

DOES SUCCESS COME FROM READING? THE FIELD OF READING IN NATIVE LANGUAGE CURRICULA OF SUCCESSFUL COUNTRIES IN PISA AND TÜRKİYE

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Abstract: The aim of the study is to examine the reading skills of native language curriculum of Singapore, Estonia and Turkish. Another goal is to evaluate them from various aspects. In the PISA results of 2012, 2015 and 2018 were based on determining the success in reading. In the research, the outcomes of reading skills of Singapore, Estonia and Türkiye native language teaching curricula, which constitute the data source of the research, were examined with document analysis, which is one of the qualitative research methods. The achievements based on reading skills are divided into sub-elements as “code - theme”. In the analysis of the findings obtained from the reading area of Singapore 2010 Primary and Secondary School English Curriculum, 2014 Estonian Language Teaching Program and TLT program, content analysis was used. As a result of the research, it was found that the programs differ in content and quantity. It has been determined that the Turkish language teaching program has the most significant outcomes among the mentioned programs. Despite this, the Singapore curriculum shows equivalency with the number of codes obtained from reading ability. In addition, the codes “text types, text interpretation, vocabulary and visual texts” are common in the three existing programs. At the same time, Estonian language curriculum showed that the outcomes in reading skills for oral texts were weighted. A similar situation has not been found in other programs.

Keyword: Native language, Native language teaching, native language teaching curricula, reading, reading skill, PISA

Introduction:

Native language is defined as the language that individuals learn primarily from their family and immediate social environment. Native language teaching also has an important place in the internalization of individual and societal values by people and in the progress of different skills. Native language teaching appears as “native language teaching curricula” designed in a systematic and programmatic way in educational environments. As the documents used in educational environments, native language teaching curricula include all areas that can be considered under the umbrella of education and ensure that the courses in this area are offered to the students (Demirel, 2017). Native language teaching programs have a general organization chart in all national and international education systems. This scheme includes students’ grade levels, teaching techniques appropriate for the grade level, course contents, and time planning.

The content of native language teaching programs consists of basic sections covering various approaches, general objectives, program structure, skills, assessment and evaluation, and classroom-based achievements. Learning areas seen in the program content of the native language teaching program are the main elements that provide individuals with the native language skills. “Listening skill”, which is a skill that we gain from birth, dependent on the process, belonging to cognitive and physical life, and “reading skill”, which provides critical

thinking skills by increasing language competence, are among the comprehension skills within the learning fields (Karadüz, 2010, p.41; Şahin, 2011, p.179). Reading skill, which is one of the comprehension skills, varies between countries in native language teaching programs and either is handled as a single skill or is divided into sub-dimensions as sub-skills. Reading is an act of perception provided by coordination of brain and eye. Cognitive skills can indirectly affect reading comprehension through language skills (Wang et al., 2023).

In native language teaching programs, the individual gains understanding of a text in his native language through achievements. In the context of integrated language skills, it can be argued that reading skill affects the development of the writing skill. Native language teaching programs, which are the basis of education systems, have become a research area with the development of international student assessment platforms. PISA, which was created to follow developed schooling systems and native language education in the world, is an opportunity for this purpose. PISA results are shared by the Ministry of National Education in Türkiye. PISA is a test for 15-year-old students representing each country in reading, math and science. With this exam, students' success is determined based on their reading culture (MEB, 2013). When the 2012, 2015 and 2018 PISA results are taken into account, Singapore, which has maintained its place in the list for three years, and Estonia, whose score and ranking have increased regularly, attract attention.

Table 1. *PISA Results of Singapore and Estonia (2012-2015-2018)*

Country	2012	2015	2018
Singapore	542	535	549
Estonia	516	519	529

In Singapore, where the schooling rate is high, the official language is Malay, but Mandarin Chinese and English are also spoken. The Singapore Ministry of Education has determined the achievements that students will acquire after each level in primary and secondary school within the scope of compulsory education. Accordingly, importance is given to raising individuals that have completed their development and are beneficial to their country (Singapore MOE, Desired Outcomes of Education).

Compulsory education lasting 9 years in Estonia does not include pre-school period (Yıldırım, 2008). Students must pass three basic subject exams, including Estonian, in order to successfully complete primary school. Education in Estonia consists of pre-school, basic school, general high school, vocational secondary education, tertiary education, and adult education. Basic education (1st stage covering 1st-3rd grades, 2nd stage covering 4th-6th grades, 3rd stage covering 7th-10th grades) lasts 9 years (Altay, 2021; 270). In the literature, it is known that there are various studies on PISA. Regarding PISA 2015, the relationship between the school characteristics of Türkiye and Finland and the reading skills of the students was examined (Yüksel, 2019). In the context of PISA 2012, the measurement invariance of the reading skills scale between countries was analyzed (Ceyhan, 2019). In addition, the education systems of EU countries, England, France, Canada and Ireland were compared with Türkiye (Kara, 2001; Alma, 2005; Yazıcı, 2009; Kırat, 2010; Tosun, 2012; Balidede, 2012; Yılmaz 2017; Erparun, 2017; Gulsoy Kerimoglu, 2019; Al-Janaideh et al., 2023). In this study, native language curricula of Singapore, which

maintains its place in the field of reading in PISA results, and Estonia, which has shown a significant increase in success, are examined in the context of reading skills. This study is important in terms of revealing the distinctions between these three countries and contributing to the preparation of the reading field of the Turkish Curriculum, which will be shaped nationally. It can be claimed that there are very few studies in the literature on the comparison of Turkish and Estonian curricula. Estonia occupies a prominent position in the 2012, 2015 and 2108 PISA assessments. Çetin and Konan (2020; 51) stated that the success it has achieved in PISA assessments has given such a small and ordinary European country a place in the area of education. This constitutes the problem situation of the study.

Method

Review Material

In the study, Singapore, which consistently showed success in the field of reading in 2012, 2015 and 2018 PISA exams, Estonia, whose score and ranking increased in the same period, and Türkiye were investigated in terms of reading skills included in the native language curricula. The research consists of two parts: the achievements in the field of reading, and the theme-code categories obtained from them. Singapore and Türkiye native language teaching curricula were obtained from the education ministries of the countries, whereas the Estonian curriculum was obtained from a source in the literature that had access to the curriculum (Kılıç Avan & Kalenderoğlu, 2020). Programs in which the field of reading was examined in the research:

1. English Language Syllabus Primary (Foundation) & Secondary (Normal [Technical], 2010. (Singapore Primary and Secondary School Level English Curriculum, 2010: <https://www.moe.gov.sg/-/media/files/primary/english-primary-foundation-secondary-normal-technical.ashx?la=en&hash=860C4F17B8097197F2CE5E6716AC3255E8075D7B>).
2. Estonian Education Program 1-9 Grades, 2014. (Estonian Curriculum: Kılıç Avan and Kalenderoğlu, 2020).
3. Turkish Curriculum, 2019. (<http://mufredat.meb.gov.tr/Dosyalar/20195716392253-02T%C3%BCrk%C3%A7e%20%C3%96%C4%9Fretim%20Program%C4%B1%202019.pdf>).

Data Collection Method

The research used document analysis, that is included among qualitative research methods. In this context, 2010 Primary and Secondary School English Curriculum of Singapore, where English is also used as the official language, as well as the reading area of the 2014 Estonian Curriculum and 2019 Turkish Curriculum were examined. Qualitative research is defined as a type of research in which data are collected through qualitative data collection methods such as observing behaviors, holding interviews with participants and document review, and aiming to present the findings holistically (Yıldırım & Şimşek, 2013; Dede, 2016). Document review includes the gradual analysis of the targeted phenomenon or materials based on this phenomenon (Yıldırım & Şimşek, 2013).

Data Analysis

The content analysis method was used in the data analysis part of the research. In the social sciences, content analysis is defined as a systematic, repeatable technique in which certain words of a text are summarized into smaller content categories with coding based on defined rules. The

general aim of content analysis is to reach concepts and relations that can explain the collected data (Büyüköztürk et al, 2018; Yıldırım & Şimşek, 2013). The achievements in the field of reading in the content of native language curricula of Singapore, Estonia and Türkiye are specified and divided into sub-elements as “code - theme”.

Table 2. *All The Skill Distributions in The Native Language Curricula of The Examined Countries*

Country	Skills
Singapore	Listening and Tracking Reading and Tracking Speaking and Presenting Writing and Presenting
Türkiye	Listening Tracking Speaking Reading Writing
Estonia	Oral Language Reading Writing

The skills included in the native language curricula of Singapore, Estonia and Türkiye are common in all countries. Among these skills, the acquisitions of the field of reading were specified in separate tables and a code-theme was formed from the reading acquisitions. In Singapore, the English curriculum is examined for the 5-6 grades of primary school and the 1st, 2nd, 3rd and 4th grades of secondary school. For Estonian, grades 4-6 and 7-9 are studied. As for the Turkish curriculum, the 5th, 6th, 7th and 8th grade levels were included in the research.

Results

In this section, in line with the problem situation of the research, the data obtained from the reading skill included in the native language teaching programs example of Singapore, Estonia and Türkiye are presented within two separate headings as “achievements” and “theme-code categories”.

Findings related to the effect of Singapore, Estonia and Türkiye Native language teaching program examples on reading skills

2010 Singaporean Primary and Secondary School level English Curriculum, 2014 Estonian Curriculum and 2019 Turkish Curriculum are shown in the tables separately. Singaporean Primary and Secondary School English Curriculum reading skill achievements are given in Table 3.

Table 3. *Singapore Primary and Secondary School English Curriculum Reading Skill Achievements Example*

Achievements

1. “Uses word identification skills to recognize words.
2. Processes and comprehends texts appropriate for reading age level as factual, inferential and evaluative.
3. Performs critical reading close to a variety of literary choices and informative/functional texts from printed and non-printed sources to understand how lexical-grammatical elements are used in context in literary/content areas.
4. Performs independent reading and reads widely in the areas of literary pleasure, personal development and content”.

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(Singapore Primary and Secondary School Level English Curriculum, 2010:<https://www.moe.gov.sg/-/media/files/primary/english-primary-foundation-secondary-normal-technical.ashx?la=en&hash=860C4F17B8097197F2CE5E6716AC3255E8075D7B>)

In Table 3, it is seen that the achievements in the Singapore 2010 Primary and Secondary School English Curriculum section of reading skills are shaped around 4 sub-skills that are common at both levels. The program includes sub-skills of “recognizing words, reading according to age and different content”. The sub-skill with the highest number of achievements is “processes and comprehends texts appropriate for the reading age level as real, inferential and evaluative”. Estonian curriculum reading skill achievements for grades 4-6 and 7-9 are shown in tables 4 and 5.

Table 4. *Estonian Curriculum Grades 4-6 Reading Skill Achievements Example*

Achievements

Receiving Text

1. “Knows the text types studied and how to use them.
2. Reads and understands texts in their own areas of interest.
3. Compares texts, ask questions about texts, express opinions and summarize them.
4. Uses linguistic and textual terms learned from texts.

Creating Text

1. Finds the necessary written or oral information to compose a text with the help of instructions.
 2. Prepares and presents a short speech and presentation.
 3. Knows the basic steps of writing and preparing a presentation.
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4. Retells, defines and discusses the text orally and in writing.
 5. Makes oral presentations, addresses the audience and makes a short presentation.
 6. Expresses views and perspectives on an event in a polite, appropriate manner, both orally and in writing.
 7. Can use acquired linguistic and textual terms both while creating a text and associating it”.
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(Kılıç Avan and Kalenderoğlu, 2020)

Table 4 shows that the Estonian curriculum consists of two sub-skills of 4-6 grade level reading skills. The highest number of achievements is located under the “text creation” sub-skill.

Table 5. *Estonian Curriculum Grades 7-9 Reading Skill Achievements Example*

Achievements

Receiving Text

1. “Knows basic text types, basic features and usage options, can direct the world of text.
2. Reads, listens, understands and analyzes texts on his/her interests outside of school purposefully and critically.
3. Knows that the form of expression of a text depends on its usage area, type and author.
4. Can draw figurative conclusions about the linguistic tools used.
5. Can make a connection between a text and a supporting table, picture or sound.
6. Can respond to texts in written and oral form in an appropriate way, compare texts and show that they do not understand in a text, ask questions, summarize the text, comment on the text, express ideas, make objections.
7. Can use acquired linguistic and textual terms both while creating a text and associating it.

Creating Text

1. Finds information needed to create text in a library and online, selects references and critiques sources and refer to them appropriately.
 2. Knows the preparation process for writing and presentation.
 3. Can make oral presentations (greeting, addressing and giving a short speech to the audience).
 4. Prepares different types of texts accurately (summaries, essays, comments, opinions, resumes, applications and expressions), can deliberately write and present orally.
 5. Connects their writings and presentations to the purpose of the event, or activates their texts with appropriate accuracy and length and with reference to the source, and mediates them to during reading and listening.
 6. Expresses views and perspectives on an event in a polite, appropriate manner, both orally and in writing.
 7. Can use acquired linguistic and textual terms both while creating a text and associating it”.
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(Kılıç Avan and Kalenderoğlu, 2020)

In Table 5, it is seen that the Estonian curriculum reading skill for grades 7 to 9 consists of “receiving text” and “creating text” sub-skills as in 4-6 grade levels, and the number of achievements in sub-skills is equal.

Table 6. 2019 Turkish Curriculum 5th Grade Reading Skill Achievements Example

Achievements
Fluent Reading
1. “Reads aloud and silently, paying attention to punctuation marks.
2. Reads the text in accordance with the characteristics of the genre.
3. Reads texts written in different fonts.
4. Uses reading strategies.
Vocabulary
5. Guesses the meaning of unfamiliar words and phrases using the context.
6. Determines the contribution of idioms and proverbs to the text.
7. Finds synonyms for words.
8. Finds the antonyms of the words.
9. Distinguish the meanings of homonyms.
10. Distinguish roots and affixes.
11. Explains the functions of the construction attachment.
Comprehension
12. Distinguishes between text types.
13. Summarizes what they have read.
14. Determines the main idea / main emotion of the text.
15. Produces different solutions to the problems discussed in the text.
16. Identifies the story elements in the text.
17. Interprets the text.
18. Asks questions about the text.
19. Answers questions about the text.
20. Determines the subject of the text.
21. Predicts the subject of the text to be read from the images and the title.
22. Answers questions about images.
23. Comprehends the ways of emphasizing important points in the text.
24. Determines the appropriate title/headings for the content of the text he reads.
25. Evaluates media texts.
26. Assesses the contribution of transition and connection expressions between the elements that make up the text to the meaning. Emphasis is placed on the expressions “but, however, though, yet”.
27. Makes comparisons between texts.
28. Uses information resources effectively.
29. Question the reliability of information sources.
30. Distinguishes between real and fictional elements in the text.
31. Makes inferences about what they read.
32. Identifies the rhetoric in the text.

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33. Distinguishes the real, figurative and terminological words in the text they read.
 34. Answers questions about information presented in graphs, tables and charts”.
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(TCC, MEB 2019: <http://mufredat.meb.gov.tr/Dosyalar/20195716392253-02T%C3%BCrk%C3%A7e%20%C3%96%C4%9Fretim%20Program%C4%B1%202019.pdf>).

In Table 6, it is seen that the 5th grade level reading skill of the Turkish course curriculum is divided into “fluent reading, vocabulary, and comprehension” sub-skills. The achievement code numbers are shown in the table. The contents of the achievements of fluent reading, vocabulary and comprehension sub-skills are presented in the appendix. It has been observed that the 5th grade reading skill in the Turkish course curriculum consists of 34 achievements in total and “comprehension” sub-skill has the highest number of achievements.

Table 7. 2019 Turkish Curriculum 6th Grade Reading Skill Achievements Example

Achievements

Fluent Reading

1. “Reads aloud and silently, paying attention to punctuation marks.
2. Reads the text in accordance with the characteristics of the genre.
3. Reads texts written in different fonts.
4. Uses reading strategies.

Vocabulary

5. Guesses the meaning of unfamiliar words and phrases using the context.
6. Determines the contribution of idioms and proverbs to the text.
7. Distinguishes the functions of inflectional affixes.
8. Explains the contribution of nouns and adjectives to the meaning of the text.
9. Explains the contribution of noun and adjective phrases to the meaning of the text.
10. Explains the contribution of prepositions, conjunctions and exclamations to the meaning of the text.
11. Distinguishes simple, derived and compound words.
12. Explains the contribution of pronouns to the meaning of the text.
13. Evaluates the contribution of transition and connection expressions between the elements that make up the text to the meaning. Emphasis is placed on the expressions “but, however, yet, nevertheless, in spite of this”.

Comprehension

14. Identifies the rhetoric in the text.
 15. Predicts the subject of the text to be read from the visual and the title.
 16. Summarize what they have read.
 17. Answers questions about the text.
 18. Asks questions about the text.
 19. Determines the subject of the text.
 20. Determines the main idea / main emotion of the text.
 21. Determines the appropriate title for the content of the text.
 22. Identifies the story elements in the text.
 23. Produces different solutions to the problems discussed in the text.
 24. Interprets the content of the text.
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25. Makes comparisons between texts.
 26. Distinguishes between text types.
 27. Explain the shape features of the poem.
 28. Distinguished the real and fictional elements in the text.
 29. Makes inferences about what they read.
 30. Answers questions about images.
 31. Comprehends the ways of emphasizing important points in the text.
 32. Evaluates media texts.
 33. Uses information resources effectively.
 34. Questions the reliability of information sources.
 35. Interprets the information presented in graphs, tables and charts”.
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(TCC, MEB 2019: <http://mufredat.meb.gov.tr/Dosyalar/20195716392253-02T%C3%BCrk%C3%A7e%20%C3%96%C4%9Fretim%20Program%C4%B1%202019.pdf>).

In Table 7, it has been determined that the 6th grade reading skill in the Turkish course curriculum is divided into “fluent reading, vocabulary, comprehension” sub-skills, as in the 5th grade. At the 6th grade level, which consists of 35 achievements in total, the highest number of achievements is in the “comprehension” sub-skill. It is seen that methods and techniques such as “aloud, silent, guessing, asking questions, speed reading” are common between the 5th and 6th grade levels in the “fluent reading” sub-skill. At the 6th grade level, methods and techniques such as “group, chorus, reading by heart” are included. In the “vocabulary” sub-skill, “the functions of inflectional suffixes, noun inflections, noun and adjective phrases, prepositions, conjunctions and exclamations, simple, derived and compound words and pronouns” was added. In the 6th grade level of “comprehension” sub-skill, “explaining the morphological features of the poem and focusing on the elements of harmony such as rhyme and repeated sounds (redif) in poetry without mentioning the genres” stands out as a different achievement from the 5th grade level.

Table 8. 2019 Turkish Curriculum 7th Grade Reading Skill Achievements Example

Achievement
Fluent Reading
1. “Reads aloud and silently, paying attention to punctuation marks.
2. Reads the text in accordance with the characteristics of the genre.
3. Reads texts written in different fonts.
4. Uses reading strategies.
Vocabulary
5. Guesses the meaning of unfamiliar words and phrases based on the context.
6. Determines the contribution of idioms and proverbs to the text.
7. Evaluates the contribution of transition and connection expressions between the elements that make up the text to the meaning. Emphasis is placed on the phrases “whereas, in other words, in particular, first and foremost”.
8. Identifies the rhetoric in the text.
9. Distinguish the functions of inflectional affixes.

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10. Distinguishes simple, derivative and compound verbs.
 11. Explains the contribution of adverbs to the meaning of the text.
 12. Recognizes the semantic features of verbs.
 13. Detects speech disorders. In terms of meaning, he/she focuses on expression disorders.

Comprehension

14. Predicts the subject of the text to be read from the images and the title.
 15. Summarizes what they have read.
 16. Determines the subject of the text.
 17. Determines the main idea / main emotion of the text.
 18. Identifies supporting ideas in the text.
 19. Answers questions about the text.
 20. Asks questions about the text.
 21. Identifies the story elements in the text.
 22. Interprets the content of the text.
 23. Determines the appropriate title/headings for the content of the text.
 24. Produces different solutions to the problems discussed in the text.
 25. Makes comparisons between texts.
 26. Distinguishes the real and fictional elements in the text.
 27. Comprehends the ways of emphasizing important points in the text.
 28. Makes inferences about what they read.
 29. Distinguishes between text types.
 30. Answers questions about images.
 31. Evaluates media texts.
 32. Uses information resources effectively.
 33. Questions the reliability of information sources.
 34. Interprets the information presented in graphs, tables and charts.
 35. Compares the written versions of the texts with the media presentations.
 36. Determines the forms of expression in the text.
 37. Identifies the ways of developing the thought used in the text.
 38. Comprehends the business and process steps in the text. It is ensured that instructions are read”.
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(TCC, MEB 2019: <http://mufredat.meb.gov.tr/Dosyalar/20195716392253-02T%C3%BCrk%C3%A7e%20%C3%96%C4%9Fretim%20Program%C4%B1%202019.pdf>).

As seen in Table 8, sub-skills do not show difference at the 7th grade level. Comprehension is the sub-skill with the highest number of achievements.

Table 9. 2019 Turkish Curriculum 8th Grade Reading Skill Achievements Example

Achievements

Fluent Reading

1. “Reads aloud and silently, paying attention to punctuation marks.
 2. Reads the text in accordance with the characteristics of the genre.
 3. Reads texts written in different fonts.
 4. Uses reading strategies.
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Vocabulary

5. Guesses the meaning of unfamiliar words and phrases using the context.
6. Determines the contribution of idioms, proverbs and aphorisms to the text.
7. Identifies the rhetoric in the text. The rhetoric of simile (teşbih), personification (diagnosis), speech (intact) and opposition (contrast), exaggeration (exaggeration) is determined.
8. Identifies expression errors in the text.
9. Comprehends the functions of the verbs in the sentence.
10. Evaluates the contribution of transition and link expressions to the meaning of the text.
11. Determines the forms of expression in the text.

Comprehension

12. Predicts the subject of the text to be read based on the visual and the title.
13. Summarizes what they have read.
14. Answers questions about the text.
15. Asks questions about the text.
16. Determines the subject of the text.
17. Determines the main idea / main emotion of the text.
18. Identifies supporting ideas in the text.
19. Determines the appropriate title/headings for the content of the text.
20. Determines the story elements in the texts read.
21. Interprets the content of the text.
22. Produces different solutions to the problems discussed in the text.
23. Makes comparisons between texts.
24. Distinguishes the real and fictional elements in the text.
25. Makes inferences about what they read.
26. Distinguishes between text types.
27. Answers questions about images.
28. Comprehends the ways of emphasizing important points in the text.
29. Analyzes media texts.
30. Uses information resources effectively.
31. Questions the reliability of information sources.
32. Interprets the information presented in graphs, tables and charts.
33. Compares the written text of the literary work with the media presentation.
34. Identifies the ways of developing the thinking used in what they read.
35. Comprehends the business and process steps in the text”.

(TCC, MEB 2019: <http://mufredat.meb.gov.tr/Dosyalar/20195716392253-02T%C3%BCrk%C3%A7e%20%C3%96%C4%9Fretim%20Program%C4%B1%202019.pdf>).

As seen in Table 9, it has been observed that the 8th grade reading skill in the Turkish course curriculum is divided into “fluent reading, vocabulary, comprehension” sub-skills, as in the other grade levels included in the research. At the 8th grade level, which consists of 35 achievements in total, “comprehension” is the sub-skill with the highest number of achievements.

Considering the content structure of the aforementioned achievements, methods and techniques such as “reading by browsing, summarizing, taking notes, marking and discussing” in the “fluent reading” sub-skill are common between the 7th and 8th grade levels. On the other hand, the

“critical reading” achievements was given in the 8th grade. The subjects of “word arts and gerunds” were added to the “vocabulary” sub-skill at the 8th grade level. In the 8th grade, “types of anecdote (column), article, essay, novel, and saga” were added to the subject of text types seen in the learning outcomes.

Findings Regarding Reading Skill Theme-Code Category of Native Language Curricula in Singapore, Estonia and Türkiye

Themes and codes were created in line with the data obtained from Singapore 2010 Primary and Secondary School English Curriculum, 2014 Estonian Curriculum and 2019 Turkish Curriculum reading skills. The theme shows the reading skill, and the code shows the categories obtained from the acquisitions for the reading skill. In the tables, the number of achievements related to the codes according to the reading theme is indicated as frequency. Table 10 shows the code and frequency distributions of Singapore 2010 Primary and Secondary School English Curriculum, 2014 Estonian Curriculum and 2019 Turkish Curriculum for reading skills.

Table 10. *Code and Frequency Distributions of Singapore 2010 Primary and Secondary School English Curriculum, 2014 Estonian Curriculum and 2019 Turkish Curriculum For Reading Skills*

Reading	F
<i>Singapore</i>	
Word definition	1
Reading fluently	4
Visual text interpretation	3
Interpreting the text read	7
Reading age-appropriate texts	2
Recognizing text features	4
Recognizing text types	11
<i>Estonia</i>	
Recognizing text types	4
Responding to texts	3
Creating written and spoken text	12
Using linguistic expressions	4
Visual interpretation	1
<i>Türkiye</i>	
Reading by text type	8
Utilizing reading strategies	4
Developing vocabulary	29
Recognizing text types	4
Identifying story elements	5
Commenting on texts	46
Criticizing an information source	12
Visual text	16

As can be seen in Table 10, 7 codes emerged related to the theme of reading Singapore 2010 primary and secondary school English curriculum. The code with the highest number of achievements is the “recognition of text types” code with 11 frequency. There are 5 codes related to the 2014 Estonian curriculum reading theme. The code with the highest number of achievements is the code “Creating written and spoken text” with 12 frequency. The code with the least number of achievements is “Visual interpretation” with 1 frequency. Eight codes have emerged related to the reading theme of the 2019 Turkish curriculum. The code with the highest number of achievements is the code “Commenting on the texts” with a frequency value of 46. “Using reading strategies” and “Recognizing text types” codes each have the least number of achievements with 4 frequency.

Discussion and Conclusion

In this study, it is aimed to examine the reading skill field in the Singapore 2010 primary and secondary school English curriculum, 2014 Estonian curriculum and 2019 Turkish curriculum in the context of the achievements and the resulting codes. The results obtained in the study show that there are differences in terms of content and quantity as regards development of reading skills in Singapore 2010 primary and secondary school English curriculum, 2014 Estonian curriculum and 2019 Turkish curriculum. It has been determined that the Turkish teaching curriculum has the highest number of achievements among the examined programs. On the other hand, the number of codes obtained is equal to the number of codes obtained from the Singapore 2010 primary and secondary school English curriculum reading skill.

In the study titled “Teaching English in Singapore” (Mee, 2002), it was reported that literacy was focused on the development of the individual's reading skills and that a rigid framework was not drawn in language competence. Ireland (2018) stated that there is little difference between grades in terms of skill-related acquisitions in his study titled “Comparative examination of Turkish, Singapore and Norwegian primary education English curricula”. This result is in line with the fact that the achievements at primary and secondary school levels in Singapore 2010 primary and secondary school English curriculum reading skills are identical. In the research, it has been determined that the codes of “text types, text interpretation, vocabulary and visual texts” are common among the codes obtained from the reading part of the three existing programs. In addition, it was concluded that the acquisitions for oral texts were dominant in the reading skill of the 2014 Estonian curriculum, which was not encountered in other programs included in the study.

In the study (Direkci, Şimşek, & Uygun, 2020) titled “Examination of Turkish teachers’ views on the acquisition of literacy skills in the Turkish course curriculum (2019)” (Direkci, Şimşek, & Uygun, 2020), it was concluded that the time allocated for the acquisition of literacy skills is insufficient which creates anxiety in completing the curriculum. It has been stated that there are inadequacies in the application of the achievements such as technology and media literacy, which are included in the reading skill in the curriculum. Kalaycı and Yıldırım's (2020) study titled “Comparative analysis and evaluation of Turkish course curricula (2009-2017-2019)” found that there is a difference between the 2017 and 2019 programs in terms of learning outcomes. As regards content, it was reported that competence areas that are not found in the 2009 program are included in the 2017 and 2019 programs.

In their study titled “I never thought I would be a teacher, the motivation of Estonian and Finnish

students to become native language and literature teachers”, Grünthal and Lepajõe (2020) stated that native language teaching is important at the social level, and that it provides reading while teaching native language, and as a result, it facilitates learning grammar, discussion and developing analytical skills. Sarv and Rõuk (2020) reported in their study titled “Estonian curriculum: Being independent” that Estonia introduced the new version of the national curriculum in 2002 and it is necessary to take a look at 2018, which shows the highest ranking of Estonia in PISA scores.

The study was carried out on the native language curriculum of Singapore, which maintained its success in reading in PISA results, Estonia, which was observed to have gained significant momentum in the exam results, and Türkiye. According to the data obtained from the curricula of these countries, it has been concluded that student success is not related to the quantity of achievements in reading skills in the program. In the process of designing a native language curriculum, emphasis should be placed on the content structures rather than the quantitative characteristics of the learning outcomes. When the native language curricula of Estonia and Singapore are compared with the Turkish curricula, it is seen that the highest number of achievements in reading skills are in the Turkish curriculum. On the other hand, Estonia and Singapore rank much higher in PISA scores. It should be examined how the acquisitions in reading skills are placed in the Singapore 2010 primary and secondary school English curriculum and the 2014 Estonian curriculum, which are included in the scope of the study. It will be useful to use these distributions in the Turkish curriculum that will be modernized in the future.

This research was carried out on the Singapore native language curriculum, which maintains its place in the ranking according to the 2012, 2015 and 2018 PISA results, the Estonian native language curriculum, whose score and ranking are increasing regularly, and the Turkish curriculum. For Singapore, where more than one native language is spoken, the 2010 primary and secondary school level English curriculum was included in the study. In this context, the number of countries that have achieved significant success in PISA can be increased over the years. In addition, the use of different native language teaching programs in future research will enable existing research to become more comprehensive.

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