



A Comparative Investigation on Turkish, Korean and Finnish Mother Tongue Course Curriculums

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Abstract

Mother tongue underlies the learning in any field as it is the whole of comprehension and expression skills. In this regard, mother tongue instruction which is provided for individuals to use their native languages effectively becomes essential. In this study, Korean and Finnish mother tongue curriculums, which are among the countries scoring the highest mark in reading in internationally recognized PISA testing, were compared to Turkish course curriculum (6th, 7th, 8th grades) in terms of linguistic skills, objective, content, process of learning-teaching and measurement-assessment basis. The data were obtained by means of document investigation. In consequence of the conducted comparative study, it has been determined that there are similar and different implementations among the curriculums applied in mother tongue instruction in terms of linguistic skills, objectives, contents, learning-teaching processes and measurement-assessment.

Keywords

Mother Tongue Curriculum
Learning domain
Objective
Content
Process of learning-teaching
Measurement-assessment
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Introduction

The PISA (The Programme for International Student Assessment) coordinated by Organization for Economic Cooperation and Development (OECD) assesses the competence level of 15-year-old students in every three years in reading skills, science literacy, mathematics literacy and problem solving skills at the end of compulsory education by focusing on a different competence area in each term (OECD, 2007). Instead of a syllabus-based assessment measuring only internal activities of an education system, by comparatively assessing in the international dimension, PISA consists of high level skills such as being able to draw different inferences from texts, multi-directional thinking, making comparisons, correlating between texts, being able to establish a connection with the real-life (OECD, 2013). Turkey participated in PISA assessment, which was carried out in 2000 for the first time, in 2003. PISA 2000 focused on reading skills, PISA 2003 focused on mathematic skills, PISA 2006 focused on skills in science, PISA 2009 focused on skills in reading and PISA 2012 focused on skills in mathematics.

Reading achievement score and ranking in PISA tests by years is as follows:

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Table 1. Reading Success Score Point and Ranking in PISA tests

Countries	2003 (40 countries)	2006 (57 countries)	2009 (74 countries)	2012 (65 countries)
Turkey	441 (33.)	447 (37.)	464 (41.)	475 (42.)
Korea	534 (2.)	556 (1.)	539 (2.)	536 (5.)
Finland	543 (1.)	546 (2.)	536 (3.)	524 (6.)
OECD mean	494	492	493	496

(OECD, 2004; OECD, 2007; OECD, 2010; OECD, 2013)

In PISA 2003, Finland was ranked 1st, Korea was ranked 2nd, Turkey was ranked 33rd, in PISA 2006 Korea was ranked 1st, Finland was ranked 2nd, Turkey was ranked 37th, in PISA 2009 Korea was ranked 2nd, Finland was ranked 1st, Turkey was ranked 41st, in PISA 2012 Korea, Finland and Turkey were ranked 5th, 6th and 42nd respectively. In PISA 2009 Shanghai was ranked 1st, in PISA 2012 Shanghai, Hong Kong, Singapore and Japan were the top performers. The countries are not OECD partners, except Japan. Although Turkey has increased its point in reading skills, it is still below the average of OECD countries. This means that the skills of our pupils such as reading, comprehension, thinking, problem solving, reasoning, communication are quite low.

To be successful in international tests such as PISA, first of all, it is necessary to be able to use mother tongue effectively. Mother tongue is the language which an individual learns from his/her mother and family environment in the beginning, then learns from environments that the person connected with, and it is the language that goes into subconsciousness, and has basic goals such as providing linguistic skills for individuals which may fulfil an effective communication; developing thinking capacity of an individual and contributing to socialization processes (Aksan 1975, p. 427; Sever 2004, p. 7). Çelebi (2006) remarked that mother tongue has many functions such as organizing social life, forming identity, sustaining values, providing communication. The mentioned characteristics of a mother tongue show that mental development is achieved by means of language and language underlies learning in any other domain. Turkish lessons support all other lessons, especially in the period of elementary school because learning mother tongue is very important in developing the structure of thinking, decision making capacity, emotional enthusiasm and satisfaction of students, helping them know national and international culture and increasing their success in other lessons (Akyol, 2006; Kavcar, Oğuzkan and Sever, 1998; Yaman, 2009).

Today the basic skills that individuals should have consist of; mental skills which mean thinking and questioning; linguistic skills-based individual skills including reaching the information, communicating, using information technologies; social skills providing good communication with others through co-operation, solving and managing conflicts and skills of mental independence including decision making, selecting, setting and achieving goals, expressing needs, interests and rights, and self-defence skills (Güneş, 2007, p.58). Rost (2002) drew attention to how mother tongue is effective on developing many mental skills such analyzing, predicting, distinguishing, classifying and problem solving. Various mental processes operate in language acquisition and these processes develop mental skills of an individual, and learning a language depends on the development of mental skills. Shameem(2007) reports that the use of mother tongue by students in planning group activities, discussions, brain storming and high level thinking studies results from the main structure formed by mother tongue in learning. For this reason, developing linguistic skills and mental skills must be considered together in learning process. In this concern, mother tongue instruction has great significance. This significance requires a very qualified mother tongue curriculum which is the guide for instruction in mother tongue.

Curriculums needed to systematically carry out Turkish lessons in which mother tongue instruction is provided are the most basic contents of education. Demirel, (2006, p. 6) defined curriculum as the mechanism of experiences including all activities related to the teaching of a lesson

hat is planned to be provided for an individual inside and outside of school. In this case, the features of the programmes might affect the instruction directly.

Curriculums for mother tongue become important as they show mother tongue teaching policies of countries, the attitudes towards mother tongue instruction and the reason of implementations carried out. Today's mother tongue instruction aims at developing the skills that students possess in comprehension and expression, making them use their languages accurately, providing them a literary pleasure and an aesthetic emotion. In addition, this instruction enables students to internalize cultural values and international values through texts (Yaman and Demirtaş, 2013, p. 4-5). The linguistic skills required through life are tried to be provided by means of programmes in this regard.

The modified curriculums have been also effective on the improvement exhibited in PISA assessment (Çelen, Çelik and Seferoğlu, 2011, p.1). Constructivist approach-based Turkish curriculum aims at improving linguistic, social, communication, learning and mental independence skills. Sağlam and Yüksel (2012) think that changing demands of individuals are accompanied by the desire to train more qualified individuals, the need for a more qualified education, the selection of a more practical educational strategy, method and technique, and the search for educational policies covering whole nation. They believe that the simplest and easiest way of this search is to examine the way of teaching individuals in different countries. In Turkey, mother tongue curriculums are important because central programmes are carried out, course books are prepared based on the prepared curriculum, they are guide for teachers and they have great influence on the acquisition of mental and social skills of individuals.

A curriculum consists of components including objectives, content, learning-teaching process and assessment. The terminal behaviours supposed to be taught to a learner are emphasized in the concept of objective; the whole of subjects suitable for objectives of the instructional are emphasized through the component of content; which learning and teaching models, strategies, methods and techniques to select are expressed in learning and teaching process; testing target behaviours separately, how much of the terminal behaviours are taught and quality control of the provided instruction are emphasized in the measurement-assessment component (Demirel, 2006). Since a curriculum is a dynamic whole in which these four components come together with meaningful relationships depending on each other, these dimensions must be examined separately while examining the programme and the programme must be associated with the entire programme (Aykaç, 2005).

In this context, the reason of selecting Korean and Finland mother tongue curriculums is that these countries were ranked 1st and 2nd in 2003 and 2006, 2nd and 3rd in 2009, 5th and 6th in 2012. In 2009 and 2012, the countries which are not OECD partners were the top performers. There are studies that evaluate Turkish language curriculum (Baş, 2012; Balcı, Coşkun & Tamer, 2012; Durukan, 2008; Gömleksiz, Sinan and Demir, 2010); researches in which the performance of Finland was investigated (Erarslan, 2009; Aydın, Erdağ and Taş, 2011); and studies conducted on Finnish and Korean instruction programmes (Aras and Sözen, 2012; Erdoğan and Gök, 2011; Tanrıverdi and Apak, 2010;) in our country. However, the studies compared to Finnish curriculum are related to Turkish curriculum for 1st-5th grade, and the studies related to Korean curriculum are limited.

Comparative education is a field examining educational system in order to solve the problems concerning education. Lauterbach and Mitter (1998) believe that comparative educational researches are important for countries in terms of seeing their own situation and reconstructing their educational programmes. Okur, Demirtaş and Keskin (2013, p. 315) stated that the most important factors having influence on mother tongue instruction are curriculums, teaching methods and classroom environment. Süğümlü (2013, p. 196) thinks that examining mother tongue programs of other countries will contribute to developing a common point of view on mother tongue instruction. Therefore, the purpose in this study is to compare mother tongue curriculums at secondary school

level of Korea and Finland, which are among those top performer countries in mother tongue field of PISA, which is a universal test assessing students' skills such as multi-directional thinking, to mother tongue instruction at secondary school level in Turkey in terms of objective, content, learning-teaching process, and to contribute to mother tongue programmes. In this sense, answers were searched for the following questions:

In Korean, Finnish and Turkish course curriculums;

- What are the similarities and differences between the objectives?
- What are the similarities and differences between the contents?
- What are the similarities and differences between the learning-teaching processes?
- What are the similarities and differences between assessments and evaluations?

Method

The current study aiming at revealing similarities and differences among curriculums by comparing Turkish, Korean and Finnish mother tongue curriculums in terms of learning domains, objectives, content, teaching-learning process, measurement-assessment is a descriptive research which is carried out by benefiting from descriptive data analysis techniques because it describes a current situation depending upon document examination.

Qualitative research is a type of research in which qualitative data collection methods are employed, a qualitative process is followed in order to present perceptions and events in their natural environment in a realistic and integrated way (Yıldırım and Şimşek, 2011, p. 39).

Data Collection Tool

This research was done by using document analysis which is one of the descriptive research methods. Document analysis is investigating written resources including the information and the documents about the subject (Yıldırım and Şimşek, 2011). The investigated documents in the study consist of Turkish, Korean and Finnish mother tongue curriculums. Mother tongue curriculums forming a basis in mother tongue instruction for teachers, mother tongue course book writers and students were selected as documents and examined. The documents were obtained from the websites of ministries and program development departments of the relevant countries.

Analysis of Data

Before analysing the data, Korean and Finnish mother tongue curriculums were translated to Turkish by the researcher, this translation and the original document were controlled by comparisons made by the researcher and the translator. Afterwards, Turkish, Korean and Finnish mother tongue curriculums were coded by examining the parts of learning domains, objective, content, learning-teaching process and measurement-assessment comparatively. The data were investigated by following five characteristic steps of "content analysis" method which are (1) obtaining data, (2) checking originality, (3) understanding the data, (4) analysing the data and (5) using the data (Yıldırım and Şimşek, 2011). Coding process determines the reliability of the content analysis (Büyüköztürk, 2007).

The components of the programme were separately coded by the researcher and an expert of the field. For the differences between the coding of the two coders, opinions of a third expert of the field were asked.

Findings

The General Framework of Turkish, Korean, Finnish Mother Tongue Course Curriculum

The durations of compulsory education in Turkey, Korea and Finland, the names of the mother tongue courses and the class interval that the curriculums involve are given in Table 2.

Table 2. The Grades Taking Mother Tongue Courses

Countries	Name of Course	The Grades it covers	Compulsory Education
Turkey	Turkish	6 th -8 th grade	12 years (4+4+4)
Korea	Korean	1st-10 th Grade	9 years (6+3)
Finland	Finnish	1 st -9 th Grade	9 years (6+3)

(Compulsory Education in Europe 2012/13; Research Report DFE-RR178a, 2011)

Turkey

The compulsory education in Turkey is 12(4+4+4) years. The National Board of Education which belongs to the Ministry of National Education prepares curriculums. The curriculum prepared by the board is central, so the same curriculum is carried out at all schools. Turkish Course Curriculum (TCC)(6th , 7th , 8th grades), starting to be implemented in 2006, has been prepared according to the constructivist approach. The 291-page programme consists of parts including “ *the main approach in the programme, the structure of the programme, general objectives, basic skills, basic linguistic skills and grammar, acquisitions, activities, explanations, intermediate disciplines, Kemalism, learning - teaching process, 6th,7th and 8th grade acquisitions-activity samples-explanations, role of a teacher in the implementation of the curriculum, features required in reading texts, features required in the content of materials to listen/watch, genres, themes, methods and techniques to be included in grades 6-7-8 , reading portfolio, measurement-assessment, explanations related to the teaching of the course, sample teaching, dictionary and resources*” . The acquisitions for grades 6th -8th in learning domains are common, except for grammar (TCC, 2006).

Korea

The compulsory education in Korea is 9(6+3) years. Korean Language Curriculum (KLC) was put into action in 2000 and it was spread to the whole school system in 2004. The programme is arranged by considering global developments in education. The curriculum, starting to be implemented in 2007, is arranged by Korean Ministry of Education. The curriculum has the feature of core curriculum. The Ministry provides flexibility for each school according to its characteristic and objective, even though the curriculum is prepared by the Ministry. The new curriculum tries to bring more flexibility and to increase independent learning activities for students in order to meet their individual needs by decreasing course load to make them more prepared for the 21st century, which is a globalization and information-based society era. The programme is for grades 1-10. There are different acquisitions at the level each grade. It does not involve any grouping. The 96-page program consists of five titles. “1. Characters, 2. Objectives, 3. Contents, 4. Teaching and Learning Methods, 5. Evaluation.” In addition, there is a guide explaining the program under the name of general rules and including a dictionary (KLC, 2007). As KLC is separated at each grade level, the 7th grade, which is in the position of middle grade, was investigated.

Finland

The compulsory education in Finland is 9(6+3) years. Three different languages are spoken in Finland (Finnish-Swedish-Sami). This study focused on Finnish. The implementation of Finnish Mother Tongue and Literature Curriculum (FMTLC), which has been developed with the consideration of national core curriculum, started in 2004. The prepared framework curriculum includes general objectives and main subject contents between programs. Schools can prepare their own curriculum depending on the main framework and teachers can determine their teaching methods and instruments. The 82-page programme is for grades 1-9. It has been classified as 1st -2nd grade, 3rd - 5th grade, 6th - 9th grade. The acquisitions of the classified grades are common. In this study,

the level of grade 6 -9 was examined. The part for 6th - 9th grade included 5 pages. The programme consists of the following titles: “Objectives, Core Contents and Final-Assessment Criteria for a Grade of 8”(FMTLC, 2004).

Comparison of Mother Tongue Curriculums in terms of Basic Linguistic Skills

Tablo 3. Basic Linguistic Skills of Turkish, Korean and Finnish Mother Tongue Curriculums

Countries	Name-Year of the Programme	Basic Linguistic Skills
Turkey	Turkish Course Curriculum (TCC) 2006	Listening/Viewing, Speaking, Reading, Writing
Korea	Korean Language Course Curriculum (KLC) 2007	Listening, Speaking, Reading, Writing, Grammar, Literature.
Finland	Finnish Mother Tongue and Literature Curriculum (FMTLC) 2004	Interaction skills, Text comprehension, Preparing compositions and spoken presentations, Information management skills, Relationship with language, literature, and other culture.

(Finnish Curriculum, 2004; (Korean Curriculum, 2007).

TCC consists of 4, KLC consists of 6 and FMTLC consists of 5 linguistic skills. In FMTLC listening, speaking, reading and writing are not given as separate parts but they are given in other domains. “Information management skills”, “interaction skills” and “language” in FMTLC, “grammar” in KLC and “literature” in FMTLC are accepted as a separate skill domain. Although, grammar acquisitions are included in TCC, they are named as linguistic skills.

Comparison of Mother Tongue Curriculums in terms of Objectives

There are 4 general objectives in KLC and 11 general objectives in TCC, 5 objectives in “listening”, “speaking” and “reading” learning domains, 6 objectives in “writing” domain, 2 objectives for 6th grade, 5 objectives for 7th grade, 3 objectives for 8th grade in grammar. There are 4 general objectives and 16 sub-objectives depending on the general objectives in FMTLC. Each of the general objectives in TCC is ended with ‘adoptions, development, achievements’; the objectives in achievements, on the other hand, are ended with the affix ‘-ing’ as in “implementing, understanding and analyzing, evaluating”. The necessitative mood (should) is used in Korean programme, future tense (will) is used in Finnish programme.

Interaction Skills

Particularly, communication and interaction skills are aimed in FMTLC.

“The pupils’ interaction skills will increase: - The pupils will -improve their communication capabilities and sense of situation. -become practised in functioning purposefully and ethically as speakers, readers, and writers, building interactive relationships in various communication environments at school and elsewhere. -try to maintain an atmosphere conducive to interaction; they will become accustomed to the existence of differing viewpoints and ways of interacting” (p. 51).

In TCC, the generally expressed 11 objectives start with the sentence “Pursuant to Turkish Course Curriculum and the general objectives of Turkish National Education” (p.4). What is expected from students in the program is “-to use Turkish consciously, accurately and deliberately in accordance with speaking and writing rules”(p.4) and the communication dimension of the language is not featured. In this regard, it is seen that the objectives imposing the responsibility of possessing moral values are mostly included in TCC. Sample objectives:

“-Internalizing that our language is one of the basic factors of our national unity and integrity, -Knowing national and international values by means of works belonging to Turkish and

world culture and art, - Being tolerant, being respectful to human right and being sensitive and finding solutions to problem at home and in the world,- Giving importance to national, sentimental and moral values and strengthening emotions and opinions concerning these values are aimed” (p. 4).

Using Language Effectively

Effective use of Korean language, that is, converting knowledge to a skill, is stated in KLC, which has general goals in comparison to the other programmes. While introducing the objectives; it says *“The Korean course is aimed at achieving comprehensive understanding of the activities of Korean language and the nature of Korean literature and correct and effective use, in order to cultivate abilities and attitudes that make contributions to creating Korean culture (p. 6) and three objectives, which are quite general in comparison to other programs, are arranged in order:*

“The Korean course, student should: -be fully familiar with basic knowledge of the activities of Korean language and literature, which they can utilize in various situations in Korean and use their own language creatively. - be fully familiar with the knowledge and skills necessary for accepting and producing conversations and writings critically and creatively. -have an interest of Korean culture, pursuing continuous research and in establishing the development of the language and creating a future-orientated Korean culture” (p. 6-7).

In FMTLC, having the skill to use the language effectively is featured, rather than knowledge:

“In the sixth through ninth grades, the core task of instruction in mother tongue and literature is to broaden the pupil’s text skills from those needed in the immediate environment towards the requirements of both the standard language and types of text new to the pupil. The aim is for the pupils to become more conscious of both their objectives and themselves as users of language. The pupils improve as text analysts and critical interpreters and are able to produce the texts they need in different types of communication situations. The task of the instruction is to encourage the pupil to read and evaluate literature, including various media texts. The instruction guides pupils in acquiring a general knowl-edge of literature and motivates them to study language.” (p. 51).

The sub-objectives in FMTLC are given under these titles:

“1. The pupils’ interaction skills will increase, 2. The pupils’ skills in interpreting and utilizing various texts will develop, 3. The pupils’ skills in producing texts and utilizing them for different purposes will develop, 4. The pupils’ relationship with language, literature, and other culture will deepen” (s. 51-52).

What is aimed in the programme is to be tolerant to different languages and to know other countries’ classics.

“The pupils’ relationship with language, literature, and other culture will deepen: - diversify their reading pursuits; their knowledge of literature will deepen, and they will get to know both the history of Finnish literature and other countries’ classics. -gain opportunities to broaden their aesthetic experiential world; their ethical awareness will become stronger, and their viewpoints on cultures will broaden. -become tolerant of speakers of different languages” (s. 52).

The wording “.....is aimed” is used in TCC, whereas “.....be familiar with or have an interest in” expressions are used in KLC, “they will develop ..., they will learn, they will come to understand” expressions are included in FMTLC.

In TCC, the verbs such as “get into the habit of, gain a point of view, be sensitive to” are also skill indicators, but they are fewer than objectives in general.

Critical Perspective

Having a critical perspective is emphasized in the three programmes.

“Developing skills of understanding, arranging in order, correlating, classifying, questioning, criticizing, predicting, analyzing-synthesizing, commenting and evaluating,-Learning constructive, creative, rational, critical and accurate ways of thinking, making them habits, - Benefiting from mass media when getting information, having a critical perspective on messages coming from mass media and being selective”(TCC, p.4)

“-be fully familiar with the knowledge and skills necessary for accepting and producing conversations and writings critically and creatively” (KLC, p. 7).

The pupils’ skills in interpreting and utilizing various texts will develop: The pupils will -gain practice with active and critical reading and listening; their interpretive and evaluative reading and listening skills will improve, - The pupils’ skills in producing texts and utilizing them for different purposes will develop: The pupils will - develop into versatile and independent creators of texts who know how, when speaking and writing, to make use of the language knowledge they have learned. - feel encouraged to bring up and justify their viewpoints and to comment constructively on the ideas of others” (FMTLC, p. 51).

Comparison of Mother Tongue Curriculums in terms of Content

General Frameworks in Programme Contents

Acquisitions, sample activities and explanations are included in TCC. The acquisitions in learning domains, except for grammar, are separated by grades. There are 5 goals, 42 acquisitions in “listening” and “speaking” learning domains, 5 goals, 52 achievements in “reading” learning domain, 6 goals, 42 acquisitions in “writing” learning domain, 2 goals and 16 acquisitions for 6th grade, 5 goals and 20 acquisitions for 7th grade, 3 goals and 17 acquisitions for 8th grade in the “grammar” learning domain. Putting acquisitions in order is determined as; obeying rules, understanding and analyzing, evaluating, enriching and making a habit.

In the content of KLC, first of all, content structure is explained, and then the contents ranging from 1st grade to 10th grade are explained. The titles of “level and scope of texts”, “achievement standards”, “examples of contents” and their explanations are included in each learning domain for each grade. “Level and scope of texts” provides information about the aspects of the texts; “achievement standards” provides information about acquisitions, “examples of contents” provides information explaining acquisitions in a more detailed way. At the level of 7th grade, there are 4 explanations of level and scope of texts for “listening”, “speaking”, “reading” and “literature” learning domains, and 5 explanations of level and scope of texts for “grammar” learning domain. Each of learning domains of “listening”, “reading”, “writing” and “grammar” has 5 achievement standards, and each of the “speaking” and “literature” learning domains has 4 achievement standards. Each of the achievement standards of the learning domains has at least 3, at most 4 examples of contents.

The subjects are given under the title of “core contents” and achievements are given under the title of “Final-Assessment Criteria of a Grade 8” in FMTLC. In FMTLC, 5 subjects are given in “core contents” in the learning domain of “communication skills”, 6 acquisitions are given in “The pupils will have developed their interaction skills” final-assessment criterion of a grade 8, 9 subjects are given in “text comprehension” learning domain, 11 acquisitions are presented in “The pupils will have developed skills in interpreting and using various texts” final-assessment criterion of a grade 8, 8 subjects are presented in the learning domain of “compositions and preparing oral presentations”, 6 acquisitions are given in “The pupils’ skills in producing and using texts for different purposes will have developed” final-assessment criterion of a grade 8, 2 subject are given in the learning domain of “information management skills”, (it does not have any acquisitions in final-assessment criterion of a grade 8), 10 subjects are given in the learning domain of “relationship with language, literature and other cultures”, 8 acquisitions are given in

“The pupils’ relationship with language, literature and culture will have developed” final-assessment criterion of a grade 8. The achievements are quite general and comprehensive.

Information Management and Text

Unlike other programmes, information management skills are included in FMTLC.

“Information management skills: -acquisition of information from different types of sources: information acquisition planning and assessment of dependability and usability of sources. - learning to take notes and use simple source notations; selecting and grouping materials and assembling them into a presentation” (s. 53).

In TCC and KLC, the acquisitions related to information management are distributed to learning domains. However, the acquisitions similar to those in FMTLC are included in *“writing”* learning domain in particular. For examples, there are sub-acquisitions from research phase to arrangement and giving resources, which will be written under the acquisition of *“Planned writing”*.

Sample acquisition:

“Planned writing”:*“-Research about the writing topic.-Make the rough draft of his/her writing. - Plan his/her writing around the main idea.- Arranges footnote, references, abstract, content and so on appropriately.(p. 31).*

The writing achievement standards in KLC are as follows:

“-Select contents from various media and write explanations in unity. -Write reports well enough to Show procedures and results distinctively. - Write proposals containing problem solving methods or demands. -Write a text of encouragement or consolation by using a variety of expression strategies. - Write a text emotional movement or pleasure to be reader on the basis of one’s life experiences.”

“Select contents from various media and write explanations in unity” achievements standart’s examples of contents: *“-Understanding the characteristics of explanations and the concept of unity. -selecting contents from diverse media. -arranging and expressing contents in unity. - revising in consideration of unity”*. *“Write reports well enough to show procedures and results distinctively.”* achievements standart’s examples of contents: *“Observing, researching and experimenting while recording facts, materials and ideas”* (s.50).The acquisitions related to the *“text”* are distributed to learning domains in TCC and KLC. *“Text comprehension”* is included as a separate part in FMTLC. *“Final-assessment criterion of a grade 8”* involves the titles of *“The pupils’ skills in interpreting and utilizing various texts will have developed”* and *“The pupils’ skills in producing and utilizing texts for different purposes will have developed”*.

Interaction Skills

Interaction skills are featured in the content of FMTLC.

“Interaction skills: -basic knowledge of interaction; of the content, manner of expression, and structure of texts; and of the connection of those elements to the objective and means of the communication, and to the communication relationship. -progress according to the assignment, and diversification of genres of speech in different types of conversation and communication environment. -timing and dimensioning of speech, choice of form of language, procedure in conflict situations and utilization of differing viewpoints, giving and receiving feedback developing the courage and confidence to communicate: practice ways of expression and presenting and defending one’s own viewpoints. -assessment of one’s own media-use, reading, and communication habits and skills” (s. 52).

The content of KLC involves the parts of learning domains, genres, skills and contexts. The necessity of language for social interaction is emphasized, the item *“nature of communication”* is

included as the first item for all learning domains in “*knowledge*” part in the content structure, and the interaction in genres in learning domains is stated:

“Types of Listening, Speaking, Reading, Writing: - Listening, Speaking, Reading, Writing to texts of social interactions” (s. 7-8).

Language

Knowing the history and features of the language is featured in FMTLC. Sample acquisitions:

“Relationship with language, literature, and other culture: Core Contents: - basic knowledge of the Finnish and global language situation, and a conception of linguistic democracy and the importance of one’s native language, -history and variation of the Finnish language, -characteristics of the phonetic, formal, and sentence structure of the Finnish language; comparison of those attributes to other languages, -consideration of the situational, social and geographic variation of the Finnish language, and of the grounds for using the standard language” (s. 53).

“Final-Assessment Criteria for a grade of 8: - The pupils’ relationship with language, literature, and culture will have developed so that they: -have read both Finnish and foreign poems, fairy tales, fables, short stories, representative dramatic texts, and cartoons, and know both poems from Kalevala and other elements of the folk tradition; they will have read at least the jointly agreed-upon number of complete works. -know the main genres of literature, the main stylistic range of texts, and some literary classics representing different eras. -are able to discuss their experiences of reading and viewing texts with others. - know how to talk about the phonetic, formal, and sentence structure of language, and about vocabulary; they will have a knowledge of the parts of speech and the key parts of a sentence; they will know the main distinguishing features of the Finnish language and be able to compare Finnish to other languages they have studied; they will have a conception of linguistic relationship, and of the languages related to Finnish. -know that the Finnish language varies according to the situation, user, and geographic area, -know that language changes; they will have a knowledge of the mother tongue’s status among other languages, and in a multicultural linguistic community; they will be familiar with Finland’s linguistic situation and have a basic knowledge of the languages spoken in Finland.” (s. 55).

Acquisitions related to the history of Turkish language are not included in TCC. KLC involves the history and features of Korean language.

“- Knowledge: -The nature of language, -the characteristics of Korean -the history of Korean. Contexts: -Awareness of Korean, -culture of daily practices in Korean” (s. 9).

Literature

In FMTLC, creating interest in literature, knowledge on literature and theatre, combining experiences obtained from branches, for instance film, with literature are stated.

“-creating a basis for a general literary education: knowledge of main works and their writers, Kalevala, the folk tradition, and Finnish literature’s main historical phases, -reading of core and optional complete works, and treatment of an ample range of short texts of various genres, -classification of literature into main genres and certain sub-genres, - basic stylistic breakdown of texts: distinguishing marks of romantic, realistic, and modernist texts, -analysis of fictional structures, using concepts appropriate to the form level, -gaining experience with theatre and films; analysis and sharing of experiences” (s. 53).

In KLC, literature has the following titles in content structure.

“Types of Works: -Poems (rhyme) - Plays (theatrical plays, films, dramas -Novels (story) - Essays and reviews. Knowledge: -The nature and characteristics of literature -Modes and genres of literature -The history of Korean literature. Reception and Production: -

Comprehension of contents -Appreciation and criticism -Creative restructuring of work - Creation of work. Contexts: -Subjects of Reception and Production - Social and cultural contexts -Contexts of library history.

As a learning domain, "literature" is stated as follows:

"Literature: -Grasp the psychological states of characters and the solving process of these conflicts expressed in a literary work. -Grasp the total emotions and moods of literary work. - Understand how historical situations are expressed in a literary work. -Write lyrics based on understanding relations between poetic diction and everyday language" (s. 53).

Sample acquisitions related to literature in TCC are as follows:

Understanding and analyzing what is listened/watched / Comprehending and analyzing a text:" They recognize the difference of poetic language", They get information about the person who is listened/watched, the writer/poet of a topic or text" (p. 15-26). Enriching vocabulary: "They learn texts in genres including poems, folk songs, songs by heart (p.17). Getting the habit of effective listening/watching: "They get involved in poem, story, folk tale performances"(p. 18). Acquiring reading habit: "They read texts in different genres", "They learn poems by heart, arrange poem performances, recite poems in appropriate environments", "They learn admirable short letters by heart" (p. 29).

Learning-Teaching Process in Mother Tongue Curriculums

Teaching the lesson

In TCC, first of all, general information is given in learning-teaching process:

"-Pupils produce creative solutions to the encountered problems individually or in groups, they share their knowledge and experiences with the social environment by developing their knowledge and experiences. - Pupils make the habit of thinking independently, getting information by means of various research techniques, evaluating, questioning and interpreting in every phase of life.-A teacher helps pupils with the difficulties that they encounter and directs them through constructive criticism.-A teacher considers products of pupils in every phase of learning process and supports them. - A teacher observes the progress of pupils, evaluates, encourages them to evaluate themselves. -As linguistic skills display a unity and continuity, a teacher must be in cooperation with parents and arrange activities out of school to provide the development of these skills" (p. 9).

The methods and techniques for each of learning domains are included, explanations about teaching are provided in the programme. Lesson preparation, how to utilize reading, listening/watching, speaking, writing and grammar in the lesson are explained under the title of teaching process. The usability of worksheets in lessons and giving students feedback are featured in these explanations.

"-In addition to reading texts, independent texts or worksheets can also be used while giving grammar acquisitions. -It is necessary to contribute to the self - development of a student by providing feedbacks after worksheets" (p. 246).

Learning-teaching process in KLC is given in detail in comparison to other curriculums. Information about how the process must work is provided in each learning domain.

"In consideration of the 'Level and Scope of Speech (or passages, language materials, works) and 'Achievement Standards' by field, organize the teaching and learning processes, but be especially careful of the following: 1- When teaching listening, emphasize the activities of assessing the accuracy, validity and utility of the heard content, grasping the views and intentions of the speakers and criticizing their opinions. 2- When teaching speaking emphasize the activities of actively participating in diverse speaking situations, considering purposes, contexts and the listeners and solving problems with a cooperative attitude. 3- When teaching

reading, stress active learning, paying attention to the writer's purposes, the forms and traits of passages, the reader's point of view and the like. Especially emphasize studying by discussion, where students can exchange their opinions with another about the books they have read. 4- When teaching writing, emphasize study activities where the students actually write passages, taking into account the purposes of writing and the readers. Especially, have them write passages, clearly offering writing situations and conditions and stress the activities of self-assessment and mutual assessment of written passages. 5- When teaching grammar, emphasize researching the phenomena of Korean, but intend that the content learned be utilized in achieving a desirable life in Korean. 6- When teaching literature stress learning activities that help promote esthetic imagination and the sound nature of mind that helps attain a desirable view of life and the World, by relating the individual works to students's lives. In addition emphasize learning activities promoting in-depth appreciation such as rewriting, imitated writing, expressions of life emotions and so forth (s. 90).

Individual Differences and Different methods

Learning-teaching process in KLC consists of two titles. These are 1. Learning and Teaching Plan 2. Learning-Teaching Process. The basic factors to consider in planning are determined as follows:

"-When establishing teaching and learning plans, the teacher should be careful of the following so the students can improve their ability in using Korean. - Grasp the degree to which students reach the learning preparation level or the 'Achievement Standards' and plan approaches of teaching and learning in order to eliminate individual differences" (s. 86-89).

The basic factors to consider in learning-teaching process are stated as follows:

"-Taking into account the 'Level and Scope of Speech (or passages, language materials, works)', 'Achievement Standards' and 'Examples of Contents' by grade and field in '3. Contents' of the curriculum, organize teaching and learning. -Taking into consideration students' individual differences for effective teaching and learning. -When integrating and supervising learning elements between and within fields should be carefully" (s. 89-92).

Individual differences are pointed out in the programme, and it is stated that activities must be arranged by discovering pupils' interests:

"To efficiently operate teaching and learning, individual differences are taken into consideration, but be mindful of the following: -Provide appropriate feedback in accordance with students' reactions during class and help them reach study goals. -Besides having study assignments in common, help the learners choose assignments suitable for them. -By appropriately suggesting study assignments which can be complemented or made in-depth after the students voluntarily discover their own abilities increase the effects of study. - By appropriately providing study assignments concerned with the study goals of the next class, reduce individual differences depending on the extend of the study in advance and increase the efficiency of the class. -In order to effectively reach study goals, organize small groups with individual differences taken into account and proceed with teaching and learning" (s. 91-92).

In TCC, it is emphasized that there must be a student-centred learning-teaching process.

"Pupils actively attend to all of the teaching activities, the teacher, on the other hand, is in the position of a guide directing, helping a student and showing how to develop himself/herself (p. 9).

KLC and TCC emphasize the importance of allowing different methods in the activities to do in lessons:

"In consideration of study goals and content, utilize diversified teaching and learning methods such as direct teaching, problem-solving learning, creativity developing method, reaction-

concentrating learning, researching learning, on-site learning, individualized learning, information and communication technology (ICT) - utilization method, value-searching method, teaching through debating, cooperative learning and the like. Especially, be careful of the following: - Promote efficiency of learning, stressing active interactions between teachers and students and among students. -Encourage students' creative activity in Korean and actively accept their diverse reactions. -Emphasize students carefully listening to others' opinions and clearly expressing their own. -Provide learning experiences so the students voluntarily participate in the learning processes and are able to think critically and creatively. - Lead students to verify the process and results of their study themselves and improve on what they are lacking" (KLC, p. 91).

"Activities must be done within a method; attention must be paid to employing various methods as many as possible during the education year" (TCC, p. 245).

Active Involvement in Society

It is stated in FMTLC that mother tongue courses must be formed to develop awareness of using language effectively.

"The fundamental task of instruction in mother tongue and literature is to spark the pupil's interest in language, literature, and interaction. The objective is that the pupil becomes an active and ethically responsible communicator and reader who gets involved in culture and participates in and influences society. In instruction in mother tongue and literature, the pupils learn concepts with which to approach the world and their own thoughts in linguistic terms; they acquire not simply means of analysing reality but also possibilities to break loose from reality, to construct new worlds and connect things to new contexts. Mother tongue and literature is an informational, artistic and skill subject that acquires its content from linguistics, the study of literature, and the communication sciences. The subject's foundation is a broad conception of text: texts are spoken and written, imaginative and factual, verbal, figurative, vocal, and graphic - or combinations of these text types" (s. 44).

What is purposed with the effective language use is active involvement in society:

"The instruction must be based on a community-oriented view of language: community membership and an involvement in knowledge begin when one learns to use language as the community does. The instruction must also be founded on the pupil's linguistic and cultural skills and experience, and must offer opportunities for diversified communication, reading, and writing, through which the pupil builds his or her identity and self-esteem" (p. 44).

In the programme, attention is drawn to language tasks in the process of performing goals.

"The instruction must take into account that the pupil's mother tongue is the basis of learning: for the pupil, language is both an object and tool of learning. The task of instruction in mother tongue and literature is to develop language-based study and interaction skills systematically. The learning of a mother tongue covers the areas and tasks of language broadly. The instruction must develop interaction skills and a knowledge of language and literature in new and increasingly demanding language-usage and communication situations" (s. 44).

Comparison of Mother Tongue Curriculums in terms of Measurement and Assessment

Achievement Standards

In FMTLC, measurement and assessment is controlled by teachers but information is provided for them on which achievement standards they may evaluate.

These sub-titles take part under the title of *"Final Assessment Criterion of a Grade 8"*:

"The pupils' interaction skills will have developed, The pupils' skills in interpreting and utilizing various texts will have developed, The pupils' skills in producing texts and utilizing

them for different purposes will have developed, The pupils' relationship with language, literature, and culture will have developed" (p. 53-55).

Interaction skills are emphasized in measurement-assessment of FMTLC.

"The pupils' interaction skills will have developed so that they: -want and venture to express themselves in writing and orally, both alone and in a group. -demonstrate skill in inferential and evaluative listening. -know how to take a turn to speak in problem-solving and idea-sharing discussions, and in other group communication situations, and how to present a proposal, a position, a question, further information, and justifications. -further the group's attainment of an objective and know how to act constructively when people disagree about things, too. -know the main differences between the spoken and written forms of language, and take account of the communication situation, the recipient, and the means of communication, for example when choosing a form of language; they will be able, when needed, to shift from the spoken language of young people to standard spoken language. -are able to observe and evaluate their skills in their mother tongue; they will accept feedback and make use of it in developing their skills; they will also furnish constructive feedback to others and work purposefully both as individuals and in groups" (p. 53-54).

Assessment in KLC consists of; assessment plans, goals and content of assessment, assessment methods and utilization of assessment results. Particularly, the following factors are emphasized in planning:

"A. Plan to evaluate students' abilities in Korean validity and reliably, making use of the evaluation methods appropriate for the goals and contents of the field. B. Plan to evaluate expression abilities, understanding abilities, cognitive elements and emotional elements, while keeping them in balance. C. Taking into consideration the objectives, timing situations and so on of the evaluation comprehensively, make a plan so as to properly utilize quantity and quality, formal and informal, indirect and direct, selective and practice and other evaluations" (s. 92-93).

In goals and content of assessment, it is stated that it is necessary to evaluate considering the achievement standards by learning domain, grade level and content.

Utilizing Measurement-Assessment Results

In utilizing assessment results part in KLC which has a more detailed assessment in comparison to the other two programmes, the requirement of analyzing factors effective on teaching and learning, reporting these analyses and sharing these reports with pupils, teachers, parents and other people involved in education is stated.

"-Evaluation results should be used to judge students' achievements level and the extent of their Korean development. In addition, they should be used to improve the methods and materials of teaching and learning and the evaluation tools. -Through the evaluation results, by analyzing the various factors having an effect on teaching and learning besides the students' achievement levels and providing this analysis to students, teachers, parents and other people involved in education, utilize the results to upgrade the students' abilities in Korean but specify and diversify the report systems of the evaluation results" (s.95).

In KLC, how to evaluate all learning domains is included in detail and not only student assessment is stated but also assessment of methods and materials is stated.

"Assess not only the students abilities, but also the methods and materials of teaching and learning, the assessment tools and the like" (s.93).

Outcome and Process Assessment

It has been stated that the implementations of measurement-assessment in Turkish lesson would be carried out in 3 phases, that is to say at the beginning of instruction, during the teaching

process and at the end of teaching, and the assessment would be based on process and product dimension:

“Determining the level of readiness or situations of students at the beginning of teaching would be useful for teaching. For this purpose, the attitudes of students towards the lesson and their situations in listening, speaking, reading, writing and grammar of students can be determined at the beginning of educational process. The assessment in teaching process is carried out for two purposes. These are assessment of teaching and determining educational deficiencies. The assessment carried out in learning process in order to observe and evaluate students better is expressed as “process assessment”. Feedbacks related to the teaching process are obtained through measurement and assessment practices carried out in the process and deficiencies are supplemented if necessary. One of the assessments which is performed by goal and time is evaluating outputs(achievements). This assessment is conducted in order to determine the achievement of students at the end of teaching process. The assessments conducted at the end of teaching process are product-oriented assessments.”

“Both process assessment and product assessment must be conducted together in Turkish lesson. The performance development of students in the process is observed in process assessment. On the other hand, product assessment measures to what extent students gain the acquisitions determined in the programme, what students have learnt” (p. 214).

Outcome and process assessments are also emphasized in KLC.

“When establishing evaluation plans, pay attention to the following: -Evaluate the process and result of learning, giving great importance to both of them. -While linking the learning process to the evaluation, carry out the assessments. -Presume diverse assessment situations in consideration of the use of Korean, integrate the fields and then carry out the assessments. -By informing students in advance of the situations, methods and criteria of the assessments, lead the assessments to be helpful to the study of Korean” (s. 93).

In TCC, it is stated that product and process assessment would provide feedbacks, but there is not any information about how it would be reflected to future learning. Readiness, attitude towards the lesson, observing students’ development is emphasized. General statements concerning the assessment, that is how it must be done, are stated, the acquisitions are not included exactly.

“The situations of students related to listening, speaking, writing and grammar domains in teaching process are observed continually and systematically, and observation results are noted into the observation forms” (p. 227).

Diversified Assessment Tools

The use of diversified assessment tools is emphasized in KLC and TCC.

“Utilize diversified evaluation methods and evaluation tools to be suited to the purposes, goals and content of the evaluations. -In consideration of the traits of a section, utilize diversified evaluation methods such as paper tests (multi-choice type, descriptive answering type), research report methods, oral tests, debating methods, observation methods and so forth. -In the evaluation of the Korean abilities, utilize diverse evaluation methods, but actively make use of quality, informal, direct and practice evaluations as often as possible. -Depending on purposes, content and situations, integrate and utilize evaluation methods if needed” (KLC, s. 95).

“Using several methods all together in the assessment process to judge students’ achievement would be useful as well. Teachers would obtain more realistic assessment about students’ achievement by means of several assessment tools.” “Including the different types of items presented above as much as possible in exams measuring students’ achievement in Turkish lesson would be useful in assessing the feature that is being measured” “Tools such as attitude scales, achievement test, observation forms, scoring rubrics can be employed at the beginning

of education process, follow-up tests, student portfolios, performance tasks, checklists, peer assessment forms, self-assessment forms, observation forms and so on can be used in the instructional process, in addition to achievement tests, it is possible to use student portfolios in assessments which are conducted at the end instructional process (TCC, ps. 214-227).

Self-Peer Assessment

In KLC, teachers' assessments, self-assessments and students' mutual assessments are indicated in assessment methods, in TCC, self, group and peer assessments are emphasized:

"Actively utilize students' self-evaluations and mutual evaluations besides only teachers' evaluations" (KLC, s.95).

"-In the instructional process, if assessment tools(performance task, student portfolio, self-assessment and peer assessment), which are used to assess the process in particular, are employed in grades for the first time, students and parents must be informed about related situations in the implementation such as the benefits and the implementation process. - While evaluating the performance in every phase of the instruction, it is necessary to employ self, group and peer assessments which are effective on developing some basic skills such as decision making and critical thinking skills. For this purpose, self assessment forms, group and peer assessment forms are utilized.

-Self assessment, peer assessment and group assessment implementations can be carried out while teaching a text and in cooperation-based activities" (TCC, p. 227).

Discussion, Conclusion and Suggestions

Educational stages that Turkish, Korean and Finnish curriculums involve are different. In TCC, grades 1-5 are separated as 1st Stage, grades 6-8 are separated as 2nd Stage. On the other hand, there is a successive continuity in KLC (1st-10th grade) and FMTLC (1st-9th grade) (2001, 2004). Çebi and Durmuş (2012, p. 112) stated that this division in TCC has a negative effect on program continuity which must be between 1st Stage and 2nd Stage. Therefore, it is possible to say that the continuity between programmes must be provided.

Linguistic Skills

Visual reading and presentation is a separate linguistic skill for grades 1-5 in Turkish curriculum, whereas it is not a separate domain in the curriculum for grades 6-8. Researches point out the importance of visualization in education as it lets students use high level cognitive skills (White, 1987), and develops memorizing (Farah, 1988, translated by Akyol, 2006). Akpınar (2009) reported that this learning domain might have great contributions to solving problems such as comprehending, interpreting, and communicating. Visual reading and presentation which is given in other linguistic skills in TCC must be used effectively in this regard.

Listening, speaking, reading and writing are taught as a whole in all linguistic skills in FMTLC. "Interaction skills", "information management skills", "language" in FMTLC, "grammar" in KLC, "literature" in FMTLC and KLC are involved as a separate linguistic skill. Although grammar acquisitions are included in TCC, they are not named as a learning domain, literature is not involved as a separate domain either and it has been determined that the relevant acquisitions are not enough to spark pleasure and interest towards literature. The research done by Ayyıldız and Bozkurt (2006) concluded that literature instruction is insufficient in language instruction. Language and literature instruction is a whole. Text must be located in the centre of both mother tongue instruction and literature instruction and it must be the starting point of all linguistic activities because the most competent use of a language is seen in texts having literary qualification (Sever, 2004, p.192). Instead of teaching rules, penetrating into semantics would provide much more effective use of a mother tongue and bring pleasure.

Basic linguistic skills are essential because they indicate the programme's focusing. In this respect, it is seen that Finland attaches importance to language instruction and information management skills. In our country, the major skills forming the basis of the programme are: using Turkish accurately, effectively and deliberately, critical thinking, creative thinking, communication, problem solving, searching, using information technologies, entrepreneurship, decision making, considering individual and social values (MEB, 2006). However, it is possible to say that these skills are not at the expected level in learning domains. Therefore, it is necessary to attach importance to interaction skills and getting and utilizing information which includes technological instruments.

Objectives

KLC and FMTLC have more general objectives emphasizing the use of language effectively. In TCC; using language accurately and deliberately is purposed in general objectives, communication dimension of the language is not featured, providing students the responsibility of owning national and international values are purposed. Thus it is likely to say that the qualification of being a good person is tried to be provided in mother tongue course. By emphasizing that language is the carrier of culture and it is accepted that language is one of the most important factors in culture, Özbay(2002, p.119) stated that the duty of culture transfer at school is allocated to Turkish courses. Durukan (2008, p. 156), on the other hand, established that the values included in the objectives are not involved in acquisitions sufficiently.

What is purposed in all three programmes is to enable pupils to possess a critical point of view. On the other hand, Aydın, Erdağ and Taş (2011) reported that Finnish and Korean pupils are at a further level than Turkish pupils in the context of critical and analytic thinking and Turkish students do not have high level skills such as evaluating a text, hypothesizing on a text, evaluating a text critically. Considering these findings, it is possible to say that it is necessary to increase the effect of objectives, which are included in the program, in practice.

It is seen that what is purposed in FMTLC and KLC is to enable students to possess the skill in using language effectively, rather than knowledge level. It is likely to say that the objectives in TCC are the first stages of turning them into skills. Mostly, it is rule-based and it is seen that it is oriented to the cognitive domain. Demirtaş (2013, p. 269) has stated that the acquisitions in FMTLC include; skills such as cognition, recognising, comprehending, analyzing, predicting, interpreting, evaluating in cognitive domain; skills such as identity formation, values, linguistic consciousness, attitudes, character development, self-reliance in language, responsibility for language in affective domain and there is a spiral structure as the approach of content arrangement. Erdoğan and Gök (2011, p. 18) state that the goals in FMTLC are mostly affective domain-oriented; the goals in TCC are mostly cognitive domain-oriented. It is possible to say that in addition to cognitive domain-oriented statements in general objectives of TCC, affective domain-oriented statements must be also included in general objectives in this regard.

The wording ".....is aimed" is used in the general objectives of TCC, whereas ".....be familiar with or have an interest in" expressions are used in KLC, "they will have developedskills, they will learn, they will come to understand" expressions are included in FMTLC. In TCC, the verbs such as "make the habit of, gain a point of view, be sensitive to" are also skill indicators, but they are fewer when then are compared to objectives in general. Therefore, obtaining skills, rather than obtaining knowledge, must be purposed in the objectives of the program.

Content

The content of TCC includes acquisitions, whereas the subjects are given under the title of "core contents" and the acquisitions are given under the title of "Final-assessment criterion of a grade 8" in FMTLC. In KPDÖ, in each learning domain for each grade ranging from 1st grade to 10th grade, "level and scope of texts" gives information explaining text features, "achievement standards" include information about acquisitions, "examples of content" provides information explaining acquisitions in detail. This situation guides teachers in correlating subjects and acquisitions in the programme and determining their own course of action. Erdoğan and Gök (2011) stated that the core contents in

FMTLC is structured in accordance with the situational and functional approach accepted by many developed countries, TCC, on the other hand, is structured with a thematic approach which is not appropriate for mother tongue curriculums and the content in the programme is unapparent.

It is possible to say that the acquisitions in FMTLC are quite general but comprehensive. It can be stated that the acquisitions in KLC and FMTLC are given more systematically in comparison to those in TCC and they are mostly at the level of skills, therefore objectives, rather than tools form the content. The acquisitions in TCC are appropriate for achievement of learning domains, but they are considered to be inadequate in terms of being certain and restrictive, creating an interest and gaining skills. Hogg and Vaughan (2006, p. 617) expressed that instead of teaching rules in order to have a comprehensive knowledge of a language, the knowledge of cultural rules determining what to say, where to say, how to say and whom to say is required.

Unlike other programmes, “information management skills” and “text” are involved in the content of FMTLC. The acquisitions related to these domains are distributed to learning domains in TCC and KLC. Utilizing information technologies is emphasized in FMTLC. In TCC, the text that technology has attached to our lives is not included. Because visual literacy has started to become the main component of education (Lowe, 2000), it is required to design education in a way containing new text types introduced by means of technology (Abreu, 2008). Thus different types of media texts; advertisements, TV series, films, music, posters, news texts should be emphasized. (Tüzel, 2013). Considering the effects of technological visualisation on daily life in this regard, diversified types of text should be included in the programme.

It is observed that some acquisitions in TCC (as in the acquisition related to the literature) are given in the same way in different learning domains. Baş, (2012), stated that accepting the idea that some objectives and acquisitions prepared for learning domains are common and learning domains are each other’s confirmation focus would cause limitation at first, and then categorization and a less functional schematic conditioning emerge in conclusion. Karadağ (2012) concluded that some of the reading and listening acquisitions in TCC are too general, some of them are too detailed and some of them are not measurable and assessable. In the studies conducted by Durukan (2013) and Özbay (2010, p. 41- 42), it is emphasized that it is required to make arrangements related to acquisition statements. In this context, it is possible to say that making arrangements in order to prepare acquisitions considering the relevant learning domain and the level of skills, using information technologies in TCC is required.

Learning-teaching process

In Korea, 7th grades have 170 hours of Korean, 8th grades have 136 hours of Korean, 9th grades have 136 hours of Korean. (Korean Programme- Korean Language Curriculum, 2007). In Finland, 399 hours of mother tongue course is provided for 6th -7th -8th -9th grades; in Turkey, 5th -6th grades have 144, 7th -8th grades have 120 hours of mother tongue course. This situation is important as it indicates the importance attached to comprehension and expression skills.

In TCC, methods and techniques are provided for each learning domain, how to use lesson preparation, reading, listening/watching, speaking, writing and grammar in lesson is explained under the title of course teaching process, the necessity for a student-centred learning-teaching process is emphasized. FMTLC includes general explanations related to the learning-teaching process. It is possible to say that implementation process in FMTLC is carried out by teachers. In FMTLC, an educational process in which pupils are active and interact with each other is emphasized and it is expressed that language acquisition can be possible with language tasks. Yaman and Demirtaş, (2013, p.6) think that courses are studied by giving full autonomy to teachers, who are the implementers of the programmes, and benefiting from educational technologies enabling students to keep pace with the current digital age.

It has been determined that the success of Finland relies upon; factors such as knowledge, skills, emphasis on individual learning in gaining creativity and identity, cooperation with other teachers, developing effective and appropriate learning environments and materials, training

qualified teachers, attaching importance to teaching profession and teacher development, trusting teachers and schools and teacher autonomy (Ekinci and Öter, 2010; Kupiainen, Hautamäki, Karjalainen, 2009; Malaty, 2006; Sahlberg, 2007; Simola, 2005).

In Turkey, high population and large number of students in classrooms restrains teachers, so that they cannot deal with students sufficiently. In countries performing well in PISA, the classrooms are less crowded and the number of students per teacher is fewer. On the other hand, Maya (2006) thinks that although there are more crowded classrooms and larger number of students per teacher in Korea, it has been ranked 1st. Levent and Gökkaya (2014, s.17) believe that the importance attached to teacher training, quality approaches in higher education, great goals in science and technology, use of information technologies in education have brought success to Korea.

Assessment and assessment

By means of different assessment tools in KLC and TCC, process and outcome assessment, self-group and peer assessment are emphasized. In TCC, general statements related to the assessment explain how the assessment should be but the acquisitions, which would be assessed, are not involved exactly. It is expressed that product and process assessment would provide feedback but there is no information about how it would be reflected to future learning. Erdoğan and Gök (2011, p. 18-19) stated that there is emphasis on process and product assessment in FMTLC and TCC but satisfying explanations related to the assessment and assessment process are not included in the programmes of both countries. Detailed explanation of assessment and assessment process in TCC might be more effective in terms of providing a more productive process.

KLC explains how all learning domains would be assessed. It is reported that in addition to student assessment, methods and materials would be assessed as well. In FMTLC, teachers are allowed to control measurement-assessment. KLC and FMTLC involve information about which achievement standards would be considered in assessment and they emphasize that it is required to share assessment with relevant people after analyzing various factors having influence on education and reporting these analyses. During basic education, students in Finland are assessed with questions prepared by only their teachers. This indicates that there is a learning-focussed education system (Kupiainen, Hautamäki, Karjalainen, 2009; Malaty, 2006; Sahlberg, 2007). This is a result of importance attached to teacher training and development in Finland and Korea (Aras and Sözen, 2012; Ekinci and Öter, 2010; Mete, 2013; Sahlberg, 2007).

Turkey was ranked 69th in Human Development Report 2014 of United Nations Development Programme (UNDP, 2014). Some of the problems determined in Turkish education system include; excessive centralism in Turkish Education System, lack of resources, power and autonomy at schools, low teacher quality and inadequate teacher training (The World Bank, 2006; Gültekin, 2007; Maya, 2006). Besides crowded classroom environment does not allow the implementation of the programme as in the expected way. In the studies conducted Karakuş and Köse, 2009; Metin and Demiryürek, 2009; Şahin, 2007, it was determined that teachers cannot implement measurement and assessment truly because classroom environments are crowded, there are too many forms to use, it is costly and time-consuming and not appropriate for central exams. The research done by Yaman (2009) concluded that Turkish programme has been prepared with an approach obliging one-to-one communication or necessitating practice, thus its implementation in crowded classrooms is almost impossible.

In TCC, the acquisitions that will be assessed should be included, there should be statements explaining how product and process assessment will be reflected to future learning. Methods and materials should be considered as well and the process of measurement-assessment ought to be shared with authorities. It should not be forgotten that a developed curriculum might be effective as long as teachers can use it. Universities may train more qualified teachers by developing and strengthening teacher training programmes. By the help of universities, it is possible to enable teachers to develop themselves and to get a Master's degree. In addition, the research done in the area of Turkish education should offer an insight into programme development.

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