

## A Literature Review on Writing Proficiency Outcomes

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### ARTICLE INFO

#### Article history

Received: April 16, 2023

Accepted: July 12, 2023

Published: July 31, 2023

Volume: 11 Issue: 3

Conflicts of interest: None

Funding: None

Publication Note: This study was carried out as a doctoral thesis prepared by Mine

ÖZÇELİK and executed by Prof. Dr. Zekerya BATUR.

### ABSTRACT

The main target of language training is to help students acquire proficiency in reading, writing, listening, and speaking skills. Each language skill is complementary to the other in nature. As one of these skills, writing is based on narration. Through writing studies, the level of progression of the listening, speaking, and reading skills of the students can be objectively monitored. Therefore, writing studies should be emphasized as much as other language skills. This study aims to conduct a literature review about the outcomes of writing proficiency. In this qualitative study, the relevant parts of the literature were reviewed, and B2 level writing skill outcomes were compiled. The writing skill outcomes obtained as the result of the literature review were categorized and were classified as “the national level writing skill outcomes list for B2 level”, “the international level writing skill outcomes list for B2 level,” and “the writing outcomes, reduced to 11 items as the result of the literature review” after obtaining the relevant expert opinion. At the final stage of the study, the outcomes were submitted to the review of 3 experts in the field by using the “Writing Outcomes Compliance Assessment Form.” After the feedback was received from the experts, a total of eight writing skill outcomes for B2 level, indicated in List 4, were generated. The obtained outcomes were submitted to the literature to contribute to the field.

**Key words:** B2 level, Writing Skill, Writing Outcomes

### INTRODUCTION

The main goal of teaching a foreign or native language is equipping students with all skills that will carry them to success in the fields of reading, writing, listening, and speaking. These four basic language skills cannot be disassociated from each other. Every one of those skills complements and advances each other. On the other hand, the difficulty level of some of these indicated skills may differ when compared to each other. For example, writing is a skill that students experience difficulties and encounter problems in. According to Yalçın (1998, p. 149), writing is a difficult skill that requires knowledge and experience. He underlines that writing is not only a skill that requires generating ideas, establishing lexical coherence, planning, synthesizing, and analysis, etc. but also needs students to integrate sentences and types of texts to build rational knowledge (Yalçın 1997, p. 318).

While listening and speaking skills may be improved well outside the classroom environment, formal environment, reading, particularly writing skill requires a formal teaching environment to be properly implemented. Utilizing various methods and practices for the students to improve their writing skills during the learning process would be highly beneficial for the advancement of this skill. According to Harmer (2007, p.112), there are a lot of reasons for students who

receive foreign language training to write inside or outside the class. Achieving writing proficiency in a manner to enable individuals to write what they observe, hear, and experience in their world as well as their dreams according to their aims as one of the most important points that will ensure success in the academic process (Ungan, 2007). In this context, according to Kaplan (2018), writing proficiency, along with the contributions it makes to the development of the basic skills of a language, assists in the increase of academic success in targeted language education.

Aktaş and Gündüz (2001) define writing proficiency as follows:

The method of using the language most efficiently is written expressions, which can be described as a tool that carries all sorts of events, emotions, and thoughts into the future by using the language in the best possible manner and therefore ensures subsistence. (p. 57)

They further defined it as the method to use the language in the best and most efficient manner possible. In line with these statements, bringing the students of foreign language education to a more equipped and proficient level in terms of written expressions, in other words writing proficiency, carries further importance.

Atasoy (2015), who defines the act of writing not only as the transference of emotions and thoughts to the paper but

also as a mental process, used the following description for writing proficiency.

Writing is a skill that enables the cognitive development of an individual and that demonstrates the mental development level of a person. In this context, we can safely say that writing is both a skill of expressing and understanding. The product that is generated at the end of the process constitutes the expression part of this act while the writing process makes up the understanding part of the equation. Atasoy (2015, p. 22)

Therefore, in this regard, writing proficiency, in addition to being a cognitive process that should be carefully studied, is also a field in which expressing and understanding skills of individuals are also included. In addition to the above-indicated remarks, Byrne (1998, p. 8), who discoursed the contributions of writing skills on individuals, lists the benefits of writing skills as follows.

- Writing proficiency enables the detection of the rate of learning of the target language.
- Writing proficiency shows the difference between formal language and colloquial language and points out the differences in a clear way.
- Writing proficiency helps the student be productive during the learning stage.
- Writing proficiency helps the student learn more easily.
- Writing proficiency contributes to the in-classroom activities and provides diversity to these activities.

Similarly, Hughes (1983) groups the benefits of gaining writing proficiency in learning a second language into four titles.

- Writing proficiency is an important element and an integral instrument of communication.
- Writing proficiency is the most suitable language skill for critical thinking and problem-solving.
- Writing proficiency enables one to reaffirm and improve themselves.
- Writing helps individuals to control their environment.

On the other hand, in addition to all benefits of writing proficiency as well as its positive contributions to the learning process, Çakır (2010, p. 17) the reasons why it is also defined as a challenging skill are summarized as follows.

- Writers should have sufficient knowledge regarding the topic that they write.
- Knowing the target language is paramount for an effective written expression.
- Expressing thoughts in a written manner is no easy task.
- Forming meaningful sentences is required.
- A good level of grammar is required.
- Using the punctuations as they should be is also necessary.

Language skills must support each other. Because reading, listening, speaking, and writing skills are sources that feed each other. For example, as Arıcı (2018, p. 14) states, a student who does not read or does not develop reading skills may have difficulty expressing himself by writing because he will not have sufficient knowledge. However, the basis of writing skills is based on knowledge. The acquisition of knowledge is based on reading skills. A student who has

good reading skills can easily transfer his/her knowledge and thoughts gained through reading to writing and share his/her ideas. At the same time, the vocabulary of a person with improved reading skills also develops. People with developed vocabulary can write their thoughts and feelings in a clear, fluent, and comfortable way. In addition, the words acquired through reading skills enable the development of a person's cultural richness and world of thought. A student who has sufficient equipment on this subject can easily express himself orally and in writing. This applies not only to native language learners but also to foreign language learners. Considering that each language skill lays the groundwork for another skill, the studies and activities prepared for the problems experienced by the students should be presented to the student with the same attention and care during the teaching phase of the last writing skill gained as a result of the combination of all skills.

On the other hand, Uygun and Çetin (2020, p. 3) indicate that "students need writing skills education, through which they can convey their personal experience and observations, imaginations, senses, and creativity and with which they can use the language effectively and masterfully". At this point, the achievements that are related to the skills should be taken as seriously as the skills themselves because for language education to achieve its intended goals, the contributions of the achievements that are within the educational fields may not be overlooked. The achievements, which are defined as the "statements that demonstrate the skills, knowledge, and habits that the students will obtain" (MoNE, 2005, p. 8), have direct implications on the purpose of language education, which is in turn defined by the Turkish Language Course Program (MoNE, 2006, p. 2) as "the ability of the students to express themselves by using the shapes, concepts, and language that they obtain from the different contexts of the language and to enrich their worlds of ideas and imaginations through different sources of information." Following a process that requires rigor and attention to detail for the preparation of the achievements regarding the writing proficiency in this line shall contribute to the development of the writing proficiency, which is considered as a hard skill that is developed last, and to overcoming the obstacles, experienced by the students and teachers. With this point of view, Uygun and Çetin (2020, p. 3), for the writing achievements that are included both in domestic and international programs phrased the following statement, "It should be realizable not only through in-class exercises but should also be feasible with implementations outside the class." It should be easy to understand, should be in line with the purpose of the program, and should be functional. Furthermore, it should have the qualities to help students to broaden their horizons, ensure freethinking and support them in preparing unique outcomes.

Most of the studies conducted on the outcomes of writing proficiency, analyzed from this knowledge forward, are aimed at reviewing the writing proficiency outcomes that are within the Turkish Language Education Programs and at analyzing the level of realization of the outcomes. As a result of the literature review, no study was found on the

determination of B2-level writing skill acquisitions. Creating outcomes, related to writing proficiency that is in line with the levels of the students and using the outcomes that are appropriate for that level in subject materials and writing proficiency activities in an effective way is very important. The significance of this study is determining the B2-level writing proficiency outcomes in domestic and international educational programs and with reference to the literature, contributing to the field by writing outcomes. In this context, the purpose of the research was to conduct a literature review on B2-level writing skills.

## METHODOLOGY

### Research Design

This study was conducted by utilizing a scanning design, which is a qualitative research method. Qualitative research is defined by Yıldırım and Şimşek (2013, p. 39) as “A study, in which qualitative data collection methods such as document analysis are utilized, in which a qualitative process is followed towards exhibiting the senses and events in their natural environment in a holistic manner.” According to the definition of Van Maanen (1979, p. 520), the qualitative research “is an umbrella term and that is the sum of processes that encompass the methods, which try to define, interpret and reach to the terms regarding the meaning”.

Regarding the scanning design that was used in the study, Atalmış (2019, p. 97) comments that “the scanning design that we also see in our daily lives are used for measuring the qualities of the group under study or for determining a current situation.” General scanning works are also defined as non-empiric research methods that are associated with interviews or survey protocols. Survey research, which aims to collect data to reveal the characteristics of a group, is widely used both at the international and national levels when the field of education is examined (Büyüköztürk et al., 2020, p. 16).

### Data Collection

The data, used in the study, were obtained through the scanning design which is a data collection method used in qualitative studies. During the data collection stage of the study, initially, the national literature review was conducted for B2 level writing proficiency outcomes. During the review of the outcomes searched for keywords like writing, writing skill, outcomes, and writing outcomes were used in the search engines such as <https://tez.yok.gov.tr> and others, and the outcomes were revealed. In the next phase, pools of outcomes were compiled and the suitable ones were selected, thus, the outcomes gained their final shape.

As a result of the review, a total of 184 outcomes regarding writing were revealed. At the next stage, the B2 Level Writing Proficiency Outcome Pool was created. The Writing Proficiency Outcome Pool that was compiled by using the outcomes, listed by the researcher was reviewed initially by the researcher herself and her advisor, then six more academics in total. As the result of this review stage, the writing

proficiency outcomes that were reduced to 13 main topics were sent to three field experts by using the Compliance Review Form for B2 Level Writing Proficiency Outcomes, and 8 outcomes that are in line with B2 level writing proficiency were determined by the experts. In parallel with the recommendations received from the field experts, the outcomes gained their final form and were included in the study. The B2 Level Writing Proficiency Outcomes deemed appropriate as the result of the feedback of the experts are listed below.

- K.1 – The student develops the writing according to a plan,
- K.2 – The student uses the words in writing in compliance with the context,
- K.3 – The student uses writing methods and technics in writing,
- K.4 – The student uses newly learned vocabulary in writing,
- K.5 – The student uses texts in writing that contains cultural elements,
- K.6 – The student writes the words in writing correctly,
- K.7 – The student summarizes the information obtained from authentic sources or mass media,
- K.8 – The student writes with regard to and cares about grammar and punctuation rules.

### Data Analysis

The data, obtained within the scope of this study, were analyzed using the descriptive analysis method. This method is described by Dey (1993) as “The basis of the descriptive analysis is related with describing and classifying of a matter and seeing how the matters are related with each other”. According to Kurt (2016),

Description includes the detailed portrayal of the characteristics of an individual, an event or an object. In other words, the description is a complete and detailed telling of the context of an occurrence, the process that it is embedded in, and the purpose of the individual. (p. 444)

According to Büyüköztürk et al. (2020, p. 258), in qualitative studies, large amounts of data, collected through interviews, observations, and documents reviews, are analyzed and encoded first and then findings are revealed after synthesizing the codes. For the analysis of the qualitative data, generally content analysis is employed, and arrangement, summarizing, and interpreting the revealed data are among the main processes of the analysis.

Yıldırım and Şimşek (2013) underline that the findings obtained within the scope of a study are clearly and systematically described in the first phase. In the next stage, such descriptions are interpreted and explained and some results are reached. This process is comprised of 4 basic steps.

- Compiling a framework for the descriptive analysis,
- Processing the data in compliance with the thematic framework,
- Identifying the data,
- Interpreting the findings (Altunışık et al., 2010, p. 322).

After reviewing the key concepts in the study, a B2 Level Writing Proficiency Outcome Pool was created. In the next step, this writing proficiency outcome pool was reviewed initially by the researcher and her advisor then by six

field experts. The outcomes, reached were classified as the “National Level Writing Proficiency regarding the B2 Level”, “International Level Writing Proficiency regarding the B2 Level” and “B2 Level Writing Proficiency compiled as the result of literature review”. Afterward, the data obtained in this way were analyzed using the descriptive analysis method. On the other hand, the list of B2 Level Writing Outcomes was presented to the review of three field experts through the Compliance Review Form for B2 Level Writing Proficiency Outcomes, and 8 outcomes that are appropriate for the B2 Level Writing Proficiency were identified by the experts (Please see List 4). In the last phase of the study, the outcomes took their final form according to the feedback of the experts, and the outcomes were incorporated into the study.

In order to ensure the reliability of the study, the Content Validity Index for each topic was calculated via the Lawshe Method in light of the data, obtained through the experts’ opinions (DeWellis, 2017). As a result of the aforementioned calculations, a consensus was reached towards the fact that writing outcomes, reviewed by the experts are in line with the stated purposes.

### Validity and Reliability of the Data

While the identification of the outcomes was underway in the study, the Content Validity Index of the outcomes was calculated as well. The formula used by Erkuş (2012) was employed for the calculation. The indicated steps were followed while the process was being executed; in order to find evidence for the Content Validity Index of the outcomes, 8 writing proficiency outcomes were presented to a panel, comprised of 3 expert reviewers. The experts were asked to review the presented topics by considering the following; “How much do the topics measure the desired structure?”, “whether there is a scientific error”, and “whether they are appropriate for the B2 Level writing proficiency”.

An “Expert Opinion Form” was developed for the experts to use while reviewing the matter and the experts were asked to review the compliance level of the outcomes based on the level of compliance to the purposes as 0= Not compliant and 1= Compliant.

In light of the data obtained by the expert opinions, the Lawshe method and the Content Validity Index were calculated (DeWellis, 2017). According to this method, the CVI is calculated as  $(ne - N/2)/(N/2)$ . In this formula, “ne” indicates what the outcome is as “N” marks the total number of experts. The CVI rates calculated based on this information are presented in Table 1.

According to Tavşancıl (2014), Şeker and Gençdoğan (2014), and Özdamar (2016), the Content Validity Index may take different values between -1 and +1. Furthermore, the Content Validity Index being close to -1 indicates that the outcome is not appropriate for its purpose while being closer to +1 shows that the outcome is appropriate for its purpose and thus can be used (Şeker & Gençdoğan, 2014; Tavşancıl, 2014). In this study, it was revealed that the values are close to +1 therefore, it can be concluded that the outcomes are in line with the purposes. The CVI was calculated for each one of the 8 outcomes and it was determined that all topics

**Table 1.** Content validity index values of the outcomes

Outcomes	CVI
K1	0.33
K2	1.00
K3	1.00
K4	1.00
K5	1.00
K6	1.00
K7	1.00
K8	1.00

with the exception of one were close to +1. The CVI of the entirety of 8 outcomes was calculated as 0.92.

### FINDINGS AND COMMENTS

In this part of the study, the findings and comments of the research are given.

#### 1. B2 Level Writing Proficiency Outcomes on National Scale:

As the result of the literature review conducted on a national scale regarding the B2 Level writing proficiency outcomes, a total of 132 outcomes were reached when creating writing proficiency outcomes and outcome sources. List - 1 contains the B2 Level writing proficiency outcomes list and column 1 addresses the outcomes and column 2 lists the outcome sources.

#### List 1. B2 Level Writing Proficiency Outcomes on National Scale:

1. The student uses the newly learned vocabulary, and idioms in writing. ----> (Turkish Foundation for Education, Program for Turkish Language Education as a Foreign Language - (TFE / TLEaSL), 2020, p. 72).
2. The student writes resumes that are in line with the intended purpose. ---> (TFE / TLEaSL), 2020, p. 72).
3. The student writes congratulatory addresses / celebratory messages and texts that are appropriate to the cultural context. ----> (TFE / TLEaSL), 2020, p. 72).
4. The student writes detailed and descriptive texts. ----> (TFE / TLEaSL), 2020, p. 72).
5. The student writes promotional texts that contain information or review. ----> (TFE / TLEaSL), 2020, p. 72).
6. The student prepares questions regarding daily life and gives answers to such questions. ----> (TFE / TLEaSL), 2020, p. 72).
7. The student writes news texts. ----> (TFE / TLEaSL), 2020, p. 72).
8. The student writes texts by compiling drafts. ----> (TFE / TLEaSL), 2020, p. 72).
9. The student writes social media/blog texts. ----> (TFE / TLEaSL), 2020, p. 72).
10. The student writes texts that are based on comparisons. ----> (TFE / TLEaSL), 2020, p. 72).
11. The student completes a text in line with its intended purpose. ----> (TFE / TLEaSL), 2020, p. 72).
12. The student writes narrative texts. ----> (TFE / TLEaSL), 2020, p. 72).

13. The student writes fictional texts. ----> (TFE / TLEaSL), 2020, p. 72).
14. The student writes texts that narrate his/her opinions regarding objects, locations, status, or events by using conjunctions. ----> (TFE / TLEaSL), 2020, p. 72).
15. The student uses statements in his/her writings that include suggestions. ----> (TFE / TLEaSL), 2020, p. 72).
16. The student writes texts that express his/her opinions and suggestions with their grounds and justifications. ----> (TFE / TLEaSL), 2020, p. 72).
17. The student writes texts that contain remarks and reviews. ----> (TFE / TLEaSL), 2020, p. 72).
18. The student writes texts that indicate suggestions for solutions to a certain problem. ----> (TFE / TLEaSL), 2020, p. 72).
19. The student uses appropriate statements that contain formal structure in official correspondence. ----> (TFE / TLEaSL), 2020, p. 72).
20. The student writes official papers such as petitions, reports, minutes, etc. by taking the form and content characteristics. ----> (TFE / TLEaSL), 2020, p. 72).
21. The student writes detailed e-mails. ----> (TFE / TLEaSL), 2020, p. 72).
22. The student writes business letters. ----> (TFE / TLEaSL), 2020, p. 72).
23. The student can make correspondence regarding the products/services that s/he wishes to purchase. ----> (TFE / TLEaSL), 2020, p. 72).
24. The student writes excerpt texts that contain correspondence in group studies. ----> (TFE / TLEaSL), 2020, p. 72).
25. The student writes texts regarding their status/educational process or regarding his/her work. ----> (TFE / TLEaSL), 2020, p. 72).
26. The student writes texts regarding past events/occurrences by using statements of wish or regret. ----> (TFE / TLEaSL), 2020, p. 72).
27. The student writes simple texts that tell his/her plans and dreams. ----> (TFE / TLEaSL), 2020, p. 72).
28. The student writes texts that are that contain predictions/implications for the future. ----> (TFE / TLEaSL), 2020, p. 72).
29. The student writes texts that explain a complex process about daily life (such as obtaining a residence permit, applying for a job or scholarship, etc.) with its relevant steps. ----> (TFE / TLEaSL), 2020, p. 72).
30. The student writes memos regarding any given subject. ----> (TFE / TLEaSL), 2020, p. 72).
31. The student uses metaphoric statements in his/her texts that are in line with the context. ----> (TFE / TLEaSL), 2020, p. 72).
32. The student reproduces certain sentences or structures or statements in different forms. ----> (TFE / TLEaSL), 2020, p. 72).
33. The student writes texts about a certain field by using basic terms. ----> (TFE / TLEaSL), 2020, p. 72).
34. The student uses subjective or objective statements. ----> (TFE / TLEaSL), 2020, p. 72).
35. The student writes texts with reference to keywords. ----> (TFE / TLEaSL), 2020, p. 72).
36. The student writes texts by using words that come from the same contextual origin. ----> (TFE / TLEaSL), 2020, p. 72).
37. The student writes biographical texts. ----> (TFE / TLEaSL), 2020, p. 72).
38. The student rewrites a text with his/her own sentences. ----> (TFE / TLEaSL), 2020, p. 72).
39. The student takes notes of what is being discussed within an environment of discourse. ----> (TFE / TLEaSL), 2020, p. 72).
40. The student plans texts around a certain topic and a central point. ----> (TFE / TLEaSL), 2020, p. 72).
41. The student writes debating texts. ----> (TFE / TLEaSL), 2020, p. 72).
42. The student summarizes what s/he reads, listens and watches. ----> (TFE / TLEaSL), 2020, p. 72).
43. The student writes announcement/notification texts. ----> (TFE / TLEaSL), 2020, p. 72).
44. The student prepares banners or leaflets, etc. ----> (TFE / TLEaSL), 2020, p. 72).
45. The student compiles reports regarding a topic. ----> (TFE / TLEaSL), 2020, p. 72).
46. The student writes short essays on subjects that s/he is interested in. ----> (TFE / TLEaSL), 2020, p. 72).
47. The student writes the introduction, body, and conclusion sections. ----> (TFE / TLEaSL), 2020, p. 72).
48. The student utilizes abbreviations in his/her texts. ----> (TFE / TLEaSL), 2020, p. 72).
49. The student interprets and writes information, expressed as charts, tables, etc. ----> (TFE / TLEaSL), 2020, p. 72).
50. The student produces travel writings that contain his/her observations and impressions. ----> (TFE / TLEaSL), 2020, p. 72).
51. The student writes texts that feature descriptions and/or instructions. ----> (TFE / TLEaSL), 2020, p. 72).
52. The student writes advertorial texts. ----> (TFE / TLEaSL), 2020, p. 72).
53. The student writes texts that contain indirect narration. ----> (TFE / TLEaSL), 2020, p. 72).
54. The student prepares surveys. ----> (TFE / TLEaSL), 2020, p. 72).
55. The student writes texts that synthesize information, obtained from different sources. ----> (TFE / TLEaSL), 2020, p. 72).
56. The student uses methods of improving thoughts. ----> (TFE / TLEaSL), 2020, p. 72).
57. The student uses the punctuations in line with their functions. ----> (TFE / TLEaSL), 2020, p. 72).
58. The student writes with regard to the grammar rules. ----> (TFE / TLEaSL), 2020, p. 72).
59. The student reviews his/her writing in terms of form and narration. ----> (TFE / TLEaSL), 2020, p. 72).
60. The student determines the purpose of writing. ----> (TFE / TLEaSL), 2020, p. 72).
61. The student uses strategy, method, ways, and technics that are in line with the purpose of writing. ----> (TFE / TLEaSL), 2020, p. 72).
62. The student takes notes of what is being discussed in a debate. ----> (TFE / TLEaSL), 2020, p. 72).

63. The student writes summaries that include what is discussed in group work. ----> (TFE / TLEaSL), 2020, p. 72).
64. The student uses technology-related terminology. ----> (TFE / TLEaSL), 2020, p. 72).
65. The student uses the basic terms and structures regarding a field of specialty. ----> (TFE / TLEaSL), 2020, p. 72).
66. The student uses courtesy statements. ----> (TFE / TLEaSL), 2020, p. 72).
67. The student writes texts about their field of expertise in compliance with the formational characteristics. ----> Yunus Emre Institute, Program for Turkish Education for Foreigners, (Y.E.I.P.f.T.E.f.F.), 2011).
68. The student summarizes an essay, written about social topics in a way that includes the main point and the important information. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
69. The student summarizes the information, obtained from various sources and the media by filtering out unnecessary details and repeated statements. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
70. The student expresses their positive or negative opinions about any given topic to the relevant parties with their justification, in a written form. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
71. The student expresses their opinion on a certain subject by demonstrating examples, and evidence and by underlining the vital points and showing the details. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
72. The student writes texts that reflect the events and experiences s/he had as well as his/her plans and dreams in a detailed manner in an easily readable form. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
73. The student writes critical texts on a certain stage play, film, or short story by using expressions and structures that provide subjective remarks. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
74. 1. The student narrates feelings, opinions, and attitudes in personal correspondence.
74. 2. The student interprets daily events in his/her correspondence by establishing the cause and effect relationship. ----> (Y.E.I.P.f.T.E.f.F.), 2011).
75. The student creates detailed texts regarding his/her experiences and expectations. ----> Program for Turkish Education as a Foreign Language (P.T.E.F.L.), (Ankara University-Tomer), 2015, p. 31).
76. The student describes the summary of the writings in newspapers and magazines. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
77. The student summarizes the information, obtained from various sources and mass media. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
78. The student writes detailed texts such as reports, presentations, essays, etc. regarding various topics. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
79. The student states positive or negative opinions about a viewpoint or a subject with his/her justification. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
80. The student writes an opinion as an essay or report by highlighting the important points or presenting supportive details. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
81. The student writes short critiques about films and books. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
82. The student writes fictional texts (short stories, dialogues, etc.). ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
83. The student writes about daily events via letters and electronic mail by adding their emotions, thoughts, and remarks. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
84. The student presents recommendations for solutions regarding a problem by taking different points of view into account. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
85. The student writes about information, obtained from sources with different natures by adding his/her own interpretation. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
86. The student writes texts that contain a series of arguments within the causal relations. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
87. The student writes about his/her opinions regarding the events or occurrences that are based on assumptions. ----> (P.T.E.F.L.), (A.U.-Tomer), 2015, p. 31).
88. The student writes his/her opinions, requests, and recommendations regarding a matter in a detailed manner. ----> (Workshop for Developing Programs and Scales for Turkish Language Proficiency (WDPS-TLP) 2017, p.30). (Ministry of Education, General Directorate for Assessment, Evaluation and Test Services) – (MoE – GDAETS).
89. The student summarizes a text that s/he reads with its main topics. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
90. The student writes a text about any given topic by using the basic concepts and terms. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
91. The student carries on with a text in line with its original context. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
92. The student writes texts that offer different ways for solutions to a certain issue. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
93. The student writes section/sections that highlight the opinion that s/he wants to underline. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
94. The student writes critique pieces for a film, book, or stage play. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
95. The student writes texts that depict real or fictional events in a detailed manner. ----> (WDPS-TLP) 2017, p.30, (MoE – GDAETS).
96. The student writes without deviating from the main topic. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
97. The student writes his/her thoughts within a logical cohesion. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
98. The student uses vocabulary in his/her writings. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
99. The student applies grammar in his/her writing. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).

100. The student uses the punctuation marks properly and in place. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  101. The student enjoys corresponding. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  102. The student writes in compliance with the planned writing method. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  103. The student expresses what s/he wants to write in a different manner. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  104. The student expresses what s/he wants to tell in a way that would not disrupt meaning. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  105. The student avoids repeating words. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  106. The student uses the grammar and structures in a correct manner. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  107. The student uses conjunctions in texts. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  108. The student writes by paying attention to the surroundings and situation. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  109. The student enjoys writing. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  110. The student checks the accuracy and convenience of what s/he writes. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  111. The student writes announcements that are clear and understandable. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  112. The student writes short and understandable notes for information. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  113. The student takes notes of what s/he understands from talks in general. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  114. The student compiles clear and detailed texts. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  115. The student presents detailed portrayals in their texts. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  116. The student writes about past lives and events. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  117. The student writes by underlining the points that are important. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  118. The student picks topics that are appropriate for writing. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  119. The student narrates the events in chronological order. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  120. The student writes his/her opinions about recent events. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  121. The student takes notes of the topics that are related to their circle. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  122. The student takes notes of the speeches on the topics that s/he knows and is interested in albeit in a general manner despite the fact that s/he may not understand word by word. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  123. The student uses expressions such as “first, next, and then” when writing about events in chronological order. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  124. The student creates clear and detailed texts. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  125. The student makes clear descriptions in their writing. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  126. The student prepares announcements, notices, banners, and mottos that are in line with their interests and needs. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  127. The student takes notes of the speeches in a general manner. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  128. The student expresses emotions and reactions regarding experiences and memories. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  129. The student makes comparisons in his/her writings. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  130. The student writes by underlining the points that s/he deems important. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  131. The student writes poems. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
  132. The student writes about topics that s/he is interested in. ----> (The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).
- In the national scale B2 Level writing proficiency outcome pool, which is determined to be 132 topics as the result of the literature review, a total of 66 outcomes, listed from one to sixty-six, were taken from (TFE/TLEaSL), 2020, eight

outcomes, listed from sixty-seven to seventy-four were taken from (Y.E.I.P.f.T.E.f.f.), 2011, thirteen outcomes, listed from seventy-five to eighty-seven were taken from (P.T.E.F.L.), (A.U.-Tomer), eight outcomes, listed from eighty-eight to ninety-five were taken from (WDPS-TLP) 2017, (MoE – GDAETS) and thirty-eight outcomes, listed from ninety-six to one hundred and thirty-two were taken from The Curriculum for the Ministry of Education - (English Academic Schedule, 2016).

When the national scale B2 Level writing proficiency outcomes, determined as the result of the literature review are analyzed, it is revealed that the most outcomes (a total of 37) are listed under (TFE/TLEaSL), 2020. The second seat goes to the Curriculum for the Ministry of Education (English Academic Schedule, 2016) with 37 items. (P.T.E.F.L.), (A.U.-Tomer) 2015 comes third with 13 outcomes. The last place is shared by (Y.E.I.P.f.T.E.f.f.), 2011 and (WDPS-TLP) 2017, (MoE – GDAETS) with 8 outcomes each.

### THE WRITING OUTCOMES IN B2 LEVEL IN INTERNATIONAL LEVEL

In this section of the study, the writing outcomes at B2 Level at the international level are featured. The writing outcomes in B2 Level under List - 2 are comprised of 44 items in total. While the first column of the list indicates the outcome, the second column shows the source of the outcome.

List 2. *The Writing Outcomes in B2 Level in International Level:*

1. The student writes texts for different purposes. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
2. The student uses the words in a text in a proper and accurate manner. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
3. The student writes creative and informative texts for certain purposes. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
4. The student features details in texts that help direct the readers. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
5. The student writes texts that possess all the features of the written language. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
6. The student uses the proper affixes of the tenses. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
7. The student uses many words that are considered difficult in their texts. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
8. The student writes texts for purposes in many topics. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
9. The student writes regular texts that contain advanced sentence structures. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
10. The student features diversity of words in texts. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
11. The student writes content that is appropriate to the types of texts by grasping the purposes of the types of texts. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
12. The student knows the purposes, structures, and characteristics of the types of texts and thus writes texts in those types. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
13. The student produces written texts that contain details. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
14. The student uses punctuation marks in a correct and proper manner. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
15. The student uses the conjunctive in the written texts in a correct and proper manner. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
16. The student maintains word lists, creates personal words, and by utilizing different strategies, uses the newly learned words in written texts in a correct manner. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
17. The student uses the newly learned sentence structures in written texts based on the structures that s/he knows. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
18. The student plans the texts and by following all steps regarding the writing process and benefiting from their knowledge, redesigns the texts. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
19. The student uses advanced software functions in order to write, edit and present the writings. ----> (Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>).
20. The student creates successive series and writes texts that are related to each other by merging elements that are comprised of short and separate sections regarding known topics within field of interest. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
21. The student writes clear and detailed descriptions about various known topics in their field of interest. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
22. The student writes essays. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
23. The student writes summaries, and reports and expresses opinions regarding fields based on true information about ordinary or extraordinary topics. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).



24. The student writes personal letters and notes by quoting the points that s/he deems important. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
25. The student writes personal letters that provide information or relays opinions on abstract and cultural matters such as music and films. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
26. The student produces understandable and continues writing. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
27. The student writes by paying extra attention to syntax, punctuation, and page format. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
28. The student compiles short information from various sources and summarizes them for others. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
29. The student writes by planning how s/he can relay the main points/opinions that s/he wants to present. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
30. The student takes clear, understandable notes. ----> ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)).
31. The student can write (semi-) formal letters (for public use) and express him/her in a stylistically appropriate way. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
32. The student can express facts and points of view in writing and refer to relevant texts written by others. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
33. The student can use a range of connectors and other means of linking text to connect ideas into a clear, coherent text. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
34. The student can produce clear, detailed written texts, bringing together information and arguments. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
35. The student can make clear what is important. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
36. The student can write longer and more detailed texts on a variety of general or topical subjects, using a relatively wide range of vocabulary to express a point of view. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
37. The student can select and vary a range of expressions and phrases on topics of general interest. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
38. The student can vary expressions thanks to a large vocabulary and thus avoid frequent repetition. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
39. The student can produce grammatically largely correct texts, with occasional non-systematic errors and syntactical deficiencies. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
40. The student can use orthography and punctuation largely in accordance with the rules. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
41. The student can write clear and detailed texts on a wide range of subjects (from own field of specialization and interest) for a variety of audiences. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
42. The student can express him/her in a stylistically appropriate, convincing, and clear manner. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
43. The student can develop an argument in written texts on topics related to his/her field of interest and relate the arguments to each other. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).
44. The student can produce clear, detailed written texts on a variety of topics, using information and context. ----> (<https://www.osd.at/wp-content/uploads/2020/09>).

The writing outcomes in B2 Level at the international level, obtained via literature review are comprised of 44 items. When these outcomes are numerically divided, 19 items, from point one to point nineteen, were obtained from “Victoria State Government (Education and Training Programme) <https://www.education.vic.gov.au>”, 11 items from 20 to 30 were obtained from “[www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)” web-based sources. In the same manner, a total of 14 items from 31 to 44, were obtained from “<https://www.osd.at/wp-content/uploads/2020/09>.” When the writing outcomes in B2 Level at the international level are analyzed, it is revealed that the majority of the outcomes were obtained from “Victoria State Government (Education and Training Programme).”

#### WRITING OUTCOMES, REDUCED TO 13 ITEMS AS THE RESULT OR LITERATURE REVIEW

In this section of the study, the B2 Level Writing Outcomes, compiled as the result of the literature review and deemed appropriate by the experts of the field, are listed. The List - 3 features the writing proficiency outcomes, which were initially analyzed by the researcher and her advisor and then reviewed and decreased to 13 items by six field experts.

List 3. *Writing Outcomes, Reduced to 13 Items as the Result or Literature Review:*

- 1.1. The student makes comparisons in their writings.
- 1.2. the student uses descriptive narration in their writings.
- 1.3. The student uses narrative telling in their writings (**Reference:** 1. By providing education regarding the types of writing sections along with the education on sections, (descriptive, explanatory, debating, narrative, comparative, etc.) this can be expanded (Selvikavak, 2006, p. 85)).
- 2.1. The student develops his/her writings within the scope of a plan.
- 2.2. Creates a text by following the steps toward a planned narration (**Reference:** 2.1. It was determined that the planned narration methods are more effective for attaining the goals, (Güvercin, 2012)). 2.2. Evaluating each phase of the process instead of evaluating the product should be taught as the planning should be taught before writing, (Güvercin, 2012). 2.3. Student becomes aware that their writings are in a much-planned shape when they follow the writing process (Güvercin, 2012, p. 55; Tok, 2012, p. 146).
3. The student pays attention to the consistency between the sections in their writings (**Reference:** 3. It was revealed that writing in compliance with the sectional elements is much more effective in ensuring the consistency of the sections (Tok, 2012, p. 146).

- 4.1. The student uses the punctuations in compliance with their functions. 4.2. The student writes by taking the grammar rules into account (**Reference:** 4.1. Bölükbaşı (2011) in his work, underlined that foreign students experience problems regarding the development of Turkish writing proficiency for various reasons due to grammar, syntax, word selection, writing, and punctuation errors, etc. (Akbulut, 2016)). 4.2. Based on the results, obtained by Çetinkaya, (2015) “The study, which describes the errors, made by the students, learning Turkish as a foreign language in B2 level, (sorted by the language characteristics) shows that 15.73% of the errors are writing errors, 15.43% are lexical, 16.91% are syntax-based, 51.93% are structure and form based errors. It was further reported that more than half of the errors are morphological in nature (Quoted by Karşı, 2022). 4.3 A total of 1282 errors were detected in the written texts of the students, learning Turkish as a second language. With a rate of 44.4% (570 errors) the highest amount of errors result from the faulty use of punctuation and grammar mistakes (Akbulut, 2016, p. 51; Karşı, 2022, p. 71; Büyükikiz & Hasırcı, 2013, p. 62).
5. The student uses the words in their texts in context (**Reference:** 5. In order to improve the writing skills of the students, attention must be given to the selection of words appropriate to the punctuation and substance, and writing exercises in this regard should be supported (Şimşek, 2017, p. 259)).
- 6.1. The student uses writing methods and technics. 6.2. the student uses freshly learned words in their writings (**Reference:** 6. When directed, free and creative writing method exercises are run, the vocabulary of the children should be supplemented. Especially during the directed writing exercises, the words that can be used in relation to the subject matter can be given to the intermediate-level students with their intra-sentence uses and within the context. This improves the efficacy of the method and students are prevented from disliking writing due to lack of vocabulary (Şimşek, 2017, p. 262)).
7. The student uses words in their writings that are appropriate to the subject matter (**Reference:** 7. In the directed writing method, the students should be provided with a topic within the field of their interest and this method should be exercised starting from the intermediate level considering the development of language – thought – word in Turkish. The writing topics to be provided should be in line with their environment, circle, fields of interests, and needs (Şimşek, 2017, p. 262)).
8. The student writes texts that contain cultural elements (**Reference:** 8. For the education of Turkish as a second language, in order for the students to introduce and promote Turkey and the Turkish Culture, learning-oriented writing methods can be employed (Altay, 2020, p. 108)).
9. The student uses the words in their texts accurately (**Reference:** 9. Ibragic (2017) in his study related to the subject, underlines that generally problems are detected in students of languages in terms of voice// letters. Another issue, discoursed in the study is that the students inaccurately use the words, therefore, having a hard time expressing their opinions (Karşı, 2022, p. 71)).
10. The student writes pieces that are in line with the genre with reference to a sample text (**Reference:** 10. It is understood that the students, thanks to the activities, in which the writing steps are mentioned, can be motivated for ensuring consistency between the sections and therefore using the discursive conjunctions properly as they can have a better chance to initiate their vocabulary thanks to the pre-writing step and by identifying the type of the text and by taking the model text as the example, they can write easier and more effective in the target language (Bektaş & Ökten, 2021, p. 16)).
11. The student summarizes the information obtained from authentic sources and mass media (**Reference:** 11. For the teaching of Turkish as a foreign language, (in writing skill) in addition to the traditional sources, authentic sources should be preferred by taking the expectations of the students, their level, etc. into account (Yılmaz, 2021, p. 90)).
- 12.1. The student pays attention to grammar and punctuation rules in the texts they write.
- 12.2. The student reviews the writings they write (**Reference:** 12. In order to decrease the grammar – punctuation errors of foreign students, who learn Turkish, writing exercises should be frequently included starting from the basic level and students should be provided with feedback regarding their errors (Büyükikiz & Hasırcı, 2013, p. 62)).
13. The student relays their emotions and thoughts to writing within a plan (**Reference:** 13. According to Tiryaki (2013), individuals, who obtained a habit to write, will also have the skill to relay their thoughts within a line and a logical framework (Taşdemir, 2017, p.56)).
- The writing outcomes, reduced to 13 topics within the scope of the study, were presented to the review of three field experts again by using the “B2 Level Writing Outcomes Compliance Review Form.” The 8 writing proficiency outcomes regarding the B2 Level, outlined by taking the feedback, obtained from the experts, are listed below in List - 4.
- List 4. *8 Writing Outcomes, Compiled as the Result of the Literature Review:*
- Outcomes:
- K.1 – The student develops the writings according to a plan,  
K.2 – The student uses the words in their writings in compliance with the context,  
K.3 – The student uses writing methods and technics in their writing,  
K.4 – The student uses newly learned vocabulary in their writing,

- K.5 – The student uses texts in their writing that contain cultural elements,  
 K.6 – The student writes the words in their writings correctly,  
 K.7 – The student summarizes the information, obtained from authentic sources or mass media,  
 K.8 – The student writes with regard to and cares about grammar and punctuation rules.

As a result of the reviews made in the study, a total of 8 writing proficiency outcomes regarding the B2 Level writing skills were revealed. These outcomes are thought to be very effective in developing the writing proficiency of the students. It is observed that those outcomes, revealed within the scope of the study are all majorly cognitive in nature. At the same time, it is safe to say that such outcomes lean towards developing the intermediate-level writing skills of the students. On the other hand, it is also apparent that the B2 Level writing proficiency outcomes form grammar rules, content development, and informative outcomes.

## DISCUSSION AND CONCLUSION

In this study, which aims to determine the B2 Level writing proficiency outcomes, by reviewing the national and international literature, a total of 184 B2 Level writing outcomes were obtained. As a result of the findings of the study, it was revealed that the program, which resulted in the highest number of writing proficiency outcomes is (TFE / TLEaSL), 2020. From this fact forward, it was concluded that the Turkish Foundation of Education features quantitatively more writing proficiency outcomes. These conclusions, reached in the study, are supported by other studies as well. (Kılıç, 2021; Aktaş, 2021; Balcı & Melanlıoğlu, 2020; Maden, 2020). Another result of the study shows that the programs that feature the least writing proficiency outcomes are (Y.E.I.P.f.T.E.f.F.), and (WDPS-TLP) 2017, (MoE – GDAETS). Sülükçü and Savaş (2018, p. 70) in their study, which also supports the findings of this hereby study, indicated that writing and reading proficiency outcomes were featured for each one of the age groups in Levels A1, A2, B1, B2, and C1. This result of the study of Sülükçü and Savaş (2018) supports the result of this study with this aspect as well.

When the B2 Level international writing proficiency outcomes in the study are analyzed, it is revealed that the writing outcomes in the first 19 topics are designed mainly by paying attention to the cognitive aspect of writing proficiency. In the same manner, it was revealed that the total of 11 writing outcomes, from Articles 20 to 30, obtained via web-based sources ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)), are planned according to the cognitive and affective aspects of writing proficiency. Similarly, the final 14 writing outcomes on the list predominantly feature the cognitive aspects. When all three programs, featured in the study are compared, it is concluded that the writing proficiencies are generally designed in the cognitive aspect. Therefore, due to this result, it is safe to say that the international B2 Level writing outcomes are rather comprised of the outcomes that trigger the cognitive skills of the students. Some studies also support these findings (Demir & Yapıcı, 2007; Takıl, 2016; Akgül & Özdemir, 2021).

When the writing outcomes, compiled as the result of the literature review regarding the B2 Level, we can say that the outcome, titled “the student develops their writings within a plan” serves to ensure a planned writing. The second outcome that is titled “the student uses the words in their writings within context” is in line with enriching the text. For the third outcome that is titled “the student uses writing methods and techniques” it is safe to say that this outcome helps students understand what they will use and where they will use it in their texts. On the other hand, the fourth outcome which is “the student uses newly learned words in their writings” indicates that the students enrich the substance of their texts by using the words, notions, vocabulary, idioms, and proverbs in their texts. The fifth outcome in the outcomes list, titled “the student writes texts that contain cultural elements” ensures that the students use the cultural elements that they knew or they just acquired within their texts. This also provides the transfer of cultures and makes it easier to occur. The next and sixth outcome is “the student writes the words that they use in their texts correctly”, which helps students to develop the skill to write the words and concepts that they learn in the correct way. The seventh outcome in the list which is “the student summarizes the information that they obtained from various sources and mass media”, supports students to develop their skill to summarize concepts. The final outcome of the list, “the student writes by paying attention to grammar and punctuation rules”, is a requirement for the students not just to be followed at B2 Level but also across all levels (A1, A2, B1, C1) at all times. On the other hand, this final outcome gives students the skill to apply the grammar rules of a language. Some studies also support the conclusions reached in this study (Deneme & Demirel, 2012; Tok, 2012; Güvercin, 2012; Büyükkız & Hasırıcı, 2013; Akbulut, 2016; Şimşek, 2017; Taşdemir, 2017; Altay, 2020; Yılmaz, 2021; Karşı, 2022).

In conclusion, a sufficient number of studies regarding the outcomes of writing proficiency, which is considered the most difficult writing skill in addition to being to be the hardest to obtain across all levels, could not be revealed. In line with this result, it is surmised conducting more research is paramount for supporting the students and educators and carrying out this already difficult process in a more systematic and effective manner during the development of writing proficiencies for students. On the other hand, during the preparation stage for the educational programs, writing proficiency outcomes, along with all proficiencies, should be carefully included in the programs because the outcomes that are not sufficiently featured in educational programs lead to serious issues during the education process. According to Temizyürek and Balcı (2006, p. 461) in support of this opinion, the educational programs should be periodically reviewed and the feedback of the students during this review process should be taken into account. A program that renews itself and that attempts to overcome its own deficiencies will pave the way toward the goal of the subject.

It is important that students from all levels use the language in a functional matter and express themselves in a much more comfortable and fluid way during the writing

classes. During the preparation of the outcomes, this viewpoint should be examined and should be taken into account. In terms of basic skills being complementary to each other, outcome studies can be carried out for all levels and skills. A comparison of the outcomes that may be deemed appropriate to the preparation process of the outcomes, can be made thus a review process can be carried out. Also, the achievements determined by putting the student in the center also determine the target and result to be achieved in the learning process. It facilitates the determination of the knowledge, skills and competencies that students need to learn. For this reason, it is very important to determine and use the acquisitions correctly for all skills in the language learning process.

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