

# View the History of Foreign Texts in Chinese High School Textbooks from the Perspective of Language and Identity Recognition

Ziyang Tian\*

School of Foreign Language, Southeast University, Nanjing, China.

\* Corresponding Author

## Abstract

**This article aims to explore the historical development and complex context behind foreign texts in Chinese high school textbooks from the perspective of language and identity. By sorting out the selection process of these foreign texts in textbooks, we can reveal the profound influence of national cultural policies, changes in international relations, and the evolution of social ideology on the content of textbooks. This selection not only reflects the response of the Chinese education sector to globalization and the adjustment of cultural strategies, but also highlights how countries shape the cultural identity of young people through their education systems at different historical stages.**

## Keywords

**Foreign Texts, Chinese High School Textbooks, Identity, Language, Cultural Strategies.**

## 1. Introduction

In the field of primary and secondary education in China, foreign texts play a very important role. By reading these works, students can not only expand their cultural knowledge, but also stimulate their thinking ability and emotions, thereby promoting comprehensive development. Since Hu Shi translated four foreign literary works, including French author Reed's "The Last Lesson," into Chinese and included them in the Chinese high school vernacular textbook "Standard for Vernacular Language" in 1920, foreign literary novels have existed in Chinese primary and secondary school textbooks for nearly a hundred years. This has improved the curriculum structure of schools, enriched teaching content, and had a significant impact on the knowledge, skills, and emotional development of primary and secondary school students. This study aims to explore the changes in the selection of foreign texts in Chinese high school textbooks from the perspectives of language and identity recognition. The specific research questions include:

1. Which foreign texts have been included in Chinese high school textbooks over different historical periods? 2. How have political, social, and cultural changes influenced the selection of these texts? 3. How does the language used in foreign texts contribute to or challenge the construction of cultural and national identity among students? 4. How do the selected texts reflect or resist linguistic imperialism?

## 2. Transformation of Selecting Foreign Texts for Chinese High School textbooks

### 2.1. From the late Qing Dynasty to the May Fourth Movement

After the abolition of the imperial examination system in the late Qing Dynasty, China began to establish schools and offered courses on "Chinese Literature" to meet the educational needs of the new era. In the early stages, most of the authors of such Chinese textbooks were well-known

scholars and all were written in classical Chinese. The textbook mainly consists of compiled literature, with only a small amount of annotations as supplements. Therefore, due to the use of classical Chinese and the relatively long length of the textbook, the threshold is relatively high and the difficulty is high. In the late Qing Dynasty, several important Chinese language textbooks, including "Middle School Humanities", "Middle School Chinese Language", and "Middle School Chinese Language Reader" (published by Shanghai Commercial Printing House from 1909 to 1911), which had a profound impact on contemporary middle school students, were carefully written by Liu Shipai and Wu Zengqi. As shown in Figure 1, The most representative among them is the "Chinese Textbook for Middle School Students" edited by Wu Zengqi. This textbook is divided into 5 volumes, with all selected texts in classical Chinese. The content is arranged from recent to distant, including literary works from the Qing Dynasty to the Qin and Han Dynasties. However, the selected articles in these textbooks are limited to classical Chinese and mainly focus on classical literature from the feudal period, without including foreign literary works. The analysis method of an article generally adopts traditional methods, commenting and annotating excellent sentences, and attaching summaries and annotations. Therefore, although there have been some reforms in form, the essence of the textbook still remains within the literary scope of the feudal era, lacking innovative content.

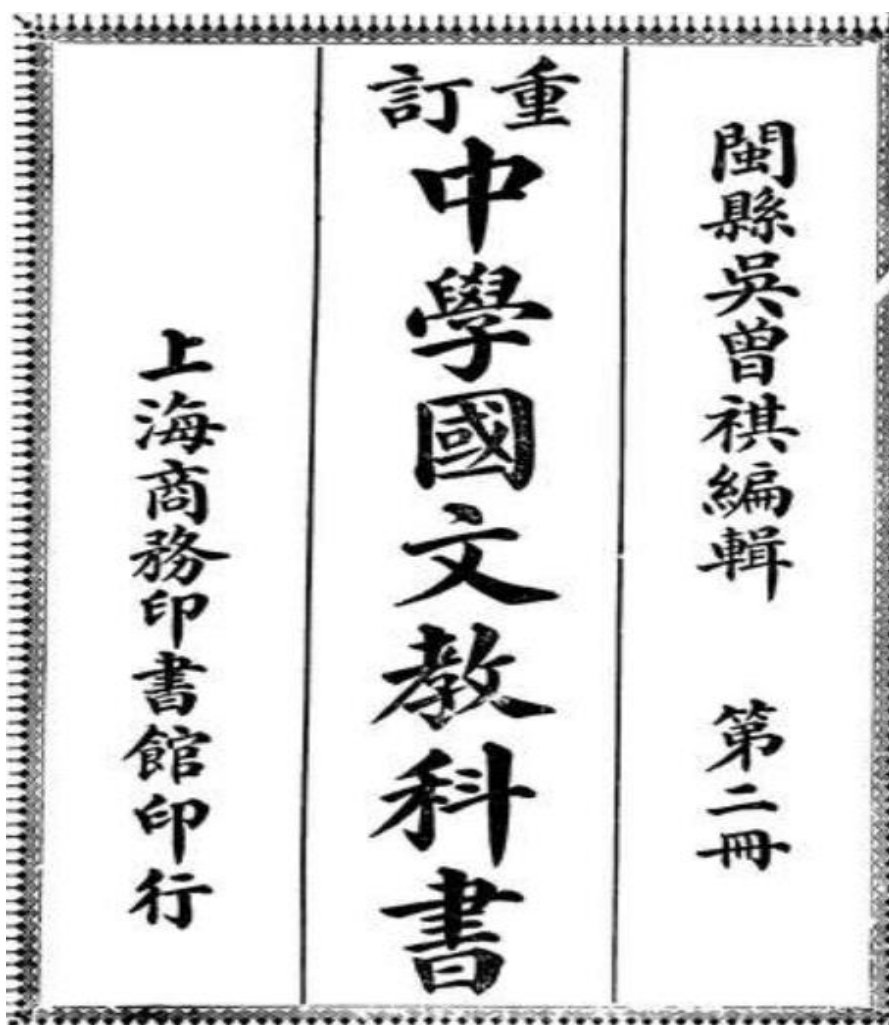


Figure 1: Wu Zengqi's "Chinese Textbook for Middle School Students"

Due to the long history, the vast majority of Chinese language textbooks for middle schools in the early Republic of China have been lost, and the difficulty of textual research is extremely

high. From relevant literature research, it can be inferred that almost all Chinese language textbooks for middle schools in the late Qing Dynasty focused on ancient Chinese education and did not introduce any foreign literature. Taking Lin Shu's "Middle School Chinese Reader" as an example, the whole book can be said to be a relatively systematic set of middle school ancient Chinese readers from modern times to ancient times. The core purpose is still to consolidate feudal education, and there is a lack of interest in exploring foreign literary classics. [1] This situation continued until the early years of the Republic of China. Although there was a change of dynasty in the early years of the Republic of China, there were no substantial changes in the Chinese language textbooks for middle schools, and they still inherited the content of the textbooks from the late Qing Dynasty. The Commentary on the New Chinese Textbook was considered the most popular textbook at that time, which included 319 excellent articles, all in classical Chinese.

## 2.2. From the May Fourth Movement to the Period of "New Education System"

The rise of the May Fourth New Culture Movement had a wide-ranging and profound impact on middle school Chinese language education. During this period, the implementation of the "New Education System" in 1922 greatly promoted the rapid development of middle school Chinese textbooks. At the same time, the New Culture Movement also provided an opportunity for China to translate and introduce foreign literary works, introducing new literary forms such as new poetry and drama, as well as new punctuation marks. These changes have played a very important role in the development and growth of Chinese new literature.

Before and after the May Fourth Movement, the magazine "New Youth" became an important platform for translating and introducing foreign literature. The magazine has introduced novels by Russian writers such as Turgenev, as well as scripts by Irish writer Oscar Wilde, Norwegian writer Ibsen, and Japanese writer Takeshi Kogoro. These works played an important role in the struggle against feudalism and the pursuit of individual liberation at that time. [2]

However, the ideological criteria for selecting textbooks are usually conservative and often lag behind new trends in society. Although the emergence of the May Fourth New Culture Movement brought a trend of reading and understanding foreign literature, especially Marxist Leninist articles, to the cultural community, there is still relatively little selection and compilation of foreign literature in textbooks. At present, some important "New Middle School Classical Literature Readings" (compiled by Shen Xingyi) and "New Middle School Textbook Advanced Classical Literature Readings" (compiled by Mu Jibo) have had a profound impact on the linguistic community. Compared with the late Qing Dynasty, some of the Chinese language textbooks in middle schools during this period have been passed down and can be consulted and studied by people. After careful research, we have obtained information on the first and third volumes of Mr. Shen Xingyi's "New Middle School Classical Chinese Reader" and the "New Middle School Textbook Advanced Mandarin Reader". After research, we found that most Chinese language courses in current universities do not use foreign works. In the arrangement of literary genres, they are often classified into four types: narrative, lyrical, argumentative, and explanatory. Compared to textbooks in the late Qing Dynasty, the length of classical Chinese has been reduced, but it is still relatively high compared to modern textbooks. [3]. As shown in Figure 2.

新中學 教科書 初級古文讀本 卷一	
目錄	
一	爲學 彭端淑
二	買人渡河 劉基
三	中射士論不死之藥 國策
四	菊逸說 陳獻章
五	習價說 劉蓉
六	永某氏之鼠 柳宗元
七	臨江之藥 柳宗元
八	工之僑獻琴 劉基
九	盲者說 戴名世
一〇	蘇秦止孟嘗君入秦 國策
目錄	

Figure 2: Shen Xingyi 's "New Middle School Classical Literature Reader"

### 2.3. During the Nanjing Government's Governance Period

Before the outbreak of the War of Resistance Against Japan, the mode of middle school Chinese textbooks was still folk compilation, government review, and school selection. With the development of the times, the competition for high school textbooks has become increasingly fierce, and significant progress has been made in textbook construction. At that time, popular high school Chinese textbooks included Fu Donghua's "Reviving High School Chinese Language" and Song Wenhan's "Newly Compiled High School Chinese Language". After the outbreak of the War of Resistance Against Japan, due to the impact of the war, high school Chinese textbooks faced severe challenges, not only in writing but also in publishing. Then, the Kuomintang government took the opportunity to suppress ideology, destroy culture, and heavily incorporated "party state discourse". This has caused dissatisfaction and resistance from many people, who have reprinted Chinese textbooks.

Compared to that, the achievements of Chinese language textbooks in the liberated areas were remarkable at this time. In 1946, the Higher Education Department of the Shaanbei Border Region published and distributed the book "Chinese Language in Middle Schools". This set of textbooks has a unique understanding of the goals of Chinese language education and has had a significant impact on the future development of high school Chinese language textbooks. The author specifically selected three official textbooks from that period, namely "National Language Textbook for Fuxing High School" [4], "New High School Chinese Language", and "Medium Chinese Language", for research. Not only did the time dimension include the 1930s to 1940s, but the spatial dimension also covered the Nationalist controlled areas and liberated areas. Finally, it can be concluded that before the establishment of the People's Republic of China, no foreign literature content was included in the Chinese language textbooks for high schools throughout history. During the Nanjing government period, the high school Chinese textbooks in the Nationalist controlled areas adopted a mixed arrangement of classical Chinese and vernacular Chinese. Compared with before the 1920s, this arrangement paid more attention to the imparting of Chinese knowledge and gradually formed the tradition of compiling modern Chinese textbooks. Despite the progress and innovation of textbooks during this period, their innovation is mainly reflected in form, while they still tend to be conservative

in content. Although the textbooks in the liberated areas did not attempt to introduce foreign literature for the first time, they were able to appropriately grasp the relationship between Chinese language, politics, and culture, and made unprecedented reforms in content, breaking the limitations of traditional Chinese language textbooks that focused on literature or politics. [5]

#### 2.4. During the “Transitional Period” after the founding of the PRC

In 1949, the central government decided to establish the People's Education Press, which specialized in publishing Chinese language textbooks for primary and secondary schools. In 1951, Zhou Zumo and You Guoen jointly wrote the "Senior High School Chinese Language Textbook", which placed political and ideological education as a top priority and became an important textbook in the early days of the founding of the People's Republic of China.

With the development of the times and changes in educational concepts, in 1955, the People's Education Press compiled and published the "Senior High School Literature Textbook" based on the newly issued Chinese and literature teaching syllabus, which was used nationwide from 1956. The first to sixth volumes of the "Senior High School Literature Textbook" are arranged according to literary history, from the "Book of Songs" to works since the May Fourth Movement, and interspersed with a certain number of foreign literary works, mainly Soviet literary works. This is the first time in Chinese history that foreign classics have been selected from high school Chinese textbooks, which has significant historical significance. The author has conducted extensive research and compiled statistics on the foreign language works in all six volumes of senior high school literature textbooks.

As shown in Table 1. Through statistics, it can be found that this set of textbooks has a total of 12 selected foreign works, with a total of 98 selected articles, accounting for 12.24%. As the first high school Chinese textbook in China to select foreign works, it has successfully completed the task. By the author

Nationality and theme, this set of textbooks also reflects the distinct political ideology at that time: all 12 selected foreign works are from Russian or Soviet writers, and the themes are basically related to communism. This textbook was widely popular at the time, but due to changes in the situation afterwards, it was no longer in use after 1958.

**Table 1:** Foreign Language Works in the 1956 High School Chinese Textbook

Textbooks	Foreign Contexts	All Contexts	Proportion
High School Reader 1	0	18	0.00%
High School Reader 2	3	13	23.08%
High School Reader 3	1	17	0.06%
High School Reader 4	2	18	11.11%
High School Reader 5	4	16	25.00%
High School Reader 6	2	16	12.50%

#### 2.5. From the Reform and Opening-up Policy until now

The end of the Cultural Revolution brought about a significant transformation in Chinese language education. In 1977, the People's Education Press began publishing Chinese language textbooks for middle schools nationwide. In 1978, high school textbooks were developed for trial use by students in their first year of junior high school and first year of high school. In early 1979, the complete set of high school textbooks was compiled. Due to the five-year education system at that time, the length of high school was compressed to two years, resulting in a decrease in the overall number of textbooks. Textbook selections are mostly traditional texts. At the same time, since the reform and opening up, with the influx of Western culture and the

needs of social development, foreign literary works have been selected more frequently in high school Chinese textbooks. [6] As shown in Table 2.

**Table 2:** Foreign language works in all four volumes of the five-year high school Chinese textbook

Textbooks	Foriegn Contexts	All Contexts	Proportion
High School Reader 1	4	30	13.33%
High School Reader 2	1	30	3.33%
High School Reader 3	2	30	6.67%
High School Reader 4	3	30	10.00%

According to statistics, the foreign language selection and compilation situation of this edition of high school Chinese textbooks is as follows: a total of 10 foreign language textbooks were selected from 4 high school textbooks, with a total of 120 selected articles, accounting for 8.33%. Both the quantity and proportion have significantly decreased compared to the 1956 edition, which must reflect the subsequent ideological influence brought by the Cultural Revolution. However, compared to the 1956 edition, the 1978 edition significantly improved the diversity and richness of themes and author nationalities: in terms of themes, the proportion of political and ideological articles is no longer dominant, and humanities, emotions, and natural science articles gradually enter the textbook (such as "Cicada" and "Mother"), which helps to improve students' comprehensive quality; In terms of nationality, the authors are no longer exclusively Russian or Soviet writers, but include various countries, reflecting cultural inclusiveness and diversity. In 1986, the Ministry of Education officially implemented the "separation of editing and review" system, which also brought new opportunities and challenges to our primary and secondary school curriculum. This measure has facilitated the diversification of middle school Chinese language textbooks, allowing multiple sets of high school Chinese language textbooks to be compiled across the country, enhancing their richness and allowing localities to freely choose from them.

With the deepening of reform and opening up, five-year high school Chinese textbooks are gradually unable to keep up with the pace of the new situation. In 1988, the People's Education Press began publishing a new generation of high school Chinese textbooks to meet the needs of compulsory education. As the table 3 below shows, In 1990, the textbook was successfully tested across the country and officially launched nationwide in 1993, providing a more comprehensive teaching environment for educators. This series of measures marks a new stage in Chinese language education to meet the needs of social development and the requirements of educational reform.

**Table 3:** Foreign Language Works in the 1993 High School Chinese Textbook

Textbooks	Foriegn Contexts	All Contexts	Proportion
High School 1	1	28	3.57%
High School 2	2	28	7.14%
High School 3	4	23	17.39%
High School 4	2	26	7.69%
High School 5	1	19	5.26%
High School 6	0	17	0.00%

According to the "Full time Chinese Language Education Outline for Middle Schools" formulated by the Ministry of Education in 1990, the People's Education Press has readjusted the textbooks

based on the principle of "reducing difficulty, reducing burden, and improving quality". In the new version of the textbook, the number of texts has significantly decreased, and the selection of foreign literary works has also been reduced. [7]

According to statistical data, a total of 10 foreign works were selected in this version of the textbook, with a total of 141 articles, accounting for only 7.09%. It can be seen that compared to the 1978 version, the number of foreign works in this version of the textbook has shown a significant decrease trend. However, in terms of the richness of themes and topics, this version of the textbook has not made significant progress. The selected foreign literary works have a relatively concentrated theme, focusing on critical realism novels and proletarian literature, such as Balzac's "The Miser" and Gorky's "Mother". Although the work is quite classic, in the process of editing, our first consideration is still its ideological and political aspects, in order to reflect the requirements of the educational curriculum for "cultivating students' socialist moral character". Of course, this version of the textbook also has some advantages. For the first time, some foreign poems were inserted, innovating in genre. Similarly, O. Henry's short satirical novel "Police and Hymn" was also chosen, which not only maintained the seriousness of the textbook, but also added interest and triggered deep thinking.

Entering the 21st century, high school Chinese textbooks are showing new development trends. In 1999, the Ministry of Education made an important adjustment to meet the requirements of the "Full time General High School Chinese Language Teaching Outline (Trial Version)". In 2000, the outline was carefully written and finally published, providing students with more comprehensive Chinese language teaching services. The new outline clearly stipulates the proportion requirements for various types of texts: "focusing on modern Chinese works, appropriately increasing the proportion of ancient works, while also taking into account foreign works, with a ratio of approximately 5:4:1. [8] In addition, the new curriculum also mentions "recommended extracurricular reading materials", including classic foreign literary works such as Hamlet, Don Quixote, and Notre Dame Cathedral, which is unprecedented in the history of high school Chinese education. The author has conducted a statistical analysis of the high school Chinese textbooks compiled based on the new outline, and found that there are a total of 13 compulsory and elective high school Chinese textbooks in this edition. One of the elective textbooks is "Appreciation of Foreign Novels", consisting of eight units and sixteen texts, all of which are foreign novels for students to enjoy. Among them, there are works by famous figures such as "The Old Man by the Bridge" (Hemingway) and "Natasha" (Leo Tolstoy), which greatly help improve students' literary literacy and aesthetic taste.[9] According to statistics, a total of 22 classic foreign works were selected in this edition of the textbook, with a total of 139 selected articles and a selection rate of 15.82%. This is the highest proportion in history and the best overall quality of the text. As shown in Table 4.

**Table 4:** Foreign Language Works in the People's Education Press High School Chinese Textbook

Textbooks	Foreign Contexts	All Contexts	Proportion
Compulsory Volume 1	2	37	5.41%
Compulsory Volume 2	6	30	20.00%
Selective Compulsory Volume 1	4	19	21.50%
Selective Compulsory Volume 2	8	26	30.77%
Selective Compulsory Volume 3	2	27	7.41%

The selection of foreign literary works in this textbook has not only increased in quantity, but also expanded in scope, breaking the previous limitation of only focusing on realistic works. It covers influential writers and works from multiple periods and literary genres. This includes

works from the Renaissance, Enlightenment, Romanticism, and Realism periods, especially Western modernist works such as Kafka's "Metamorphoses," Virginia Woolf's "Spots on the Wall," Garcia Marquez's "One Hundred Years of Solitude (excerpt)," and Samuel Beckett's "Waiting for Godot (excerpt). Compared to the original textbook, the editors of this edition have implemented the principle of "liberating the mind" and encouraged students to think boldly. For example, this textbook provides various materials for interpreting texts. For example, the teaching materials provide various perspectives and evaluations on works such as "The Man in a Condom" and "The Necklace".

### **3. Linguistic Influence on Identity Recognition**

This chapter will explore how the language used in foreign texts affects students' perceptions of cultural identity. It can discuss translation practices, language challenges, and the impact of language on the interpretation of foreign literature.

#### **3.1. The Role of language in Identity Formation**

Language is a fundamental tool for shaping cultural identity, serving not only as a medium of communication but also as a carrier of cultural values, norms, and beliefs. When students are exposed to foreign texts, they encounter language structures and expressions that may differ significantly from their native Mandarin. This exposure can profoundly influence their perceptions and understanding of different cultures.

The Sapir-Whorf hypothesis posits that language influences thought, suggesting that speakers of different languages may perceive the world differently. Although this hypothesis is controversial and lacks conclusive evidence, it underscores the potential impact of language on cognition. As Jandt (2000) noted in his "Introduction to Intercultural Communication," the hypothesis has yet to be definitively proven, but the interaction between language and thought is evident.

When students read foreign texts, they gain insights into the cultures embedded within these languages, broadening their worldview. However, this exposure can also present challenges. Students might experience cultural dissonance or confusion as they navigate linguistic differences, which may affect their sense of identity. Understanding how language shapes cultural perceptions is crucial for educators aiming to foster a balanced and inclusive educational environment.

#### **3.2. The Purpose of Chinese language Teaching and its Impact on Students' Identity Recognition**

According to the above data collection, it is not difficult to find that during most of the 20th century, Chinese education was deeply influenced by the political and ideological needs of the country. It can be said that the ideological needs of the state actually determine what kind of identity students build. As shown in Figure 3, after the founding of the People's Republic of China, Chinese language textbooks were standardized nationwide, emphasizing "politics first, art second." During this time, the main goal of language teaching was to instill Communist ideals and moral character, and to train students to be "successors to Communism." At the same time, the main goal of Chinese teaching is to teach students the basic skills of listening, speaking, reading and writing, but the lack of comprehensive quality of students. This partly reflects the backward level of education at that time. During this period, most of the foreign texts included in the curriculum came from the Soviet Union and other socialist countries, reinforcing a collective identity consistent with socialist values.

## 說 明

全日制九年一貫制的七年級課本，是以毛澤東思想為指導，貫徹了黨的總路線和教育方針，本着徹底革命、大膽試驗的精神，在黨的領導下，師生三結合編成的。

語文教學的目的任務應該是：通過語文教學，對學生進行共產主義思想和道德品質教育，培養學生革命的雄心壯志，共產主義風格和革命樂觀主義精神。同時，還應當給予學生較系統的基本的語言知識和邏輯知識，培養學生的語言表達能力和邏輯思維能力，使學生能讀會寫，能說會用。課文的選材堅持了毛主席的政治標準第一，藝術標準第二的原則。我們力求使所編選的教材是健康的思想內容與尽可能完美的藝術形式相結合的文章。

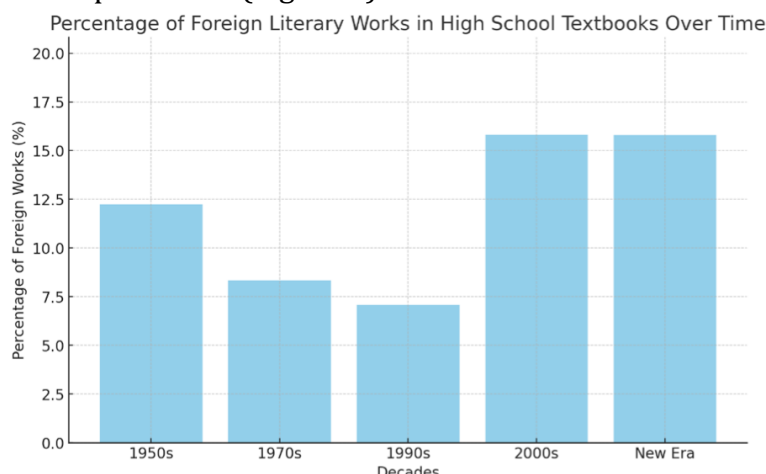
◎ 考課文

**Figure 3:** The selection criteria for Chinese language textbooks in the 1950s

The outbreak of the Cultural Revolution in 1966 led to these educational norms being suspended and the entire system being overhauled. After 1976, with the end of the Cultural Revolution, China's education system began a rebuilding process. At this time, Chinese textbooks began to diversify, gradually incorporating more foreign literature from a wider range of cultures. By 1993, official guidelines emphasized the need for quality education that fostered innovative thinking and practical skills, aiming to produce well-rounded people with moral, intellectual and aesthetic qualities. Arguably, this has contributed to a huge shift in student identity. During this period, Chinese textbooks increasingly included foreign texts, which not only enriched curriculum content, but also played a role in shaping students' sense of a more global and independent identity. By exposing students to a variety of cultural perspectives, the education system begins to support the development of a more international perspective, which is essential to deal with the complexities of a globalized world.

### 3.3. The Scope of Foreign Texts and its Impact on Students' Identity Recognition

From the information collected in the previous article, I first summarized the change of the proportion of foreign texts in Chinese high school Chinese textbooks in the form of charts. The following analysis can be performed (Figure 4).



**Figure 4:** Chinese high school Chinese textbooks

1950s: 12%

In the 1950s, China had just gone through the initial stage of construction after the founding of New China. During this period, China's education system and textbook writing were mainly influenced by the Soviet model. Soviet literature and literature from other socialist countries are heavily introduced to help students develop socialist ideology and collectivist values. During this period, students' identity revolved around the role of "socialist builders". The collectivist and socialist values embodied in foreign language works strengthen students' identification with national ideology and dilute the influence of individual independence and multiculturalism.

1970s: 8%

The 1970s was a period of recovery after the end of the "Cultural Revolution" in China. The compilation and content selection of textbooks in this stage were still influenced by the ideas of the "Cultural Revolution", emphasizing "political leadership" and taking revolutionary and class struggle as the theme. The selection of foreign works was more conservative, focusing mainly on content that could convey revolutionary ideas. Students' identities are still shaped by the "heirs of the revolution," emphasizing party loyalty and an understanding of class struggle. The lack of foreign language works means that students' exposure to foreign cultures is very limited, and their identity is largely confined to a single socialist framework.

1990s: 6%

During this period, the content of teaching materials was more inclined to return to the tradition, reducing the proportion of foreign works to avoid the "penetration" of foreign ideas. Due to the decrease of foreign language works, students' cultural contact becomes narrower, and their identity is more likely to focus on national culture and national traditions. During this period, the construction of identity was still strongly nationalistic, and the acceptance of multiculturalism was low.

2000s: 14%

After 2000, with China's accession to the WTO, the process of globalization accelerated, the country began to emphasize the promotion of "cultural soft power", and the educational content began to diversify. The increase in foreign-language works reflects China's openness to foreign cultures and its emphasis on students' international perspective. During this period, students' identity began to show a diversified and international trend. The increase in foreign language works helps students to be exposed to more diverse cultural perspectives, promotes their multi-perspective awareness of self-identity, and forms a more inclusive sense of cultural identity.

New Era (2010s and beyond): 15%

In the new era, China's international influence has gradually increased, and education policies have paid more attention to cultivating students' global vision and cultural tolerance. The selection of foreign works in the textbooks is more diverse, including classic literary works from different countries and cultures. Students are exposed to greater cultural diversity in their studies, which not only enhances their cultural tolerance, but also promotes their global identity. At this stage, students' identities begin to cross national boundaries and gradually form a sense of global citizenship.

#### 4. Conclusion

The historical trajectory and evolution of foreign literary works in Chinese high school textbooks reflect a profound transformation in both the content and educational objectives of Chinese language education. From the late Qing Dynasty to the present, this evolution has seen foreign literature shift from being entirely absent to becoming an integral and influential part

of the curriculum. The quality of selected works has improved, the range of genres and schools has diversified, and the thematic ideas presented have become more varied and complex. This journey signifies the development from a singular, ideologically driven approach to a more diverse and humanistic one, as well as the transition from an instrumental to a conscious selection of textbook content.

The incorporation of foreign literature in textbooks began to mirror China's growing cultural confidence and inclusiveness, particularly after the founding of the People's Republic of China. Despite the initial reluctance of the official education system to embrace foreign works, it was not until the late 20th century that these texts were formally included in high school curricula. The 2000 Ministry of Education's "Full Time Ordinary Senior High School Chinese Teaching Outline" marked a significant milestone by specifying the proportion of foreign works to be included, signaling a shift from mere quantitative inclusion to qualitative integration.

The introduction of foreign literary works has injected new vitality into Chinese language education, greatly expanding the scope of content, providing students with diverse perspectives, and enriching their intellectual framework. These texts have also played a significant role in shaping students' perceptions of cultural identity. As discussed, the language used in these foreign texts influences students' understanding of cultural values and norms, presenting both opportunities and challenges. While students gain a broader worldview, they also navigate the complexities of linguistic differences, which can impact their sense of identity. The thematic ideas and character portrayals in foreign literature have resonated with many young readers, leaving a positive and lasting impact on their personal development. However, there remains a need for educators and students to fully recognize and harness the educational value of these works. Despite some limitations in the current research, the importance of foreign literature in fostering a more global and independent identity among students is undeniable. Moving forward, it is crucial to continue exploring and promoting the integration of foreign literary works in Chinese language education, leveraging their potential to contribute to students' growth and development.

## Acknowledgements

Southeast University.

## References

- [1] An Analysis of Kang Yanxin and Lin Shu's Ancient Chinese Education Thought and Its Influence: Centered on "Middle School Chinese Reader" [J]. Northern Literature, 2020, (8): 92-93.
- [2] Liu Xiaotang Research on the Teaching of Foreign Literary Works in Middle School Chinese Textbooks [J] Kaneda, 2014 (9): 274.
- [3] Edited by Shen Xing; Li Jinxi, Shen Yi, Jin Zhaozi School. New Middle School Textbook Junior Classical Chinese Reader Volume 1 [M]. Shanghai: Zhonghua Book Company, 1926.
- [4] Fu Donghua. Chinese Language Textbook for Fuxing Senior High School [M]. Commercial Press, 1934.
- [5] Wang Yingli. Selection and Significance of Chinese Language Textbooks for Primary and Secondary Schools in Shaanxi Gansu Ningxia Border Region [J]. Literature Education (Part 2), 2023, (5): 82-84.
- [6] Tang Xia, Shui Zhongwen. History and Current Situation of High School Chinese and Foreign Literature Teaching [J]. Journal of Chongqing University of Arts and Sciences: Social Sciences Edition, 2006, 5 (3): 4. DOI: 10.3969/j.issn.1673-8004.2006.03.022.
- [7] He Yueqiu. Research on the Selection and Arrangement System of Foreign Literature in Middle School Chinese Textbooks [D]. Central China Normal University [March 25, 2024] DOI:10.7666/d.y513769.

- [8] Full time Chinese Language Teaching Syllabus for Ordinary Senior High Schools [M]·Beijing: People's Education Press 2000.
- [9] Bai Xiaoyu. Research on the Selection and Teaching of Foreign Literature Works in the Unified High School Chinese Textbook [D]. Yan'an University, 2023. DOI: 10.27438/d.cnki.gyadu.2023.000217.