

# Bridging Policy and Practice: Examining the Implementation of Teaching Chinese as a Foreign Language Curriculum Policies for Bangladeshi Students in Chongqing Universities

Zhang Lingli<sup>1\*</sup>

<sup>1</sup> Centre for the Promotion of Knowledge and Language Learning, Universiti Malaysia Sabah (UMS), Sabah, Malaysia

\*Corresponding Author: [zhang\\_lingli\\_du21@iluv.ums.edu.my](mailto:zhang_lingli_du21@iluv.ums.edu.my)

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**Abstract:** *This study examines Chinese instruction policies from the perspective of Bangladeshi college students in Chongqing. Despite the Chinese Ministry of Education's standard structure, policy and classroom implementation vary. These gaps are caused by institutional constraints, instructor under preparedness, and student challenges. These elements affect language learning and learning experiences. This research uses mixed-methods, combining qualitative classroom observations and interviews with quantitative statistical analysis from surveys. The findings show that tight curricular frameworks, overreliance on standardized testing, and cultural inflexibility hinder language teaching. TCFL laws emphasize language skills, however many students struggle with phonetic variations, new pedagogical methods, and a lack of culturally relevant learning tools. This study recommends a hybrid strategy that combines flexible, student-centered teaching methods, increased teacher training, and institutional support mechanisms like language exchange programs and curriculum revisions to improve policy implementation. These findings contribute to foreign language education policy by suggesting ways to make teaching English to speakers of other languages (TCFL) more inclusive and successful for international students.*

**Keywords:** Teaching Chinese as a Foreign Language (TCFL), policy implementation, Bangladeshi students, curriculum adaptation, language education, Chongqing universities

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## 1. Introduction

Chinese as a Foreign Language instruction has changed significantly in recent decades. This evolution is due to China's global influence and educational reforms. Hanban (2014) describes the TCFL system as hierarchical, with the Ministry of Education (MoE) setting policy and universities and teachers implementing it. Gong et al. (2020) say national policies created TCFL rules. The Center for Language Instruction and Cooperation (CLEC), previously Hanban, oversees foreign Chinese language courses. The Chinese Ministry of Education (2024) states that foreign language instruction in China uses standardized syllabi, authorized textbooks, and competence tests like the Hanyu Shuiping Kaoshi. This ensures language teaching is consistent across institutions.

The Chinese government has steadily updated TCFL policies to fit global educational trends and the rising number of international students. After the Reform and Opening-up of 1978, TCFL policy has gone through three key phases: the initial phase from 1950 to 1977, the growth phase from 1978 to 2009, and the globalization phase since 2010 (Li, 2020). Recent policy reforms emphasize linguistic and cultural competence to support China's soft power aims (Hanban, 2014). Digital learning technologies and online teaching platforms have also altered TCFL techniques, making Chinese language training more accessible to international students (Reich et al., 2020). Despite these advances, legislative aims and classroom methods differ. This is because local institutions and instructors interpret and implement policies differently (Lewis et al., 2003).

Bangladesh is a significant participant in China's Belt and Road Initiative (BRI), which has increased student exchanges, according to Liu and Wu (2014). Since 2006, Confucius Institutes in Bangladesh have made Chinese language study easier, resulting in more Bangladeshi students studying in China (Chinese Ministry of Education, 2024). Chongqing is a good case study for TCFL law implementation since Bangladeshi students are rising (Cao et al., 2021). Chongqing is a major Chinese educational hub. Williams et al. (1994) found that Bangladeshi students struggle to adapt to the Chinese curriculum due to language, cultural, and institutional differences. Even though the Chinese government has taken methodical steps. The implementation of the Traditional Chinese Foreign Language (TCFL) policy for Bangladeshi students in Chongqing will reveal the effectiveness of current policies and suggest ways to make language teaching more inclusive and efficient.

### **1.1 Problem Statement**

China has well-structured guidelines for Teaching Chinese as a Foreign Language (TCFL), however the curriculum presented in classrooms differs greatly from the intended curriculum. Standardised syllabi, certified textbooks, and competency exams like Hanyu Shuiping Kaoshi (HSK) are some of the Ministry of Education (MoE)'s national-level policies to ensure TCFL uniformity (Chinese Ministry of Education, 2024). Several studies have revealed that institutional implementation of these policies is not always complete. This is especially true in international schools (Gong et al., 2020). Lewis et al. (2003) found that policy drift occurs when teachers and administrators adapt the curriculum to their instructional circumstances. This may be due to institution restrictions or curricular interpretations. Shadieff and Yang (2020) discovered that when rules are drafted differently from their classroom implementation, foreign students may have different learning experiences and results.

Policymakers want to promote language acquisition for international students via TCFL curricular rules, but implementing them is often difficult. As intermediaries between policymakers and educators, administrators encounter obstacles such as insufficient resources, poor faculty training, and difficulty aligning institutional practices with national standards, according to Williams et al. (1994). According to Wang et al. (2021), university administrators may struggle to provide adequate teaching materials and a consistent curriculum.

Instructors have additional challenges while adapting to TCFL rules. According to O'Sullivan (2002), many teachers struggle to align their methods to the curriculum. This is especially true when faced with diverse student backgrounds and learning needs. Due to poor policy implementation training, teachers cannot effectively apply new pedagogical techniques (Karavas-Doukas, 1995). Williams et al. (1994) also note that instructors may reject policy changes if they believe the prescribed curriculum does not match classroom practice. These

difficulties necessitate a more flexible and context-sensitive TCFL policy implementation. This ensures that the policy meets the needs of international students, notably Bangladeshi ones.

## 1.2 Research Objectives

1. Effectively Implementing TCFL Policies.
2. Finding Influential Factors.
3. Recommending Policy Execution Improvements.

## 1.3 Research Questions

1. How is the TCFL curriculum policy being implemented?
2. How do elements affect its execution?
3. Policy implementation can be improved where?

## 1.4 Significance of the Study

This study has substantial implications for the creation and updating of TCFL curricular policies, particularly for ensuring their successful implementation for international students at Chinese universities. This research examines how TCFL regulations are implemented in Chongqing universities to better understand the gaps between policy design and classroom practices. According to studies, institutional implementation often causes language education inconsistencies (Gong et al., 2020). This happens despite established foreign language instruction norms. Understanding these challenges would allow curricular adjustments to better meet the needs of overseas students, particularly Bangladeshi students (Chinese Ministry of Education, 2024). This research will also provide policy coherence suggestions to ensure that TCFL curriculum design takes into consideration both national language education objectives and classroom realities (Wang et al., 2021).

Effective TCFL programs are crucial for international students' language acquisition. Research shows that students often face obstacles like inadequate instructional assistance, a lack of culturally appropriate teaching materials, and a mismatch between curriculum objectives and language competency (Williams et al., 1994). This project seeks to improve Bangladeshi students' learning experiences by examining their experiences. TCFL policies should promote engagement and language retention, according to this research (O'Sullivan, 2002). The findings will also help policymakers, educators, and institutions create a more inclusive and successful TCFL learning environment for international students.

## 2. Literature Review

### 2.1 Language Education Policy and Curriculum Implementation

Chinese language planning and policy have shaped Teaching Chinese as a Foreign Language (TCFL). Kaplan and Baldauf (1997) define language planning as laws, rules, and administrative activities that affect language acquisition, structure, and community role. Ministry of Education of China (2024) China has a top-down language planning paradigm, with the Ministry of Education (MoE) and the Center for Language Education and Cooperation (CLEC) creating comprehensive language learning (TCFL) policies. TCFL in China has gone through three phases: the initial phase (1750–1977), when it focused on preparatory language education for foreign students; the expansion phase (1978–2009), when the reform and opening-up policy increased international student enrollment; and the globalization phase (2010–present), when China aims to increase. The Hanyu Shuiping Kaoshi (HSK), a standardized competency test, guides TCFL curriculum and evaluation (Hanban, 2014). One of the main tools for policy enforcement.

China's language plan has expanded TCFL education worldwide, although some studies have shown institutional implementation challenges. National standards need a similar approach to Chinese language instruction, but regional differences in educational resources, teacher training, and institutional goals cause inconsistencies (Gong et al., 2020). Lewis et al. (2003) also discuss policy drift, which occurs when local teaching techniques and practical restrictions modify curriculum policies throughout implementation. These issues highlight the need for a language policy that is more context-sensitive and considers international students' needs. The Chinese TCFL curriculum is designed to be nationally standardized. It uses planned syllabi, texts, and competence exams to ensure consistent instruction. Hanban (2014) states that the International Curriculum for Chinese Language Education, first published in 2008 and updated in 2014, is the main framework for TCFL course structure. This program covers pronunciation, grammar, vocabulary, and conversation (Wang et al, 2021). This curriculum also covers cultural awareness, cross-cultural communication, and language use.

The policy framework for target language learning (TCFL) requires HSK-based competence categorization. The curriculum needs digital learning materials in addition to government-recommended textbooks like the "Great Wall Chinese" series to aid language development (Chinese Ministry of Education, 2024). Despite the policy's consistency guarantee, instructors' autonomy and institutions' flexibility are limited. This may cause curricular aims to differ from classroom realities (Williams et al., 1994). Recent studies have highlighted the challenges of curriculum implementation, particularly in schools with diverse international student populations. TCFL programs often emphasize language over conversational abilities, according to O'Sullivan (2002). For more, Karavas-Doukas (1995) argues that teachers struggle to combine policy mandates with student-centered approaches, which leads to student disengagement. Gong et al. (2020) also argue that assessment-driven learning techniques prioritize HSK test passage over language competency. Research suggests curricular flexibility is needed to bridge these inequalities. To effectively serve international students, particularly Bangladeshis, interactive teaching methods, culturally relevant materials, and individualized education are needed (Liu & Wu, 2014). This study seeks practical solutions to improve TCFL policy implementation in Chongqing institutions. This will be done by critically evaluating TCFL's curricular policy framework.

## **2.2 Challenges in Implementing TCFL Policies**

One of the biggest challenges in implementing Chinese as a Foreign Language regulations is the gap between classroom and curriculum policies. Due to institutional constraints and instructor changes, classroom implementation often differs from national plans on standardized syllabi, controlled texts, and scheduled competence assessments (Gong et al., 2020). The Chinese Ministry of Education (2024) policy guidelines mirror the Hanyu Shuiping Kaoshi (HSK) examination structure. Foreign language (TCFL) programs must follow standardized lesson plans. Research shows that educators and administrators often adjust the curriculum to meet student needs, resource constraints, and institution expectations (Lewis et al., 2003). The lack of contextual flexibility in TCFL regulations is a major cause of curricular drift. According to Karavas-Doukas (1995), several universities, like Chongqing, adopt rigorous instructional strategies that emphasize grammar and exams. Interactive and conversational learning methods are often sacrificed. This stringent structure may discourage student engagement, especially among international students like Bangladeshi students who struggle with rote memory-based instruction (O'Sullivan, 2002). Research shows that university administrators and instructors understand rules differently, resulting in diverse teaching methods (Wang, 2019).

Implementing the TCFL policy requires appropriate resources, teacher training, and institutional support. Research shows that many schools lack the facilities, staff, and finances to adequately apply national curriculum requirements (Williams et al., 1994). Schools may run out of government-approved textbooks, forcing teachers to use non-standardized materials. This can cause language instruction discrepancies (Hanban, 2014). Teacher preparedness affects TCFL policy implementation. China has criteria for Chinese language instructors (Hanban, 2014), yet many universities fail to provide enough professional development, especially in multicultural classrooms (Liu & Wu, 2014). This is troublesome since China has many universities. Studies show that many instructors of English to speakers of other languages (TCFL) lack training in second language acquisition and instructing students from diverse linguistic origins (O'Sullivan, 2002). According to Gong et al. (2020), a lack of preparation may lead to teacher-centered education, which emphasizes vocabulary and grammar drills above communication skills.

Additional institutional factors help execute TCFL. Administrative guidelines, class sizes, and student assistance programs are examples. Wang (2014) found that universities with large international student populations often fail to provide tailored language instruction, which makes learning inefficient for students from non-Chinese-speaking homes. Administrative rigor in TCFL implementation can also limit teacher autonomy, preventing them from changing curriculum to student needs (Karavas-Doukas, 1995). Research suggests that colleges should train teachers, provide resources, and encourage flexible curriculum models that accommodate international students' learning patterns (Williams et al., 1994). These actions should enhance foreign language policy implementation. This study seeks to explore how these variables affect TCFL policy implementation at Chongqing institutions and to offer solutions that may bridge the policy-practice divide.

### **2.3 Bangladeshi Students' Experience in Learning Chinese**

Many variables influence Bangladeshi students' motivation to study Chinese. These include economic opportunity, education, and cultural curiosity. Bangladeshi students seeking jobs in China and Chinese-affiliated firms are demanding more Chinese language proficiency due to China's growing economic influence, particularly through the Belt and Road Initiative (BRI) (Liu & Wu, 2014). Wang (2014) say instrumental motivation drives TCFL student participation. Many students believe learning Chinese will lead to scholarships, jobs, and worldwide collaboration. Bangladeshi students study in China for job advancement, academic funding, and exchange programs. The Chinese Government Scholarship (CGS) and Confucius Institute-funded initiatives have made higher education in China more accessible, encouraging students to enrol in TCFL colleges (Chinese Ministry of Education, 2024). Gong et al. (2020) study found that Bangladeshi students are driven by their interest in Chinese culture and history and worldwide networking opportunities. Although motivation is high in the early stages of language acquisition, many students face academic and linguistic issues that affect their long-term commitment (O'Sullivan, 2002).

Despite their motivation, Bangladeshi students studying Chinese sometimes struggle with culture and language. One of the biggest challenges to language transmission between Bengali and Chinese is their structural disparities in phonetics, grammar, and writing systems. According to Karavas-Doukas (1995), Bengali is an Indo-Aryan alphabetic language, while Chinese is tonal and utilizes logographic letters. Bangladeshi students struggle to learn Chinese pronunciation and characters due to this disparity. In Williams et al. (194) found that children have trouble distinguishing tones, remembering characters, and constructing sentences, which slows language learning compared to students from similar languages. Cultural adjustment is

another major challenge. Chinese schools emphasize rote memorization and teacher-centered instruction over interactive and discussion-based learning, which Bangladeshi students may be more comfortable with (Snyder et al., 1992). Due of this, many Bangladeshi students struggle to adapt to Chinese schooling. Classroom culture, social norms, and communication styles can also hinder teacher-student relationships, which affects language learning (Lewis et al., 2003). Social integration issues may also affect students' ability to learn Chinese outside of school. Bangladeshi students seldom interact with local Chinese speakers, which affects their language application (Hanban, 2014). Even though some institutions provide language exchange and cultural immersion programs. Wang (2019) suggest that a lack of practical experience may cause low confidence and delayed language learning. This study suggests that universities should adapt their English as a foreign language (TCFL) teaching methods to accommodate linguistic disparities, introduce more interactive learning strategies, and support international students' cultural integration (Gong et al., 2020). This study investigates the criteria above to find ways to improve Bangladeshi students' Chinese learning experience in Chongqing.

#### **2.4 Theoretical Perspectives on Policy Implementation**

Top-down and bottom-up policy execution models can be used to analyze TCFL policy implementation. Sabatier (1986) say top-down policy implementation is hierarchical. This method requires subordinate administrative and institutional entities to follow national directions without alteration. In TCFL, the Chinese Ministry of Education and the Center for Language Education and Cooperation (CLEC) set policies. They set curricular standards, textbook requirements, and competence assessment frameworks like the Hanyu Shuiping Kaoshi (HSK) (Chinese Ministry of Education, 2024). The top-down paradigm ensures policy uniformity, however research shows that policies are poorly implemented in classrooms (Gong et al., 2020). Lewis et al. (2003) found that local implementation drift occurs when national policy ignores institutional barriers, teacher autonomy, and student diversity. Inflexible regulations also hinder adaptation, which is especially troublesome in classrooms with international students who may have different linguistic backgrounds and educational needs (Wang, 2019). In contrast, the bottom-up strategy involves students, instructors, and administrators in policy implementation (Lipsky, 2010). According to this paradigm, policy success depends on frontline implementers' capacity to understand and apply regulations in the classroom. University teacher-centered foreign language (TCFL) teachers often adjust teaching methods, evaluation methods, and resources to address student needs (O'Sullivan, 2002). These changes may promote language acquisition but may also cause policy inconsistencies between institutions (Karavas-Doukas, 1995).

Many scholars recommend a hybrid policy implementation paradigm that combines top-down enforcement with bottom-up flexibility (Macaro and Han, 2020). Both techniques would be used in this scenario. A hybrid approach to TCFL would combine centralized policy standards with institutional flexibility. This would allow colleges and professors to tailor curricula to individual pupils (Williams et al., 1994). Gong et al. (2020) say hybrid models require political, administrator, and educator partnership. This aligns national goals with classroom realities. This strategy supports teacher training, resource allocation, and curricular changes while maintaining national language education requirements (Hanban, 2014). Wang (2019) say hybrid methods bridge the gap between curriculum design and implementation. Blending coordinated policies with localized implementation does this.

### **3. Research Methodology**

#### **3.1 Research Design**

This mixed-method study uses qualitative and quantitative research methods to understand the Teaching Chinese as a Foreign Language (TCFL) policy at Chongqing colleges for Bangladeshi students. According to Creswell and Plano Clark (2017), the mixed-method approach allows triangulation, which ensures a more thorough assessment of policy implementation, variables that affect it, and opportunities for improvement. A qualitative technique is used to study policy interpretation and classroom practices using semi-structured interviews with administrators and teachers and classroom observations (Gong et al., 2020). This method reveals discrepancies between policies intended and executed (Lewis et al., 2003). It addresses teacher preparedness, resource allocation, and institutional restrictions. Qualitative data can also reveal students' motivation, cultural adaptability, and language challenges (Karavas-Doukas, 1995).

Wang (2019) suggest using quantitative methods to measure policy implementation through student surveys on learning motivation, teaching efficacy, and institutional support. Use SPSS (version 26) to analyse questionnaire data to find statistical patterns and relationships, such as between curriculum implementation and student language learning. Snyder et al. (1992) will examine their connection. This mixed-method research brings qualitative depth and quantitative breadth to TCFL policy evaluation to improve validity and dependability. This method simplifies data triangulation, enabling cross-verification from several perspectives (Creswell, 2014). The research will utilize this method to make evidence-based suggestions to improve TCFL curriculum implementation for Bangladeshi students in Chongqing.

#### **3.2 Data Collection Methods**

Classroom observations, surveys, and interviews are used to collect data for this study (Creswell & Plano Clark, 2017). A detailed review of the implementation of Teaching Chinese as a Foreign Language (TCFL) policy for Bangladeshi students in Chongqing institutions is our goal. According to Creswell, (2014) study, using both qualitative and quantitative methods improves findings' validity and reliability. Classroom observations provide first-hand knowledge on TCFL policy implementation. Lewis et al. (2003) say observations focus on instructional methods, curricular adherence, student-teacher interactions, and student evaluation. Karavas-Doukas (1995) suggests assessing classroom methods using the Communicative Orientation of Language Teaching (COLT) scale. These practices include lesson organization, student involvement, and teaching methods. NVivo (version 14.0) will be used to analyse video recordings of the observations to find curricular delivery patterns (Wang et al., 2022).

According to Williams et al. (1994), Bangladeshi students in Technology-Centered Foreign Language (TCFL) programs would take a standardized survey to assess their learning experiences, motivation, and perceived impediments. According to O'Sullivan (2002), the survey would include open-ended and Likert-scale questions to assess curricular efficacy, cultural adaptation, and institutional support. Data will be analyzed using SPSS version 26 to assess if student engagement affects policy implementation (Snyder et al., 1992). University authorities and TCFL instructors will participate in semi-structured interviews to understand policy implementation, institutional challenges, and teaching style changes (Gong et al., 2020). Participants can offer their thoughts in these interviews. Administrators will be asked about resource distribution, curriculum implementation, and institution support systems, while teachers will discuss classroom issues, student involvement, and teaching method changes

(Wang, 2019). Interview data will be processed and analyzed thematically in NVivo to identify policy knowledge and implementation themes (Creswell, 2014). This study will evaluate the implementation of teachers of foreign languages (TCFL) policy using classroom observations, student surveys, and stakeholder interviews to provide evidence-based curriculum improvements at Chinese universities.

### **3.3 Data Analysis Techniques**

NVivo analyzes qualitative data in this study, whereas SPSS analyzes quantitative data. To ensure full and rigorous examination, this selection was made. These analytical methods helped the research discover patterns, correlations, and theme insights during Chongqing institutions' TCFL policy implementation (Creswell & Plano Clark, 2017).

#### **3.3.1 NVivo for Qualitative Data Analysis**

NVivo (14.0) will be used to analyze qualitative data from classroom observations and administrator and teacher interviews. Gong et al. (2020) study found that NVivo's topic classification, content categorization, and recurring pattern presentation ensure data organization. Open, axial, and selective coding will reveal key topics including curriculum adherence, teaching method changes, and institution difficulties (Creswell, 2014). Karavas-Doukas (1995) suggests classifying classroom observation data using the Communicative Orientation of Language Teaching (COLT) scale. This ensures a complete assessment of instructional methods.

#### **3.3.2 SPSS for Quantitative Data Analysis**

Using SPSS version 26, Bangladeshi students' survey responses will be evaluated for statistical trends, linkages between policy implementation and student performance, and learning discrepancies. We'll utilize descriptive statistics to assess student motivation, curriculum efficacy, and institution support. In contrast, we will employ inferential statistics like t-tests and regression analysis to examine the relationship between TCFL implementation and language learning (Snyder et al., 1992). SPSS quantifies and validates data patterns, making study conclusions more reliable (O'Sullivan, 2002).

## **4. Findings and Discussion**

This section presents the study's findings, focusing on Chongqing institutions' TCFL curriculum policies for Bangladeshi students. The discussion highlights the differences between policy design and classroom implementation, as well as institutional, instructional, and student factors that affect policy implementation.

### **4.1 Implementation of TCFL Curriculum Policy**

The data show a large disparity between TCFL curricular policies and classroom implementation. The Chinese Ministry of Education (2024) regulates traditional Chinese as a foreign language (TCFL) using the Hanyu Shuiping Kaoshi (HSK) competency framework, planned syllabi, and recognized textbooks. However, classroom observations and interviews show that logistical constraints, instructor changes, and student diversity prevent many institutions from following these guidelines (Gong et al., 2020). This is because most colleges have varied student bodies.

Karavas-Doukas (1995) says teachers adapt lesson plans to student learning styles and ability levels. This contradicts TCFL policies emphasizing language education uniformity. According to Lewis et al. (2003), some teachers have missed curricular components due to time constraints

or pupils' difficulties grasping complex linguistic concepts. Prioritizing HSK Preparation above Communicative Capability (Wang, 2019). The policy framework prioritizes exam-oriented learning above communication skills, emphasizing grammar, vocabulary, and test-taking processes. The classroom observations revealed that students had too few interactive speaking chances, which may hinder their ability to use Chinese in real life (O'Sullivan, 2002). Government-approved textbooks like the "Great Wall Chinese" series are widely used, however some teachers add non-standardized content to address student needs (Williams et al., 1994). Many Bangladeshi students found the textbook examples culturally irrelevant, making it hard for them to relate to the information (Liu & Wu, 2014). Based on these findings, policy changes may be needed to increase instructional flexibility while maintaining language learning goals.

## **4.2 Key Factors Influencing Implementation**

### **4.2.1 Institutional Barriers**

Institutional constraints affect TCFL policy implementation. Insufficient resources, administrative rigidity, and huge classes are major issues. Resource Allocation: Many schools lack the funds to provide current teaching materials, digital learning tools, and language laboratories, which can boost language acquisition (Hanban, 2014). Administrative Rigidity: Institutional constraints prevent curriculum adaptation, limiting instructors' ability to use creative and student-centered teaching methods (Gong et al, 2020). Class Size and Student Support: Wang and Han (2002) found that overcrowded classes reduce student-teacher contact, making it harder to meet each student's learning needs.

### **4.2.2 Teacher Perspectives and Training Needs**

Despite their role in policy implementation, research shows that many instructors are underprepared in second language and intercultural education. Many instructors have highlighted that there are few opportunities for training in modern TCFL pedagogy, particularly interactive and communicative approaches (O'Sullivan, 2002). Since policy requires grammar-translation methods, Karavas-Doukas (1995) says instructors will often use them. However, they recognize the necessity for student-focused, dynamic strategies. Teacher exhaustion due to administrative demands, such as tight lesson preparation and paperwork, can limit instructional innovation (Williams et al., 1994). Lewis et al. (2003) found that expecting instructors to teach different student groups without guidance on curriculum modification increases teacher stress and decreases instruction efficacy. The report suggests ongoing teacher training programs that stress multicultural awareness, individualized education, and interactive teaching to promote policy implementation.

### **4.2.3 Student Learning Experiences**

Language, cultural, and motivational barriers are impediments, according to pupils. Bengali pupils struggle with Chinese phonetics and character remembering due to structural and phonological discrepancies (Gong et al., 2020). Learning Chinese letters is equally challenging. Since TCFL classes lack Bengali-language support materials, students must self-study, making learning challenges even more challenging (Liu & Wu, 2014). Many students struggled to adapt to China's teacher-centered classroom culture, which contrasts with their discussion-based learning (Karavas-Doukas, 1995). Many students also had trouble assimilating to Chinese culture. When pupils don't practice language skills outside of class, confidence and fluency suffer (O'Sullivan, 2002).

Many students enrol because of career prospects, but their enthusiasm wanes when they struggle with their courses, feel culturally isolated, or don't improve their language abilities

quickly (Wang & Guan, 2020). Williams et al. (1994) found that students prefer interactive and relevant learning methods. Cultural exchanges, conversational practice, and target language immersion are examples. TCFL policy implementation is hindered by institutional constraints, teacher training concerns, and student-specific issues, according to the findings. More curricular flexibility to meet student needs. More contemporary second-language teaching training for teachers. Increased institutional support for student-helping services and activities. Chinese universities may increase TCFL program efficiency by addressing factors, leading to better language learning outcomes for Bangladeshi students.

## **5. Recommendations for Policy and Practice**

This study made several policy and practice recommendations to improve the implementation of TCFL curricular policies for Bangladeshi students in Chongqing. These approaches aim to reconcile policy and practice by addressing student-specific issues, aligning the curriculum, enhancing teacher training and institutional support, and improving education quality.

### **5.1 Enhancing Curriculum Alignment**

This research has discovered several major concerns, including the discrepancy between TCFL policy design and classroom implementation. Gong et al. (2020) state that current regulations prioritize uniform syllabi, grammar-heavy education, and exam-oriented learning. Bangladeshi students' linguistic variety and practical language needs are not met by these strategies. Karavas-Doukas (1995) recommends combining grammar instruction with role-playing, debates, and real-life conversation practice. Students' needs should guide TCFL course design. Instead of only preparing students for standardized tests, task-based language learning (TBL) should be included into the curriculum to help them acquire practical communication skills (O'Sullivan, 2002).

Culturally relevant examples tailored to Bangladeshi students' experiences should be included in textbooks for teaching foreign languages (TCFL) to make language learning more engaging (Liu & Wu, 2014). Wang and Guan (2020) suggest universities collaborate with Bangladeshi language instructors to develop Bengali-Chinese learning tools. Williams et al. (1994) suggest offering remedial language sessions to students struggling with Chinese phonetics and characters at colleges. Course progression should be more flexible. Lewis et al. (2003) recommend letting students choose between rigorous HSK-focused and applied language paths based on their goals. This may be done by designing the curriculum modularly.

### **5.2 Improving Teacher Training and Institutional Support**

A large majority of English as a Foreign Language (TCFL) instructors lack multicultural language teaching and adaptive pedagogy training, the study found. Institutional barriers including rigid rules and severe resource constraints hinder plan execution. Karavas-Doukas (1995) suggests that universities offer professional development programs for teachers of English to speakers of other languages (TCFL), focusing on teaching international students, cross-cultural communication, and interactive teaching methods. Wang and Guan (2020) advocate frequent second-language acquisition theory and differentiated instruction workshops. Teachers of English to speakers of other languages (TCFL) should form teaching communities to share skills, lesson plans, and solutions to common classroom challenges with international students, according to O'Sullivan (2002). To improve teaching and knowledge transmission, mentorship programs are proposed. These programmes should pair experienced and new teachers (Williams et al., 1994). University language support centres should offer one-on-one coaching, writing workshops, and pronunciation laboratories to struggling students (Liu

& Wu, 2014). Scholarships and other financial aid should be increased for international TCFL students. This would reduce financial stress and promote education (Gong et al., 2020).

### **5.3 Addressing Student-Specific Challenges**

Bangladeshi students struggle with linguistic, cultural, and motivational obstacles when adopting to the TCFL curriculum, the study found. Lewis et al. (2003) found that many students struggle with pronunciation, character memory, and cultural unfamiliarity, lowering confidence and engagement.

To help pupils switch from Bengali phonology to Chinese tones and sounds, phonetic bridge procedures are advised (Gong et al, 2020). Bengali-language training should include bilingual dictionaries, digital flashcards, and video courses (Liu & Wu, 2014). Enhance cultural integration and student involvement. Language exchange programmes that pair Bangladeshi students with Chinese-speaking classmates can increase conversational practise (Williams et al., 1994). Through cross-cultural activities and mentorship programs like Wang and Guan (2020), students should connect with local populations, learn Chinese customs, and strengthen cultural linkages. O'Sullivan (2002) recommends moving from rote memorizing to project-based learning, where students work on real-life case studies, business simulations, and Chinese cultural storytelling. Karavas-Doukas (1995) recommends giving students personalized learning tracks that let them choose thematic courses like Chinese for Business, Chinese for Travel, or HSK Preparation according on their hobbies and career goals.

To properly implement TCFL requirements for Bangladeshi students in Chongqing, regulatory and institutional changes are needed. By aligning curricula, educating instructors, and addressing student difficulties, universities may create a more successful and enjoyable language learning environment. Use flexible curricular organizational frameworks and culturally relevant resources to bridge the gap between standardized policies and student needs. Increase training, pedagogical materials, and collaborative teaching networks for EFL teachers. Improve student learning by providing linguistic, cultural, and motivational support to international students. TCFL programs may become more student-centered and internationally relevant with these enhancements, increasing the chance of Bangladeshi students in China succeeding in language acquisition.

## **6. Theoretical and Practical contributions**

### **6.1 Theoretical Contributions**

This study expands language education policy implementation models by studying TCFL policy implementation using Top-Down and Bottom-Up frameworks. According to Markee (1997), the data support a Hybrid TCFL policy implementation model. This concept suggests that centralized policy frameworks should include local changes to accommodate international students. The study emphasizes the relevance of linguistic distance, cultural immersion, and institutional support in foreign language instructors' effectiveness (Wang, 2019).

### **6.2 Practical Contributions**

Provides empirical insights into curriculum execution challenges, alerting TCFL instructors, administrators, and policymakers to implementation gaps and development possibilities (Gong et al, 2020). Liu and Wu (2014) state that this study offers evidence-based recommendations for enhancing Bangladeshi students' learning outcomes by changing the curriculum, training instructors, and increasing student participation. Highlights the importance of bilingual

instructional assistance, interactive teaching methods, and expanded language acquisition opportunities for other foreign student groups facing similar challenges (Williams et al., 1994).

## **7. Policy Recommendations**

Introduce modular TCFL courses that allow students to choose between HSK and communicative learning tracks to increase curricular flexibility (Karavas-Doukas, 1995). Bilingual Bengali-Chinese educational tools should help Bangladeshi students learn language early on (Liu & Wu, 2014). Wang and Guan (2020) suggest mandatory professional development. Programs should emphasize intercultural pedagogy, participative teaching, and differentiated learning. (Gong et al., 2020) Peer mentorship and collaborative teaching networks help experienced TCFL instructors share best practices.

Language support centres should grow to offer tailored training, pronunciation workshops, and cultural immersion (Williams et al., 1994). O'Sullivan (2002) promotes student exchange connections to improve real-life conversational practice. These collaborations should pair Bangladeshi students with Chinese native professors. These policy initiatives would link TCFL curricular aims with classroom realities, improving language proficiency and learning engagement for Bangladeshi students in China.

## **8. Future Research Directions**

**Comparisons of TCFL Implementation in Universities** Examine how Chinese universities execute TCFL policies, including curriculum, institutional support, and student results. **Longitudinal studies on language learning by students.** Over several years, evaluate Bangladeshi students' language abilities and teaching tactics and curricular changes (Williams et al., 1994). **Technology Integration in Teaching Chinese as an international Language (TCFL).** Examine how digital learning tools, AI-driven language applications, and online courses affect international students' Chinese language learning (Liu & Wu, 2014). **Cultural Adaptation and Social Integration** Research to Examine how cultural immersion, social networking, and extracurricular activities motivate and increase Chinese language proficiency in students (Karavas-Doukas, 1995). Future studies can improve TCFL rules to make Chinese language education for international students more effective and inclusive by addressing these research gaps.

This extensive analysis examines Chongqing universities' TCFL policy implementation. The study examines policy design-classroom practice gaps, teacher and student challenges, and institutional constraints. The findings show that TCFL policy implementation requires greater teacher training, student-centered learning methods, and curricular flexibility. Universities may assist international students acquire languages by adopting hybrid policy models, institutional adjustments, and culturally adapted teaching methods. These findings will inform future policy adjustments to ensure that TCFL education continues to evolve to meet the needs of a diverse student population from across the world.

## **9. Conclusion**

This research examined Chinese as a Foreign Language policy from the perspective of Bangladeshi college students in Chongqing. The data demonstrated that policy design and classroom implementation differ greatly. This gap is created by institutional constraints, teacher training limitations, and student-specific barriers. TCFL rules aim to standardize

Chinese language teaching, but resource restrictions, stringent administrative processes, and a variety of student needs make implementation difficult. Standardized testing like the Hanyu Shuiping Kaoshi (HSK) over communication skills is a major issue that has to be addressed. Teachers often adapt their methods to student needs, but they seldom get professional development. Bangladeshi students also face cultural and linguistic barriers to language acquisition. Instructional methods and institutional support systems must be tailored to Bangladeshi pupils.

This research suggests increasing curricular flexibility, interactive teaching methods, and culturally relevant learning resources to promote foreign language policy implementation. Enhancing teacher training, institution aid, and student involvement through language exchange programs and collaborative mentorship connections may help bridge the policy-practice divide. A hybrid policy strategy that balances top-down standardisation with bottom-up flexibility can help Chinese institutions create a more inclusive and successful TCFL learning environment. These improvements will improve Bangladeshi students' language skills and help educational institutions and students of diverse cultures communicate and collaborate.

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### **Conflict of Interest Statement**

The authors declare that there is no conflict of interest regarding the publication of this study.

### **About the author**

Zhang Lingli is currently a lecturer at the School of Foreign Languages, Chongqing University of Technology. In 2021, she began pursuing a PhD in Management at the University of Sabah in Malaysia. With over ten years of teaching experience, she has been actively engaged in education, research, and academic guidance. Her academic publications have been published in various international academic journals and conference proceedings. Her research interests include linguistics, language policy and planning, and education.

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