

Comparative Analysis of English Language Education Policies: Insights from Bangladesh, Vietnam, and Singapore

Isti awalia¹, Rini Puspasari^{2*}, Ayaza Faqih Luthfia³

¹ SMP Muhammadiyah Kembaran, Central Java, Indonesia

^{2,3} Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah Purwokerto, Indonesia

* Corresponding Author

riniuspasari0408@gmail.com

DOI: 10.30595/aplinesia.v8i2.29829

Submission Track:

Received: 08-09-2024

Final Revision: 26-11-2024

Available Online: 12-12-2024

Copyright © 2024 Authors



This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

ABSTRACT

This study examines English language education policies in Bangladesh, Vietnam, and Singapore, analyzing their goals, curriculum designs, assessment frameworks, and key challenges. In Bangladesh, the emphasis is on functional English to support economic growth and academic advancement. However, resource constraints, reliance on traditional teaching methods, and regional disparities hinder progress. Vietnam prioritizes communicative competence in alignment with international standards such as the CEFR but struggles with inconsistencies in resource allocation and access to quality education, especially in rural areas. Singapore

adopts a bilingual education system, integrating rigorous assessments and task-based learning to ensure high levels of English proficiency while maintaining cultural diversity.

The comparative analysis highlights the role of historical, cultural, and socio-economic factors in shaping English education in these countries. Bangladesh's challenges include a focus on rote learning and outdated methodologies, while Vietnam's efforts to build a globally competitive workforce reveal regional disparities. Singapore's balanced approach showcases its strength in achieving bilingual proficiency and communicative competence but faces debates over the integration of Singlish. The findings underscore the importance of context-specific strategies to enhance English language education and provide valuable insights for educators, policymakers, and researchers seeking to improve global English teaching practices.

Keywords: English language education policy, Curriculum design, assessment framework, Comparative analysis, Bangladesh education, Vietnam education, Singapore bilingual policy, Singlish

INTRODUCTION

English is now widely used in international communication, education, and business. Due to its invasion, most nations have created strategies for incorporating English into their educational systems. An English language education policy's objectives, priorities, curriculum, and evaluation methods vary from one nation to the next; as a result, it speaks for itself against the backdrop of that country's own historical, cultural, and socioeconomic setting. This study addresses the specific objectives and priorities of English language policy in Bangladesh, Vietnam, and Singapore as well as curriculum design and assessment procedures.

The comparative study of English language policies in Bangladesh, Vietnam, and Singapore highlights a complex interplay

of historical, cultural, and educational factors that influence each country's approach to teaching. In Bangladesh, the legacy of colonialism and the impacts of globalization have made English a symbol of modernity and a means for social mobility. Government policies strive to balance the preservation of the Bengali language and culture with the promotion of English, especially in higher education (Grala, 2022).

Vietnam's approach to English language education has changed in line with its socio-economic growth and the rising significance of English worldwide. The Vietnamese government has introduced a competency-based curriculum for English teaching, focusing on improving students' communication skills, especially in urban settings. However, there are notable differences in how these policies are applied, particularly in rural and underprivileged areas, where there is often a shortage of resources and qualified teachers (Do et al., 2022). This situation underscores the persistent challenges in ensuring equal access to quality English education throughout the country.

In Singapore, the bilingual education policy positions English as the primary language of instruction in schools. Bolton et al. (2017) highlight the role of English-medium instruction in Singapore's higher education system, noting that the emphasis on English as the primary medium of instruction contributes significantly to the high proficiency levels observed among students. Singapore is an interesting example where English acts as the common language among its various ethnic groups, helping to enhance communication and social unity. The country's language policy promotes bilingualism, mandating that students learn English in addition to their mother tongue. This strategy has been recognized for developing a high level of English proficiency within the population, which is crucial for Singapore's economic competitiveness in a globalized environment (Majid et al., 2017). However, the emphasis on Standard English has also sparked debates about the use of colloquial forms like Singlish, which some

perceive as a challenge to linguistic purity and national identity (Ng et al., 2014).

This paper, therefore, discusses the goals, priorities, curriculum frameworks, and assessment strategies in these three countries to bring out such diversities in English language educational approaches and their implications for policies and practices. Understanding the differences in these aspects of English education provides valuable inputs for educators, policymakers, and researchers who seek improvements in English education in varying contexts.

METHODOLOGY

This study employs a qualitative literature review methodology to examine the English language education policies, curricula, and assessment systems in Bangladesh, Vietnam, and Singapore. A literature review approach was chosen to synthesize existing knowledge, allowing for a comprehensive understanding of policy goals, curriculum designs, and assessment frameworks in the context of socio-economic, historical, and cultural influences. This study employs a qualitative literature review approach to examine English language education policies in Bangladesh, Vietnam, and Singapore. The review focuses on addressing two research questions:

1. What are the goals and priorities of English language policies in Bangladesh, Vietnam, and Singapore?
2. How do these countries design their English curricula and assessment systems?

This approach allows for a comprehensive examination of the goals, curricula, and assessment systems, while also exploring the socio-economic, historical, and cultural factors influencing policy formulation and implementation.

FINDINGS AND DISCUSSION

Goals and Priorities of English Language Policies

The goals and priorities of English language policies in Bangladesh, Vietnam, and Singapore are shaped by their unique socio-economic contexts, historical backgrounds, and aspirations for the future. These priorities play a significant role in how English is woven into educational frameworks and society as a whole.

Bangladesh

The main goal of the English language policy in Bangladesh is to improve English skills among its people, as this is seen as crucial for both individual and national growth in today's globalized environment. This aim is highlighted in the National Education Policy, which stresses the significance of English as a means to access knowledge and engage in the global economy (Chowdhury & Kabir, 2014). Policies are designed to reduce disparities between rural and urban education systems; however, challenges like insufficient infrastructure, a lack of teachers, and overcrowded classrooms continue to hinder the successful realization of these objectives (Hamid & Baldauf, 2014). Additionally, the heavy reliance on traditional teaching methods undermines the communicative aims of the policy.

Vietnam

The primary goal of Vietnam's English language education policy is to enhance English proficiency among students to meet the demands of globalization and improve educational outcomes. This aligns with the broader objectives of the National Foreign Language Project 2020, which aims to develop a competent workforce

capable of engaging in international contexts (Do et al., 2022). The primary goal of Vietnam's English language policy is to enhance the English language skills of its population to meet the demands of globalization and improve the country's competitiveness in the international arena. This is particularly emphasized in the National Foreign Language Project 2020, which aims to develop a workforce capable of using English effectively in various professional contexts (Nguyen, 2023).

Singapore

Singapore's English language policy is fundamentally linked to its bilingual education system. English acts as the working language of the nation and is the primary medium of instruction in schools, highlighting its role in promoting national unity and integrating Singapore into the global economy. The Singaporean government has implemented a bilingual policy that prescribes "English plus one of the official ethnic mother tongues," which includes Mandarin, Malay, and Tamil (Curdt-Christiansen & Sun, 2016). This policy aims to cultivate a generation of bilingual individuals who can navigate both local and global contexts effectively.

Comparative Analysis

All three countries acknowledge the significance of English for accessing global knowledge and participating in the international economy. However, Bangladesh and Vietnam prioritize English as a means for national development and enhancing competitiveness, whereas Singapore aims more at promoting bilingualism and using English to connect with both local and global communities. Bangladesh faces significant challenges in terms of infrastructure, resources, and traditional teaching methods, which hinder the achievement of policy goals. In contrast, Vietnam's policy is shaped by the need to build a competitive workforce, but it still grapples with issues of access to quality education across urban and rural areas. Singapore, by contrast, benefits from a strong educational

infrastructure and a long-established bilingual policy, allowing for a more streamlined implementation of its English language goals.

Here is a comparative table focusing on the primary goal, key policy, focus areas, challenges, strenghts, policy emphasis

No	Aspect	Bangladesh	Vietnam	Singapore
1	Primary Goal	Improve English skills to support individual and national growth in a globalized world	Enhance English proficiency to meet globalization demands and improve the country's competitiveness .	Promote bilingualism with English as the working language to foster national unity and global integration.
2.	Key Policy	National Education Policy.	National Foreign Language Project 2020.	Bilingual Education Policy ("English plus one ethnic mother tongue").
3.	Focus Areas	Access to knowledge and global economy;	Develop a workforce capable of	Cultivate bilingual individuals to

		reduce urban-rural disparities.	engaging in international contexts.	navigate local and global contexts effectively.
4.	Challenges	Insufficient infrastructure, lack of trained teachers, overcrowded classrooms, traditional teaching method	Quality of education varies between urban and rural areas, Building a workforce with effective English skills.	Few challenges due to strong educational infrastructure and long-standing bilingual policy.
5.	Strengths	Policy aims to reduce inequalities in education.	Strong emphasis on workforce readiness and international engagement	Robust bilingual framework with English as the medium of instruction and integration into global economy.
6.	Policy Emphasis	Address disparities between urban and rural education systems.	Build a competitive workforce; enhance students' English for professional contexts.	Balance local identity with global communication through bilingualism.

English Curriculum

The English curriculum in Bangladesh, Vietnam, and Singapore showcases their unique educational aims and priorities, influenced by various socio-economic and cultural factors. These curricula dictate the approach to teaching English, the skills that are prioritized, and how they align with national goals.

Bangladesh

The English language curriculum in Bangladesh is shaped by historical, sociolinguistic, and educational influences. English is a compulsory subject from Class 1 to Class 12, reflecting its importance for global communication and economic growth (Hamid & Honan, 2012). After independence in 1971, educational policies initially reduced English's role, viewing it as a colonial remnant. However, its necessity in higher education and professional fields led to its revival. The mid-1990s introduced the Communicative Language Teaching (CLT) approach, shifting from the traditional Grammar Translation Method (GTM) to enhance communicative competence (Rahman & Pandian, 2018). Despite these efforts, gaps between policy and practice persist, as many teachers still rely on traditional methods due to inadequate training and resources (Akramul Kabir, 2023).

The curriculum emphasizes practical language skills—reading, writing, listening, and speaking—to prepare students for academic and professional success. The National Curriculum and Textbook Board (NCTB) oversees curriculum development, focusing on communicative competence. However, reliance on grammar-translation methods, large class sizes, and limited resources hinder interactive learning. Insufficient teacher training further challenges the effective implementation of the curriculum (Hamid & Baldauf, 2014).

Vietnam

The English curriculum in Vietnam is shaped by various policies and practices that reflect the country's commitment to integrating English as a vital component of its education system. The Vietnamese Ministry of Education and Training (MOET) has established English as a compulsory subject across all levels of education, starting from Grade 3 in many provinces and continuing through to secondary education, where it is taught from Grade 6 onwards (Nguyen, 2023). Moreover, the curriculum itself has undergone various reforms aimed at improving English language teaching and learning. For instance, MOET has piloted several English language curricula designed to enhance communicative competence among students (Van Van, 2022). These pilot programs emphasize a communicative approach to language teaching, which contrasts with traditional focus-on-forms methodologies that prioritize grammar and vocabulary drills (Tran et al., 2023). However, despite these reforms, there remains a notable emphasis on vocabulary and grammar within the curriculum, which some scholars argue should be balanced with more communicative practices to better prepare students for real-world language use (Tran et al., 2023).

The English curriculum in Vietnam involves a complex mix of national policies, local challenges, and societal expectations. Although the government has made notable progress in advancing English education, the success of these efforts is frequently affected by contextual factors that need continuous attention and adjustment. The future of English language education in Vietnam will rely on tackling these challenges while also adapting the curriculum to better serve learners in an ever-evolving global environment.

Singapore

The English curriculum in Singapore is shaped by its bilingual education policy, which positions English as the primary medium of

instruction alongside students' mother tongues—Mandarin, Malay, or Tamil (Bolton et al., 2017). This approach reflects Singapore's history as a former British colony and its aim to unify diverse ethnic groups through a common language. Managed by the Ministry of Education (MOE), the curriculum focuses on developing proficiency in reading, writing, speaking, and listening through communicative and task-based learning approaches. Regular updates ensure alignment with global standards and address linguistic trends, such as the Speak Good English Movement, which promotes Standard English over colloquial Singlish (Ningsih & Rahman, 2023).

While the curriculum supports bilingualism and effective communication, it also faces challenges in balancing the promotion of Standard English with preserving local linguistic identities. Many Singaporeans identify with Singlish as a cultural expression, creating tension in a multicultural society. The dynamic curriculum reflects these complexities, equipping students with skills for success in a globalized world while respecting linguistic diversity.

Comparative analysis

The English curricula of these three countries showcase their unique priorities and contexts. Bangladesh prioritizes functional English to address both local and international communication needs, yet it encounters challenges in its implementation. Vietnam's curriculum places a strong emphasis on communicative competence and aligns with international standards, although there are still disparities between different regions. In Singapore, the curriculum is grounded in bilingualism and reflects a cohesive approach to achieving high levels of English proficiency, supported by regular updates and innovative teaching methods. These variations highlight the necessity for context-specific strategies to improve curriculum effectiveness and ensure equitable access to quality English education.

Comparison Summary

- Bangladesh focuses on functional English but struggles with implementation due to resource limitations and reliance on traditional teaching methods.
- Vietnam aims to align its curriculum with global standards, emphasizing communicative competence, but faces challenges in bridging urban-rural disparities.
- Singapore, with its established bilingual policy, delivers a highly effective curriculum that integrates innovation and critical thinking but continues to address socio-economic disparities.

Here’s a comparative table summarizing the English curricula in Bangladesh, Vietnam, and Singapore:

No	Aspect	Bangladesh	Vietnam	Singapore
1.	Curriculum Goal	Enhance practical language skills (reading, writing, listening, speaking) for academic and professional success.	Develop communicative competence and align with international standards for real-world language use.	Achieve bilingual proficiency, global communication skills, and critical thinking through updated curriculum.
	Curriculum Approach	Focus on communicative competence, initially	Focus on communicative approach, but still strong emphasis on	Emphasizes communicative language teaching, task-

		influenced by Grammar Translation Method (GTM), later shifted to Communicative Language Teaching (CLT) (Hamid & Baldauf, 2014).	grammar and vocabulary (Tran et al., 2023).	based learning, and Standard English (Frattarola, 2023).
	Skill Focus	Reading, writing, listening, and speaking with a focus on academic and professional environments.	Reading, writing, listening, speaking, with emphasis on communicative competence but with a strong grammar focus.	Reading, writing, speaking, listening, with a focus on both proficiency and cultural heritage through bilingual education.
	Curriculum Challenges	Large class sizes, lack of resources, gap between policy and practice, and insufficient teacher training (Hamid & Baldauf, 2014).	Contextual factors, balancing grammar with communicative practices, and ongoing curriculum adaptations.	Tension between promoting Standard English and preserving local linguistic identities (Ningsih & Rahman, 2023).

	Teaching Approach	Shift from Grammar Translation Method (GTM) to Communicative Language Teaching (CLT), though traditional methods persist.	Emphasis on communicative competence, with pilot programs shifting focus from traditional grammar/vocabulary drills.	Communicative and task-based learning approaches emphasizing proficiency in all language skills.
	Policy Fondation	English is compulsory from Class 1 to Class 12; influenced by post-independence educational policies	English is compulsory starting from Grade 3 in many provinces and from Grade 6 in secondary education.	Bilingual education policy with English as the primary medium of instruction alongside mother tongues.

English assessment

English assessment practices in Bangladesh, Vietnam, and Singapore highlight their unique educational objectives and the challenges they face. These assessments evaluate students' language skills and are designed to meet both national and international standards.

Bangladesh

The education system in Bangladesh is organized into three primary levels: primary, secondary, and tertiary. Key examinations that

mark the transition between these levels include the Secondary School Certificate (SSC) at Grade 10 and the Higher Secondary Certificate (HSC) at Grade 12. The assessment framework predominantly employs a combination of formative and summative assessments, with a notable emphasis on rote memorization as a learning strategy. This reliance on memorization is particularly evident in English language education, where the focus is primarily on grammar, vocabulary, and reading comprehension, often at the expense of practical language use and real-world communication skills (Islam et al., 2021). Such pedagogical practices reflect traditional methods that may inadequately equip students for effective communication in real-life contexts (Rahman et al., 2021).

The challenges facing the Bangladeshi educational system are multifaceted, particularly concerning the quality and consistency of assessments, which can vary significantly across different regions. Outdated teaching methodologies further exacerbate these issues, hindering the development of critical thinking and communicative skills among students (Jamila & Kabir, 2020). The SSC and HSC examinations, while critical, often perpetuate a narrow focus on examination performance rather than holistic learning (Sultana, 2018). This situation underscores the urgent need for educational reforms that embrace modern, interactive, and student-centered teaching approaches, which could foster a more conducive learning environment and better prepare students for future challenges (Islam et al., 2021).

Vietnam

Vietnam's education system is structured across primary, secondary, and tertiary levels, with students required to take the National High School Graduation Examination and various university entrance examinations. In recent years, Vietnam has made significant strides in aligning its language education with international standards, particularly the Common European Framework of Reference for Languages (CEFR), which emphasizes practical language skills such as listening, speaking, reading, and

writing (Ngo, 2021). This alignment reflects a broader commitment to enhancing the quality of English language education in Vietnam, aiming to produce graduates who are competent in using English in diverse contexts (Ly & Nguyen, 2023).

Despite these advancements, Vietnam continues to face several challenges within its educational framework. One of the primary issues is the need for improved teacher training programs, which are essential for equipping educators with the necessary skills to effectively teach language and other subjects (Anh & Abril, 2022). Furthermore, there is a notable inconsistency in assessment quality across different regions, which can lead to disparities in educational outcomes (Ly & Nguyen, 2023). The differences in educational resources between urban and rural areas further exacerbate these challenges, impacting the overall effectiveness of language education (Ngo, 2021).

Singapore

Singapore's education system is widely recognized for its high standards and rigorous assessment structures, including the Primary School Leaving Examination (PSLE) and the General Certificate of Education Ordinary Level (GCE O-Level) examinations. The educational framework is characterized by a comprehensive assessment approach that integrates both formative and summative assessments, with continuous assessment embedded within the curriculum. This multifaceted assessment strategy is essential for fostering student learning and ensuring accountability within the educational system (Deng & Gopinathan, 2016). Deng & Gopinathan (2016) highlight that Singapore's educational success is attributed to a combination of effective teacher quality, strong school leadership, and systematic educational reforms that support these assessment practices.

In addition to its assessment structure, Singapore's education system emphasizes communicative competence and the practical application of language skills. This focus is part of a broader

bilingual policy that seeks to balance English proficiency with the mother tongue languages of Mandarin, Malay, and Tamil. The challenge of maintaining high educational standards while accommodating a diverse student population is significant (Deng & Gopinathan, 2016). The integration of language education with cultural and social dynamics is crucial for ensuring that all students can thrive in a multilingual environment. Singapore are designed to be sustainable and consistent, ensuring that the curriculum remains relevant and responsive to the needs of students (Şişman & Karsantik, 2021). The emphasis on evidence-based practices in curriculum development further supports the goal of fostering a high-quality educational experience for all learners (Şişman & Karsantik, 2021). Singapore's education system is distinguished by its rigorous assessment frameworks, a strong focus on bilingualism, and a commitment to continuous improvement in teaching practices. These elements work synergistically to create an environment that not only upholds high educational standards but also accommodates the diverse linguistic and cultural backgrounds of its student population.

Comparative Analysis of English Assessment Practices

Assessment Frameworks

- a. Bangladesh: The assessment system heavily relies on summative evaluations like the SSC and HSC exams. These focus on grammar, vocabulary, and reading comprehension, often prioritizing rote memorization over practical language use.
- b. Vietnam: Assessments align with international standards, specifically the CEFR, emphasizing listening, speaking, reading, and writing skills. The National High School Graduation Examination integrates both practical and theoretical aspects of language.

- c. Singapore: A balanced approach combining formative and summative assessments is evident, with continuous assessments embedded in the curriculum. Emphasis is placed on communicative competence and practical applications of English.

Focus on Language Skills

- a. Bangladesh: Limited focus on speaking and listening skills, with assessments not adequately addressing real-world communication needs.
- b. Vietnam: Practical language skills are emphasized, reflecting a commitment to producing globally competent graduates.
- c. Singapore: Strong emphasis on bilingualism and communicative competence, ensuring practical language use in diverse contexts.

Teacher Training and Pedagogical Practices

- a. Bangladesh: Outdated teaching methodologies and insufficient teacher training limit the effectiveness of English assessments.
- b. Vietnam: Teacher training programs need enhancement to support the CEFR-aligned curriculum and assessments.
- c. Singapore: High-quality teacher training and systematic educational reforms ensure that educators are well-equipped to implement rigorous assessment standards.

Challenges

- a. Bangladesh: Regional inconsistencies in assessment quality and an overemphasis on examination performance hinder holistic language development.
- b. Vietnam: Disparities in educational resources between urban and rural areas impact assessment outcomes and language education quality.
- c. Singapore: Balancing high educational standards with students' diverse linguistic and cultural backgrounds remains a challenge.

Educational Goals and Reforms

- a. Bangladesh: Urgent need for reforms that prioritize interactive, student-centered teaching approaches to improve communicative skills.
- b. Vietnam: Focused on aligning with international standards and improving teacher training for better implementation of language assessments.
- c. Singapore: Evidence-based practices and continuous reforms ensure the curriculum and assessments remain relevant and effective.

Impact on Students

- a. Bangladesh: Due to the memorization-driven assessment model, students often lack the critical thinking and practical communication skills required for real-world application.
- b. Vietnam: Students benefit from assessments emphasizing practical skills, but regional disparities may create unequal opportunities.

- c. Singapore: Students thrive in a system that integrates bilingualism with communicative competence, preparing them for global challenges.

Alignment with International Standards

- a. Bangladesh: Minimal alignment, with assessments focused on national-level requirements.
- b. Vietnam: Strong efforts to align with CEFR standards to enhance international compatibility.
- c. Singapore: High alignment with global educational benchmarks, ensuring sustainability and relevance in assessments.

Bangladesh, Vietnam, and Singapore exhibit diverse approaches to English assessment, shaped by their unique educational goals and challenges. Bangladesh's traditional, examination-focused model contrasts sharply with Vietnam's international alignment and Singapore's evidence-based, bilingual framework. While all three systems face challenges like regional disparities and teaching quality, Singapore's balanced and forward-looking approach provides a strong model for fostering both academic excellence and practical language skills.

Here's a comparative table summarizing the English assessment in Bangladesh, Vietnam, and Singapore

No	Aspect	Bangladesh	Vietnam	Singapore
1.	Educational Level	Primary, Secondary, Tertiary	Primary, Secondary, Tertiary	Primary, Secondary, Tertiary

2.	Key Examination	Secondary School Certificate (SSC) at Grade 10 Higher Secondary Certificate (HSC) at Grade 12	National High School Graduation Examination University Entrance Examinations	Primary School Leaving Examination (PSLE) GCE O-Level Examinations
	Assessment Structure	Mix of formative and summative assessments Reliance on rote memorization	Standardized tests at various levels Increasing alignment with international standards (e.g., CEFR)	Comprehensive assessment system including formative and summative assessments Continuous assessment integrated into the curriculum
	Focus Area	Grammar, vocabulary, reading comprehension Limited emphasis on practical language use	Listening, speaking, reading, writing Emphasis on practical language skills due to economic integration	Communicative competence, real-world application Emphasis on both language skills and content knowledge
	Challenges	Quality and consistency of assessments vary by region	Need for improved teacher training and resources	Maintaining high standards amidst diverse student backgrounds

		Outdated teaching methodologies	Disparities in assessment quality across regions	Balancing bilingualism with English proficiency.
--	--	---------------------------------	--	--

CONCLUSION

In conclusion, the comparative analysis of English language education policies in Bangladesh, Vietnam, and Singapore highlights how socioeconomic, cultural, and historical factors influence language policy and practice. Bangladesh aims to improve English literacy to drive national and individual progress, but faces physical constraints, resource shortfalls, and traditional pedagogies that hamper communicative ability. Vietnam's policies seek to conform with global norms and strengthen its competitive workforce, but they encounter obstacles due to regional variations and inconsistency in educational resources. Singapore's bilingual policy, backed up by strong infrastructure and an innovative curriculum, results in excellent English proficiency. Still, it struggles to maintain cultural identity amid controversies over linguistic variants like Singlish.

These findings underline the importance of context-specific, balanced approaches to addressing distinct national concerns while promoting equitable access to quality English instruction. Future policy initiatives should attempt to close resource and methodological gaps, develop trained educators, and improve assessment processes that are adapted to global and local needs. This study is a valuable resource for policymakers, educators, and researchers seeking to improve and innovate English language education practices worldwide.

References

Akramul Kabir, S. M. (2023). English Language at Secondary Level in Bangladesh: (Dis)connections Between Policy and Practice of Oral Skills. *Qualitative Report*, 28(1), 301–322. <https://doi.org/10.46743/2160-3715/2023.5761>

Bolton, K., Botha, W., & Bacon-Shone, J. (2017). English-medium instruction in Singapore higher education: policy, realities and challenges. *Journal of Multilingual and Multicultural Development*, 38(10), 913–930. <https://doi.org/10.1080/01434632.2017.1304396>

Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 1–16. <https://doi.org/10.1186/s13616-014-0021-2>

Curdt-Christiansen, X. L., & Sun, B. (2016). Nurturing bilingual learners: challenges and concerns in Singapore. *International Journal of Bilingual Education and Bilingualism*, 19(6), 689–705. <https://doi.org/10.1080/13670050.2016.1181606>

Deng, Z., & Gopinathan, S. (2016). PISA and high-performing education systems: explaining Singapore's education success. *Comparative Education*, 52(4), 449–472. <https://doi.org/10.1080/03050068.2016.1219535>

Do, T. T. T., Sellars, M., & Le, T. T. (2022). Primary English Language Education Policy in Vietnam's Disadvantaged Areas: Implementation Barriers. *Education Sciences*, 12(7). <https://doi.org/10.3390/educsci12070445>

Frattarola, A. (2023). A review of tertiary-level writing courses in Singapore: pedagogical approaches and practices. *Asia Pacific Journal of Education*, 43(2), 368–383. <https://doi.org/10.1080/02188791.2021.1914546>

Grala, Z. (2022). Postcolonial analysis of educational language policies of Ireland, Singapore, and Malaysia. *Linguistics Beyond and Within*, 8, 75–85.

Hà Tú Anh, & Cristina A. Huertas-Abril. (2022). Teachers' Perspectives of Bilingual Education in Primary Schools in Vietnam: A Qualitative Study. *English as a Foreign Language International Journal*, 2(2), 30–50. <https://doi.org/10.56498/195222022>

Hamid, M. O., & Baldauf, R. B. (2014). Public-private domain distinction as an aspect of LPP frameworks. *Language Problems and Language Planning*, 38(2), 192–210. <https://doi.org/10.1075/lplp.38.2.05ham>

Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum*, 25(2), 139–156. <https://doi.org/10.1080/07908318.2012.678854>

Islam, M. S., Hasan, M. K., Sultana, S., Karim, A., & Rahman, M. M. (2021). English language assessment in Bangladesh today: principles, practices, and problems. *Language Testing in Asia*, 11(1), 1–21. <https://doi.org/10.1186/s40468-020-00116-z>

Jamila, F., & Kabir, M. H. (2020). Examining the Existence of “Teaching to the Test” at SSC Level in Bangladesh. *Creative Education*, 11(04), 558–572. <https://doi.org/10.4236/ce.2020.114041>

Ly, T. L., & Nguyen, T. N. (2023). A Comparative Analysis of English Test Scores in the Vietnamese National High School Graduation Examination During the Period 2020-2023. *International Journal of Research and Review*, 10(12), 656–672. <https://doi.org/10.52403/ijrr.20231267>

Majid, S., Ng, H. K. J., & Ying, S. (2017). Leisure reading preferences of bilingual female students in Singapore. *Libres*, 27(1), 1–12. <https://doi.org/10.32655/libres.2017.1.1>

Ng, B. C., Cavallaro, F., & Koh, D. S. P. (2014). Singlish can and speech accommodation in Singapore English. *World Englishes*, 33(3), 398–412. <https://doi.org/10.1111/weng.12097>

Ngo, X. M. (2021). Vietnam's trillion-dong attempt to reform English education. *English Today*, 37(2), 115–119. <https://doi.org/10.1017/S0266078419000440>

Nguyen, T. M. (2023). A systematic review on flipped classrooms in English language teaching in Vietnam. *Tạp Chí Khoa Học Đại Học Văn Hiến*, 9(3), 49–62. <https://doi.org/10.58810/vhujs.9.3.2023.734>

Ningsih, N. S., & Rahman, F. (2023). Exploring the Unique Morphological and Syntactic Features of Singlish (Singapore English). *Journal of English in Academic and Professional Communication*, 9(2), 72–80. <https://doi.org/10.25047/jeapco.v9i2.3933>

Rahman, K. A., Mahbub, P., Seraj, I., Hasan, K., & Namaziandost, E. (2021). *Rahman2021_Article_WashbackOfAssessmentOnEnglishT.pdf*. Springer.

Sultana, N. (2018). Test review of the English public examination at the secondary level in Bangladesh. *Language Testing in Asia*, 8(1), 1–9. <https://doi.org/10.1186/s40468-018-0068-1>

Tan Şişman, G., & Karsantik, Y. (2021). Curriculum Development in Singapore and Turkey: Reflections of Administrative Structure and Educational Reforms. In *Bartın University Journal of Faculty of Education: Vol. 2021 Febru (Issue Issue 1, pp. 109–131)*. <https://doi.org/10.14686/buefad.704869>

Isti walia, Rini Puspasari, Ayaza Faqih Luthfia

Tran, N. G., Ha, X. Van, & Tran, N. H. (2023). EFL Reformed Curriculum in Vietnam: An Understanding of Teachers' Cognitions and Classroom Practices. *RELC Journal*, 54(1), 166–182. <https://doi.org/10.1177/00336882211043670>

Van Van, H. (2022). Interpreting Moet'S 2018 General Education English Curriculum. *VNU Journal of Foreign Studies*, 38(5), 1–22. <https://doi.org/10.25073/2525-2445/vnufs.4866>