

# Applying PEEL/PETAL Framework to Improve Logical Paragraph Writing for Grade 10 Global Success Students

This study explores the application of the PEEL/PETAL framework to enhance paragraph writing skills for Grade 10 students using the Global Success curriculum. Addressing common challenges such as fragmented ideas and lack of coherence in Vietnamese EFL classrooms, the initiative was implemented during the 2025–2026 academic year. Methodologically, the research employed a mixed-methods approach, including pre- and post-writing tasks, observations, and student questionnaires. Key pedagogical interventions involved model analysis, guided planning with scaffolds, and peer feedback integrated into diverse writing genres. Results indicate significant improvements in students' logical organization, evidence integration, and cohesive linking. Furthermore, the framework notably boosted learners' writing confidence. The findings suggest that PEEL/PETAL serves as a practical, scalable scaffold for developing structured writing skills in secondary EFL contexts, offering valuable insights for teachers navigating the new national curriculum requirements.

Keywords: PEEL, PETAL, paragraph writing, EFL classroom, Grade 10, Global Success

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