



Examining the Implementation Efficacy of Public English Policies in Chinese Universities

A Qualitative Analysis of Teachers' Perspectives



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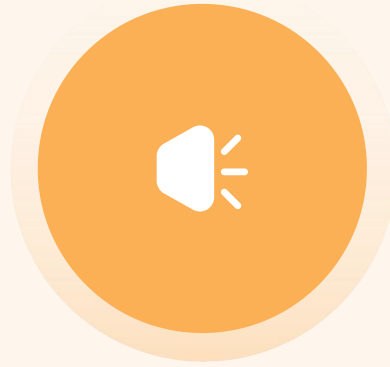
Introduction to Public English Policies

• Overview of English Policies in China



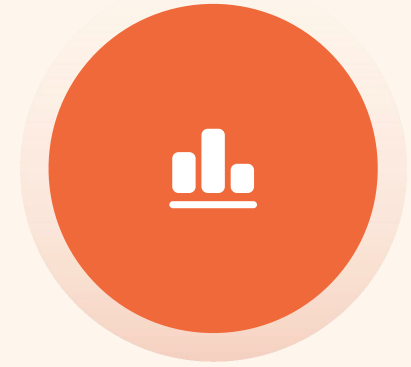
Historical Development of English Education Policies

English education in China has evolved from a foreign language to a core subject since the 1980s. The introduction of CET-4/6 in the 1990s aimed to standardize English proficiency across universities.



Current Policy Landscape

The Common European Framework of Reference (CEFR) has been integrated into Chinese university curricula. Policies now focus on developing communicative competence and critical thinking skills.



Policy Objectives and Expected Outcomes

To enhance students' English proficiency for global competitiveness. To align Chinese education standards with international benchmarks.

✓ 02 Part

**Theoretical
Frameworks**

• Ball's Policy Cycle Theory

01

Policy as a Social Process

Policies are not implemented in a vacuum but are shaped by social, political, and cultural contexts.

Teachers' interpretations and adaptations are crucial in the policy implementation process.

02

Interaction Between Policy Makers and Implementers

Continuous feedback loops between policymakers and teachers ensure policy relevance.

Teachers' agency can either facilitate or hinder policy implementation.

03

Contextual Influences on Policy Outcomes

Regional and institutional differences impact how policies are received and applied.

Resource availability and administrative support play significant roles.

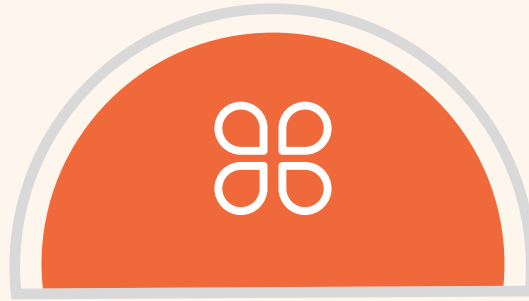
• Ecological Teacher Agency



Individual Factors Influencing Teacher Agency

Teachers' beliefs, experiences, and professional development shape their approach to policy implementation.

Personal motivations and teaching philosophies drive adaptation strategies.



Institutional Constraints and Support

University policies, resource allocation, and administrative priorities influence teachers' ability to implement policies effectively.

Supportive environments encourage innovative teaching practices.



Sociocultural Contexts

Cultural expectations and societal values impact how teachers perceive and adapt policies.

Balancing global standards with local cultural identity is a key challenge.

• Street-Level Bureaucracy



Teachers as Frontline Policy Implementers

Teachers are directly responsible for translating policies into classroom practices.

Their decisions impact student learning outcomes.



Discretion and Decision-Making

Teachers exercise discretion in how they interpret and apply policies. This discretion can lead to variations in implementation across different institutions.



Impact on Student Learning

Effective implementation enhances students' language skills and global competence.

Inadequate implementation can result in skill gaps and reduced student motivation.

• Organizational Learning



Reflection and Continuous Improvement

Teachers engage in reflective practice to identify areas for improvement. Regular feedback and professional development opportunities support ongoing learning.



Systemic Thinking in Policy Implementation

Policies are viewed as part of a larger educational system. Interconnectedness of policies ensures comprehensive development of language skills.



Creating a Learning Culture

Universities that foster a culture of learning encourage teachers to experiment with new teaching methods. Collaboration and knowledge sharing among teachers enhance policy effectiveness.

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**Research Design
and Methodology**

• Research Objectives

01

Understanding Teacher Perspectives



To explore how teachers perceive and adapt public English policies.
To identify factors influencing their implementation strategies.

02

Identifying Institutional Barriers



To uncover challenges faced by teachers in implementing policies.
To examine the role of institutional support in overcoming these barriers.

03

Exploring Cultural Identity Tensions



To investigate how teachers balance global standards with Chinese cultural identity.
To understand the impact on curriculum design and teaching practices.

• Research Questions



Teacher Interpretations and Adaptations

How do teachers perceive the Common European Framework of Reference (CEFR) and CET-4/6 policies?

What strategies do they employ to adapt these policies to local contexts?



Barriers to Effective Implementation

What institutional barriers hinder the effective implementation of English policies?

How do resource constraints and administrative support impact teachers' ability to implement policies?

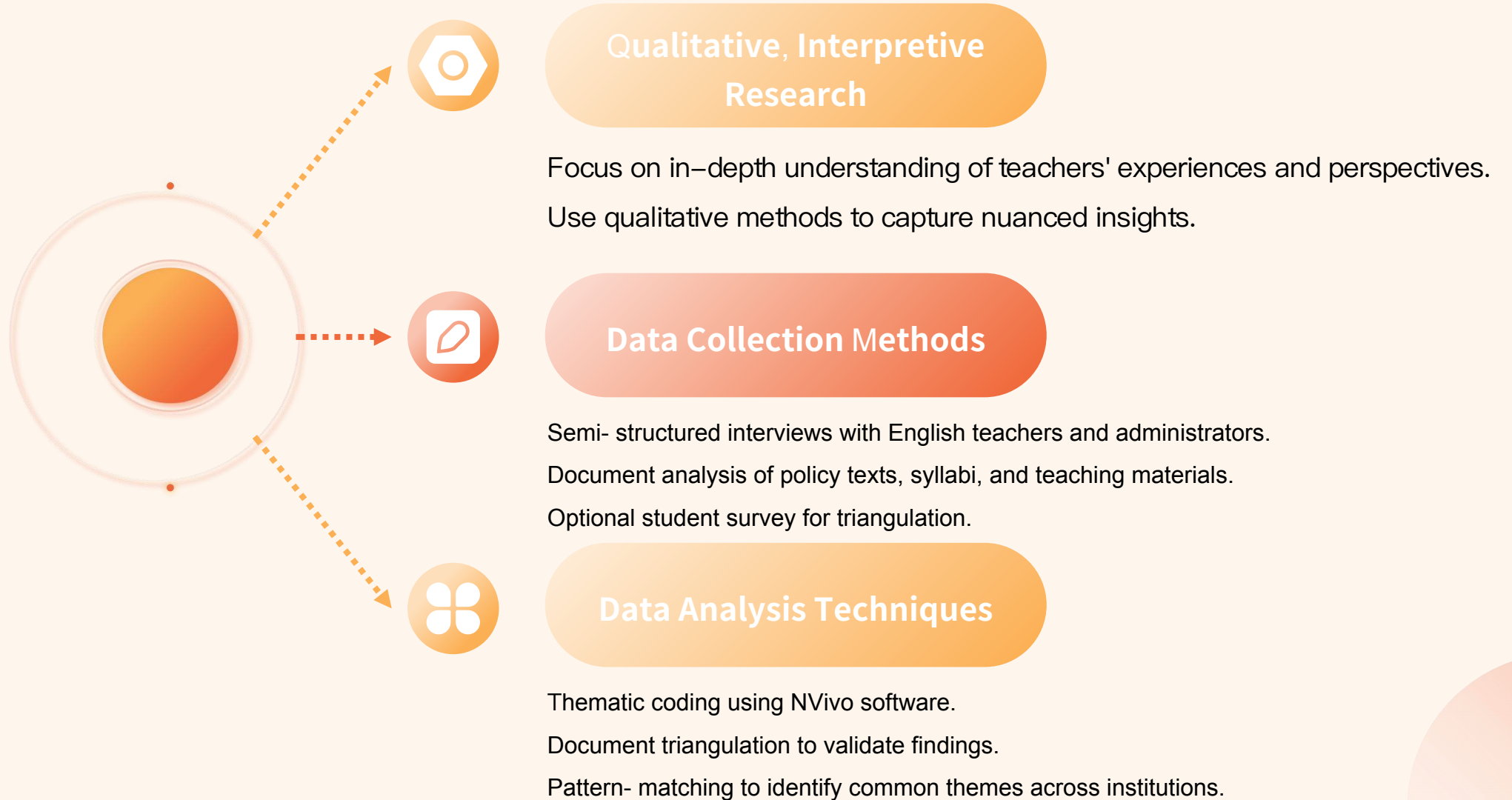


Balancing Globalization and Cultural Identity

How do teachers integrate English language skills with Chinese cultural values?

What tensions arise between global engagement and cultural preservation?

• Methodological Approach



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**Participants and
Sampling**

• Participant Selection

Teacher Participants

15–20 English teachers with at least three years of experience in implementing CEFR and CET–4/6.

Purposive sampling to ensure participants have relevant experience and insights.

Administrator Participants

2–5 administrators responsible for English language policy implementation.

Their perspectives provide context on institutional support and challenges.

• Sampling Strategy



Purposive Sampling

Select participants based on their experience and expertise in English language education.

Ensure a diverse range of perspectives from different types of universities.



Snowball Sampling

Use initial participants to identify additional potential participants.

Expand the sample to include a broader range of experiences.

• Institutional Context

Research-Intensive Universities

Focus on universities with strong research profiles and resources.

Explore how policies are implemented in resource- rich environments.

Teaching-Focused Universities

Include universities primarily focused on teaching.

Examine the challenges faced in resource- constrained settings.



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Educator Adaptations and Institutional Influences

• Teacher Perceptions and Practices



Local Reinterpretation of Policies

Teachers adapt policies to meet the specific needs of their students.

Local contexts influence how policies are implemented in the classroom.



CET-4/6 as a Driving Force

The CET-4/6 exam significantly influences teaching practices.

Teachers focus on exam preparation to ensure students' success.



Skill Development Emphasis

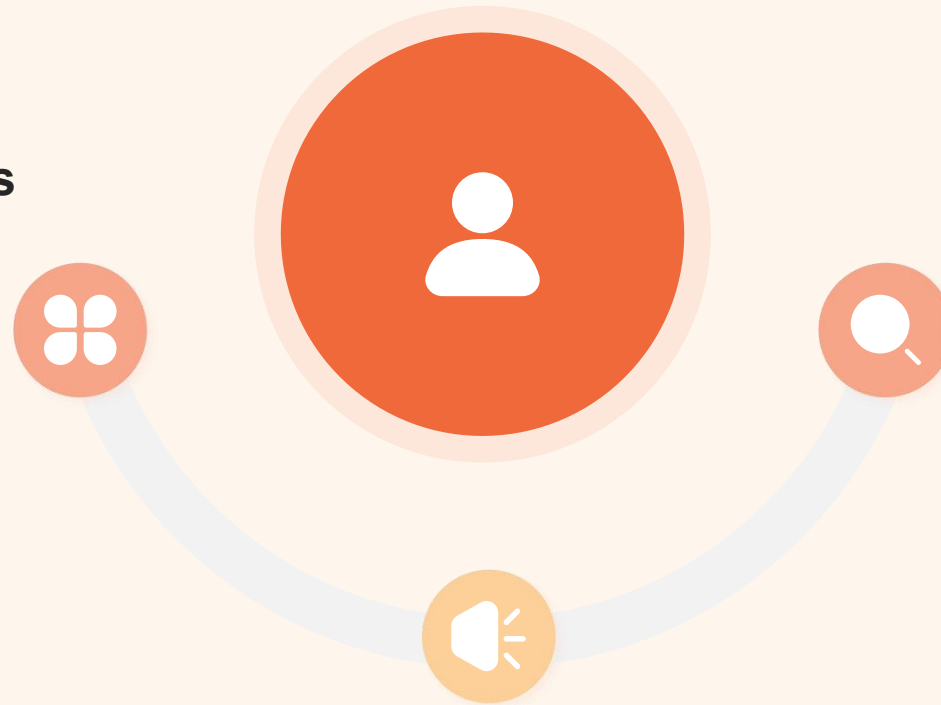
Policies emphasize the development of communicative and critical thinking skills.

Teachers integrate these skills into their teaching methods.

• Institutional Variation

Resource-Rich Universities

Universities with abundant resources support innovative teaching practices. Teachers have access to advanced technology and professional development opportunities.



Policy Implementation Strategies

Different universities adopt varying strategies to implement English policies. Institutional priorities and resource availability shape these strategies.

Resource-Constrained Universities

Universities with limited resources prioritize foundational skill delivery. Teachers face challenges in implementing advanced teaching methods.



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Structural Constraints and Teacher Agency

• Barriers to Effective Implementation

01



Resource Inequality

Unequal access to digital and teaching resources hinders policy implementation. Teachers in resource-constrained universities face significant challenges.

02



Training Limitations

External training programs may not be applicable to local contexts. Teachers struggle to apply learned strategies in their specific environments.

03



Provincial Policy Variability

Provincial translations of national policies add complexity. Teachers must navigate additional layers of policy interpretation.

• Teacher Agency in Overcoming Barriers



Adapting Within Constraints

Teachers find creative ways to support student outcomes despite limitations. They modify policies to fit local needs and resource availability.



Innovative Teaching Practices

Teachers experiment with new teaching methods to enhance student learning. They collaborate with colleagues to share knowledge and resources.



Advocacy for Change

Teachers advocate for better resources and support from their institutions. They participate in policy discussions to influence future policy development.



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Globalization and Cultural Identity

• Tensions Between Globalization and Cultural Preservation

English as a Global Language

English is essential for global engagement and competitiveness.

Policies promote English proficiency to meet international standards.



Cultural Identity Concerns

There is a risk of cultural displacement with the emphasis on English.

Teachers strive to maintain Chinese cultural identity in their teaching.

Balancing Competing Goals

The challenge lies in integrating English skills with Chinese cultural values.

Teachers navigate this tension in their curriculum design.

• Teacher Responses to Cultural Tensions

Hybrid Curricula

Teachers develop hybrid curricula that combine English skills with Chinese cultural content. This approach ensures students are globally competent while preserving cultural identity.

Integrating Cultural Elements

Teachers incorporate Chinese cultural elements into English lessons. This integration enhances students' appreciation of their cultural heritage.

Promoting Cultural Awareness

Teachers emphasize the importance of cultural awareness in global communication. They prepare students to engage respectfully with diverse cultures.

• Ongoing Debate

Modernization vs. Cultural Displacement

The debate centers on the impact of English education on Chinese culture.

Some argue that modernization inevitably leads to cultural displacement.

Cultural Resilience

Others believe that Chinese culture is resilient and can coexist with global influences.

Teachers play a crucial role in fostering this coexistence.



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Contribution, Limitations, and Future Work

• Research Contribution



Bottom-Up Insights

Provide valuable insights from teachers' perspectives on policy implementation.

Highlight the importance of teacher agency in the policy process.



Recommendations for Policy Improvement

Offer practical recommendations for more teacher- responsive policies.

Suggest ways to enhance institutional support for effective implementation.

• Research Limitations

Geographical Focus

The study is limited to universities in Shandong province.
Findings may not be generalizable to other regions.

Sample Diversity

The sample size and diversity may limit the scope of the findings.
Future research could benefit from a larger and more diverse sample.

• Future Research Directions

Regional Expansion

Expand the study to include universities in other provinces.
Compare findings across different regions to identify regional variations.

Diverse University Types

Include a broader range of university types in future research.
Examine how policies are implemented in different educational contexts.

Longitudinal Impact Tracking

Conduct longitudinal studies to track the long-term impact of policies.
Assess the sustained effectiveness of policy implementation over time.

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