

LANGUAGE TEACHING IN KOREA, SINGAPORE AND AUSTRALIA

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ABSTRACT

In the study, the education systems and language teaching systems of South Korea, Singapore and Australia were analysed. Since the research was designed with the literature review method, information about the general geographical structure of the countries examined in the process was given. Subsequently, explanations about how the education systems are. Finally, language teaching approaches are discussed. In South Korea, one of the countries analysed in this study, kindergarten education covers the 3-5 age range and is not compulsory. Korea's education system is basically modelled on the American model. Primary school is six years, followed by three years of middle school and three years of high school. Students start school at the age of 7 and graduate at the age of 18. Primary and middle school are compulsory. High school education is not compulsory. However, almost everyone receives high school education. As in other countries, Korea has a mix of public and private schools. There are also high schools orientated towards certain fields. Foreign languages and arts schools, vocational schools are examples. In Singapore, one of the countries covered in the study, a 3-year pre-school education programme is implemented for children aged 3-6 years. In addition to English, which is accepted as the primary language, students also learn Malay, Tamil or Chinese as their mother tongue. Primary education consists of a 4-year "Foundation Stage" between Grades 1 and 4 and a 2-year "Orientation Stage" covering Grades 5 and 6. The general aim of primary school is to give pupils a good command of English, mother tongue and mathematics. At the end of 6th grade, they take the Primary School Leaving Examination (PSLE). The education system in Australia, which is one of the countries considered within the scope of the research, starts with pre-school education and continues with primary and secondary education. This education period is 13 years in total. It is compulsory for children aged 6-15 to attend school and the compulsory education period is 10 years. Children usually start school at the age of 5. Students who have completed 10 years of compulsory education and want to have a profession without studying at university attend "State Vocational Training Institutions" or vocational high schools to receive vocational training. Students who finish high school can apply to universities or colleges according to the exam scores they receive.

Key Words: Language Teaching, Korea, Singapore, Australia.

1. SOUTH KORE



South Korea spreads over an area of 1100 km from north to south and is on the Korean peninsula. It neighbors China and Russia. The Korean people are a single ethnic community speaking a single language. Its population is 47 million 275 thousand. Korea, which was freed from Japanese rule in 1945, introduced regulations that would form the basis of democratic education. There are private, national and local types of schools in Korea. There is a continuous education system that includes primary, secondary, high school and higher education. The academic year has two semesters: March-July and September-February. Children have to start school at the age of 5 or 6 and receive 9 years of education. The purpose of Korean education is to help all people to strengthen character, develop the ability of individuals to earn independent lives, acquire qualities of democratic citizenship, and promote the well-being of all humanity. In primary education, classes are aimed at the ability to express Korean accurately and effectively and to understand thought and imagination through Korean Language activities. Focuses on skill development. Additionally, classes focus on raising students who are interested in the Korean Language and enjoy activities, and on helping them develop a respectful attitude towards the Korean language. In primary schools, classes focus on developing skills in expressing Korean accurately and effectively and understanding thought and imagination through Korean Language activities. In addition, classes focus on raising students who are interested in the Korean Language and enjoy activities and on developing a respectful attitude towards Korean (Yaman et al., 2013).

In South Korea, a 6+3+3+4 system is applied in education. Six years of this are primary school, three years of secondary school, three years of high school and four years of university. In the country, which has a literacy rate of 98%, the number of students with postgraduate degrees is also high. During the six-year primary school period, students take basic courses such as moral education, Korean language, mathematics, science and music. In addition to teaching these basic courses, it also aims to raise students as sensitive individuals. In secondary school, students take eleven courses. Students are also directed to professions during this period (Türközü and Türközü, 2014). Kindergarten education in the country covers the age range of 3-5 and is not compulsory. Primary school lasts 6-9 years, this education is compulsory and free. Secondary school education is also compulsory and lasts three years, but until 2002 it was free only for students living in rural areas, but after 2002 it became free for all students. High school education is divided into two: academic and vocational. Academic education prepares students for university, and vocational education prepares them for a job (Huh, 2007).

South Korea's education system basically takes the American model as an example. Primary school is six years, followed by three years of middle school and high school again for three years. Students start school at the age of 7 and graduate at the age of 18. Primary and secondary school are compulsory. High school education is not compulsory. However, almost everyone receives a high school education. As in other countries, public and private schools coexist in Korea. There are also high schools focused on certain fields. Foreign languages and art schools and vocational schools can be given as examples (Fouser and Koehler, 2014).

All Koreans speak and write the same language. Korean language belongs to the Ural- Altaic language family. They use the Hangil alphabet, which includes 10 vowels and 14 consonants. Korean Language course aims to develop the knowledge and skills that require using Korean creatively. Students in Korean language classes;

- Understand the basic knowledge of activities in Korean Language and literature that they can use in various situations.
- Understands how to create dialogue and the knowledge and skills required for critical and creative writing.
- Engages in the Korean cultural world by constantly conducting research, creating language development, and creating a future-oriented Korean culture.

In this section, the general structure of the program content and content regarding reading and writing areas at the 5th grade level are presented.

Structure of the Content

1. Listening

a. Listening Types

- Listening to informative texts
- Listening to persuasive texts
- Listening to socially interactive texts
- Listening to texts containing emotional expressions

b. Information

- Structure of communication
- Characteristics of speech
- Features of the vehicles

c. Skills

- Determination of contents
- Inference
- Evaluation and appreciation

D. Contexts

- Situational contexts
- Social and cultural contents

2. Speech

a. Speech Types

- Speaking informational texts
- Speaking persuasive texts
- Speak socially interactive texts
- Speaking texts containing emotional expressions

b. Information

- Nature of communication
- Characteristics of speech
- Features of the vehicles

c. Skills

- Creation of content
- Editing the content
- Expressions and manner of speaking

D. Contexts

- Situational contexts
- Social and cultural contexts

3. Reading

a. Reading Types

- Reading informative texts
- Reading persuasive texts
- Reading socially interactive texts
- Reading texts containing emotional expressions

b. Information

- Structure of communication
- Characteristics of writing
- Features of the vehicles

c. Skills

- Determination of contents
- Implications
- Evaluation and appreciation

D. Contexts

- Situational contexts
- Social and cultural contents

4. Writing

a. Font Types

- Writing informational texts
- Writing persuasive texts
- Writing socially interactive texts
- Writing texts containing emotional expressions

b. Information

- Structure of communication
- Characteristics of speech
- Features of the vehicles

c. Skills

- Creation of content
- Editing the content
- Make rephrases and corrections

D. Contexts

- Situational contexts
- Social and cultural contexts

5. Grammar

a. Practical aspects of Korean usage: Rhyme-word-sentence-speaking and writing text

b. Information

- Structure of the language
- Features of Korean
- History of Korean

c. Skills

- Observation and analysis
- Explanation and generalization
- Evaluation and implementation

D. Contexts

- Awareness of Korean language
- Korean daily use culture

6. Literature

a. Acceptance and publication of works: Poems-stories-novels-theatre-plays-films-dramas-articles and criticism

b. Information

- The nature and characteristics of literature
- Types and styles of literature
- History of Korean language literature

c. Skills

- Acceptance and publication
- Understand the content
- Evaluation and criticism
- Creative structuring of the work
- Creation of the work

D. Contexts

- Acceptance and publication issues
- Social and cultural contexts
- Contexts of literary history

Reading and Writing Contents by Fifth Grade Level

A. Reading

Level and scope of texts

- Biographies that clearly describe values, beliefs and lives

- Epics and history books that reveal the cause-effect relationships and development processes of events

- Advertisements on TV, radio, internet and newspapers. Texts containing information and evaluations of books.

B. Writing

Level and Scope of Texts

- New declarations in which what happens in school and society are written according to 5W1H rules

- Texts that support and oppose views emerging at school or in society

- Texts containing apologies for mistakes made against someone, stories written by imagining interesting topics

As a result, "listening, speaking, reading and writing" aims to develop students' critical and creative abilities based on their daily lives. While teaching reading; Active learning emphasizes paying attention to the author's purpose, paying attention to the features and forms of texts, and the reader's point of view and wishes. While teaching writing; Emphasis on study activities in which students write accurate texts that take into account the goals of the author and the reader; In particular, they are intended to write texts that clearly address writing situations and conditions and focus on personal and collective evaluation of written texts. While teaching speaking; focuses on participating in different speaking situations, thinking about purposes, content and audience. It focuses on problem-solving activities with a collaborative approach. While teaching listening; The focus is on evaluating the accuracy, validity and usefulness of the content heard, understanding the views and purposes of the speakers, and critical thinking activities (Aydemir, 2013).

2. SİNGAPUR



The country, officially known as the Republic of Singapore, is a city-state consisting of forty islands located 137 km north of the Equator in Southeast Asia. Its population is approximately 4,484,000 people. 76.8% of the population consists of Chinese people, 13.9% Malays and 7.9% Gintians, and the rest are minorities. Four official languages are spoken in Singapore: Chinese, Malay, Tamil and English. The literacy rate in the country has exceeded 95.4% for both men and women. The Republic of Singapore is governed by parliamentary democracy (Kantaş, 2013).

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In the country where different ethnic groups speak various languages, Mandarin (a dialect of Chinese) is designated as the mother tongue for native Chinese speakers, Malay for Malaysians, and Tamil for Indians. Besides these languages, English is given more priority; because it is believed that English will ensure ethno-political neutrality, a conflict-free society and harmony between different races. More importantly, English is seen as important for the modernity and economic development of Singaporeans because it is a wide communication environment (Curdt-Christiansen, 2014).

Singapore's education system primarily places emphasis on educating different types of students in different fields. The aim of the country's education system is to provide individuals with the necessary skills and moral values in life, and to enable them to become responsible adults and loyal citizens when they grow up. Schools aim to maximize students' current potential (Nathan, 2001).

After negative notifications from business circles and the effects of globalization, a "thinking schools, learning nation" vision has been developed in the country since 1997. The government has developed education strategies for four key areas: critical and creative thinking, use of information technologies in education, citizenship education and excellence

in management. These help flexibility, choice, creativity and autonomy in educational programs (Tan, 2008).

Singapore attaches importance to bilingual education policy. Students in the country learn both English and their official mother tongue together. Receiving such an education provides students with more competitive power compared to their competitors in other countries, and also helps them not only know themselves well but also communicate easily with people from different cultures (Bakioğlu and Göçmen, 2013). Dixon (2005) expresses the assumptions that are effective in second language learning in Singapore's education policy as follows: If second language learning starts at an early age, a high level of proficiency in the language is achieved, the development of the language spoken at home does not benefit the development of English language skills, the more time is spent on language learning. The better learning takes place, the ability to learn more than one language is related to overall academic success.

The education system and policy help Singapore achieve success. Although it is not a member of the OECD, Singapore ranked first in PISA 2009, where 65 countries participated. It is clear from Singapore's success in PISA 2012 that this success is not a coincidence. At the end of the education provided in Singapore, students are expected to have achieved the following goals (<http://www.moe.gov.sg/education/desired-outcomes/>):

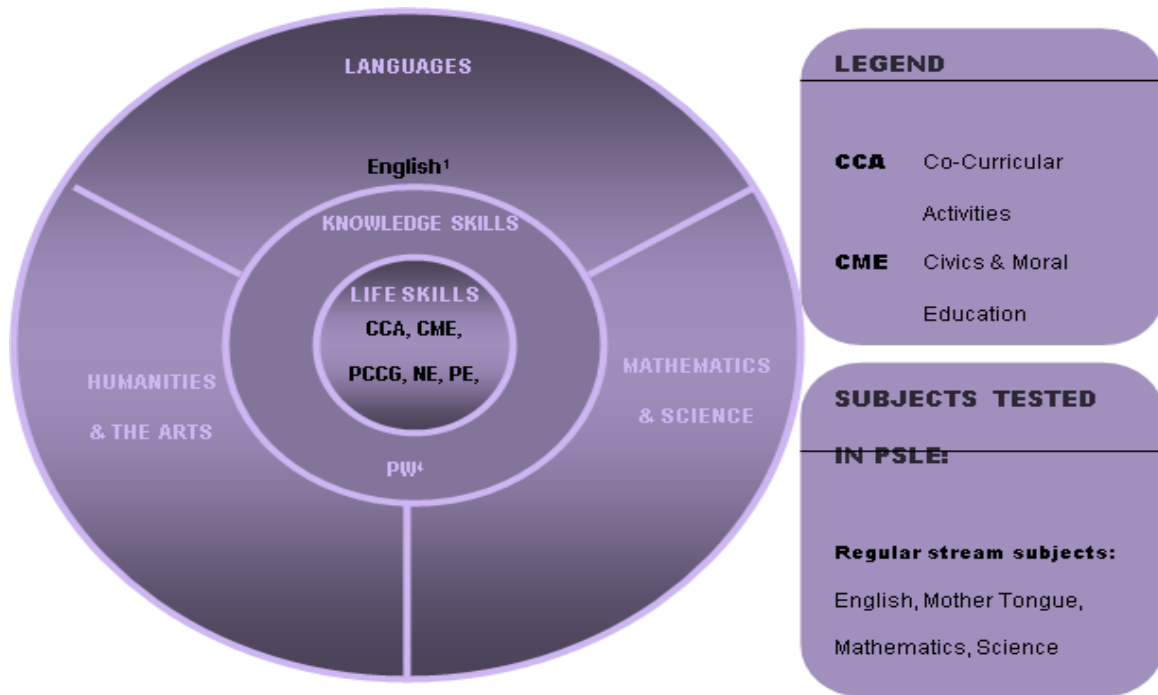
- Has self-awareness, strong moral values, and knowledge and skills to compete in the future.
- He is responsible towards his family, society and nation.
- He appreciates the beauty around him, has a strong mentality and body, and knows how to enjoy life.

Briefly;

- Having a strong sense of right and wrong, being adaptable and resistant to disruptions, self-aware, having a sense of justice, being able to think freely and critically, and being self-confident and able to communicate effectively,
- Responsible for their own learning, questioning, determined in pursuit of learning, able to learn individually,
- An active participant who can work effectively within a group, is enterprising, can take calculated risks, is innovative, and strives for perfection.
- He is a sensitive citizen who is loyal to Singapore, has a strong civic awareness, is knowledgeable and takes an active role in improving the lives of those around him

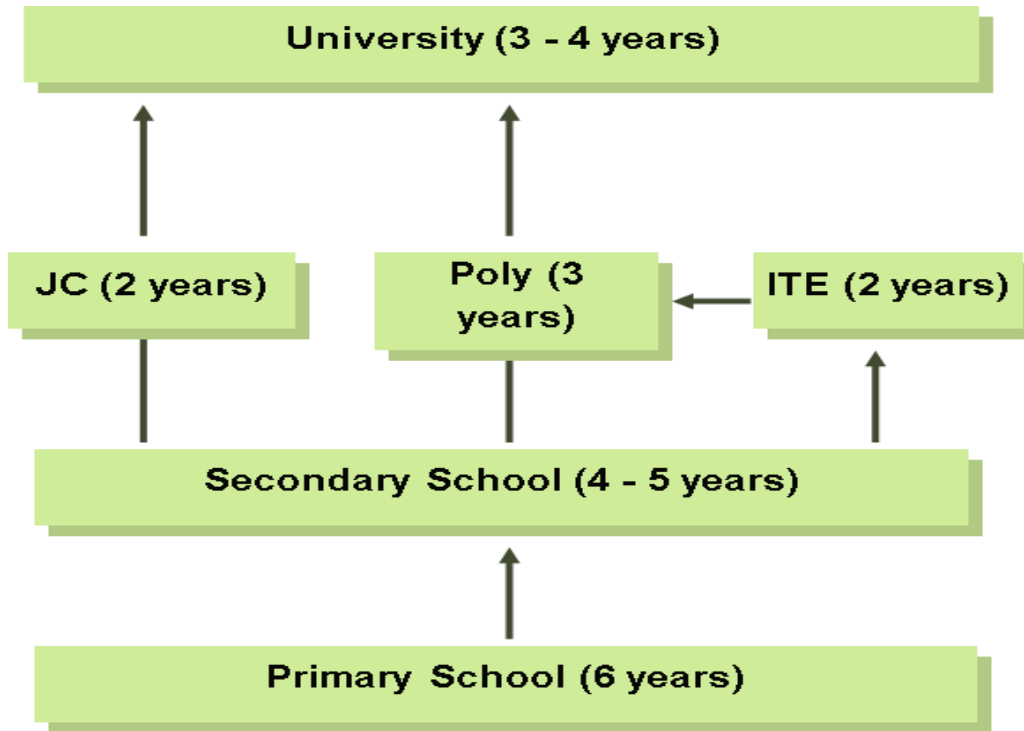
(Yaman and Göçen, 2014).

In Singapore, a 3-year pre-school education program is implemented for children aged 3-6. In addition to English, which is considered the basic language, students also learn Malay, Tamil or Chinese as their mother tongue. Primary Education consists of a 4-year "Foundation Stage" between the 1st and 4th Grades and a 2-year Orientation Stage covering the 5th and 6th Grades of Primary Education. The general aim of primary education is to provide students with a good English, native language and mathematics education. At the end of the 6th grade, they take the Primary School Leaving Examination (PSLE) (Kantaş, 2013).



Source: Inciong, 2008.

In secondary education, students are placed in one of the Private, Open, Normal, Academic or Normal Technical programs according to their PSLE performance. Depending on the placement exams they take after secondary education, they can apply to programs called Colleges/Centralized Institutes, Polytechnics or Technical Education Institute. At the end of pre-university education 2-year "College" or 3-year "Centralized Institute" programs, students prepare for the university exam. Students who complete this training are given a School Graduation Certificate. There are three universities in Singapore, one of which is private. Students can apply to universities according to the scores they get from the exam (Kantaş, 2013).



Source: Inciong, 2008

The Malay language curriculum of 2008 came into force as an education policy of the Singapore government. Teaching Malay has been seen as an important achievement for both Singapore and Malay. Teaching the Malay language was seen as an opportunity for the community to preserve its identity and for Singaporeans to take advantage of the opportunities in the rapidly growing region. The program was shaped by the vision of Arif Budiman, the head teacher of Malay, as "a knowledgeable person who is devoted to society", and national education goals support this vision in overcoming the difficulties that students will face in realizing their talents and potential. With this vision, it aims to provide literacy to students in primary schools under the guidance of the English curriculum. To achieve these goals, concentration on language skills, effective learning, and active participation in line with abilities and needs are emphasized. The primary school emphasized the need to first acquire speaking and listening skills in order to help students speak fluently with self-confidence. Writing in the next phase will support these basic reading skills. In the next stage, language will enable students to share information and share their ideas and knowledge. The program emphasized cultural values. In addition, thinking, using information technologies, innovation, entrepreneurship and application skills are among the priorities of the program (Kantaş, 2013).

The language learning goals set for primary school students in the program are as follows:

- Understand what is said by listening carefully in formal and informal environments and giving appropriate answers.
- Speak fluently and beautifully with correct pronunciation and intonation about issues related to oneself and the environment.
- Reading printed materials, electronic media and digital products using reading techniques to obtain information, ideas and knowledge and be able to respond appropriately
- Creating texts on various topics, in various genres, for different purposes and reader groups
- Having critical and creative thinking, discovery, invention, problem solving and compromise skills to make a decision on an issue through the use of language.
- Recognizing and understanding the culture and moral values of the Malay community as well as the cultural values of other communities in the country.
- Being interested in reading practices to create a culture of lifelong learning (Kantaş, 2013).

In this sense, the language teaching approach adopted in Singapore includes student-centered education, teaching Malay culture and values, language learning with a process-oriented approach, integration, content-based learning, differentiated teaching, spiral development approach, communication, use of pedagogy, using and improving environmental conditions. We can say that it targets (Kantaş, 2013). In this sense, we can say that Information Communication Technologies such as learning through research, learning through text, learning through multimedia, and learning through communication tools are also emphasized. The use of these technologies aims to offer differences in teaching through content, process and product.

Briefly in the program;

- Entrance
- Malay Vision- Arif Budiman
- Malay Curriculum Model
- Aims and goals
- Grammar
- Learning Objectives

- Curriculum Teaching and Learning
- School Planning in Malay Teaching
- Evaluation
- There are Proverbs and Idioms sections (Kantaş, 2013).

The curriculum is divided into three parts titled language system, domain, values and culture.

3. AVUSTRALYA



Australia is one of the world's oldest landmasses and an island country. As of 2012, it has 22.7 million inhabitants. It is the sixth largest country in the world with a surface area of approximately 8 million km². It consists of six states and two independent territories. These independent regions are the Australian Capital Territory and Northern Territory. The official language of the country is English. Aborigines, people from many European countries, people from Far East Asia and the British constitute the majority of the population (Süğümlü, 2003).

The Australian education system is not centralized. Each state is responsible for its own education and training affairs. The ministry responsible for education and training throughout the country is the Ministry of Education and Youth Affairs (DETYA). There are public and private educational institutions at every educational level in Australia. Another feature of the Australian education system is that it attaches importance to multiculturalism.

28 languages are taught in Australia, and the Australian government provides material and moral support to ethnic groups to preserve their languages and cultures (Suğumlü, 2013).

The education system in Australia starts with pre-school education and continues with primary and secondary education. This training period is 13 years in total. It is compulsory for children between the ages of 6-15 to attend school and the duration of compulsory education is 10 years. Children usually start school at the age of 5. Students who have completed 10 years of compulsory education and want to have a profession without studying at a university attend TAFE (State Vocational Education Institutions) or vocational high schools to receive vocational education. Students who graduate from high school can apply to universities or colleges according to their exam scores (Suğumlü, 2013). In this sense, the Australian education system;

- Pre-school education,
- Primary education,
- Secondary education,
- Vocational Education (TAFE)
- It consists of higher education levels (Bülbül, 2006; Akt, Suğumlü, 2013).

Australia generally provides education in English, mathematics, science and history courses; It wants to raise individuals who think creatively, have high language skills, know the history of their own society and are at peace with this past, benefit from this past, are open to the world, productive, respectful of cultures, and aware of their responsibilities (Suğumlü, 2013). In this sense, teaching English helps young people develop the knowledge and skills they need in their education and working lives and become active members of the society they live in. Since Australia is a country that is diverse in terms of language and culture, communicating effectively in English is very important.

Teaching English is at the heart of the learning and development of all Australian young people. English teaching; It plays an important role in raising creative-thinking and conscious citizens who communicate with high self-confidence. Thanks to teaching English, individuals; They learn to communicate and establish relationships with their own environment and other environments. Teaching English plays an important role in developing the skills, attitudes and understanding of individuals who will take responsibility for Australia's future. Australia is a country that is linguistically and culturally diverse. However, participation in many aspects of life in the country depends on the ability to communicate effectively in standard Australian English. The program helps students expand their range of

experience and engage with literature critically and creatively. The most basic vision of the program; To raise individuals who think creatively, have high language skills, know the history of their own society and are at peace with this past, benefit from this past, are open to the world, productive, respectful of cultures, and aware of the responsibilities to be taken in the future of Australia. Accurately, fluently and expediently on increasingly complex, in-depth oral, written and multimodal texts across a range of increasingly content contexts; learning to listen, read, reflect, speak, write and create (Yaman et al., 2013).

Literacy skills, information and communication technologies skills, critical and creative thinking skills, personal and social skills, ethical behavior and intercultural understanding skills are tried to be taught to students with an interdisciplinary approach. Teaching English is considered the basis of all education and training and also takes into account learning experiences in other subjects (mathematics, history and science) (Suğumlü, 2013).

English aims to enable students to:

- Interpret increasingly complex and sophisticated spoken, written and multimodal texts accurately, fluently and purposefully in a wide range of contexts; learning to listen, read, view, speak and write, create and reflect;
- Appreciating, having fun and entertaining, arousing emotions, transferring information, generating ideas, facilitating interaction with others,
- Leveraging the richness of English to entertain, persuade and debate,
- Understand how Standard Australian English works in oral and written forms and with non-linguistic forms of communication to create meaning, develop interests and abilities to investigate the aesthetic aspects of texts, and be aware of the need and importance of literature (<https://www.australiancurriculum.edu.au/f-10-curriculum/english/aims/>).

It can be said that Australia adopts the constructivist approach as a language teaching approach. Australia follows an approach that puts the student at the center and focuses on the student's learning process, emphasizing that each individual has the ability to know and use English at a certain level. In this sense, the foundation of English is formed through the fields of language, literature and literacy learning. Australian language teaching is a multifaceted process that aims at human development/change and adaptation to social life, prepares an environment for individuals to live happier and healthier lives, provides individuals with knowledge, skills and attitudes, takes place in all areas of life, and continues from the

beginning to the end of an individual's life. It is considered as a phenomenon (Suğumlu, 2013).

The Australian Curriculum has three learning areas. These are language, literature and literacy. For each grade level from the 1st to the 10th grade, achievements were created in these three learning areas and success standards (outcomes) were determined. English, mathematics, science, social sciences, art, technology, health and physical activities, language (for minorities) are the courses included in the program.

General skills in the program;

- Literacy
- Arithmetic
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- May be referred to as Intercultural Understanding

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(<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>)

Common priorities of the program:

- History and culture of Aboriginal and Torres Strait Islander peoples,
- Australia's connection with Asia,
- It is sustainability (<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/>).

RESULTS

South Korea's education system basically takes the American model as an example. Primary school is six years, followed by three years of middle school and high school again for three years. Students start school at the age of 7 and graduate at the age of 18. Primary and secondary school are compulsory. High school education is not compulsory. However, almost everyone receives a high school education. As in other countries, public and private schools coexist in Korea. There are also high schools focused on certain fields. Foreign languages and art schools and vocational schools can be given as examples (Fouser and Koehler, 2014).

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As a result, 'listening, speaking, reading and writing' aims to develop students' critical and creative abilities based on their daily lives. While teaching reading; Active learning emphasizes paying attention to the author's purpose, paying attention to the features and forms of texts, and the reader's point of view and wishes. While teaching writing; Emphasis on study activities in which students write accurate texts that take into account the goals of the author and the reader; In particular, they are intended to write texts that clearly address writing situations and conditions and focus on personal and collective evaluation of written texts. While teaching speaking; focuses on participating in different speaking situations, thinking about purposes, content and audience. It focuses on problem-solving activities with a collaborative approach. While teaching listening; The focus is on evaluating the accuracy, validity and usefulness of the content heard, understanding the views and purposes of the speakers, and critical thinking activities (Aydemir, 2013).

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they take the Primary School Leaving Examination (PSLE) (Kantaş, 2013).

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