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The Role of Guided Checklists in Enhancing High School EFL Learners' Grammatical Accuracy and Writing Development in Academic Paragraph Writing

Kadriye Bayar

Istanbul Aydin University, Türkiye

Abstract

This study investigated the role of guided checklists in enhancing high school EFL learners' grammatical accuracy and writing development in academic paragraph writing. The findings suggest that guided checklists functioned as an effective instructional support tool throughout the writing process and contributed to learners' awareness of both grammatical and organizational aspects of writing.

The analysis of the collected data revealed improvements in students' grammatical accuracy, revision behavior, and paragraph organization. In addition, learners appeared to develop greater awareness of their writing processes and demonstrated increased engagement in self-monitoring and revision activities. The findings further indicated that guided checklists encouraged students to take a more active role in evaluating and improving their own writing.

Furthermore, the study suggests that guided checklists supported the development of self-regulation by encouraging learners to monitor, evaluate, and revise their work more independently throughout the writing process. Students generally reported positive perceptions of the checklist and viewed it as a useful instructional tool for identifying mistakes, organizing ideas, and improving the overall quality of their academic paragraphs.

Overall, the findings indicate that guided checklists can serve as an effective pedagogical tool for supporting grammatical accuracy, writing development, learner autonomy, and revision practices in EFL contexts. Therefore, incorporating guided checklists into writing instruction may provide EFL teachers with a practical and accessible strategy for helping learners produce more accurate and organized academic writing.

Although the study provided valuable insights into the use of guided checklists, it was conducted with a limited number of participants in a single educational setting. Therefore, the findings cannot be

generalized to all EFL contexts. Future research may involve larger participant groups, longer implementation periods, or different educational settings in order to further investigate the effectiveness of guided checklists in supporting grammatical accuracy and writing development.

Keywords: Guided Checklists, Grammatical Accuracy, EFL Writing, Academic Paragraph Writing, Writing Development