

The Influence and Enlightenment of the Study Abroad System on the Localization of English Education in the Late Qing Dynasty and the Early Republic of China

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Abstract: This paper aims to explore the influence of the study abroad system on the localization of English education in China in the late Qing Dynasty and the early Republic of China. By analyzing the historical background and development of the study abroad system in the late Qing Dynasty and the early Republic of China and its specific impact on the localization of English education, this paper puts forward some suggestions for contemporary English education. The study shows that the study abroad system not only promotes the localization of English education, but also promotes the innovation of English education content and methods, and strengthens the exchange and integration of Chinese and Western cultures, which has far-reaching significance for English education today.

Keywords: The Study Abroad System, The Localization of English Education, Enlightenment of Current English Teaching.

1. Introduction

In the context of globalization, English education has emerged as a vital component of China's education system. Therefore, the localization of English education assumes significant importance. The advent of the study abroad system in the late Qing Dynasty and the early Republic of China brought new opportunities and challenges to the development of English education in China. In order to better promote the development of English education and adapt to the new situation of globalization, this paper aims to analyze how the study abroad system in the late Qing Dynasty and the early Republic of China affects the localization of English education and explore its implications for contemporary English education.

2. Backgrounds of the Study Abroad System in Late Qing Dynasty and Early Republic of China

2.1. The Impact of Western Culture and Science

In the late Qing Dynasty and early Republic period, Chinese society underwent unprecedented changes. The impact of Western culture, particularly the introduction of science and technology, profoundly affected Chinese traditional culture. During this period, the Chinese student group played a leading role in promoting changes in the direction of social development and in advancing society.

Faced with the clash and interaction of various ideologies and cultures around the world, and the bleak situation in Chinese society following the failure of the 1911 Revolution, they successively initiated the New Culture Movement and the May Fourth Patriotic Movement, which shook the world. These movements marked the beginning of a new period of Chinese revolution and social transformation, ushering in a new era of China's modernization.

In particular, English education, as a carrier for the transmission of Eastern and Western cultures, was introduced to China by missionaries. It evolved from simple language

teaching to a model that combined professional instruction with language teaching. Ultimately, it became a crucial part of the development of modern education in China and the spread of Western learning during the late Qing Dynasty.

2.2. Establishment of Diplomatic Relations

With the invasion of Western powers and the signing of unequal treaties, the Qing government gradually realized the necessity of diplomatic contacts with Western countries. In this context, the Qing government began to send students to study in Western countries in order to train a group of talents who understood Western culture, politics, and economy, thereby better handling foreign affairs. While receiving their education abroad, these students also gained a deep understanding of the Western social system and international rules, which provided talent support for the establishment of diplomatic relations during the late Qing Dynasty and the early Republic of China. The participation and influence of these foreign students on educational reform in the late Qing Dynasty was particularly significant. They played various roles in the drafting of the new school system and educational development plans, the establishment, teaching, and management of new schools, and the compilation of textbooks.

2.3. Understanding of Talent Needs

In the late Qing Dynasty and the early Republic of China, Chinese society began to recognize the need for new talents. With the impact of Western culture and the establishment of diplomatic relations, the Qing government started to appreciate the importance of modern Western scientific and cultural knowledge in personnel training. Consequently, the government sent a large number of government-funded students abroad to study subjects such as education, law, administration, industry, and technology. During this period, the group of international students became a talent bridge, undertaking political transformation, system renewal, and social transformation.

The Qing government implemented a series of policies to encourage overseas study, which directly promoted the

development of overseas education. After returning to China, these students played an active role in education, science and technology, and economic management, providing valuable human resources for China's modernization efforts [1].

Especially in English education, the training of international students played a significant role in promoting the development of Chinese education. They not only acquired Western scientific knowledge and technology but also gained a deep understanding of Western culture and society. This provided new ideas and methods for the development of English education in China.

2.4. Summary

At the end of the Qing Dynasty and the beginning of the Republic of China, China confronted the impact of Western culture and the challenges posed by science and technology. To acquire advanced Western knowledge and technology, the Qing government began sending students abroad to study. The implementation of this system not only promoted cultural and educational exchanges between China and the world but also laid a foundation for the development of English education.

3. Study Abroad System and Localization of English Education

3.1. Study Abroad System

3.1.1. The Introduction of the Study Abroad System

At the end of the Qing Dynasty and the beginning of the Republic of China, under the strong impact of Western culture and science, Chinese society began to seek the road of change and self-improvement. The introduction of the overseas student system is an important part of China's education reform in this period. In order to meet the needs of social development, the government of the late Qing Dynasty carried out a variety of educational reforms and implemented a series of new educational measures [2]. The promulgation and implementation of the "Gui-Mao School System" in 1904 marked the formal establishment of modern and modern education with English education as an important content.

The introduction of this system not only promoted the development of English education, but also laid the foundation for the localization of English education later. The introduction of the overseas student system has enabled a group of Chinese youth to go abroad and directly contact and learn advanced Western culture and scientific knowledge. After returning home, these overseas students have become an important force to promote China's social modernization and educational reform.

3.1.2. The Development of the Study Abroad System

The system of studying abroad experienced remarkable development and changes in the late Qing Dynasty and the early Republic of China. With the abolition of the imperial examination system, studying abroad became a new channel for students to advance, injecting a strong impetus into the development of the study abroad system [3]. In 1905, the Qing government began to vigorously promote the long-term plan of studying abroad in Europe and America, marking the beginning of state valuation and promotion of overseas education. In 1908, following a similar initiative by the United States to promote educational opportunities for Chinese students, European countries also began to offer more opportunities, sparking a surge in Chinese students studying in the United States and Europe. During this period, overseas education broke through the scope of only Britain,

France and Germany as the main destination countries, and Japan, the United States, Belgium, Russia and Austria were also included in the scope of overseas education.

In the late Qing Dynasty, overseas education began to focus on the national economy and people's livelihood, with a particular emphasis on industrial development. The primary purpose of studying abroad shifted to "changing the regulations of studying abroad so that each person can study separately in accordance with their talents, benefit the people with their skills, contribute to the community, and work for the betterment of the country." This change means that studying abroad can not only pass Ge, chemistry, steam engines, manufacturing, but also learn agriculture, industry, business, road, mining, medicine, postal industries in different categories, until they return to the country, allocate provinces, open up the atmosphere. In addition, in order to alleviate the shortage of teachers in general education and industrial education, Zhang Zhidong, Liu Kunyi and others advocate the selection of talents to accept teacher training in Japanese normal schools in order to prepare for the development of education in China [4].

The study of law and politics expands the knowledge horizon of international students and diversifies the types of talents. Although the rulers of the Qing Dynasty were afraid of studying abroad and prevented students from spreading revolutionary ideas, they had to admit that studying abroad was an inevitable choice after the abolition of the imperial examination [5]. Driven by this trend of The Times, the late Qing Dynasty implemented a series of policies to encourage overseas study, which directly promoted the development of overseas study education. These policies not only promote the development of the overseas student system, but also provide talent and knowledge support for the localization of English education.

3.2. Localization of English Education

3.2.1. The Introduction of the Localization of English Education

The localization of English education means in the process of English education, students can not only absorb the essence of Western culture, but also can not leave the essence of local culture, understand the broad and profound culture of China, and carry forward China's national culture through English, so as to form a cross-culture innovative education [6].

The localization of English education began to receive attention in the late Qing Dynasty and the early Republic of China. With the introduction of the overseas student system, a group of young Chinese people were able to go abroad and directly contact and learn advanced Western culture and scientific knowledge, including English education. After returning home, these students applied the English knowledge and educational experience they had learned overseas to the English education in China, which promoted the development and localization of English education.

During this period, English education was introduced mainly through English courses in missionary schools and westernization schools. These early attempts at English education provided preliminary practice and experience for the localization of English education later on. With the development of the overseas student system, English education began to expand from coastal cities to inland areas, from elite education to civilian education, which marked the initial attempt of localization of English education [7].

The introduction and implementation of the overseas

student system has provided talents and knowledge support for the localization of English education in China. During their study abroad, international students not only learn Western scientific knowledge and technology, but also have an in-depth understanding of Western culture and society. After returning to China, they will apply the knowledge and experience learned overseas to the domestic English education, which promotes the development and localization of English education. During this period, the localization process of English education gradually began, and international students played an important role in the establishment, teaching and management of new schools, which provided new ideas and methods for the development of English education in China [8].

3.2.2. The Process of the Localization of English Education

The localization of English education is a process of deepening and developing step by step. In the late Qing Dynasty and the early Republic of China, with the return of foreign students and the introduction of Western education concepts, English education began to take root in China [9]. However, English education during this period often neglected the integration of Chinese culture, leading to a disconnect between educational content and local culture. To address this issue, educators began to explore how to combine English education with Chinese traditional culture to achieve the localization of education.

In this process, educators gradually realize that English education is not only the transfer of language skills, but also the carrier of cultural inheritance and innovation. They began to try to integrate traditional Chinese cultural elements into English teaching so that students could better understand and appreciate Chinese culture while learning English. This mode of education not only helps students to form cross-cultural communication skills, but also helps them to maintain cultural self-confidence and cultural consciousness in the context of globalization.

In this process, some scholars have put forward constructive theoretical and practical suggestions [10]. For example, Shi Yongshan and Zhang Shanglian proposed in "Three Perspectives on the Localization of English Teaching in China" that English teaching should:

- Construct English teaching theories with Chinese characteristics;
- Integrate Chinese cultural traditions into textbooks;
- Promote cultural comparison;
- Develop students' critical thinking;
- Enrich students' identity. These views provide theoretical support and guidance for the practice of English education.

In addition, with the accelerated development of globalization, the ELF paradigm (English as a lingua franca) in the study of English globalization and localization began to rise. In the ELF Paradigm for the Study of English Globalization and Localization and its Implications for English Teaching in China, Fan Yong introduced the characteristics of ELF in detail, compared the ELF paradigm with WS (World English) paradigm, and discussed the important implications of ELF research paradigm for the study of English in China and English teaching in China [11].

These studies and practices show that the process of localization English education is a process of continuous exploration and innovation, which requires educators to inherit and carry forward traditional Chinese culture, but also

actively absorb and integrate foreign cultures, in order to cultivate interdisciplinary talents with international vision and local feelings [12].

4. The Influence of the Study Abroad System on the Localization of English Education

The study abroad system had a profound impact on the localization of English education in the late Qing Dynasty and the early Republic of China. The implementation made a number of international students bring advanced Western educational concepts and methods back to China, promoting the localization of English education. Cai Yuanpei, Tao Xingzhi, Hu Shi, and other educators with an overseas study background played a leading role in promoting the modern transformation and localization of China's education system. They not only introduced Western educational concepts and methods but also emphasized the importance of local culture in English education, providing new ideas for the development of English education in China [7].

4.1. The Innovation of the Content and Method of English Education

4.1.1. The Modernization of Teaching Content

During their study abroad, international students not only learn advanced science and technology and management experience but also come into contact with foreign languages such as English. These experiences provide them with valuable experience and resources to promote the localization of English education upon returning home. They combined Western scientific knowledge and technology with the actual situation in China and promoted the modernization of English educational content. For example, English textbooks have begun to include more vocabulary and scenes related to the reality of China, so that students can better understand and apply this information while learning English.

4.1.2. Innovation in Teaching Methods

When students return home, they apply the teaching methods they were exposed to while studying abroad to English teaching at home. These methods pay more attention to students' active participation and practice, such as situational teaching, task-based teaching, etc [9]. The introduction of these methods makes English teaching more vivid and effective. These innovative teaching methods not only improve students' interest in learning, but also promote the improvement of students' practical language application ability.

4.1.3. The Integration of Educational Technology

With the development of information technology, English education has begun to incorporate more educational technology. Foreign students are exposed to advanced educational technologies abroad, and apply these technologies to English teaching after returning home, such as multimedia teaching and network teaching [11]. The application of these technologies not only enriches the teaching means, but also improves the teaching efficiency and quality.

4.2. Promoting the Integration of Chinese and Western Cultures

4.2.1. International Students and Cultural Exchange

During their study abroad, international students are not

only learning knowledge, but also ambassadors of cultural exchanges. They actively spread Chinese culture abroad and absorb the excellent elements of Western culture [5]. After returning to China, they incorporated these cultural elements into their English education, promoting the exchange and integration of Chinese and Western cultures.

4.2.2. Cultural Integration in English Education

International students pay attention to cultural integration in English education. They integrate traditional Chinese culture and Western culture into English teaching, so that students can better understand and appreciate the two cultures while learning English. This cultural integration not only enriches the content of English education, but also enhances students' cultural self-confidence.

4.2.3. The Cultivation of Cultural Self-confidence

The overseas student system plays an important role in cultivating cultural self-confidence. When students study abroad, they deeply understand the importance of cultural confidence. After returning home, they emphasized the value of Chinese culture in English education and cultivated students' cultural confidence. This cultivation of cultural self-confidence not only helps students to better spread Chinese culture in international exchanges, but also helps them to maintain cultural identity and values in the context of globalization.

4.3. Exemplary Figures and Their Contributions

4.3.1. Li Denghui

Mr. Li was a renowned educator in modern China, serving as the president of Fudan University from 1913 to 1936, the longest-serving president in the history of Fudan. His ideas of "unity, service, sacrifice", "academic independence, freedom of thought" are still of great significance to us today. Mr. Li strictly adhered to the educational creed of "advocating science, emphasizing literature and arts, and not discussing religious doctrines", and advocated the educational philosophy of "academic independence and freedom of thought". He emphasized the cultivation of students' ability to think independently, enabling them to have original insights [8]. He believed that academics should not be driven by utility and constrained by power, but should create an atmosphere that encourages independent thinking and exploration, so that it is conducive to the pursuit of truth and truth, and is conducive to the prosperity and innovation of scientific culture.

4.3.2. Hu Shi

As an advocate for the vernacular movement and modern English education, Hu Shi promoted the practicality and modernization of the language. He emphasized that English education should be integrated with China's realities to meet the developmental needs of the times. Hu Shi also championed the concepts of science and democracy, which indirectly influenced the selection and arrangement of English education content, placing greater emphasis on the cultivation of critical and independent thinking abilities.

4.3.3. Jiang Menglin

He believes that the long-term plan of education is to "take the essence of China and reconcile the spirit of the modern world": to set standards and establish problems. His contribution to English education is mainly reflected in promoting the modernization and internationalization of education. Jiang Menglin believes that education should be in

line with international standards, emphasizes the importance of English education, and advocates the introduction of advanced foreign teaching concepts and methods. Under his promotion, English education began to focus on cultivating students' international vision and cross-cultural communication skills.

5. Inspiration and Reference on Current English Education

5.1. The Cultivation of Intercultural Communication Competence

In the process of the localization of contemporary English education, cultivating intercultural communication ability is a crucial part. At one level learning English should involve helping students to acquire language skills:

- Develop a certain level of comprehensive language competence
- Master certain basic language knowledge
- Master listening, speaking, reading and writing skills

However, at another level learning English should also enable them to communicate effectively in a multicultural context:

- Strengthen their interest in studying English
- Grow in self-discipline, perseverance and self-confidence
- Improve their cooperative, investigative and thinking abilities
- Develop their memory, imagination and creativity
- Adopt good study habits and effective learning strategies

5.2. The Combination with Chinese Culture

5.2.1. The Cultivation of Cultural Self-confidence

International students are well aware of the importance of cultural confidence for national and personal development. They emphasize the core values of Chinese culture in English education and encourage students to consciously inherit and carry forward the excellent traditional Chinese culture while learning foreign languages. This cultivation of cultural confidence enables students to show the charm of Chinese culture more confidently in international exchanges.

5.2.2. The Practice of Bilingual Teaching

The practice of bilingual teaching: International students advocate bilingual teaching, which combines English and Chinese, so that students can learn the language and have a deeper understanding of the cultural differences behind the two languages. This teaching method not only helps to improve students' language ability, but also promotes their understanding and identification with Chinese culture.

5.2.3. Curriculum Design of Cultural Integration

In the course design, international students have introduced a large number of Chinese cultural elements, such as Chinese history, literature, art, etc., so that students can access to rich Chinese cultural knowledge. This curriculum design of cultural integration helps students build a cross-cultural knowledge framework and lays a solid foundation for their future international exchanges and cooperation.

5.3. The Importance of Innovation and Practice

5.3.1. The Introduction of Innovative Teaching Methods

International students have introduced innovative Western

teaching methods, such as heuristic teaching and discussion teaching, which encourage students to actively participate and explore, improving their learning interest and efficiency. At the same time, they also focus on integrating these methods with the Chinese educational environment to create innovative teaching models suitable for Chinese students.

5.3.2. Promotion of Practical Teaching

International students emphasize the importance of practical teaching, believing that theoretical knowledge should be combined with practical application to truly improve students' language skills [3]. Therefore, they vigorously promote practical teaching in English education, such as Model United Nations, English corner, international exchange program, etc., so that students can use English in practical contexts and improve their communication skills.

5.3.3. The Exploration of Technology Fusion

International students also actively explore the integration of modern technology into English education, such as the use of multimedia, Internet resources and other auxiliary teaching. The application of these technologies not only enriches the teaching methods, but also makes English education more vivid and effective, and improves the learning experience and effect of students [11].

5.3.4. Conclusion

The implementation of the student abroad system during the late Qing Dynasty and the early Republic of China has provided valuable insights for the localization of contemporary English education. This system underscores the importance of fostering students' cross-cultural communication skills in English education, advocates for a close integration of English teaching with Chinese traditional culture to cultivate students' cultural confidence, and emphasizes the central role of innovation and practice in English education, encouraging educators to develop students' critical thinking and innovative capabilities [9].

6. Conclusion

To sum up, the overseas student system in the late Qing Dynasty and the early Republic of China promoted the modernization of English education in China. It promoted the localization of English education, successfully integrated English education into the Chinese education system, and formed a teaching model that combined Chinese and Western elements. This not only improved students' language skills but also enhanced their understanding of Chinese and Western cultures and critical thinking skills. Today, the study abroad system continues to offer insights into English education, but educators, experts, and teachers still have a long way to go in improving English teaching methods.

This passage starts with the backgrounds of the study abroad system in late Qing Dynasty and the early Republic of China and talks about its influence on the localization of English education in details and ends with an enlightenment on today's English teaching.

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