

Discursive Construction of National Identity in Chinese University English Textbooks: An Analysis of the Preface in *New Horizon College English Textbook*, Third Edition

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ABSTRACT: In the context of globalization, the construction of national identity through educational discourse has become a crucial topic in language education. This study investigates how the preface of the *New Horizon College English (Third Edition)* constructs China's national identity through discursive practices. Drawing on Teun A. van Dijk's theory of social cognition and Fairclough's Critical Discourse Analysis (CDA), the research explores how discourse in English textbooks functions as a medium for shaping collective cognition, values, and national consciousness. The analysis reveals that the preface aligns English education with national development strategies by emphasizing themes such as serving the country's modernization goals, cultivating international talents, integrating Chinese cultural and socialist core values, and promoting innovation and informatization in education. Through specific linguistic choices, symbolic references, and ideological narratives, the preface constructs an image of Chinese learners as globally competent yet culturally grounded citizens. The findings demonstrate that English textbooks in China serve not merely as instruments for language acquisition but also as ideological tools for national identity formation and cultural dissemination. This study contributes to the understanding of how educational discourse participates in the broader sociocultural process of identity construction, offering insights for future textbook design and educational policy.

1 INTRODUCTION

In today's era of accelerated globalization, the construction and transmission of national identity have become issues of special concern for all countries. Education, especially textbooks, as the core medium for conveying knowledge, values, and culture, plays a significant role in shaping national identity. This study selects the preface of the third edition of *New Horizon College English* (《新视野大学英语》) as its research object, aiming to explore how Chinese university English textbooks construct national identity through discursive practices.

1.1 Background.

National identity is not only the emotional identification of individuals or collectives with their country but also the cornerstone of the modern political order (Fukuyama, 2018). Education, as an important channel for the construction of national identity, plays an increasingly important role in the context of globalization. Especially in the field of English education, how to convey and construct national identity through English textbooks in non-English speaking countries has become an issue worth paying attention to. *New Horizon College English* is an important textbook for English education in Chinese universities, its function in constructing national identity has not been fully studied.

National identity is not only about the sense of belonging to a country for individuals or groups but also serves as the foundation of the modern political order. It can promote good governance among citizens, further economic development, enhance trust among citizens, support a strong social safety net, and ultimately make the liberal democratic system possible (Fukuyama, 2018). National identity plays a significant role in the education system, especially as manifested through textbooks, in cultivating citizens' sense of belonging, common goals, and consensus on the country's future development. Studies indicate that education is one of the key pathways to shaping national identity, profoundly influencing the formation of a sense of national identity by transmitting knowledge and skills and shaping the personalities of young people (Fazilah Idris et al., 2012).

Education, particularly language education, plays a pivotal role in the development of national identity. Language is not just a tool for cultural heritage and communication but also an important medium for shaping and transmitting national identity (Yucel Gelişli, 2021). Moreover, foreign language education policies and practices significantly impact the construction of national identity, reflecting and shaping the understanding of national identity through the content selection and design of teaching methods in textbooks (A. Pavlenko, 2003).

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Discourse analysis as a research tool has demonstrated its unique effectiveness across various academic fields. By studying the natural use of language, discourse analysis can reveal how language is used in different cultural, social, and political contexts to shape and influence behaviors, construct worldviews, and promote specific ideologies (Cheek, 2004; Lupton, 2010). In textbook research, especially in exploring the construction of national identity, discourse analysis offers a powerful tool.

Discourse analysis provides a critical perspective for examining how language maintains and disseminates dominant ideologies. This method is particularly applicable for revealing issues such as power relations, gender inequalities, and racial and class differences (Lupton, 2010). Discourse analysis emphasizes that language is not merely a tool for communication but also a means of constructing social reality and personal identity. Through a detailed analysis of language use, researchers can unveil the role of language in forming social norms and expectations (Jacobs, 2006).

By analyzing the discourse in textbooks, researchers can not only understand the methods of constructing national identity but also reflect on how these constructions influence students' perceptions of identity, sense of belonging, and attitudes and perceptions toward others. This analysis provides a critical perspective, helping educators and policy-makers to understand the profound impact of textbook content deeply. The application of discourse analysis in studying the construction of national identity in textbooks reveals that textbooks are not only tools for transmitting knowledge but also mediums for shaping students' social, and cultural identities, and values. By critically examining discursive practices in textbooks, researchers and educators can gain deeper insights and reflections on the role and impact of educational materials in the process of forming national identity.

1.2 Research Question.

This study aims to answer the following question: How does the preface of the third edition of *New Horizon College English* construct China's national identity through discursive practices?

The purpose of the research is to reveal how the preface of this textbook reflects and shapes an understanding and recognition of China's national identity through specific discourse choices and structures.

1.3 Academic Significance.

Although the construction of national identity has always been an important topic of research in social sciences and educational studies, research on how national identity is constructed through discursive practices in English textbooks is relatively scarce. Especially for English textbooks in the context of Chinese higher education, such research is even rarer. Therefore, I hope to expand the application of discourse analysis in educational text research by applying discourse analysis methods to study the construction of national identity in textbooks.

In the context of globalization, understanding and comprehending the construction of national identity in different cultural backgrounds is of great importance for promoting international understanding and respect. This study, by analyzing the construction of national identity in Chinese English textbooks, can provide new perspectives and depth for cross-cultural communication and understanding.

By revealing how textbooks construct national identity, it can provide some reflection and reference for educators and policy-makers. This includes how to balance cultural content and values education in textbooks.

2 LITERATURE REVIEW

National identity, as a form of collective identity, is deeply influenced by Anderson's (1991) theory of "Imagined Communities." Anderson emphasizes that even though members of a nation may never meet each other face to face, they feel connected through shared languages, histories, and cultural symbols. Smith (1991) further elaborates on the construction of national identity, highlighting the importance of shared traditions, history, and territory in forming a strong sense of national identity. Fukuyama (2018) discusses the modern challenges to national identity, especially the importance of maintaining consistency within diversity in the context of globalization.

Fairclough (1992) and van Dijk (1998) have made significant contributions to the development of discourse analysis. Fairclough's Critical Discourse Analysis (CDA) is particularly suitable for revealing how power relations, social structures, and interactions between individuals and society are constructed and conveyed in texts. Van Dijk focuses on the relationship between discourse and ideology, and how discourse is used to maintain and challenge social power structures. These theories provide a theoretical foundation for analyzing how national identity is constructed through discourse in textbooks.

Textbooks, as important tools in the educational process, not only transmit knowledge but also serve as mediums for conveying values and cultures. Apple (1990) and Pingel (2010) discuss how textbooks become sites of cultural and political struggle and how they reflect and shape social identities and values. Especially in the field of language education, the choices of language, cultural content, and narrative methods in textbooks significantly impact the shaping of learners' national identity. Curdt-Christiansen's (2008) study demonstrates how language education materials construct national images and identities through content selection and discursive practices, especially in multilingual and cross-cultural teaching environments.

3 FRAMEWORK

This study relies on national identity theories (Smith, 1991; Anderson, 1991) and discourse analysis methods (Fairclough, 1992; van Dijk, 1998), along with van Dijk's social cognition theory. National identity theory provides the theoretical foundation for understanding the construction of national identity in textbooks, while discourse analysis methods offer tools for analyzing the texts of teaching materials. Particularly, the Critical Discourse Analysis (CDA) method, emphasizing the interaction between discourse and social structures, is suitable for revealing the mechanisms of national identity construction in textbooks. Van Dijk's (Teun A. van Dijk) theory of social cognition emphasizes the interplay between language, cognition, and social practices. Van Dijk's research focuses on how discourse constructs social reality and how discourse influences and reflects the cognitive structures of individuals and groups.

Van Dijk's theory is based on the premise that discourse is not just the use of language but a social action that can influence and shape our social cognition. Social cognition refers to an individual's understanding and interpretation of the social world, including beliefs, attitudes, and values (van Dijk, 1998). Discourse influences individuals' social cognition through frameworks, metaphors, and narratives. In his 1993 work "Principles of Critical Discourse Analysis," van Dijk outlined a set of principles for Critical Discourse Analysis (CDA). This work was intended to explain how to use discourse analysis to understand and reveal power relations, inequalities, and ideologies in social structures.

Van Dijk emphasizes that discourse is an important arena for power practices, through which social power structures are established, maintained, and disseminated. Power groups maintain and strengthen their positions by controlling discourse (such as news reports, political speeches, textbook content, etc.). Discourse serves as a carrier and expression of ideology. Through the production and dissemination of discourse, specific ideologies are solidified in society. Van Dijk believes there is a dynamic interaction between discourse and social structures. Social structures (such as class, race, gender, etc.) influence the production and reception of discourse, and conversely, discourse can also influence and change social structures. Critical Discourse Analysis aims to reveal and critique inequality, discrimination, and oppression in society. This requires researchers to adopt a critical stance, not just analyzing discourse but also promoting social justice and equality. In applying CDA to text analysis, van Dijk suggests that the study should not be limited to the superficial analysis of text content but should delve into the examination of discourse structures, rhetorical strategies, and contexts.

4 METHODOLOGY

The reason for choosing the third edition of *New Horizon College English* as the research object. In 2016, I pursued my undergraduate studies in China at Huaqiao University. During my first and second years, we were required to take four general education compulsory courses: Improving English Listening and Speaking (I) & (II), and Enhancing English Reading (I) & (II), for which the third edition of *New Horizon College English* was used as the textbook. According to incomplete statistics, in addition to Huaqiao University, other Chinese universities such as Shenzhen University, Shandong University, Zhengzhou University, Yunnan University, Northwest University, Southwest University, Qingdao University of Science and Technology, Shanxi Normal University, etc., also use *New Horizon College English* as their English textbook, making it a very common English material in Chinese colleges and universities.

New Horizon College English was first published in 2001, with the second edition released in 2008, and the third edition published in 2015, which is designated as a national planning textbook for undergraduate education in the "Twelfth Five-Year Plan." (十二). The "Twelfth Five-Year Plan" refers to China's twelfth five-year plan (2011-2015), a series of goals and policies set by the Chinese government to guide the country's economic and social development. Since 1953, China has adopted the "Five-Year Plan" system, with each five-year plan determining the key areas and main objectives for that stage of China's development.

During the "Twelfth Five-Year Plan" period, China undertook a series of significant reforms and plans for the education system, including the update and optimization of national planning textbooks for general higher education. These measures aimed to improve the quality of higher education, adapt to the needs of economic and social development, and enhance students' comprehensive quality. Key features and goals include: updating textbook content to ensure it is up-to-date, reflecting the latest scientific and technological advancements, industry trends, and societal demands; improving the quality of textbooks, including academic level, teaching applicability, and innovation, to cultivate students' critical thinking and innovative abilities; adjusting the structure of textbooks to make them more rational and better serve the requirements of teaching syllabuses and curriculum systems; increasing the diversity of textbooks to meet the characteristics of different universities, majors, and teaching needs; advancing the digitalization and informatization of textbooks, using the internet and new media technology to enrich teaching resources and improve teaching efficiency; incorporating an international perspective, including using a certain proportion of international textbooks, introducing international teaching concepts and methods, and enhancing students' international competitiveness.

The compilation and use of national planning textbooks for undergraduate education during the "Twelfth Five-Year Plan" aim to promote the reform of higher education teaching content and methods, improve teaching quality and effectiveness, and cultivate

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students' practical abilities and international competitiveness. The update and promotion of this series of textbooks reflect the direction and focus of China's education reform, laying the foundation for future educational development.

The third edition of *New Horizon College English* is a product of the "Twelfth Five-Year Plan," a textbook I used, and it is still used in major Chinese universities today (with the fourth edition published in 2023). Therefore, I have chosen this English textbook as the subject of my study.

5 FINDINGS

5.1 Alignment with National Development Goals.

The preface emphasizes that the compilation of *New Horizon College English* textbooks is closely related to China's national development goals. By mentioning that “我国的经济的发展进入新常态” (our country's economic development has entered a new normal) and “更加突出体现在重视质量、效益和可持续发展” (is now more focused on quality, efficiency, and sustainable development) the textbook positions itself as a product that responds to national development needs. This way of discussing links education with national development goals, creating a perception that education is an important force serving national strategic objectives, thereby strengthening national identity.

Mentioning that “外语教学始终同国家的发展息息相关” (foreign language teaching is always closely related to the development of the country) the text establishes a direct connection between the textbook and national development, indicating that language education is not only an academic activity but also a part of national development strategy. It conveys that foreign language education is not only a tool for personal ability enhancement but also an important means of serving national development and achieving national goals. This discursive practice aligns with van Dijk's (1998) view that discourse not only reflects social structures but also participates in the construction and maintenance of these structures.

5.2 Cognitive Strategy for National Needs.

The discussion in the preface about the demand for high-quality international talents in the new normal of economic development reflects a cognitive strategy aimed at shaping readers' understanding of the country's current needs—by highlighting the alignment of the textbook design with the “两个一百年” (Two Centenaries) goals.

The "Two Centenaries" goals refer to the two centenary goals set forth by the Communist Party of China (CPC). The First Centenary Goal is by the 100th anniversary of the Communist Party of China in 2021, the aim was to complete the building of a moderately prosperous society in all respects. This entails decisive achievements in economic, political, cultural, social, and ecological advancement, ensuring sustained and healthy economic growth and significantly improved living standards for the people. The focus is on fulfilling the people's aspirations for a better life, ensuring that living standards are universally improved. The Second Centenary Goal is by the 100th anniversary of the People's Republic of China in 2049, the goal is to fully build a modern socialist country that is prosperous, strong, democratic, culturally advanced, harmonious, and beautiful. This objective looks toward achieving the great rejuvenation of the Chinese nation, including higher levels of economic development, political integrity, cultural richness, social justice, and environmental sustainability, realizing comprehensive national modernization, and transforming China into a global powerhouse.

New Horizon College English was published in 2015 which is very near the First Centenary Goal. The development of the country requires high-quality international talents far more than in any previous period. the mention of “两个一百年” (Two Centenaries) text creates a sense of identity, suggesting that by studying this set of materials, students can not only improve their abilities but also contribute to achieving the grand national goals. These are important symbols and elements in constructing national identity. This connection not only shows the impact of national strategy on educational policy but also emphasizes the important role of education in achieving long-term national goals. This way of constructing identity reflects the concepts of group identity and shared beliefs in social cognition theory.

5.3 Incorporating Cultural Values in Language Learning.

By emphasizing the principle of “体现工具性与人文性的有机结合” (integrating instrumentality with humanity) in the textbooks, the preface shows how Chinese-specific cultural values and worldviews are incorporated into language learning. This discursive practice not only conveys information about the purpose of language learning but also shapes learner identity—viewing them as modern citizens who possess practical skills as well as profound humanistic literacy. This corresponds with van Dijk's (1998) theory on how discourse participates in the construction of social meaning and knowledge.

5.4 Education Ideology for Global Citizenship.

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The “以教师为主导、以学生为主体” (teacher-led, student-centered) teaching philosophy mentioned in the preface, “有助于他们成为具有社会责任感、国际视野和创新精神的高素质人才” (Help them become high-quality talents with a sense of social responsibility, international vision, and innovative spirit) the emphasis on how the materials support personalized teaching and the enhancement of cross-cultural communication skills, reflect a specific social ideology—that education should promote student autonomy and a global perspective. This discursive practice not only builds an identity for educational purposes but also conveys expectations for students as future builders of the nation and the world.

5.5 Cultivation of Humanistic Literacy and Values.

Mentioning “一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观。” (on one hand, through the design of learning materials and activities, cultivating students' humanistic literacy and comprehensive quality, allowing students in the process of understanding the world, understanding society, and discovering themselves, to establish correct values.) This part emphasizes the cultivation of "humanistic literacy" and "comprehensive quality" through teaching design, showing the importance the textbook places on all-around development.

I need to point out in particular that the "价值观" (values) here refer to China's "社会主义核心价值观" (Socialist Core Values). The core socialist values are a series of values and principles put forward by the Communist Party of China to guide the development of Chinese society and personal behavior. This value system has been widely publicized and practiced in China's politics, education, culture, and other fields. During my high school years from 2012 to 2016, the politics class required every student to memorize the socialist core and values. This is also It is one of the contents of the subject assessment and posters of "Socialist Core Values" can be seen in the streets and alleys.

Specifically, it includes the following three levels: National level; Social level; Personal level

Table 1: 中国社会主义核心价值观 China's Socialist Core Values

National level	富强 Prosperity	Refers to the strength of the national economy, the foundation for national wealth, and improved living standards for the people.
	民主 Democracy	Emphasizes the development of political civilization, highlighting the principal status of the people and the realization of people's democracy.
	文明 Civility	Relates to the progress and elevation of social culture, including the development of both spiritual and material civilization
	和谐 Harmony	Indicates harmonious social relations, including harmonious coexistence with nature and amicable relations within society.
Social level	自由 Freedom	Refers to the rights enjoyed by individuals in social life, emphasizing freedom of development and creation for individuals.
	平等 Equality	Denotes equality among individuals, not just in terms of legal rights but also in terms of equal social opportunities.
	公正 Justice	Signifies fairness and justice in the distribution of social resources and social interactions, ensuring equality for everyone at the starting line.
	法治 Rule of law	Emphasizes regulating social behavior through law to protect the interests and rights of the nation, society, and individuals.
Personal level	爱国 Patriotism	Indicates loyalty and love for one's country, considered a duty and emotional expression of every citizen.
	敬业 Dedication	Highlights love and commitment to one's profession, emphasizing the pursuit of professionalism and efficiency at work.

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	诚信 Integrity	Refers to the quality of honesty and trustworthiness that individuals and organizations should maintain in their dealings.
	友善 Friendliness	Denotes a kind and friendly attitude toward people and affairs, emphasizing harmony and support in interpersonal relationships.

We can see that the first level of the "socialist core values" is the "national level", the last one is the "individual level", and the first value at the personal level is "patriotism". It is mentioned in the preface of the textbook that to "establish correct values", that is, to establish "socialist core values", not only reflects the concern for students' personal development but also implies the transmission and recognition of Chinese values and core socialist values.

5.6 Goal of Cultivating International Talents.

By emphasizing “强调对学生英语应用能力和综合文化素养的培养” (the cultivation of students' English application ability and comprehensive cultural literacy) and “使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力” (allowing students in the process of understanding the world, understanding society, and discovering themselves, to establish correct values, enhance cultural understanding, and improve cross-cultural communication skills,) it explicitly sets the goal of cultivating high-quality international talents with a global perspective and cross-cultural communication skills. This setting of educational goals reflects the openness and international direction of Chinese education, as well as China's emphasis on cultural confidence and cultural dissemination. By cultivating students' cross-cultural understanding and communication skills, the textbooks not only promote the internalization of national identity but also contribute to China's cultural exchange and influence on the global stage.

5.7 Cross-cultural Content for Broadened Horizons.

Introducing the characteristics of the materials, such as “选材富有时代气息，主题多样” (the selection of materials is full of contemporary relevance, with diverse themes) and “视听说分册包含丰富的BBC原版音视频” (the listening and speaking part contains rich original BBC audio and video,) *New Horizon College English* shows its goal of broadening students' horizons and deepening understanding and respect for different cultures. This arrangement of cross-cultural content not only enriches students' international knowledge background but also indirectly promotes a deep understanding and identification with Chinese culture, enhancing the recognition and pride in local cultural values through comparison.

5.8 Modernization and Informatization of Education.

By expressing national identity through specific language choices and narrative methods. For example, the use of phrases like “教学理念独到、教学模式创新” (unique educational philosophy, innovative teaching model,) highlights the autonomous innovation capability and the pursuit of excellence in Chinese higher education. Mentioning "the introduction of computer network technology into college English teaching" reflects China's modernization and informatization process in education, as well as the pursuit of high-quality teaching outcomes. The use of this language not only reflects pride in China's educational development but also constructs an image of a nation that is positive, upward-looking, and continuously innovative.

5.9 Modernization and Informatization of Education.

“充分体现信息技术给教育模式带来的变革，...实现课堂教学与自主学习的有效结合。” (Fully reflecting the transformation brought about by information technology to the educational model,... achieving an effective combination of classroom teaching and autonomous learning.)

By emphasizing the application of information technology in teaching, this part of the text showcases the trend of modernization and informatization in Chinese education, as well as the pursuit of improving teaching efficiency and quality. This reflects an identification with the role of education in the national modernization process, as well as the expectation of cultivating international talents who can meet the needs of the new era.

Through the above analysis, it can be seen that the preface of the third edition of *New Horizon College English* effectively constructs Chinese national identity through specific language use, selection of symbols and elements, and narratives and themes centered around educational development and national strategy. This not only showcases China's achievements and aspirations in the field of education but also reflects the significant contribution of education to national identity and social development.

6 CONCLUSION

By applying Teun A. van Dijk's theory of social cognition to analyze the preface of the third edition of *New Horizon College English* we can see that the text constructs national identity on multiple levels through discursive practice: linking language teaching with national development strategy, shaping shared cognition about national needs, integrating Chinese-specific cultural values, and promoting a modern Chinese student image under globalization; and by propagating certain educational philosophies, it strengthens social ideology. This complex discursive practice reveals that textbooks are not only tools for knowledge transmission but also arenas for the construction of national identity and cultural values.

This study, combining theoretical analysis with empirical research, provides a new perspective for understanding how textbooks construct national identity through discursive practice, enriching the research on the construction of national identity. By analyzing the preface of the third edition of *New Horizon College English* this study offers examples to educational practitioners on how to incorporate national development concepts and cultural values into textbooks, which is enlightening for promoting diversity in educational content and improving teaching quality.

6.1 Limitations of the thesis.

This study mainly focuses on the textual analysis of the preface of the textbook, which may not fully reflect the construction of national identity throughout the entire set of materials. Additionally, due to the limitations of the research method, this paper primarily focuses on language-level analysis and may not deeply explore the impacts on educational practice and student reception.

6.2 Future Research Directions.

Expanding the range of materials, future research could consider analyzing other parts or levels of *New Horizon College English* to gain a more comprehensive understanding. Multidimensional assessment, exploring the effects of the construction of national identity in textbooks, including students' receptiveness

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Appendix I

The Preface in 'New Horizon College English' Textbook, Third Edition

1

编写背景

《新视野大学英语》于2001年首次出版，是一套教学理念独到、教学模式创新的立体化大学英语教材，自出版以来，受到高校师生的广泛好评。其所引领的将计算机网络技术引入大学英语教学的模式取得了显著的教学效果。2008年出版的《新视野大学英语》（第二版）在传承第一版经典特色的基础上，根据我国高等教育发展形势与教学改革趋势，对教学理念、教学内容和教学方法进行了全方位提升和完善。

外语教学始终同国家的发展息息相关。目前，我国的经济进入新常态，更加突出体现在重视质量、效益和可持续发展，以实现“两个一百年”的奋斗目标。国家的发展对于高素质国际化人才的需求，远远超过以往任何一个时期。即将颁布的《大学英语教学指南》根据国家发展和教学改革的需要，更加强调教学质量的重要性，强调对学生英语应用能力和综合文化素养的培养。根据《大学英语教学指南》，大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分，由此形成相应的三大类课程。大学英语课程由必修课、限定选修课和任意选修课组成。

《新视野大学英语》（第三版）是为通用英语阶段设计的系列教材。编写团队本着严谨、务实的态度，深入调研高校大学英语课程教学现状，全面摸底大学新生入学英语水平，全面设计、全新编写了《新视野大学英语》（第三版）系列教材。第三版保持《新视野大学英语》一、二版的优势与特色，进一步落实教学分类指导、因材施教的原则，支持各高校根据学生入校英语水平，以及所选择专业的英语要求，适当调整通用英语阶段教学要求。

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编写依据

《新视野大学英语》（第三版）认真贯彻《国家中长期教育改革和发展规划纲要（2010-2020）》和《关于全面提高高等教育质量的若干意见》的精神，在立足大学英语教学实际的基础上，引入先进外语教学理念，融合国际优质教育资源，采用科学的教学设计和多样的教学手段，有效提升学生英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈上新台阶。

《新视野大学英语》（第三版）在设计编写中遵循以下整体原则：

在课程性质上体现工具性与人文性的有机结合

《新视野大学英语》（第三版）一方面遵循通用英语阶段语言学习规律，采取有效教学方法，全面提升学生的英语实际应用能力，一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力，从而实现工具性和人文性的有机统一。

在教学目标上体现个性化教学的需求

《新视野大学英语》（第三版）针对大学英语课程体系中通用英语课程的教学要求开发，

应用性和文化对比性。练习设计遵循语言学习的内在规律，目的明确、安排有序，既包括单项技能训练，也包括综合语言运用，输入与输出结合，线下与线上结合。语言活动注重思维训练，培养跨文化意识，通过批判性问题启迪学生思考，通过对比翻译引导学生理解和表达中西文化差异，通过场景真实的交际任务培养学生解决实际问题的能力。

教学设计循序渐进，打好基础，学用结合

教材设计基于对大学生英语水平和高校英语教学现状的细致调研，编写时充分考虑基础教育阶段与高等教育阶段英语教学的衔接，各级别定位清晰，难度逐步提升。教材通过科学严谨的材料选择与词汇编制，对核心词汇及搭配的重点练习，以及对语言技能的综合训练，帮助学生进一步打好语言基本功。同时，教材注意语言知识与语言应用的关系，通过练习引导学生掌握规律、举一反三、活用语言，提高语言的实际应用能力。

教学资源丰富立体，引领混合式教学模式

第三版教材倡导课堂教学与自主学习结合的混合式教学模式，通过创建全新的外语数字化教学平台，提供丰富的教学资源、立体的教学环境和便捷的教学管理功能。除主干课程外，在网络课程体系中新增配套类课程（如第三版系列内的“长篇阅读”和“综合训练”等）和拓展类课程（如文化课程、口语课程、写作课程、ESP课程等），院校可自主选择线下、线上或混合教学的模式。同时，新的教学平台同步推出 Uclass 和外研随身学等移动教学和学习工具，优化教学体验，提升教学效率，帮助学生充分利用碎片化时间，向主动学习、自主学习、个性化学习的方向发展。

教学与评估并重，帮助教师实现教学相长

第三版教材为教师提供丰富多样的数字化教学资源，便于教师进行个性化教学，还创建了教师实时共建和分享备课资源的 Ucreate 交流平台，鼓励教师合作创新。同时，教材提供全面的形成性与终结性评测手段，便于教师及时、准确了解学生学习状况，调整教学思路，改进教学方法。此外，对基于数字技术的混合式教学模式、网上合作学习模式、教学评估模式等新领域的探索，还能为教师提供研究思路与实证数据，助益教师的教学与学术发展。

4 教材构成

《新视野大学英语》（第三版）根据通用英语阶段的基本要求或提高要求，设计有 1—4 级，供两个学年使用。每一级别包含《读写教程》（配教师用书）、《视听说教程》（配教师用书）、《泛读教程》、《长篇阅读》和《综合训练》。同时提供与教材配套的学习光盘、教学课件、试题库、外语数字化教学平台、移动应用等教学资源。不同课程、不同媒体之间紧密联系，相互支持，互为补充。

5 编写团队

《新视野大学英语》（第三版）系列教材均为全新编写。《泛读教程》、《长篇阅读》和《综合训练》三个分册与《读写教程》单元主题呼应，是对《读写教程》的补充、强化与拓展。《视听说教程》基于英国培生教育出版集团的经典教材 *Speakout* 进行全面改编，既保留了视听资源地道鲜活的优势，又符合国内高校教学的需求与特点。

《读写教程》以有效巩固和扎实培养学生的语言知识和技能为特色，通过视角多元、内涵丰富的选篇以及形式多样的练习，着重提高学生的读、写、译能力。《视听说教程》视听资源生动地道，文化信息丰富，交际场景真实，有效提高学生的听说能力与跨文化交际能力。《泛读教程》注重阅读方法培养，提供多样的选篇和练习，帮助学生扩展词汇、开阔视野，提高英语阅读能力。《长篇阅读》通过有效的训练，培养学生的阅读策略，提高“快速 + 准确”获取信息的能力。《综合训练》与《读写教程》紧密相联，提供词汇、语法、翻译和阅读等方面的练习，帮助学生巩固语言知识，提高语言技能。

《新视野大学英语》（第三版）遵循分类指导、因材施教的教学原则，通过多种途径为个性化教学提供支持。系列教材中包括不同级别和不同分册，还提供丰富多样的网络课程与数字化教学资源，为教学提供了较大的选择空间。教师可根据学校和学生实际情况，依据基于本校特色的教学目标和教学要求，自主选择教学材料和教学方法，逐步提高学生的语言能力和跨文化交际能力，培养学生的自主学习能力和综合文化素养，从而实现相应的教学目标。

《新视野大学英语》（第三版）项目总负责人、教材总主编为上海交通大学郑树棠教授。全国数十所高校的几十名资深教授和中青年骨干教师参与了系列教材的设计、编写和制作。参与《视听说教程》编写和制作的还有英国培生教育出版集团的英语教育专家和教材编写专家。在教材编写和修改定稿的过程中，有多位外籍专家学者参与审定和指导。

《新视野大学英语》（第三版）应新时代的召唤诞生，从筹划到出版历经数年，期待以全新面貌为新时期的大学英语教学发展贡献力量。因教材为全新编写，难免有不足之处，还将在使用过程中收集反馈建议，希望专家、老师和同学在审阅和使用中多提宝贵意见，以使教材不断改进和完善。

编者
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