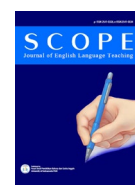




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Research Article

English Curricula in ASEAN Selected Countries: A Comparative Study

Cicih Nuraeni^{1}, Agus Priadi², Nenden Sri Lengkanawati³*

^{1,2} Universitas Bina Sarana Informatika, Jakarta, Indonesia

^{1,3} Universitas Pendidikan Indonesia, Bandung, Indonesia

KEYWORDS

English Language Curriculum;
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 ASEAN Countries;
 Comparative Study.

A B S T R A C T

To ensure the development of the ASEAN Economic Community, ASEAN countries must use English as the common language of business, education, and social life. Indeed, several ASEAN nations have embraced English as a second language, but many also consider English to be a foreign language. Especially in the field of education, adjustments to the English curriculum have also been implemented. The curriculum is designed to meet the educational goals of a nation as a set of plans and instructions regarding objectives, content, and learning materials, as well as the methodology used as a direction for completing learning activities. This study compares the English curricula in ASEAN selected countries at the university level. A research-based paper was used as the research approach. The findings indicated that the English curriculum is implemented differently in the four ASEAN nations of Indonesia, Thailand, Vietnam, and Malaysia. English goals and objectives, materials and content, method, and assessments are all compared as a foundation for curriculum development of university level in Indonesia. This study suggests that more research be conducted to compare the English curricula of countries that use English as a Second Language (ESL) so that it might be adopted by nations that use English as a Foreign Language (EFL).

CORRESPONDING AUTHOR(S):

E-mail: *cicihccn@upi.edu

INTRODUCTION

Every country has unique problems in every facet of life, including nurturing greater education for a brighter future for its citizens. Because there is a barrier to improving education, a country must approach it in a certain fashion known as curriculum. A curriculum is regarded as one of the most important parts of the field of education (Su, 2012). It serves as an option for how to approach student needs. Furthermore, Prideaux (2003) stated that a curriculum is a practical expression of educational principles and describes how many educational

approaches are given to address a certain problem. Good academic achievement may therefore be observed from a country's curriculum since it prepares students for the future, including their academic life (Ornstein, 2011).

Primarily, the curriculum in Indonesia shifts every decade (Setiawan, 2020; Ekawati, 2016). Many causes contribute to this, including changes in society's requirements, new insights into the teaching-learning process, political issues, and the advancement of industry and technology. The primary goal of this adjustment is to increase the quality of the teaching-learning process and learning design at school. According to some experts, the curriculum changes from time to time, both in Indonesia

and in other countries, because the requirements of people are always growing and the demands of the times are likely to change (Bajada et al, 2019; Goodson, 2013). Curriculum development is viewed as a determinant of the nation's future (Ekawati, 2016). Therefore, an appropriate curriculum will be expected to be implemented to develop the nation's future bright generation with implications for advancement.

In terms of curriculum, the implementation of the English language curriculum in Indonesia does not appear to be producing good outcomes. This is supported by the findings of the English First (EF) 2022 English Proficiency Index (EPI), which reveal that Indonesia is classified as having low proficiency. 111 countries and regions from around the world attended EPI 2022. Singapore is placed second in the world, and first in ASEAN, with a score of 642. Singapore is thus categorized as having very high proficiency. The Philippines is ranked 22nd (score of 578) and Malaysia is ranked 24th (score of 574), both of them are classified as having very high proficiency. Furthermore, Vietnam ranks 60th (score 502) with moderate proficiency. Indonesia is ranked 81st (score 469) with classified as low proficiency. Next, Cambodia is ranked 94th (score 434), Thailand is ranked 97th (score 423), and Laos is ranked 111th (score 364). The last three nations are rated as having extremely low proficiency. This outcome in Indonesia might be the result of misalignment with the curriculum's intended approach. Because secondary schools are the feeders for higher education institutions, the curriculum at the school level should be carefully developed to ensure that the curriculum achieves its goal of producing competent students who are fully functional at the university level not only academically but also socially.

Lie (2007) claims that despite years of English education in formal schools, the outcomes have been disappointing. Only a small proportion of high school students are proficient in English. This sense of failure in English language teaching is not unique to Indonesia, and it is associated with common constraints shared by some other countries where English is taught as a foreign language, such as thorough needs analysis, realistic alignment of curricular objectives and student needs, and teacher quality improvement.

Little is known about the English curriculum in ASEAN since the past study has solely focused on school curriculum implementation and limited human resources, rather than on curriculum policies across ASEAN nations. It is vital to compare in depth the curricular components, which include the goal and objectives, contents and subject matters, methods, and assessments of learning English in each nation. To what extent is ASEAN's

English curriculum similar or different? This study attempts to answer the questions. The English Language Curriculums of universities in Indonesia and ASEAN nations have been chosen to focus the study and comparison. This study solely compares the English language curriculum of four ASEAN nations. They are Indonesia, Malaysia, Thailand, and Vietnam. A comparison of English curriculum components from these countries will also be utilized as a reference for the development of the EFL curriculum at University level in Indonesia. It is intended that the curriculum development would increase education quality and allow the key learning objectives can be achieved.

METHOD

Since this research tried to analyze the EFL and ESL curricula in ASEAN, qualitative descriptive is used to capture phenomena or individuals (Zacharias, 2012) about the curriculum in terms of goals, subject matters or contents, learning methods, and assessments. Indonesia, Thailand, Vietnam, and Malaysia were selected for the sample in this study because they represent data for analyzing English as a foreign or second language. This comparative study of curriculum components was guided by Richards (2001) and Macalister and Nation (2019).

This study is a research-based paper that collected data from articles in journals and books. The study also employed some documents related to the implementation of English curricula taken from the websites of the institutions such as the Ministry of Education, Culture, Research, and Technology (kemdikbud.go.id and kampusmerdeka.kemdikbud.go.id), the Ministry of Higher Education, Science, Research and Innovation (MHESI) Thailand (www.mhesi.go.th), the Ministry of Higher Education (MoHE) Malaysia (mohe.gov.my) and Ministry of Education and Training (MOET) Vietnam (en.moet.gov.vn).

The data gathered from the resources were analyzed qualitatively. To analyze the data, the researcher used qualitative analysis from the resources that had been read, analyzed, classified, and concluded. This research analyzes this data using the stages of Miles and Huberman's (1984) interactive model: data reduction, data display, and conclusion. Data reduction was carried out by concentrating on a smaller number of sub-themes: goals, subject matters or contents, learning methods, and assessments (Ahmed, 2010). The data is then described concerning the subject being discussed. Finally, the data is compiled to show the similarities and differences between the curricula of the nations being examined. The interpretation of the data was concluded from the comparison of the findings with the literature or theories.

RESULTS AND DISCUSSION

Results

The curriculum components, from goal development to evaluation standards, should be clear and organized. After identifying the goals, the objectives will be derived. Having goals and objectives will aid in the attraction of learning objects. A standard will be developed after the completion of the learning items. The process's progress will be determined by the final assessment criteria. The components, however, can be utilized to fulfill the educational purpose (Richards, 2001). The researcher concentrates mainly on four curricular components in this study, they are goals and objectives, content or subject matter, methods, and evaluation or assessment. The following tables provide information regarding the current study:

Table 1 The Comparison of English Curriculum in Goals and Objectives

| | |
|------------------|---|
| Indonesia | The current English curriculum is independent learning. The goal is that the curriculum contains the skills needed in the industrial era of 4.0, including data literacy, technology literacy, and human literacy, as well as the ability to see signs of its development. Technological developments can be understood as human collaboration with intelligent systems based on the Internet of Things (IoT). Coupled with 21st-century skills that foster HOTS (High Order Thinking Skills), including Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion, and Civic responsibility. In addition, students are also expected to have an entrepreneurial mindset. In other words, students must be prepared to adapt to any situation supported by adequate English skills to be competitive. |
| Thailand | The 20-year plan on higher education (2018–2037) focuses on reforming the higher education system in the English curriculum (enhancing English proficiency), particularly to improve the student's ability to communicate in English in international and regional meetings. In addition, it helps students develop English language skills by utilizing technology to support easy access, study anywhere, and high flexibility in the learning process. |
| Vietnam | Based on Vietnam's National Foreign Language 2020 also known as Project 2020, the goals are to ensure that Vietnamese learners can communicate independently and confidently in foreign languages (English), and study, and work in multilingual and |

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| | multicultural environments. |
| Malaysia | According to the executive summary of the Malaysia Education Blueprint 2015–2025, the current English Higher Education curriculum emphasizes the goal of being fluent in English and supports the study of a second global language. The aim is to increase the ability to become an effective communicator, emotionally intelligent, and able to work across cultures; appreciate various points of view; have critical and innovative thinking skills; have problem-solving efforts; and have an entrepreneurial mindset, as well as an appreciation of culture, the arts, and Science, Technology, Engineering, and Mathematics (STEM). In other words, the English language is taught to learners to enable them to use the language to further their studies and for work purposes. |

(Source: Junaidi & Wulandari, 2020; MoHE, 2015; MoET, 2017; Pham, 2022; MHESI, 2017)

Table 2 The Comparison of English Curriculum in Content or Subject Matter

| | |
|------------------|---|
| Indonesia | The subject matter is focusing on English for Academic Purposes (EAP) and communication skills. English for Academic Purposes (EAP) may cover topics such as academic and creative writing, reading and comprehension, and critical thinking. Communication skills may cover various aspects of verbal and nonverbal communication, such as public speaking, interpersonal communication, and cross-cultural communication. It may also include activities and assignments that require students to practice their communication skills in real-world settings. |
| Thailand | Phonetics and phonology, English grammar and syntax, second language acquisition, discourse analysis, and sociolinguistics are examples of subject matter. It also includes the literary and cultural elements of English. The emphasis is also on the four key abilities (reading, writing, speaking, and listening). Communication skills stress the use of language and the presentation of global cultural variety, such as jobs, lifestyle, arts and culture, tourist attractions, and cultural exchanges; they encompass important grammatical structures and vocabulary for effective communication. |

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|-----------------|---|
| Vietnam | The primary focus of learning is on the four language skills of listening, speaking, reading, and writing. The emphasis on Intensive English skills is divided into two parts: integrated reading and writing and integrated listening and speaking. Students' vocabulary, pronunciation, phonological, and grammatical abilities also assist communication skills (speaking ability). |
| Malaysia | Based on the Malaysia Education Blueprint 2015–2025, the four language skills, i.e., listening, speaking, reading, and writing, are integrated into the areas of language use. Students are taught to critically listen, read, and see a wide range of literary and informational/functional texts from print and non-print sources with accuracy, knowledge, and enjoyment. Speaking and writing in Standard English (grammatical, fluent, mutually understandable English) that is acceptable for a variety of purposes, audiences, situations, and cultures. One of Malaysia's characteristics is that it always applies knowledge and morality to every part of studying English. |

(Source: Junaidi & Wulandari, 2020; MoHE, 2015: MoET, 2017; Pham, 2022; MHESI, 2017; Waluyo, 2020)

Table 3 The Comparison of English Curriculum in Methods

| | |
|------------------|---|
| Indonesia | The English curriculum took student-centered Learning (SCL). Learning methods in the form of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods can effectively facilitate the fulfillment of graduate learning outcomes. The approach employed is blended learning, also known as hybrid learning, which incorporates information and communication technology (ICT) based on the Internet of Things (IoT). |
| Thailand | "Smart Classroom" and "Active Learning" are emerging as educational trends in Thailand, as well as in the English curriculum. A "Smart Classroom" is a class that is outfitted with cutting-edge technology and amenities to enhance learning. Students in this class can use technology to access numerous learning resources and |

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| | engage with lecturers and peers. The smart classroom also includes software and technology that can increase learning quality, such as interactive projection systems, digital whiteboards, and high-speed internet connection. While "active learning" is a learning approach that involves students actively participating in the learning process, students are not only passive listeners but are also actively involved in discussions, problem-solving, and collaborative projects in this method. The purpose is to reinforce topics being learned while also improving students' critical and creative skills. |
| Vietnam | The National Foreign Language Resource Center of Vietnam has suggested an online learning resource center that would supply students with numerous language learning portals. It will provide innovative online language learning programs as well as free self-access language learning tools to assist users in moving from one competency level to the next. MoET also supports active teaching, which emphasizes student-centered learning and autonomous learning. |
| Malaysia | The English curriculum is built on Communicative Language Teaching (CLT) concepts in the form of Communicative Task-Based Language Teaching. Students are also taught through lectures, talks, practicums, tutorials, assignments, discussions, and collaborative and cooperative learning using e-learning. The most significant feature is that learning activities are centered on learners to develop students' autonomous personalities. |

(Sources: Junaidi & Wulandari, 2020; MoHE, 2015: MoET, 2017; Pham, 2022; MHESI, 2017; Waluyo, 2020)

Table 4 The Comparison of English Curriculum in Evaluation or Assessment

| | |
|------------------|--|
| Indonesia | Formative Test: Quiz, individual presentation, discussion. Summative Test: Mid-Test, Final Test, essay, and project-based learning. |
| Thailand | Formative Test: Quiz and presentation, online project-based learning. Summative Test: Mid-Test and Final Test. |
| Vietnam | Formative Test: Small group discussion, peer review, portfolio, presentation. |

| | |
|-----------------|---|
| | Summative Test: Mid-Test, Final Test, and project-based learning. |
| Malaysia | Formative Test: Class Observation, individual project, presentation Summative Test: Project work, debate, practicum. |

(Sources: Junaidi & Wulandari, 2020; Luthfiyyah & Sulisty, 2021; Bin Mubayrik, 2020; Chanpet et al, 2020; Bui, 2023; Sulaiman et al, 2020; Simpson, 2011)

Based on curriculum component analysis (the goals and objectives, content or subject matter, methods, evaluation, or assessment), it can be concluded that the university EFL curriculum in Indonesia, Thailand, and Vietnam and the university ESL curriculum in Malaysia have similarities and differences. The summary was evaluated using the curriculum components depicted below:

Table 5. Summary of English Language Curriculum Similarities and Differentiates

| Countries | Similarities | Differentiates |
|------------------|--|---|
| Indonesia | <ol style="list-style-type: none"> 1. Curricula are designed to help students improve their communication and literacy skills. 2. The subject matter is focusing on English for Academic Purposes (EAP) and communication skills 3. Took Students Centred Learning (SCL) in the teaching and learning processes by utilizing ICT integration (blended learning exists). 4. Have an entrepreneurial mindset 5. Organizing formative and summative tests. | <p>The curriculum explicitly stresses High Order Thinking Skills (HOTs) as a manner of meeting skill demands in the industrial era 4.0.</p> |
| Thailand | <ol style="list-style-type: none"> 1. Curricula are designed to help students | <p>Project-based learning is classified as a formative test</p> |

| | | |
|-----------------|--|--|
| | communicate and interact effectively. | in an online form. |
| | <ol style="list-style-type: none"> 2. The subject matter focuses on the four key abilities (reading, writing, speaking, and listening) as well as EAP. 3. "Smart Class" and "Active Learning" are forms of student-centered learning that emphasize the use of technology in learning. 4. Organizing formative and summative tests. | |
| Vietnam | <ol style="list-style-type: none"> 1. Curricula are designed so that pupils will be able to communicate effectively. 2. The subject matter focuses on the four key abilities (reading, writing, speaking, and listening) using student centered approach. 3. Organizing formative and summative tests. | <p>Peer reviews and portfolios are formative exams that teachers use to get to know their students.</p> |
| Malaysia | <ol style="list-style-type: none"> 1. Curricula help students have the ability to think objectively, and creatively, interact, and communicate efficiently. 2. The subject matter focuses on the four key abilities (reading, writing, speaking, and listening) 3. They use technology to foster students' autonomous | <ol style="list-style-type: none"> 1. The subject matter in Malaysia always applies knowledge (<i>ilmu</i>) and morality (<i>akhlak</i>) to every part of studying English. 2. Debate and practicum is the form of the summative test form |

personalities and e-learning.

4. Have an entrepreneurial mindset
 5. Organizing formative and summative tests.
-

Discussion

The English Curriculum Overview in 4 ASEAN Selected Countries

Indonesia, Thailand, Vietnam, and Malaysia are the four countries that are officially registered in ASEAN. Each of these countries has its own culture, religion, or beliefs. In addition, Southeast Asia is particularly linguistically varied, making it one of the world's most populous and linguistically diverse regions. It is believed that there are 1,476 languages in Southeast Asia (Zein, 2022). Now, with the expanding rapid flow of globalization, the trend of cyber-information technology at many levels of life, and competitive resources among ASEAN nations, the need to utilize English as ASEAN's official language is growing. This growth has increased the number of English classrooms in ASEAN countries. Unlike in Europe, where English is closely related to numerous European languages, English has no cognates in Southeast Asia. As a result, primarily in some ASEAN countries like Indonesia, Vietnam, and Thailand will be required to master English. The fundamental issue is that English is not utilized as an official or second language in these countries. English is considered as a foreign language. These linguistic realities offer significant obstacles to educational institutions (Crocco & Bunwirat, 2014). However, other ASEAN nations like Singapore, Malaysia, Brunei, and the Philippines have effectively implemented English in education and they have also claimed that English is the second official language (Bernardo, 2017; Cavallaro & Ng, 2014; Thirusanku & Yunus, 2014; Ponnusamy & Gopinathan, 2013). To catch up, countries in ASEAN with significant barriers to English use are beginning to modify their curricula to emphasize English (Kobayashi, 2017). Curriculum implementation in Indonesia is regulated by the Ministry of Education, Culture,

Research, and Technology. Similarly, in Thailand, the Ministry of Higher Education, Science, Research and Innovation (MHESI) has complete control over curriculum implementation. In Malaysia, the curriculum is under the supervision of the Ministry of Higher Education (MoHE), and in Vietnam, curriculum

development is overseen by the Ministry of Education and Training (MOET).

Primarily, higher education in Indonesia, Thailand, and Vietnam has been battling to enhance the quality of their education. Similarly, even though Malaysian students have been classified as having a good mastery of the English language, they continue to work on curriculum improvement.

These nations have their curriculum to tackle specific challenges and aim to improve the quality of their education. They have also gone through decades of curriculum revision to provide a higher-quality education.

Many researchers have conducted comparative studies related to curricula, such as Royani (Royani et al, 2022) who compared curricula in terms of learning outcomes in Indonesia, Malaysia, and Singapore. The findings show that there are similarities in learning outcomes in aspects of curriculum objectives, namely to equip students with life skills. The difference is in terms of character building and independence and responsibility.

Phongploenpis (2019) compared the English curriculums of four ASEAN nations in his research: Singapore, the Philippines, Malaysia, and Thailand. The comparative research looks at instructional content, teacher quality, and teaching methods. The similarities and contrasts between the four curricula were discovered by this investigation. Based on an analysis of the four national curricula and the successes of these nations in enhancing the English proficiency of their inhabitants, two concerns must be addressed while redesigning the Thai curriculum. The development of a language learning program should be considered first. Both the Philippines and Singapore, as examples, have curricula that are explicitly designed to promote language abilities. Second, English as a language of teaching must be considered.

Tieocharoen & Rimkeeratikul (2019) study evaluated learning techniques and teaching approaches in the EFL curriculum at Thai and Vietnamese universities. The results revealed that the governments of Thailand and Vietnam adopted curriculum and teaching approaches based on a student-centered approach, in which students actively participate in courses through group activities such as group discussions and presentations.

Based on the preceding study, it can be established that curriculum comparisons between nations are highly significant for improving curriculum development. Each nation adopts a curriculum that has been tailored to the needs of the country. Cooperation across countries is essential for improving curriculum development. Each country employs a curriculum that has been tailored to the country's specific needs. All of the objectives, however, are to increase educational quality.

However, research comparing the English curricula of ASEAN countries at the university level, especially EFL and ESL, is still very limited. Therefore, this research is very important and will play an important role in improving the university curriculum and enriching research studies in the field of curriculum development.

Concerning the English curriculum, ASEAN countries, both those which employ English as a Second Language (ESL) like Malaysia and those that use English as a Foreign Language (EFL) like Indonesia, Thailand, and Vietnam, have developed their curriculum from time to time. According to the findings, there were similarities and differences between Indonesia's, Thailand's, and Vietnam's University EFL curricula and Malaysia's University ESL curriculum. Based on Table 1, in comparing goals and objectives, all countries support strengthening communication skills and utilizing ICT in learning activities. Unlike the other nations, Vietnam did not give any explanation for how technology was utilized to improve learning, even though the other three countries being compared focused on the use of integrated ICT in learning. For example, Indonesia, explicitly states in its English curriculum that literacy in technology is one of the skills required in the era of Industry 4.0 (Ministry of Education, Culture, Research, and Technology, 2022). Coupled with the need to foster 21st-century skills, one of which must be computational within the English curriculum, Indonesia, Malaysia, and Thailand place a high emphasis on the use of technology in learning as outlined in their curriculum (MoHE, 2015; MHESI, 2017). The similarity between Indonesia and Malaysia is that students are required to have an entrepreneurial mindset. English is employed not just for studying but also for job preparation. The objective is to create a competitive generation. Meanwhile, another similarity between the four countries is that students are prepared to study and work in a multilingual and multicultural environment with adequate English skills.

Table 2 compares the English curriculum in terms of content or the subject matter in the four nations. According to the table's comparison data, the subject matter commonalities are in the four key abilities (reading, writing, speaking, and listening) which are the primary focus. Aside from that, English for Academic Purposes (EAP) and communication skills are important subjects to develop in every country. Even though only Indonesia has explicitly written about EAP in its curriculum, the other three countries are indirectly pursuing the same intention. Unlike other countries, the subject matter in Malaysia always applies knowledge (*ilmu*) and morality (*akhlak*) to every part of studying English. In other words, Malaysia pays great attention to spiritual attitudes in every lesson (MoHE, 2015). In terms of communication skills, Indonesia, Thailand, and

Malaysia prioritize the usage of English in their curriculum, as well as the presentation of global cultural diversity (Junaidi & Wulandari, 2020; MoHE, 2015; Pham, 2022; MHESI, 2017). While in Vietnam, the emphasis is separated into two parts: integrated reading and writing and integrated listening and speaking (MoET, 2017). Without going into depth, it can be established that Vietnam incorporates four fundamental abilities to increase speaking ability.

In the comparison of learning methods (See table 3), there are similarities between the four countries that are essentially student-centered, namely group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfillment of graduate learning outcomes. Blended learning has been quite common since the COVID-19 pandemic when combined with the usage of ICT that is incorporated into learning, such as in Indonesia (Junaidi & Wulandari, 2020; Waluyo, 2020). In Thailand, it is known as the Smart Classroom (MHESI, 2017; Pham, 2022). Following Vietnam and Malaysia which also employ e-learning to support independent learning. In short, these four countries place great attention on student-centered learning (MoHE, 2015; MoET, 2017).

According to Table 4, the four nations compare student evaluations or assessments as judged by teachers in formative and summative tests (Bin, 2020; Junaidi & Wulandari, 2020). In Indonesia, students are assessed by teachers using various forms. The most popular formative exams are quizzes, which can be administered regularly to examine students' grasp of the information being taught at the moment (Luthfiyyah & Sulistyono, 2021). This test can also provide pupils with immediate feedback on what they know and do not know. The other test form is then an individual presentation. Students may be requested to prepare presentations on certain themes and give them to the class. Presentations allow students to hone their presentation and public speaking abilities while also expanding their grasp of the content being taught. Following that is a group discussion, which is an effective form of testing for helping students collaborate, think critically, and develop speaking skills. At the university level, the most widely utilized forms of summative assessments are mid-tests and final tests. This test assesses students' comprehension of subjects taught throughout a semester or academic year. Essays, project-based learning, and other projects that challenge students to apply the information and skills they have gained over time are other significant types of summative assessments. The final project assesses students' comprehension of ideas and allows them to exhibit their abilities and understanding. Several types of formative

tests commonly used in Indonesia were also applied in Thailand, Vietnam, and Malaysia, including presentations and discussions (in Vietnam, it was packaged as small group discussions). While the quiz type is used in Thailand, it is not used in Malaysia or Vietnam. Project-based learning, which is now popular at the university level, is utilized as a summative test in Indonesia, Malaysia (also known as project work), and Vietnam (Bui, 2023; Sulaiman et al, 2020). However, in Thailand, project-based learning is classified as a formative test in an online form (Chanpet et al, 2020; Simpson, 2011). Malaysia has its summative form that measures students' abilities, particularly debate, and practicum. Debate may help students enhance their English speaking abilities, extend their vocabulary, and improve their ability to hear and respond to other people's arguments in the context of studying English. Furthermore, debate helps students develop critical and logical thinking skills because they must analyze information and consider opposing viewpoints. Practicum, on the other hand, might involve excursions to attractions or hands-on experience talking with foreigners in various scenarios. Students may have a more in-depth and hands-on learning experience as well as thoroughly strengthen their English abilities through practicum (Sulaiman et al, 2020; Othman et al, 2015).

What to adopt and adapt for the EFL curriculum in University Level

Several changes to the English curriculum can be made based on the results of a comparison of the English curricula between the four ASEAN nations. The investigation in this study resulted in various items linked to curriculum development, particularly those that can be relevant in the present situation. These are connected to objectives, contents, learning methods, and assessments. Table 5 shows that the nations being compared have a high proportion of commonalities in the goals section, with a concentration on communication skills and literacy. Furthermore, the use of technology, which is an integral component of this time frame, is a major focus. In other words, the use of ICT in the learning process must be taken into account at this time. Student-centered learning approaches, as well as other forms of technology-based assessments, are integrated in the curriculum of these nations. These things further strengthen the foundation of developing a new curriculum that can be adapted and adopted based on the Internet of Things (IoT).

According to the findings of the study, the integration of technology into education is now influencing curriculum development in Indonesia. In the 21st century, the Industrial Revolution 4.0 indirectly altered the educational paradigm (Sari et al., 2020). The present change in 21st century learning is significantly more basic

than the notion of instructional techniques (Surani, 2019). The current independent learning curriculum in Indonesia is formulated as a period in which teachers and students have independence or freedom of thought, innovation, and creativity, and are free from the constraints of educational burdens to develop themselves and their potential to achieve educational goals (Izza, Falah, & Susilawati, 2020).

From the perspective of the independent learning curriculum, the role of technology in education in the 4.0 era is very influential in providing convenience in authentically implementing independent learning programs, not only at the planning and process stages, but also at the management, utilization, development, and assessment stages (Suryaman, 2020). As an outcome, the adaptation and implementation of this English curriculum improvement will probably be a beneficial thing, allowing education to function more effectively, efficiently, broadly, quickly, and meaningfully for students.

Based on the description above, curriculum development utilizing ICT for learning English may also be used at higher education levels in Indonesia. The design of an English language curriculum that integrates with ICT must be able to cover the major curriculum aspects such as goals and objectives, content, learning methods, and learning assessment. The first and most significant aspect of this curriculum's design is to keep the focus on gaining core competencies, namely qualified writing, reading, listening, and speaking English in academic and professional settings utilizing ICT. In line with current conditions, students are expected to grasp how to utilize ICT to learn English. Technology enables interaction between teachers and students, provides comprehensive input and output, aids students in developing thinking skills, makes learning and teaching more student-centered, promotes learner autonomy and self-confidence, and increases learner motivation to learn English effectively.

The following is a description of the English language curriculum designed to improve the quality of education at university level in Indonesia:

1. The Goals

According to the Ministry of Education, Culture, Research, and Technology (2022), the independent learning curriculum is a comprehensive career preparation program designed to nurture Indonesia's highest quality generation. The goal is to provide all students with the chance to perfect their abilities that correspond with their strengths and interests as a step toward pursuing a career. Meanwhile, EFL Curriculum is intended to foster learners' language competences: communicative skills and literacy including digital literacy. Generally, the learners are

expected to be able to: (1) communicate effectively in English, such as in presentations, discussions, and debates; and (2) write texts in English, including personal and professional blogs. (3) read and understand reading materials in English, such as short stories, novels, magazines, and newspapers; (3) listen, understand, and respond to audio in English, such as public speeches, poetry, and dialogues/monologues.

2. The Contents

Teachers are advised in the EFL syllabus to sequence materials based on core competency. According to Richards (2001), subject matters and contents should be arranged such that learning is meaningful since students may correlate new material with prior ones. The content in the EFL curriculum presented has been adapted to the goals that have been set by embedding ICT in each of its contents. The course contents are *Digital Writing*, *Extensive Reading*, *Active Listening*, and *Speaking*. In *Digital Writing*, students are required to develop their writing abilities in digital media. Assignments in digital writing have also begun to shift toward content assignments. Students must be able to write in English with appropriate structures and formats in the form of personal blogs on internet platforms such as Blogspot and WordPress. While *Extensive Reading* is used to gain an overview and general comprehension of discourse. *Extensive Reading* exercises enable learners to read quicker, enhance their reading abilities, comprehend what they read, and prefer to read discourse in English. The media utilized to access this reading is no longer paper, but rather electronic publications such as e-magazines, e-newspapers, e-novels, and others. Following that is *Active Listening*, the goal is learners can gain knowledge by understanding audio and responding to what has been presented. Active listening is one of the keys to getting the most out of talks by having the ability to take notes. Audio media is utilized in learning through Youtube and Podcast platforms. In *speaking*, students are expected to be able to communicate effectively in English through presentations or debates, as well as design the required presentation slides using the Canva interactive-based application to make presentations more interesting and communicative.

3. The Methods

Learner-centered methods of content distribution provide students with more control over their learning because they force students to take responsibility for their learning by actively participating in the learning process rather than passively receiving information from a lecture (Wright, 2011). Therefore, learner-centered learning

is used as the primary method of learning in this curriculum design. However, in the regular learning process, the combination of lecture, discussion, presentation, and debate methods supports one another. Furthermore, the flexible learning approach mixes online and in-person learning, allowing students to study when and where they choose. Nonetheless, the primary role of the instructor remains that of a facilitator who supervises student progress. Learning is a primary priority of learner-centered education, therefore evaluation in the student-centered classroom is intended to foster learning rather than generate grades.

4. The Assessments

A variety of forms are used to assess and evaluate different aspects of student-centered teaching and learning, both individually and in groups. Individual student projects will be used for the final examination, with feedback provided so that students may develop their abilities. The final evaluation will take the following form, such as Personal Blogs for *Digital Writing*, read a short story or novel and create a summary for *Extensive Reading*, note-taking in *Public Speech Event* for *Active Listening*, and debate and presentation (including designing slide presentation using Canva application) for *speaking*.

The curriculum design described above is an Internet of Things (IoT)-based curriculum or ICT-based curriculum that might be implemented at university level. The transformation of learning in all aspects of education in Indonesia is now occurring within the environment of the implementation of the independent learning curriculum. The independent curriculum implementation ecosystem allows educational institutions to employ technology and media to construct contextual operational curricula that are applied in accordance with students' learning requirements. It may also motivate schools, teachers, and parents to foster a more self-directed, innovative, and creative learning environment. As a result, children are expected to be more confident, excited about learning, and capable of developing skills depending on their interests. Finally, the implementation of this curriculum is expected to be one of the breakthroughs in preparing students to adapt and compete on a global scale.

CONCLUSION

Several conclusions can be drawn from the theory and curriculum components. First, in terms of goals and objectives, the university curriculum in the four ASEAN nations surveyed was meant to prepare students to communicate in English. This is connected to English's standing as an international language and lingua franca in ASEAN, as well as regional identity. There is little variance in goals, which is due to each country's choice of

policy priorities to create English as a Foreign Language or English as a Second Language. Second, all nations being compared teach broad English skills such as listening, speaking, reading, and writing in addition to topic content. However, there is a distinction in the emphasis because some countries prioritize one aspect over another. On the other hand, the countries give supplemental information on elements of English as a daily language, academic language, or language of the workplace. Third, in terms of learning methods, these nations favor student-centered approaches. With this approach, the teacher assists students in actively achieving learning objectives. Furthermore, with integrated ICT support, autonomous learning is promoted as an alternative. Fourth, in terms of assessment, in general, formative and summative tests are used to measure students' knowledge and skills in English. In general, teachers develop, check, and provide feedback on assessments based on the standards established by each country's Ministry of Education. There are variances between nations in the selection of formal and non-formal exams, verbally or in writing, in the form of tests or non-tests, and independent or organized tasks. These countries continue to employ written assessments, projects, and student performance tests in general.

Since the study used document analysis to analyze the EFL and ESL curricula, future studies could use interviews and observation to gather more information. Interviews with English teachers may be undertaken to investigate how they perceive the notion of curriculum implementation in their respective nations. In addition, an observation of the actual execution of the curriculum adopted may be done.

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