Bilingual Education in Asia: Language Use, Academic Impact, and Recommendations for Effective Practices

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Abstract

Despite the increasing focus on Bilingual Education (BE) in Asia, driven by globalization and the importance of teaching English, comprehensive analysis comparing teaching methods across countries and their impact on academic performance and language development remains limited. This study reviews BE program implementation, evaluates its effects on students' academic performance and language skills, and offers suggestions for improving BE practices in Asia. Articles published between 2020 and 2024 were reviewed, focusing on methods utilizing English alongside another language. The study found that BE in Asia uses dual language programs, English as a Medium of Instruction (EMI), and translanguaging techniques to support language and cultural growth. BE in Asia has great potential to improve student's language skills and cultural understanding. However, its success relies on addressing quality teacher training, support for native languages, and the use of real-world learning experiences. Future research should expand its focus by exploring different databases, studying underused BE methods, examining cultural views on bilingualism, and addressing gaps in teacher training and teaching resources to create more inclusive and effective educational strategies.

INTRODUCTION

English has become an international language, influencing professional fields, impacting media, literature, and technology, easing communication across different languages and cultures, and allowing access to the global job market (Jenkins, 2003; Madrid and Julius, 2020). Jenkins (2003) highlights English's widespread use in international organizations and important fields like science, technology, and business, making it the main language in many areas. English's importance in global affairs led to a surge in bilingualism, boosting demand for English skills and making English a widely

learned language (Jenkins, 2000; Modiano, 1999). Globally, organizations like the European Union have encouraged the use of English in schools (Madrid & Julius, 2020).

In response, many countries have introduced bilingual education policies, with Bilingual Education (BE) being a common method used to improve English proficiency, promote global engagement, and celebrate cultural diversity. David Marsh, a leading expert in BE, defines it as combining content and language learning to help students develop second-language skills while also learning subject-specific knowledge (Timotijevic, Džigurski, Bibic, Solarevic, & Sekulic, 2023). This method uses English as a Second Language (ESL) for teaching various subjects, including programs that teach academic content using both the first language (L1) and a non-native language (Galloway, Ucelli, Aguilar, & Barr, 2020; Gómez-Parra, 2020; Salaberri-Ramiro & Sánchez-Pérez, 2022). This supports Cummins' Interdependence Hypothesis, which suggests that learning one language can help students learn another (Cummins, 1981, 2017). The teaching method advocates for bilingual education policies, viewing it as an advantage rather than a disadvantage (Song, 2022; Werblow, Duesbery, and Koulidobrova, 2020). Ceballos and Nutta (2022) highlight the crucial role of BE in academic success and language skill enhancement for emergent bilinguals (Garcia & Wei,2014).

Different Models in Bilingual Education

Various BE models have emerged over the decades, including Dual Language Immersion (DLI), Content and Language Integrated Learning (CLIL), Translanguaging, and English as a Medium of Instruction (EMI) (Salaberri-Ramiro & Sánchez-Pérez, 2022).

Content and Language Integrated Learning (CLIL) is an educational method that uses a foreign language to teach academic subjects (Timotijevic et al., 2023). CLIL (Madrid & Julius, 2020) combines language and subject teaching, often used in primary and secondary education. CLIL enhances students' exposure to a second language (L2) by incorporating it into various subjects (Banegas et al., 2020), which integrates teaching both content and language, making it a widely used approach in Europe (Salaberri-Ramiro & Sánchez-Pérez, 2022; Coyle et al., 2010). Studies have shown that CLIL classrooms can reduce anxiety and increase motivation, which are key factors in vocabulary learning. (Baten et al., 2023).

Dual Language Programs (DLP) teach students in English and another language, supporting bilingualism, biculturalism, and academic success (Werblow et al., 2020). Researchers identify various types of DLP. Two-way Immersion (TWI) is where native English speakers learn alongside native speakers of another language, with both groups taught in both languages (Werblow et al., 2020). This is effective in supporting academic success and cultural inclusivity. Dual Language Immersion (DLI) is where instruction is given equally in two languages and incorporates code-switching by the students for different subjects. This approach helps students gain literacy and content knowledge in two languages (Galloway et al., 2020). The Puente de Cuentos is a bilingual curriculum that uses storytelling to develop vocabulary and narrative skills in two languages, aiming for bilingualism and biliteracy among native English speakers and those speaking another language. (Spencer, Moran, Thompson, Peterson, & Restrepo, 2020) A different approach is the Dual Teacher Language program (Rosales, 2021), where each teacher is responsible for one language. Zoeller and Briceño (2022) list Transitional BE, Transliteracy Approach, and Asset-Based Bilingual Pedagogy in their study, where home languages, bilingual abilities, and cultural backgrounds are linguistic assets.

Translanguaging Pedagogy (TP) involves switching between two languages during instruction and discussions to help students better understand content. "Translanguaging" was first used by Williams in the 1990s, who documented how students read in one language and then discuss the content in another (Mari & Carroll, 2020). TP enables students to utilize their diverse language skills,

including their home languages, enhancing literacy and comprehension while fostering connections between school and home through parent involvement (Casey et al., 2020; Song, 2022) English as a Medium of Instruction (EMI) is a teaching method that uses English to teach content in settings where other languages are spoken or in countries with limited English proficiency. (Hanesová, 2015; Macaro et al., 2017). EMI is commonly used at the university level, where English is the language for teaching subjects without specific language instruction (Madrid & Julius, 2020). Another approach is the Linguistic Risk-Taking Approach, which encourages students to use the target language in meaningful settings, even when it challenges their comfort zones (Slavkov, 2023).

Benefits and Challenges of Implementing Bilingual Education

BE promotes multilingual identities through cultural integration by enhancing biliteracy even in home languages, supporting cultural adaptability and cross-linguistic transfer. It fosters deeper engagement and English learning motivation and enhances vocabulary, listening, and reading comprehension. BE also helps students succeed academically and prepares them for global employment markets

However, Zoeller and Briceño (2022) note that educators may fail to fully integrate multilingual resources or adopt monolingual perspectives, hindering language learning and multilingual cultural development. Madrid and Julius (2020) highlight difficulties in EMI, including struggles with subject-specific terminology, lack of teacher proficiency in English or pedagogy, local language marginalization, reduced linguistic diversity, and class participation. Chavarria (2021) argues that young learners in BE may initially struggle with language confusion and vocabulary retention, exacerbated by a lack of resources and support. Galloway et al. (2020) note that advanced students expecting clear language separation may become unmotivated when L1 reliance dominates English classes. Additionally, the "authenticity gap" (Henry, 2013) between formal academic English and colloquial usage can confuse students and discourage real-world application of academic knowledge (Pfenninger & Wirtz, 2024).

Song (2022) critiques "English-only" policies for limiting access to grade-level content, widening academic gaps, and resisting translanguaging approaches, particularly during remote learning. Similarly, Werblow et al. (2020) and Timotijevic et al. (2023) criticize subtractive language models as they create barriers to learning a non-native language. While English dominates in Asia for economic reasons, this focus risks reducing Asian languages and their speakers to tools for economics. Prioritizing BE helps ensure that language and culture are valued holistically.

Research Gap

BE employs different instructional approaches with unique benefits and challenges. Given the varying educational contexts across countries, this study will focus on regions with similar instructional and cultural contexts, specifically Asian nations. Rapid globalization has driven significant changes in Asia's economy, society, and politics, influencing education systems (Sun & Rong, 2020). The growing emphasis on English education has led to policy, curriculum, and teaching changes, promoting English proficiency through various programs.

This research will examine BE implementation in Asia focusing on instructional approaches that use two languages. Through an analysis of existing research, this study aims to offer recommendations for improving BE practices and inform educators and policymakers on tailoring approaches to regional needs. The study will address the following questions:
1. How are two languages, specifically English and another language, used in academic instruction across Asian countries?

2. What impact does bilingual education have on students' academic achievement and language skills when English is one of the languages used in instruction in Asian educational contexts?

3. What are the suggestions or recommendations from the reviewed documents for improving bilingual education in Asian educational settings?

METHODS

Research design

The researchers conducted a systematic literature review to explore BE in Asia, focusing on how English and other languages are used in academic instruction and their impact on students' achievement and language skills. Following Okoli's (2015) guidelines, the review systematically identified, assessed, and synthesized relevant studies using specific criteria.

Search Strategy

The researchers used the Educational Resources Information Center (ERIC) database, known for its extensive collection of educational research covering areas like language learning, teaching methods, and bilingual education. ERIC is recognized as the largest education-specific database (Valverde-Berrocoso et al., 2022) and a comprehensive, searchable source (Santhanasamy, 2021). The researchers searched for "bilingual education" and screened the results based on set criteria.

Screening and Coding

The researchers applied four criteria during the screening process: a) journal publication type, b) time frame, c) subject area, and d) demographics (see Table 1). Only peer-reviewed journal articles with full text published between 2020 and 2024 were included. Cazzel (2020) argues that literature reviews are stronger when referencing articles published within the previous five years, noting a decrease in relevance when sources are older than a decade. Articles published before 2020 were excluded. To maintain a clear focus on BE implementation, the researchers concentrated only on studies conducted in Asian countries. Zen (2017) identifies Asia as a crucial region for bilingualism research, given its linguistic diversity, making it an ideal setting for expanding academic inquiry. Building on this, Ceballos and Nutta (2022) advocate for future research to evaluate the impact of specific Standards of Learning (SOL) principles on diverse, bilingual students in Asia. To support bilingual educators in Asia, Wong and Hill (2023) emphasize the importance of ongoing professional development in teaching styles, equipping teachers to address the unique linguistic needs of Asian languages in diverse classrooms. Furthermore, the search focused on English as a Second Language (ESL) to help the researchers understand how English is used in teaching students who speak other languages.

Table 1. *Inclusion and Exclusion Criteria for Selecting Journal Articles in the Present Study*

Parameters	Inclusion Criteria	Exclusion Criteria
Journal Publication Type	Journal of peer-reviewed research articles are available in full text or open access.	Articles that are not peer-reviewed, lacking full text or open access. Non-research articles such as Bilingual Policy reports.
Time Frame	Published between 2020 and 2024	Published before 2020.
Description	The focus is on English as a Second Language (ESL).	Articles that do not focus on English as a Second Language (ESL)
Demographic Focus	The journal articles are set in Asia.	The setting of the journal articles are outside Asia.

Moreover, the researchers used a Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart to illustrate the articles searched and screened until reaching the final number based on the identified criteria (Figure 1). The initial search yielded a total of 18,879 research articles. Afterward, screening was conducted using automation tools, and the researchers considered only peer-reviewed journal articles, resulting in 6,820 articles screened and removing 12,059 articles. Next, only articles with full text or open access were considered, narrowing the selection to 814 and excluding 6,006 articles.
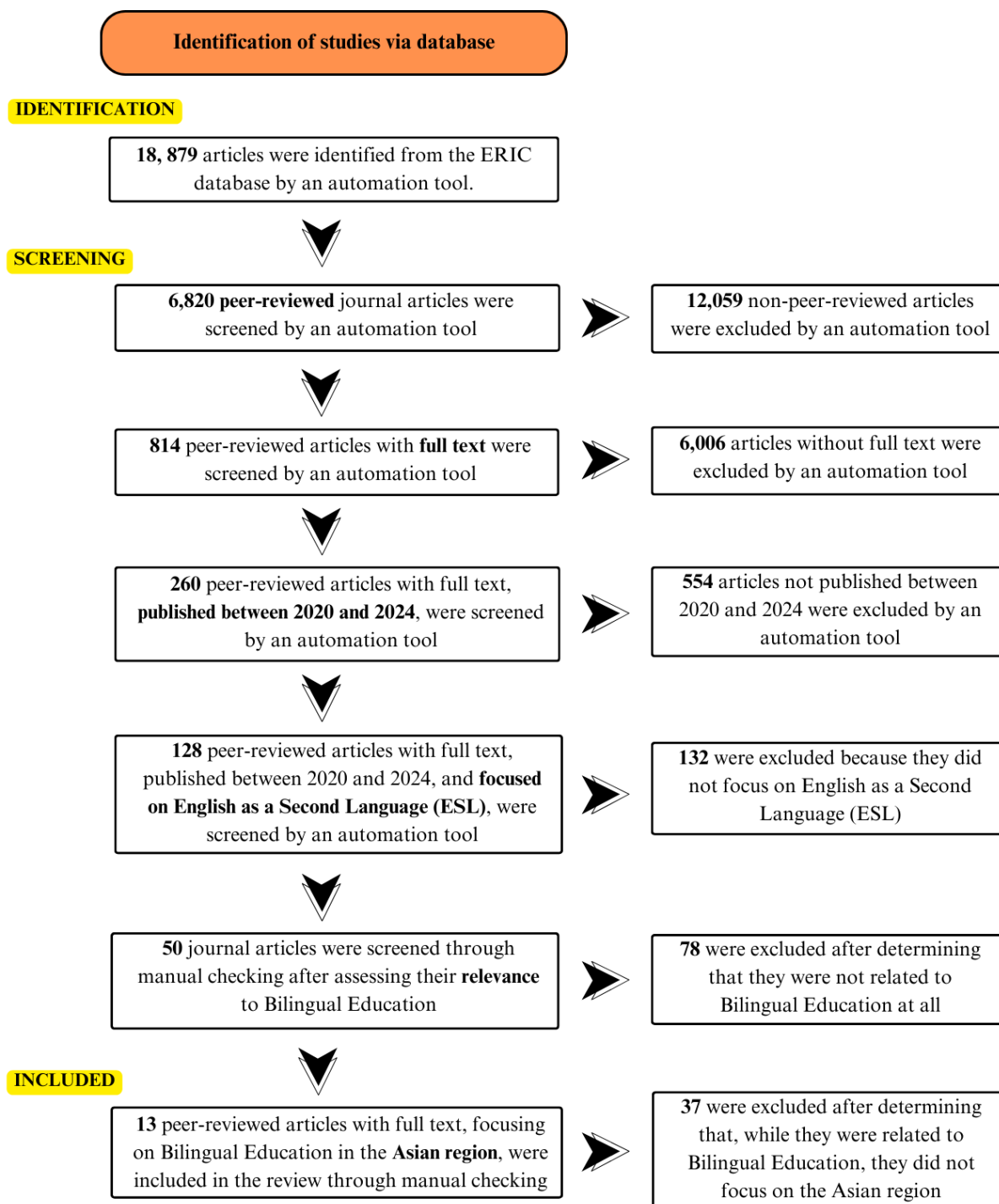
Identification of studies via database

IDENTIFICATION

18, 879 articles were identified from the ERIC database by an automation tool.

SCREENING

6,820 peer-reviewed journal articles were screened by an automation tool

12,059 non-peer-reviewed articles were excluded by an automation tool

814 peer-reviewed articles with **full text** were screened by an automation tool

6,006 articles without full text were excluded by an automation tool

260 peer-reviewed articles with full text, **published between 2020 and 2024**, were screened by an automation tool

554 articles not published between 2020 and 2024 were excluded by an automation tool

128 peer-reviewed articles with full text, published between 2020 and 2024, and **focused on English as a Second Language (ESL)**, were screened by an automation tool

132 were excluded because they did not focus on English as a Second Language (ESL)

50 journal articles were screened through manual checking after assessing their **relevance** to Bilingual Education

78 were excluded after determining that they were not related to Bilingual Education at all

INCLUDED

13 peer-reviewed articles with full text, focusing on Bilingual Education in the **Asian region**, were included in the review through manual checking

37 were excluded after determining that, while they were related to Bilingual Education, they did not focus on the Asian region

Figure 1. PRISMA Flowchart Showing the Screening of Articles

Later, the publication time frame was considered, limiting the number of articles to 260, removing an additional 554 articles. The focus was then refined to journal articles that employed English as a second language (L2), resulting in 128 articles remaining through automation, while 132 articles were excluded.

Following this process, the researchers rigorously reviewed the remaining articles. Out of the 128 articles, 50 were included for further analysis, while 78 were excluded as deemed irrelevant, with no duplicates among the excluded documents. The final selection criteria included a focus on research conducted in Asia, resulting in 13 relevant articles out of the 50 included, leading to the exclusion of 37 articles from outside Asia. The selected articles from Asia included 3 from China, 4 from Indonesia, 1 from Saudi Arabia, 1 from Sri Lanka, 2 from Taiwan, and 2 from Turkey. Ultimately, 13 articles from Asia were rigorously analyzed in this study.

Data Analysis

Thematic analysis, following Clarke and Braun's (2013) guidelines, was used to identify themes related to using English and another language in academic instruction and the impact of bilingual education on students' achievement and language skills.

Based on the review, the following countries were included: China (Haijing & Chano, 2024; Wang et al., 2024; Wong, 2020), Indonesia (Abduh et al., 2022; Muniroh et al., 2022; Sukardi et al., 2021; Pratiwi et al., 2020), Saudi Arabia (ElJishi et al., 2020), Sri Lanka (Mahawattha & Rassool, 2023), Taiwan (Lai, 2024; Wu & Caceda, 2024), and Turkey (Sahan & Sahan, 2021; Karabulut & Dollar, 2022). All information about bilingual education in these six Asian countries was reviewed, coded, and thematized to address the research questions.

Figure 2. Countries with Bilingual Education Studies in Asia

RESULTS AND DISCUSSION

Use of English and Another Language in Academic Instruction Across Asia

The findings show how English and another language are used in academic instruction across Asian countries through a) dual language programs in academic instruction, b) English as a Medium of Instruction, and c) translanguaging pedagogy.

Dual Language Programs (DLP) in Academic Instruction

Frequently used in Asia's higher educational institutions (HEIs), it promotes students' linguistic and cultural competency, preparing them for multicultural and international settings. Examples from China and Indonesia highlight their role in fostering integration and linguistic adaptability. The China Panorama Curriculum fosters bilingualism and cross-cultural adaptability by using Chinese and English to enhance ASEAN students' language skills and cultural integration. It positions them as cultural intermediaries, strengthening mutual understanding and cooperation between China and their home countries (Haijing & Chano, 2024). Similarly, Indonesia's bilingual policies in HEIs promote linguistic diversity, cultural identity, and international competencies that enhance student's linguistic growth and prepare them for global challenges (Abduh et al., 2022).

English as a Medium of Instruction (EMI)

EMI programs are prevalent in Hong Kong, Sri Lanka, and other Asian countries where English is the primary language of instruction. However, these programs often challenge students with limited English proficiency (Wong, 2020; Mahawattha & Rassool, 2023). Wong observed that using students' L1 in Hong Kong can support comprehension and engagement. Mahawattha and Rassool highlight Sri Lankan students' struggles transitioning to English, hindered by limited L1 support, affecting their understanding and confidence. Sukardi and Riandi (2021) note that students in bilingual science classes in Indonesia require L1 support to grasp technical terms, highlighting the need for balanced language use in EMI to improve comprehension, especially in complex subjects and newcomers.

Translanguaging Pedagogy (TP)

Translanguaging helps students use their L1 to enhance understanding and improve English writing skills in EFL settings. In Turkey, the approach boosted Turkish students' English writing by incorporating both languages in instruction (Karabulut & Dollar, 2022). Similarly, Wong (2020) observed that Hong Kong students' L1 in English classes enhanced comprehension and engagement, particularly for low-proficiency learners. These findings show translanguaging's effectiveness in supporting bilingual expression and comprehension.

Impact of the Various Implementation of Bilingual Education in Asia

Positive Impacts

Common approaches using L1 and L2 to improve language proficiency and critical thinking are DLP and EMI. These programs a) enhance language proficiency and cultural adaptability, b) improve cognitive skills and academic performance, c) boost teacher performance and student motivation, and d) improve language skills.

Enhances Language Proficiency and Cultural Adaptability. BE improves language proficiency and cross-cultural skills, preparing students for multicultural contexts. In Asia, it enhances language skills and cultural adaptability (Haijing & Chano, 2024; Muniroh et al., 2022). The China Panorama Curriculum helped ASEAN students integrate into Chinese society while teachers' and students' English proficiency and cultural adaptability in Indonesian programs increased (Muniroh et

al., 2022). Sukardi and Riandi (2021) also found that bilingual science instruction aids complex term comprehension.

Improved Cognitive Skills and Academic Performance. BE has positive effects on cognitive flexibility and academic performance. Immersion programs in Indonesia, such as Kampung Inggris Pare (KIP), help students build confidence and practical English skills, addressing gaps left by traditional education systems (Pratiwi et al., 2020). KIP enhances learners' English-speaking skills, overcomes conventional education gaps, and boosts their confidence. Additionally, Wang et al. (2024) reported that bilingual storytelling with picture books supports young students linguistic and emotional development. In Taiwan, Lai (2024) demonstrated that English Immersion Programs (EIPs) effectively improved students' listening and reading skills. Şahan and Şahan (2021) found that students in full EMI programs in Turkey were highly motivated by career prospects. Also, Karabulut and Dollar (2022) demonstrated the positive impact of TP on improving writing skills, particularly in vocabulary, grammar, cohesion, and coherence. BE impact on academic achievement is portrayed when students using TP outperformed those in traditional English-only instruction.

Boosts Teacher Performance and Student Motivation. BE boosts teacher performance and student motivation. ElJishi et al. (2022) found that Saudi Arabian bilingual instructors (Arabic-English) achieved higher student engagement than monolingual instructors. In Hong Kong, Wong (2020) observed that L1 use in English reading lessons helped low-proficient students comprehend the material and engage actively in class. Additionally, Wu and Caceda (2024) noted that online English lessons with U.S. teachers created authentic learning experiences, boosting student motivation and engagement.

Improves Language Skills. Lai (2024) evaluated Taiwan's EIPs and showed their positive effects on language skill development, particularly in listening and reading abilities. Programs like EIPs in Taiwan significantly improve students' English skills, suggesting that bilingual education can support dual-language proficiency when well-structured

Negative Impacts

Despite the positive impacts, the researchers identified several negative effects in the reviewed articles, including a) struggles with language comprehension in EMI contexts, b) overreliance on First Language (L1) limiting English Acquisition, c) cultural misunderstandings and psychological strain, d) inadequate teacher proficiency, and e) financial and logistical constraints.

Struggles with Language Comprehension in EMI Contexts. BE programs in Asia face challenges in language comprehension, especially in EMI settings. In Hong Kong, Sri Lanka, and Indonesia, students struggle to understand complex subjects taught in English due to insufficient L1 support, which hampers learning and impacts academic performance. Mahawattha and Rassool (2023) highlight how Sri Lankan students face difficulties transitioning to EMI due to weak foundational English skills and limited support. Pratiwi et al. (2020) note that Indonesian learners often lack practical English despite KIP program improvements. Sukardi and Riandi (2021) stress the need for dual-language instruction in Indonesian science classes, as students require repeated explanations in English. Wong (2020) observes similar comprehension issues in Hong Kong EMI classrooms, limiting student engagement and success.

Limits English Acquisition Through Overreliance on First Language (L1). Over-reliance on one's L1 can hinder English language development and prevent full immersion. Hong Kong students with lower English proficiency often use L1 as a coping mechanism, which limits their progress in acquiring and using English in academic contexts. This reliance on L1 reduces students' motivation to actively engage with English, as they feel more comfortable using their native language in challenging

academic situations. While this approach can be helpful in the short term, it ultimately slows down English acquisition and immersion, undermining the bilingual program's goals (Wong, 2020).

Faces Cultural Misunderstandings and Psychological Strain. BE exposes students to new cultures but can also lead to misunderstandings and psychological strain. Muniroh et al. (2022) showed how cultural differences in bilingual programs sometimes challenge Indonesian students. ASEAN students in China, for instance, report issues such as homesickness, loneliness, and academic stress, stemming from cultural and linguistic differences. These challenges negatively impact their mental well-being and academic focus (Haijing & Chano, 2024). The pressure of adapting to a foreign cultural environment often leads to feelings of isolation and psychological stress, which can hinder students' ability to thrive in a bilingual setting and affect their academic performance.

Inadequate Teacher Proficiency. Teacher proficiency in both languages is crucial for effective implementation. However, in some regions, teachers may lack proficiency in one or both of the languages used in bilingual programs, leading to unclear and inconsistent instruction. This limitation confuses students and leads to BE's reduced effectiveness. In Indonesia and China, instructors often struggle to balance instruction between English and the native language (Muniroh et al., 2022; Haijing & Chano, 2024). Muniroh et al. (2022) note that Indonesian teachers in bilingual programs frequently face challenges in providing clear instruction in both languages. Similarly, Haijing and Chano (2024) mention that limited English proficiency among some Chinese teachers creates communication barriers, further complicating the learning process.

Financial and Logistical Constraints. Finally, financial and logistical constraints can limit the quality of teaching in bilingual programs. Haijing and Chano (2024) note that high costs associated with specialized teaching materials and resources can strain educational institutions and students. This issue is particularly prevalent in regions like China, where the cost of living for ASEAN students presents an additional financial burden, affecting their participation and comfort in bilingual programs, which impacts the overall success of these educational efforts.

Suggestions and Recommendations to Improve Bilingual Education in Asian Educational Settings

Despite the impacts of the implementation of BE in the Asian educational setting, some authors have provided suggestions and recommendations that can serve as a basis for future research, such as a) increasing teacher training and professional development (ElJishi et al., 2022; Haijing & Chano, 2024; Mahawattha & Rassool, 2023; Muniroh et al., 2022), b) integrating native language support in EMI programs (ElJishi et al., 2022; Karabulut & Yesim, 2022; Mahawattha & Rassool, 2023; Pratiwi et al., 2020; Sukardi & Riandi, 2021; Wong, 2020), and c) utilizing authentic learning experiences and technology (Wu & Caceda, 2024).

Increase Teacher Training and Professional Development

To improve Asian BE, additional training in bilingual teaching and cultural sensitivity is recommended, especially for instructors in Saudi Arabia and Indonesia (ElJishi et al., 2022; Muniroh et al., 2022). ElJishi et al. (2022) emphasize training programs to help Saudi teachers balance Arabic and English instruction, improving engagement and outcomes. Muniroh et al. (2022) advocate professional development in Indonesia, focusing on managing bilingual classrooms, developing culturally relevant curricula, and integrating English with local languages. Haijing and Chano (2024) also highlight training to enhance English proficiency and support ASEAN students' psychological adjustment.

Mahawattha and Rassool (2023) recommend academic literacy programs over general English courses to improve EMI outcomes, emphasizing teacher training in specialized academic skills. ElJishi et al. (2022) also suggest hiring more bilingual instructors to support BE and align with training initiatives. Karabulut and Yesim (2022) propose exploring TP for specific language skills, including online use with diverse students. They recommend combining approaches to enhance outcomes and gathering teacher feedback, aligning TP with professional development.

Integrate Native Language Supporting EMI Programs

Providing L1 support in EMI programs improves comprehension, especially for students with lower English proficiency, as seen in Hong Kong and Sri Lanka (Wong, 2020; Mahawattha & Rassool, 2023). Wong (2020) recommends using L1 to aid comprehension and participation, while Mahawattha and Rassool (2023) advocate academic literacy programs to support Sri Lankan students in EMI without compromising understanding.

Sukardi and Riandi (2021) proposed bilingual strategies in science education, emphasizing confidence-building in English. Pratiwi et al. (2020) suggested expanding KIP-style English villages to enhance language accessibility. ElJishi et al. (2022) recommended bilingual instruction in Saudi universities' early years, supporting L1 usage alongside English in EMI programs. Karabulut and Yesim (2022) call for larger studies with diverse participants to compare bilingual and English-only instruction, aligning with efforts to improve BE by evaluating the effectiveness of bilingual approaches.

Use of Authentic Learning Experiences and Technology

Authentic learning, such as online lessons with native speakers, motivates students by providing real-life language exposure. Wu and Caceda (2024) highlight Taiwan's use of online English lessons with U.S. teachers as an effective approach to boosting motivation and language learning. Interacting with native speakers online helps students engage more and develop practical language skills in a realistic setting.

DISCUSSION

DLP fosters cultural competence by balancing English and L1 instruction, preparing students for multicultural environments, and improving participation in international discussions. This method is well known for its balanced language development, which fosters bilingual skills and cultural identity, which is important in multicultural societies. However, DLPs require skilled bilingual teachers and strong institutional support to help students become fully proficient in both languages, leading to uneven learning outcomes. EMI, popular in Asia for enhancing English skills, prepares students for global careers but can challenge those with limited English proficiency. Relying only on English can also threaten native languages over time. To address these issues, EMI would benefit from incorporating native language support to help students overcome language barriers, especially in complex subjects. Translanguaging allows students to use both languages in academic settings, improving engagement and understanding, particularly for those with limited English. While inclusive, it can complicate assessments due to language switching.

Each approach has strengths and weaknesses. DLP fosters cultural competence but demands significant resources. EMI boosts global career readiness but may exacerbate inequalities without native language support. Translanguaging creates an inclusive environment but requires skilled teachers and adaptable assessments. Bilingual education in Asia improves language skills, cultural adaptability, cognitive flexibility, and academic performance. Programs like Taiwan's EIPs enhance listening and reading skills, but challenges such as limited L1 support, overreliance on L1, and teacher proficiency persist. Addressing these with better training, funding, and cultural support is essential.

Improving bilingual education in Asia requires standardized teacher training, native language support in EMI, and leveraging technology for better language exposure and proficiency. Adaptable policies should honor linguistic identities while building English skills for global engagement. Effective programs like DLP and EMI need skilled teachers and support, while translanguaging enhances inclusivity despite assessment challenges. Addressing these issues can create a more inclusive bilingual education system.

CONCLUSION

Asian BE strategies like DLPs, EMI, and translanguaging promote language and cultural learning. These approaches prepare students for international opportunities but require trained teachers, bilingual resources, and support for students with low English proficiency. While BE enhances language skills, issues like unequal access and resource limitations remain. Success requires more L1 resources, teacher training, and support to reduce student stress.

For BE to be effective, researchers recommend that schools support bilingual instruction, integrate L1 in English learning, and use technology to make learning engaging. Future BE research in Asia should explore more countries, investigate the dominance of current strategies, determine undetermined approaches, and examine the effect of cultural attitudes toward BE. Teacher proficiency and resource shortages should also be addressed to improve BE in diverse, resource-constrained settings.

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