and transforming face-to-face time into a space for active interaction. This model emphasizes direct student engagement in the learning

process and encourages collaboration within the classroom. Learning is no longer solely teacher-centered but positions students as active participants in understanding and applying concepts. Flipped classroom integrates technology, independent learning, and interactive discussion, creating a more participatory, flexible, and contextually relevant learning environment that aligns with the demands of 21st-century education.

A key characteristic of the flipped classroom is the intensive use of technology to deliver learning materials prior to class. Baig and Yadegaridehkordi (2023) emphasize that this model employs Learning Management Systems (LMS), video recording tools, and collaborative platforms such as online discussion forums to support active learning. Zhang et al. (2024b) further explain that content delivery is conducted outside the classroom, while in-class time is devoted to interaction and the application of concepts. Through this approach, the flipped classroom not only shifts the location of instruction but also transforms classroom dynamics into a more active, collaborative, and student-centered environment.

Another characteristic is the enhancement of students' independent learning skills. According to Yang and Chen (2024), the flipped classroom allows students to access learning materials flexibly outside the classroom,

according to their own pace and needs. When entering the classroom, they already possess preliminary understanding, enabling them to engage more actively in discussions, problem-solving, and collaborative activities. In this way, the flipped classroom strengthens autonomous learning while also improving the quality of student participation in face-to-face instruction.

Overall, the flipped classroom is defined by three main characteristics: the integration of technology, the relocation of learning activities outside the classroom, and the promotion of independent and collaborative learning during class sessions. This model enables students to become active learners, teachers to function as facilitators, and the classroom to serve as a space for productive interaction. Therefore, the characteristics of the flipped classroom not only reform teaching methods but also address the challenges of contemporary education that demand flexibility, active participation, and continuous learning.

3. Stages of Implementing Flipped Classroom

The implementation of a flipped classroom requires systematic stages to ensure that learning runs effectively and in a structured manner. This model is not merely about moving learning materials outside the classroom, but it demands careful planning and proper

integration of technology. The success of a flipped classroom greatly depends on the quality of digital content, the design of interactive classroom activities, and in-depth evaluation mechanisms. According to Kepler College and Dusengimana (2023b), this approach combines independent learning with meaningful face-to-face interaction. Therefore, it is important for teachers to understand the stages of implementation in order to create a collaborative, reflective, and student-centered learning experience.

The first stage in the flipped classroom is planning, which includes the selection of materials, curriculum design, and the preparation of active learning strategies (Baig & Yadegaridehkordi, 2023; Kepler College & Dusengimana, 2023b). Teachers need to select appropriate topics to be studied independently and determine the digital media and platforms to be used. The second stage is classroom implementation, which becomes the core of the flipped classroom model. Face-to-face sessions are used for activities such as group discussions, simulations, problem-solving, or experiments (Cuetos, 2023; Baig & Yadegaridehkordi, 2023). Teachers act as facilitators who guide students in applying concepts rather than merely delivering information.

The third stage is evaluation and reflection, in which teachers conduct formative assessments and provide feedback. According to Kepler College and Dusengimana (2023b), this evaluation is important to measure the effectiveness of learning and to identify improvements for future meetings.

By following these stages—planning, interactive classroom implementation, and evaluation—the flipped classroom model can be applied in a structured and systematic manner. Each stage plays an important role in ensuring that learning objectives are achieved effectively. Careful planning helps teachers organize materials and strategies appropriately, interactive classroom activities promote active student engagement, and evaluation ensures that learning outcomes can be measured and improved. Through these stages, the flipped classroom supports meaningful learning experiences and strengthens the quality of the teaching and learning process.

4. Advantages and Disadvantages of flipped classroom in Language learning

Flipped classroom is an innovative approach that is increasingly being applied in language learning, particularly in the context of English as a Foreign Language (EFL). This method reverses the traditional structure of instruction, allowing students to study

materials outside the classroom through videos or readings and then apply them in interactive activities during face-to-face sessions. The goal is to create a more active and communicative learning environment. In language learning, this model is believed to improve students' communication skills, as class time can be focused on speaking practice, discussions, and real-life context-based activities (Yakob et al., 2023; Li et al., 2025).

One of the advantages of flipped classroom in language learning is its ability to increase student participation in communication practice. With materials delivered prior to class, students come with prior understanding and are ready to engage in more challenging speaking tasks or discussions. According to Yakob et al. (2023) and Li et al. (2025), this approach strengthens oral language proficiency since classroom focus shifts to application and interaction. Alizadeh (2024) further emphasizes that the use of immersive technologies in flipped classrooms can significantly boost student engagement and motivation in the language learning process.

Despite its many benefits, flipped classroom also presents several challenges. Its success greatly depends on students' discipline in accessing and understanding

materials before class. If students do not prepare, classroom sessions become ineffective (Yakob et al., 2023). In addition, Alizadeh (2024) notes that implementing flipped classrooms requires adequate technological support and teacher training to design effective digital content. Li et al. (2025) also highlight that both students and teachers need time to adapt to their new roles in a more independent and interactive learning environment.

Overall, the flipped classroom offers a promising approach in language learning, particularly in enhancing communication skills and active student engagement. However, its effectiveness still relies on technological readiness, student discipline, and teacher preparedness in managing this inverted learning process. With proper planning, sufficient training, and adequate infrastructure support, flipped classroom can be an effective strategy in promoting more contextual, active, and sustainable language learning in today's digital era.

C. Need Analysis

1. Definition of need analysis

Need analysis is an essential initial step in learning design, particularly in curriculum and instructional material development. Its purpose is to systematically identify what learners truly require so that

the learning process becomes relevant, effective, and contextual. In the context of language and vocational education, this analysis helps educators understand the gap between students' actual abilities and the skills expected of them (Huang, 2021; Sava et al., 2024; Ibrahim and Nashir, 2022). This process serves as a fundamental basis for determining the direction of instruction and selecting strategies that align with the real needs of learners.

In the field of language learning, need analysis plays a key role in identifying the language skills most required by students based on their context of use, such as academic, professional, or technical settings. Huang (2021) emphasizes that this process is systematic and may involve instruments such as questionnaires, interviews, and task analysis to determine learners' linguistic and pragmatic needs. The primary goal is to ensure that the instructional materials and approaches used are relevant to students' realworld contexts so that they do not merely learn language as a system but also as an applicable tool for communication.

In technical and vocational education, need analysis includes identifying gaps between current competencies and the standards required in the workplace. Ibrahim and Nashir (2022) emphasize that

this analysis involves data triangulation approaches such as field observations, industry interviews, and student surveys to design appropriate training. Sava et al. (2024) also add that need analysis is used to respond to technological developments in higher education, such as the demand for digital assessment. Therefore, this approach is not only academic but also practical and contextual.

Overall, need analysis is a strategic and systematic process in education that aims to bridge the gap between learners' existing competencies and the competencies required. Whether in the context of language learning, vocational education, or digital curriculum development, this analysis enables educators to design learning that is more targeted and responsive to change. By combining qualitative and quantitative approaches, the process ensures that education is not generic but tailored to the profile and real needs of learners (Huang, 2021; Sava et al., 2024; Ibrahim and Nashir, 2022).

2. *Types of need analysis*

According to Hutchinson and Waters (1987), needs analysis in language learning consists of two main categories: target needs and learning needs. Both categories are essential in designing instructional

materials and learning activities that are relevant to learners' goals and learning contexts. Target needs focus on what learners need to achieve in the target situation, whereas learning needs concern how learners can achieve those goals through appropriate learning processes.

Target needs refer to what learners need to know and be able to do in order to function effectively in a particular context. Hutchinson and Waters (1987) divide target needs into three components: necessities, lacks, and wants. Necessities refer to the knowledge and skills that learners must acquire to meet the demands of the target situation. Lacks refer to the gap between learners' current abilities and the competencies they are expected to achieve. Meanwhile, wants represent learners' personal preferences, expectations, and perceived needs in the learning process. Identifying these three aspects helps educators determine appropriate learning objectives and instructional content.

Learning needs, on the other hand, refer to the ways learners can achieve their target needs. These include learning strategies, learning styles, classroom activities, instructional materials, learning media, and other factors that support the learning process. Learning needs also take into account learners' characteristics,

interests, motivation, and learning environment. By understanding learning needs, teachers can design instructional materials and learning experiences that facilitate students in achieving the desired learning outcomes effectively.

In this study, the framework of Hutchinson and Waters (1987) is used to identify the specific needs of EFL students in learning paragraph writing through the Flipped Classroom model. The analysis focuses on students' target needs, including necessities, lacks, and wants, as well as their learning needs related to instructional materials, learning activities, media, feedback, and technology-supported learning.

3. *The Importance of Needs Analysis in English Teaching for Students*

Needs analysis is a crucial step in understanding the learning context of students, including their academic goals, linguistic backgrounds, and professional aspirations. By systematically analyzing needs, teachers can focus on the actual requirements of students rather than relying on general assumptions. This aligns with the views of Kosimov (2021), Deressa et al. (2022), and Tashkent State University et al. (2023), who emphasize that needs analysis is the foundation of relevant and meaningful instruction.

Needs analysis helps ensure that teaching is contextual, engaging, and aligned with both the academic and professional situations of students. Kosimov (2021) explains that when instruction is adapted to the actual needs of EFL students, learning motivation increases significantly and outcomes become more optimal. Conversely, without needs analysis, teaching risks being irrelevant and failing to address the real challenges students face. Therefore, needs analysis serves as an essential tool for bridging the gap between curriculum content and future competency demands.

Furthermore, needs analysis contributes to the implementation of learner-centered teaching strategies. Tashkent State University et al. (2023) highlight that this approach enables teachers to design learning that is responsive and adaptive to the diversity of students' characteristics. Deressa et al. (2022) add that needs analysis helps align instruction with students' academic and professional demands, such as academic writing skills or scientific presentations. In this way, needs analysis enhances the effectiveness of teaching and strengthens students' engagement in the process of learning English.

Considering its various benefits, needs analysis should be a key component in teaching English to

students. This process ensures that instruction has direct relevance to students' needs, both in academic contexts and their future professional lives. As emphasized by Kosimov (2021), Deressa et al. (2022), and Tashkent State University et al. (2023), the use of needs analysis improves learning outcomes and creates more meaningful, focused, and impactful language learning experiences for students.

D. Conceptual Framework

The conceptual framework of this study is based on the integration of paragraph writing skills and the flipped classroom approach, both of which serve as the main foundation in designing effective, contextual, and needs-based writing materials for students.

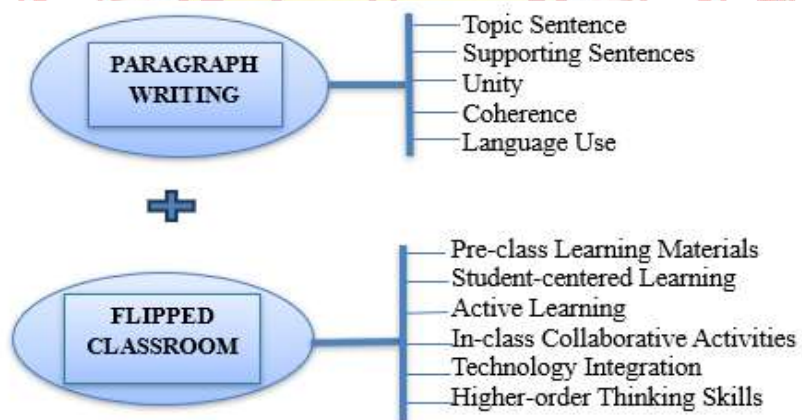


Figure 1. Conceptual Framework

This study is grounded in two main concepts, namely paragraph writing and the flipped classroom, which serve as the key variables in developing teaching materials. Paragraph writing is understood as a fundamental skill in English writing that requires students to construct a topic sentence, supporting sentences, and a concluding sentence in a coherent and structured manner. This skill also encompasses the aspects of unity (the consistency of ideas within a paragraph), coherence (the logical and connected flow of ideas), as well as accuracy in language use (grammar, vocabulary, and writing mechanics).

Meanwhile, the flipped classroom is an innovative instructional model that reverses the traditional pattern: learning materials are delivered beforehand through online media such as videos, texts, or modules (pre-class activities), so that face-to-face time in the classroom can be focused on interactive activities such as discussions, problem-solving, writing practice, and group collaboration (in-class activities). This model emphasizes the principles of student-centered learning, active learning, and self-regulated learning, which provide students with the opportunity to study theoretical content independently before applying it in classroom activities.

By integrating these two concepts, this study highlights that using the flipped classroom model enables

students to understand the concepts of paragraph writing through independent learning and then practice them with teacher guidance and constructive feedback in class, making the learning process more effective, collaborative, and meaningful.

E. Some Related Previous Studies

Various studies have examined the effectiveness of the flipped classroom in English language learning, particularly in productive skills such as writing, speaking, and listening. A study by X. Wei (2025) showed that this model improved listening skills by 15.9% and enhanced speaking in terms of fluency and confidence among high school students. Similarly, Grab (2025) found that ESL students who participated in flipped learning experienced significant improvements in language proficiency and learning motivation. The strength of this model lies in the flexibility of pre-class materials and the active interactions during class sessions. Comparable findings were reported by Y. Wei (2023), who noted that the flipped classroom improved vocabulary acquisition and speaking fluency compared to traditional methods.

Another group of studies highlighted the importance of paragraph writing instruction that is contextual, gradual, and responsive to students' needs. Daud and Latif (2023) investigated the use of Project-Based Learning in paragraph

writing for EFL classes, with results indicating that the approach helped students better understand paragraph structure. In a similar vein, Msuya and Abdala (2025), within the Tanzanian context, found that a competency-based gradual approach was highly effective in strengthening students' writing skills. Furthermore, a study by Mudhsh et al. (2025) emphasized the role of AI-based technology in supporting EFL students' paragraph writing, with its most common uses being translation, grammar checking, and idea organization.

Research on needs analysis has also played an important role in ensuring relevant instruction. Yuan (2024) argued that needs analysis serves as the foundation of effective EFL teaching, as it allows the adaptation of learning content to students' linguistic and academic needs. This view is reinforced by Melikuziyeva Gulshoda (2023), who demonstrated that accurate needs mapping can generate motivating and contextualized learning experiences. On the other hand, Syazwanie Mansor et al. (2024) proposed a new approach to needs analysis in digital and cross-cultural learning, suggesting a more inclusive and collaborative framework compared to traditional methods.

Studies on the use of technology and media in writing instruction, especially within the flipped classroom context, have also shown promising results. Cedillo Llivisaca and

Guamán Luna (2025) reported that technologies such as AI writing tools, podcasts, and speech recognition software enhanced students' creativity and engagement. However, dependency on technology and disparities in digital access remain major challenges. Han et al. (2023) examined student interaction with large language models (LLMs) such as ChatGPT as essay tutors, showing effectiveness in providing pedagogically oriented feedback. Similarly, Elstad and Eriksen (2024) found that AI-supported writing was helpful from the prewriting stage to revision, but raised concerns about plagiarism and ethical use.

Previous research has demonstrated that the flipped classroom model is effective in enhancing English language skills such as listening, speaking, and writing (X. Wei, 2025; Grab, 2025; Y. Wei, 2023). However, these studies have not specifically examined the application of this model in the context of paragraph writing for EFL students in higher education. Meanwhile, studies on paragraph writing have emphasized the importance of contextual and needs-based approaches (Daud & Latif, 2023; Msuya & Abdala, 2025), and research on needs analysis has highlighted its role as the foundation for effective teaching (Yuan, 2024; Melikuziyeva, 2023). Therefore, this study aims to address the gap by focusing on integrating needs analysis and the flipped classroom model in the teaching of paragraph writing for EFL students.