

A Corpus-Based Analysis of the Construction of Institutional Identity Discourse in Chinese Universities

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ABSTRACT: This study examines the distinctions between technical and normal universities in China within the context of institutional identity construction and discourse strategies. Employing Wodak's discourse-historical approach as a theoretical foundation, the study investigates and compares the discrepancies and parallels between these two types of institutions at macro, meso, and micro levels. The findings reveal that due to historical positioning, functional development, future visions, and varying micro-level discourse strategies, each type of university emphasizes distinct characteristics in their institutional construction at the meso level. Technical universities accentuate and develop a "scientific and innovative" institutional identity, concentrating on knowledge dissemination and personality development, while normal universities emphasize an "educational" institutional identity, focusing on social responsibility. Supported by examples, this article explores and validates the efficacy of this framework, offering meaningful insights for future research on institutional identity.

KEYWORDS- institutional identity, discourse strategy, identity discourse construction, Chinese universities

I. RESEARCH BACKGROUND

1.1 International Background

In recent years, the United States has increasingly grown impatient with the disguised presentation of its hegemonic politics amidst China's burgeoning economic prowess, global appeal, and influence. The U.S. tactics for disrupting international order and meddling in other nations' domestic affairs have become notably more brazen. Furthermore, the ongoing COVID-19 pandemic has intensified the process of deglobalization, leading to a resurgence in unilateralism and hegemony, thus subjecting China's national image to unparalleled challenges. To counter the malignant tendencies in international public opinion toward China, the nation has elevated the construction of its national image and identity. Employing diverse tactics and strategies, such as news, advertisements, institutions, and brands, China seeks to identify optimal channels for specific target audiences, constructing a multidimensional "grand external propaganda" framework [1]. This strategy aims to amplify

China's international influence and cultural soft power, encompassing the comprehensive establishment of a favorable national image.

The multimodal Chinese discourse system is generally viewed from the following perspectives: national, institutional, corporate, cultural, and personal discourses. As a crucial component of the nation's multimodal discourse system, developing the identity of higher education institutions contributes to the comprehension of the overarching national discourse construction system and augments the country's cultural soft power.

1.2 Domestic Background

At present, the progress of higher education in China necessitates bolstering discourse system construction, instituting systems and action modes aligned with the logic of higher education discourse, and crafting new concepts, categories, and expressions synthesizing Chinese and Western viewpoints. This constitutes a substantial historical challenge and a crucial practical matter concerning the success of higher education reform in China [2]. From a discourse standpoint, each social institution possesses its unique discourse order, encompassing the totality of varied discourse practices within the institution and their interrelations [3]. Regarding university management, the institutional discourse of a university serves as a vital medium reflecting its educational philosophy, cultural values, and core concepts across diverse academic disciplines. The establishment of institutional identity holds a foundational role in this context and represents a central element of the university's discourse system [4]. Broadly, a university's identity is embedded in its enduring cultural history and its development is profoundly impacted by elements such as positioning, social and historical context, and disciplinary characteristics. Examining the varied strategies employed by universities with unique disciplinary features in building their institutional identities within discourse systems proves advantageous for obtaining a comprehensive comprehension of identity construction in Chinese universities. This aids in fostering the institutional identity development in higher education and augmenting the communication and impact of university discourse among target demographics.

II. Literature Review

Over recent decades, discourse analysis has progressively emerged as a focal point in humanities and social science research. As a form of social practice, discourse equips individuals with the capacity to create meaning and value across discourses, enabling the formation of institutional identities and negotiations among diverse social relations. There exists a potent relationship between institutional identity and institutional discourse, which are reciprocally constructed and exhibited. Investigating the development of discourse systems in universities has become an essential means to observe the evolution and shifts in contemporary public discourse [5].

It is widely accepted that discourse research in higher education institutions originated with the pioneering work of critical discourse analyst Fairclough. His seminal study in 1993 employed university recruitment advertisements and enrollment policies as exemplars, effectively illustrating how linguistic analyses can uncover the construction and evolution of discourse in higher education institutions by examining aspects such as vocabulary composition, pragmatic features, and functional grammar. Since then, scholars have persistently

investigated the construction of discourse systems in universities from various angles, including recruitment notices [3], speeches by university presidents [6], and website introductions [7], among others. The research frameworks adopted by these scholars primarily draw from critical discourse analysis within the field of functional linguistics, with research subjects centering on the discourse systems of higher education institutions. The scope of research corpus has continually broadened, forming corpora for subsequent analysis. These examinations of higher education institution discourse have established a robust foundation for future inquiries into the construction of institutional identity discourse in universities.

Over the past decade, the study of institutional identity construction has increasingly captured scholarly attention. Institutional identity is commonly regarded as a socially constructed concept, perceived as the “self-presentation of institutions in public” and as a fluid, ever-evolving notion. Additionally, it “incorporates not only a set of cognitive structures that internal members use to define the institution, but also the actions and potential creations of the institution and its members” [8]. Put differently, institutional identity encompasses members of the institution, institutional visions, positioning, goals, and decision-making processes. Within higher education contexts, the “institutional identity” concept enriches our comprehension of the positioning and transformation of higher education [9]. As a result, numerous studies have explored institutional identity construction in domestic universities.

Analogous to university-focused language research, Xu Tao and Zhang Mai conducted a comparative analysis of Nankai University’s 1979 and 1999 anniversary speeches, examining aspects such as vocabulary, syntax, and tone. They discovered that the 1999 speech’s function had evolved, further solidifying Nankai University’s identity as “a confident, courageous, and influential contemporary university” [10]. Luo Yun employed a case study methodology to investigate the identity construction of Chinese universities, exemplified by Peking University since the 1980s, through critical discourse analysis and social constructionism. This study determined that Peking University, amidst shifting social, historical, and cultural contexts, sequentially constructed institutional identities including “the people’s university,” “the socialist university,” and “the market-oriented university.” Sun Yongmei and Zhang Yanbin utilized discourse-historical analysis to conduct a case study of Peking University’s school introduction corpus on its website, revealing that Peking University primarily employed referential and predicative strategies to construct an institutional identity defined by a prestigious reputation, a long history, significant academic influence, and aspirations to become an elite world-class university [7].

Chen Jianping developed a framework for analyzing discourse construction strategies and patterns of university institutional identity at the contextual level, utilizing critical discourse analysis and discourse-historical analysis. Additionally, a comparative examination of the “school introduction” and “president’s speech” corpora on the official websites of Peking University, Oxford University, and the University of Chicago was carried out to explore the institutional identities crafted by each university and the discourse strategies employed, providing valuable insights for future research on university institutional identity construction [4].

In conclusion, the extant research conducted by various scholars offers a substantial foundation and invaluable theoretical framework for examining the construction patterns and discourse strategies employed by university institutions. This solid groundwork enables further exploration of the interdependent relationship between institutional identity and institutional discourse.

III. RESEARCH DESIGN

3.1 Research Framework

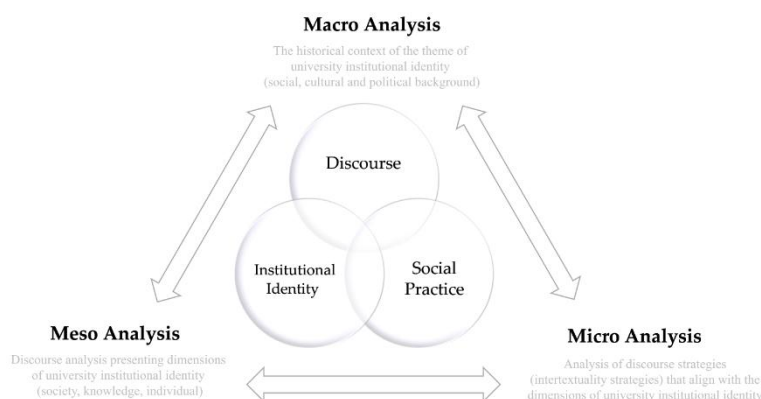
From the perspective of the relationship between language and identity construction, social construction theory posits that language serves not only as a tool for individuals to comprehend the world, but also as a societal product and an integral component of social reality. Language constitutes a dynamic form of social practice that shapes social identities, relationships, and people's understanding of the world. Discourse, as a specific application of language and a distinct type of practice, not only mirrors social reality and institutional statuses, but also constructs institutional identities [11]. The foundational principle asserts that the presence of discourse practice fosters the integration of individuals, discourse, and institutions. Individuals within institutions form specific institutional identities through distinctive discourse practices. This institutional identity significantly influences its members' comprehension of the institution's positioning and their corresponding actions regarding institution-related affairs. Consequently, the establishment of institutional identity continually fosters the development of unique identity recognition and institutional belonging among individuals within the institution. Once this sense of identity recognition and institutional belonging solidifies, it can coalesce into a long-lasting and stable shared belief and vision for the institution among its members, thereby further fortifying the construction of institutional identity.

Currently, the critical discourse analysis approach, exemplified by Wodak's discourse-historical analysis (DHA) method, is the most prevalent method used in the study of identity construction in higher education institutions. Wodak suggested that DHA can be applied through a layered analysis of discourse, commencing from the description of the text, and categorizing different topics according to the specific research question to analyze intertextuality between distinct texts [12]. Subsequently, by integrating the social, political, cultural, and historical contexts in which the discourse resides, the specific research question can be examined through intertextuality. When investigating the discourse practices of particular institutions, these practices, strategies, and texts within the institution can be situated across four "contextual levels" to explore their connection to social events in the institutional environment. These four contextual levels encompass: (1) co-occurring texts within the text, (2) intertextual relationships among sentences, texts, and genres, (3) external social/sociological variables and frameworks, and (4) socio-political and historical contexts embedded within discourse practices (Reisigl, 2014).

Based on the previous research, this study proposes a discourse analysis framework from the macro, meso and micro levels, to demonstrate how these three interact with each other and ultimately achieve the construction of institutional identity construction. With such framework, this study presents a macro-level examination of the socio-political and historical contexts embedded within the discourse practices of university institutions. It

synthesizes and distills the identity characteristics of these institutions, considering their historical evolution, present status, and future vision as central perspectives for scrutinizing university identity construction strategies. The meso-level analysis is linked to a micro-level discourse strategy evaluation and, in conjunction with higher education theory, examines the dimensions of social responsibility, knowledge transmission, and personal development as foundational criteria for assessing universities' institutional identities. Concurrently, the macro- and micro-level analyses are interconnected and co-constructed through the development of discourse construction strategies to investigate the mechanisms underlying university institutional identity formation.

Figure 1. Theoretical framework



3.2 Corpus Foundation

A distinctive feature of Chinese universities is that some of them are directly managed by the Ministry of Industry and Information Technology (MIIT) and the Ministry of Education (MOE). As distinct departments responsible for the development of China's industry, information, and education, they have unique policy orientations. Presently, seven universities are under MIIT, including Beihang University, Beijing Institute of Technology, Harbin Institute of Technology, Harbin Engineering University, Nanjing University of Aeronautics and Astronautics, Nanjing University of Science and Technology, and Northwestern Polytechnical University. More universities are directly under MOE, including specialized normal schools, such as Beijing Normal University, East China Normal University, Central China Normal University, Northeast Normal University, Shaanxi Normal University, and Southwest University. As evidenced by their names, the former group is geared toward science and engineering, while the latter focuses on normal education. These university types complement one another and collaboratively build China's higher education system. Regarding critical discourse analysis, the language used by these university types can reflect and construct institutional identities with varying characteristics. Consequently, this study selected the seven characteristic universities under MIIT and the six normal schools under MOE as the target institutions for corpus collection.

After determining the institutions from which to gather data, this study proceeded to collect the corpus from each institution. The corpus primarily consisted of materials that represent the disciplinary construction features and policy orientation of the institutions, such as "School Introduction" and "School Overview" on the official websites, and "President's Address" on their official WeChat accounts. Due to network technology and

practical factors, many previous President's Addresses were not disseminated in the form of electronic texts on the Internet. Hence, this study limited the corpus's time range to the past decade and collected electronic materials published on the institutions' WeChat accounts or portal websites. After manual screening and elimination, a total of 106 texts were gathered from universities of science and technology and 92 texts from normal universities, forming two separate corpora. The corpus of universities of science and technology contains 182,424 words, while that of normal universities contains 192,974 words.

This study utilizes a blend of corpus linguistics and critical discourse analysis, drawing upon the discourse-historical analysis method in critical discourse analysis as the theoretical foundation and proposing a framework to examine the construction strategies and patterns of institutional identity discourse as the analytical structure. The entire text was divided using the CorpusWordParser tool, while the most recent version of AntConc (4.1) corpus software was employed to analyze data from the two distinct university types, aiming to address the subsequent two research questions.

- (1) Which discursive strategies do the two distinct university types utilize in constructing their institutional identities?
- (2) What kinds of institutional identities do the two distinct university types establish?

IV. RESULT

4.1 Macro Theme Analysis

Frequency analysis constitutes the fundamental statistical method in corpus retrieval, analyzing discourse from the most basic lexical level. Nonetheless, examining overall thematic words statistically not only reflects the speaker's social background and historical development trends, but also encapsulates their attitude, position, and speech focus to a certain extent. Utilizing the corpus tool AntConc(4.1), we constructed thematic word lists drawing from two types of universities' speeches and school introductions over the past decade. Upon comparing and analyzing the top 20 thematic words, we discerned common and unique themes present within these institutions' discourse on their construction. By investigating high-frequency words and collocation indexes in conjunction with historical contexts, we aim to uncover distinct characteristics displayed by the two university types in constructing their individual institutional identities.

Table1.Subject word index results

理工类院校			师范类院校		
总形符数: 9142			总形符数: 10014		
总类符数: 94475			总类符数: 99665		
1	775	同学	1	759	同学
2	390	北航	2	468	学校
3	571	创新	3	207	华师
4	419	学校	4	318	人生
5	406	大学	5	429	创新
6	340	希望	6	381	大学
7	161	南航	7	167	师范大学
8	226	奋斗	8	299	希望
9	169	航空	9	180	青春
10	134	西工大	10	436	教育
11	480	国家	11	126	典礼
12	282	科技	12	122	北师大
13	131	校友	13	369	时代
14	130	典礼	14	553	新
15	123	疫情	15	261	教师
16	119	军工	16	216	学科
17	225	人生	17	171	奋斗
18	128	航天	18	97	母校
19	150	院士	19	223	培养
20	344	时代	20	126	卓越

Common themes observed across both university types, such as “classmates”(同学), “school”(学校), “hope”(希望), “struggle,”(奋斗), and “era”(时代) indicate a commitment to fostering socialist talents and implementing the party’s educational policies. This highlights their top-tier institutional status. Schools serve as nurturing grounds and strongholds for instilling sound study habits, living habits, and appropriate values in students. Besides supporting different national development strategies, both university types share the fundamental responsibility of education. By grasping contemporary trends and directing the new generation’s values with statements like “the color of youth is the color of struggle” and “the youth of struggle is the joyful youth,” educational institutions can assert their identities as socially responsible entities.

Conversely, the differences in themes underscore the distinct positioning of teacher education and science and engineering education within these university types. In normal university, terms such as “teacher education”(师范), “education”(教育), “cultivation”(培养), and “discipline”(学科) emerge more frequently. This alignment with the national educational development direction for cultivating new generations of educational resources demonstrates these recurring themes’ role in portraying an institution’s overall identity. These themes address the fundamental question of “what” in institutional identity construction. Historically, education forms the teaching foundation and drives educational development. In terms of national development strategy, teacher education bears the basic and pioneering responsibility for talent cultivation in the national education domain. The emphasis on themes like “education” and “teacher education” accentuates the institutional positioning of normal university in serving the national educational development direction and assisting in building a robust educational nation - a primary objective of the “four orientations” and “four services” in the future.

The emphasis on keywords such as “cultivation”(培养) and “discipline”(学科)demonstrates the proactive response and support of universities to current policies and activities implemented by the Ministry of Education. Since the 13th Five-Year Plan, the Party’s education policy has progressively stressed the significance of foundational disciplines. The keywords “cultivation”(培养)and“discipline”(学科)indicate the university’s concentration on talent development, discipline establishment, team formation, scientific research, and social services, adhering to the direction of socialist education. The 14th Five-Year Plan period is crucial for our country to comprehensively construct a moderately prosperous society and attain the first centenary goal. It also marks the beginning of a new journey towards building a socialist modern country and progressing towards the

first five-year goal of the second centenary target. The keywords “cultivation”(培养) and “discipline”(学科) further reveal the persistence of normal universities in the new era regarding their positioning of normal university education, their commitment to the primary responsibility of discipline education, and their focus on fostering exceptional teachers and educators who lead the development of basic education, as well as top-tier talents and high-level innovative individuals who have comprehensive development in morality, intelligence, physical fitness, art, and labor. Consequently, the institutional identity of normal colleges and universities, which carry the essential duties of “education” and “cultivating people”, is accentuated, and the social responsibility and accountability of normal colleges and universities as societal institutions are underscored in the new era, situation, and trend.

From the viewpoint of these seven universities of science and technology, characteristic terms such as “innovation(创新),” “technology(科技),” “military industry(军工),” “aviation(航空),” and “aerospace(航天)” are evident. These thematic words also offer a general insight into the fundamental question of “what” for the institutions. Reflecting on the national development history, the past decade has witnessed the most significant technological advancements and the swiftest growth in technological capabilities in China. Since 2015, the Chinese government has successively introduced significant industrial development initiatives, such as “Internet Plus” and “Made in China 2025.” These programs have spurred the growth of related sectors, including information technology and manufacturing, subsequently increasing the demand for relevant research and development and manufacturing talents. As the backbone of national scientific and technological innovation, universities of science and technology have undertaken the crucial responsibility of establishing a systematic strategic technological force since their inception. “Made in China 2025” explicitly outlines a 10-point requirement for enhancing a multi-level talent training system, emphasizing the need to focus on high-level, urgently-needed, and scarce professional and technical talents and innovators. The implementation of professional and technical talent knowledge updating projects, as well as advanced manufacturing and exceptional engineer training programs, is recommended. Additionally, the establishment of engineering innovation training centers within higher education institutions aims to cultivate a high-quality professional and technical talent team. Under the policy direction of a national innovation-driven development strategy and the building of a technology powerhouse, these universities of science and technology have adhered to the historical trend, incorporating “innovation(创新)” and “technology(科技)” to foster a comprehensive development framework for scientific and technological innovation. This approach also underscores their institutional identity and commitment to “science and innovation.”

Simultaneously, the emphasis on thematic terms such as “military industry(军工),” “aviation(航空),” and “aerospace(航天)” highlights the critical position and function of the “Seven Sons of National Defense,” an alternative epithet for these seven universities of science and technology. As the cornerstone of China’s national defense industry construction and the primary driving force behind China’s national defense technology innovation and industrialization efforts, the “Seven Sons of National Defense” better convey the professional and robust “personality” institutional identity of these universities of science and technology by emphasizing their strong majors and essential research directions.

4.2 Meso and Micro Level Analysis

4.2.1 The Strategy of Reference

The strategy of reference, or naming, is predominantly employed to represent specific social groups or individuals to construct their identities both within and outside the group. This is commonly achieved through reference or individual naming. The chosen vocabulary for reference or naming frequently emphasizes a particular image of the group or individual, which is essential for comprehending their identity construction.

Two categories of universities, universities of science and technology such as “Beihang,” “Xigongda,” and “Beijing Institute of Technology,” and normal universities including “Huashi,” “Beishida,” and “Xida,” utilize their official names or abbreviations in speeches and introductions. Hemande indicated that the manner in which a social group is referenced has a direct or indirect influence on our perception of that group, often implying a specific evaluation or awareness. As this article mostly features language from university presidents’ speeches, the audience typically comprises university students and extends to netizens nationwide via the internet [13]. On one hand, compared to traditional full official university names, using abbreviations in speeches can foster a closer connection between students and the university, reducing sensations of unfamiliarity and alienation students may experience towards the institution. This demonstrates the emphasis on identity construction within the group in speeches delivered by presidents of these two university types. Employing official names or abbreviations can enhance a university’s institutional identity characterized by a sense of belonging to its alma mater and cultural affiliation. On the other hand, in contrast to the conventional self-referential phrases such as “our university” or “this university” previously used in Chinese universities, traditional referencing methods do not convey the speaker’s attitude, stance, or emotional nuance, nor do they generate explicit evaluative meanings. By utilizing official names or abbreviations, these two university types exhibit confidence in their capacities and culture. From an external identity construction standpoint, such referencing behavior implies the university’s assurance in its impact. Not only should students comprehend the meaning of official abbreviations, but “others” are also expected to be familiar with them, establishing a cohesive and confident image for these universities.

Example 1: "You have been most fortunate during your years at Beishi University General Secretary Xi Jinping visited our university on September 9 last year. He highly affirmed the important contribution of BNU in promoting China's socio-economic, educational and cultural development, and also encouraged all teachers and students to be "four-good" teachers with ideal beliefs, moral sentiments, solid knowledge and benevolent hearts."

(同学们, 在北师大的几年你们是最幸运的——去年9月9日, 习近平总书记来我校视察。他高度肯定了北师大在推动中国社会经济和教育文化事业发展中做出的重要贡献, 同时也勉励广大师生做有理想信念、有道德情操、有扎实学识、有仁爱之心的“四有”好老师。)

Example 2: "So what kind of university is Northwestern Polytechnical University? Here, you will understand dedication and loyalty, ideals and persistence."

(那么, 西北工业大学是一所什么样的大学呢? 在西工大, 你将读懂奉献与忠诚、理想与坚持。)

In addition to employing official names or acronyms, both categories of universities have devised noun phrases following the “acronym + person” structure to denote their students, such as “Beihangperson” and “Xigongdaperson” in universities of science and technology, as well as “Shidaperson” and “Huashiperson” in normal universities. Utilizing these inventive expressions conveys the speaker’s evident attitude and emotion and is often associated with positive connotations. Based on the structural features of the referential noun “acronym + person,” it can be categorized as a collective pronoun. Collective pronouns can be further subdivided into “exclusive” and “inclusive” types. Exclusive collective pronouns pertain solely to the “self,” excluding “others,” while inclusive collective pronouns encompass both “self” and “others” [5]. Drawing from context-based indexing analysis via corpus tools, it has been demonstrated that the aforementioned “acronym + person” expressions function as not only exclusive but also inclusive collective pronouns. The application of such pronouns signifies the emphasis that universities place on fostering a sense of belonging and cultural identity among students in relation to their alma mater, as well as the institution’s aspiration to utilize inclusive collective pronouns as a referential strategy to diminish the divide between the “self” and “others.” This approach seeks to minimize the gap between the university and external communities, establish cooperative and amicable communication, foster development relationships, and consequently construct an accessible and affable institutional identity for both types of universities.

Figure 2. The index row list of “Xigongdaperson”

Left Context	Hit	Right Context
形成“西工大现象”的因素有很多，但核心是	西工大	人的价值追求和价值选择，在于他们
一块航空专用集成电路芯片上都深深地镌刻着	西工大	人的名字；在新型战机与大飞机、“
乘风好去，长空万里！愿同学们将	西工大	人的基因深植血脉，坚持守正
的，而是随着学校事业发展和一代又一代	西工大	人的奋斗在不断升华，这些都留给
早已融入西工大人的血脉之中，也成为无数	西工大	人的精神追求。担当，需要你们向善求真，
座不朽的丰碑。可以说，“担当”二字早已融入	西工大	人的血脉之中，也成为无数西工大人
辈辈西工大人熔铸传承的价值观，是我们	西工大	人的责任与担当、情怀与奉献。故事
修崇德之身。“诚实守信，襟怀坦荡”是	西工大	人始终坚持的做人准则，是用实际
坚守。在七十余载的办学历程当中，	西工大	人始终坚持国家至上，担当责任和使命，
复兴的希望之光。八十多年来，一代又一代	西工大	人始终以服务国家战略需求为己任，
可成之事。“公为天下，报效祖国”是	西工大	人始终坚守的理想信念。在纪念中国
毅；惟其笃行，才弥足珍贵。“毅然果决，坚韧不拔”是	西工大	人始终担当使命的不懈追求。直-20通用
愿意去”是胸怀祖国奉献精神的集中体现。	西工大	人不图名、不图利，甘于将青春和
留得住”是信念坚定实干精神的集中体现。	西工大	人不怕苦、不怕累，坚定理想信念，忠于
传承，初衷不改，忠诚不变，激励着一代代	西工大	人不断超越自我，迈向新的人生高度。他们
一个国家兴旺发达的不竭源泉。“勇猛精进，敢为人先”是	西工大	人与时俱进的勇气和锐气。
方向。在学校的办学历程中，一代又一代	西工大	人之所以能够在国防科技领域“愿意去、

Figure 3. The index row list of “HuashiPerson”

Left Context	Hit	Right Context
赋MV等有效开展。这一切，已沉淀为	华师	人的精神品质与文化内核。2020，我们持续
公民的第一品德和第一责任。爱国，是100多年来	华师	人的精神底色和价值追求。爱国，是
教育教学的影响。这一年，我们展现了	华师	人的使命担当。疫情期间，怀揣家国
的创校精神、奋斗精神和坚守精神，构筑起	华师	人的大爱谱系。赓续精神血脉，
之爱，这是章开沅老校长对我们每一个	华师	人的教导。我们要爱党、爱国家、
华师精神，“求实创新、立德树人”华师校训，标注了	华师	人的教育情怀和责任担当。华中师范大学
的港湾，是大家坚强的后盾，母校将把	华师	人的每一次成功、每一份
成为大爱相传的新时代青年，带着	华师	人的温暖、包容与情怀，把华师大
奋斗中绽放绚丽人生。同学们，“华师印记”是	华师	人的特质与禀赋，行动是最好的
爱与温暖的“光源”！同学们要带着	华师	人的这份温暖、包容与情怀，做
爱在华师”的文化印记，牢记建党百年来，	华师	人在中国革命、建设、改革的历史画卷
再到脱贫攻坚战线的“泥腿子”，建党百年来，	华师	人在中国革命、建设、改革的历史画卷
同学们始终弘扬追求卓越的创新印记，牢记	华师	人在决胜全面建成小康社会、全面建设社会主义
之；敬人者，人恒敬之”。一代代	华师	人在平凡的岗位上默默奉献，用
始终弘扬勇担使命的奋斗印记，不忘	华师	人与党同心同德，与共和国同向同行，
弘扬勇担使命的奋斗印记。新中国成立以后，	华师	人与党同心同德，与共和国同向同行，
程。一部华中师范大学的历史，就是一部	华师	人与伟大的中华民族同呼吸共命运

In the context of member reference strategies within institutions, particularly when referring to alumni, this study discovered differences in the tactics employed by two types of universities. Both universities cited numerous distinguished alumni or school leaders in their speeches, such as “Yuan Longping” and “Qian Xuhong” in normal universities and “Chen Da” and “Xu Huibin” in science and universities of science and technology. By acknowledging these prominent figures who have significantly contributed to China’s economic and social development, both university types can construct an institutional image as a vital force in China’s progress. However, a word frequency analysis conducted using corpus tools reveals that “academician” appears more frequently in science and universities of science and technology, whereas “professor” is more common in normal universities. “Academician” denotes the highest academic honor titles in the fields of science and engineering technology in China, such as members of the Chinese Academy of Sciences or the Chinese Academy of Engineering. In the referencing strategy of science and universities of science and technology, utilizing academicians as university alumni representatives underscores the substantial contributions of the university to science and technology, as well as establishes the identity of a “science and innovation” institution. “Professor” represents the highest level of university teacher title within the higher education system. A team of professors involved in a university’s research and education signifies an exceptional teaching staff, thereby reflecting the superior talent development capabilities of normal universities and reinforcing their identity as institutions focused on education.

Figure 4.The index row list of "Academician"

Left Context	Hit	Right Context
科学领域的“奠基人”。从踌躇满志到耄耋之年，杨士莪	院士	一直坚守着祖国的蓝色国土，为我国
中国工程院院士，2位校友入选美国工程院	院士。	他们以探求真理、改造世界、造福人类为
位校友分别当选中国科学院院士和中国工程院	院士，	他们分别在高超声速空气动力学和飞机新
旁骛，才能做到精和优，要以两院	院士	刘永坦为学习的楷模和榜样，40年如一
旁骛，才能做到精和优，要以两院	院士	刘永坦为学习的楷模和榜样，40年如一
学校迎来了一个好消息：我校化工学院王泽山	院士	团队和材料学院陈光教授团队的研究
国家科技进步一等奖5项。日前，由我校王泽山	院士	团队申报的国家技术发明一等奖，已顺利
条件与环境。此外，学校拥有一批两院	院士	在内的治学严谨的师资队伍，他们将
招收13期学员，共计1万余名，其中包括两弹元勋任新民	院士	在内的39位两院院士，近30多位
弹射而直接研发电磁弹射，其难度可想而知。马伟明	院士	坚持一步到位，他说：“祖国设有21年时间，我们
长期落后，关键技术和装备受制于人的局面，孙聪	院士	坚持航空报国的理想，作为歼-15舰载机的
得尤为重要和迫切。习近平总书记在两院	院士	大会上指出：“青年一代有理想、有本领、
核心位置。2014年6月，习近平总书记在两院	院士	大会上指出：“科技是国家强盛之基，
目标，从未懈怠。拼搏奋斗半个多世纪，徐德民	院士	带领团队完成了我国自主式水下航行
先进雷达的国家之一。随后的几十年，毛二可	院士	带领团队，孜孜不倦、求真探索，围绕雷达发展难点
工程。我校老校长、中国工程院首批院士李鸿志	院士	常说，“国防科技的每一次创新，
技术研究起到了奠基和关键的作用。潘	院士	常说，“我把海洋卫星遥感事业当成

Figure 5.The index row list of "Professor"

Left Context	Hit	Right Context
结构合理的师资队伍。现有专任教师3162人，其中	教授771	人、副教授1315人，博士生导师540人、硕士生导师1691人。
包括中国科学院院士1人、国家特聘教授11人、教育部特聘	教授18	人、国家杰出青年科学基金获得者2人、国家
工程项目入选者76人次，包括中国科学院院士1人、国家特聘	教授11	人、教育部特聘教授18人、国家杰出青年科学
和亲朋好友致以诚挚的敬意！刚才，教师代表何光华	教授	在发言中深切地缅怀了学校杰出
的关系等问题贡献了卓越的见解。杨国荣	教授	在启动讲座首讲中提到，中西交汇
这一主题具有鲜明的时代特征。2019年，杨国荣	教授	在瑞士伯尔尼提出了这一大会主题，
广来教授、赖蕴慧教授、庞安安教授、杨国荣	教授，	ISCP各位同仁，哲学界各位专家学者、各位
工程首席专家3人。省部级人才294人次，其中陕西省特聘	教授54	人、“三秦学者”创新团队带头人6人、陕西省
工程院院士3人、海外院士5人，人文社会科学资深	教授1	人。另有国家级教学团队5个、教育部创新团队3
月校区。全日制在校学生26997人，专任教师1671人，其中	教授511	人，副教授645人。学校设有22个学院（部），81个
毕业典礼的学生家长中有一位加拿大	教授。	他的儿子在师大留学期间和其他
民族教育学院（预科教育）。现有专任教师2010余人，其中	教授590	余人、副教授820余人、博士生导师510余人、硕士生导师990余
的北师大人。艺术与传媒学院院长肖向荣	教授	作为教师代表发言。作为庆祝中国共产党成立100周年
年6月27日尊敬的成中英先生、陈来	教授、	信广来教授、赖蕴慧教授、庞安安
在我们身边也涌现出全国教书育人楷模黄希庭	教授、	全国高校黄大年式教师团队——李加纳
文联终身成就民间文艺家”荣誉称号的我校文学院	教授	刘守华先生，一辈子深耕民间文学沃土，硬是把一个
伍力量雄厚。现有教职工3600余人，专任教师1900余人，其中	教授、	副教授1325人，博士生导师605人；有人文社科资深

4.2.2 Predicate-Subject Strategy

The predicate-subject strategy primarily focuses on delineating the attributes of specific social groups or individuals. This can be accomplished through positive or negative evaluative attributes, conveyed using adjectives, appositives, relative clauses, and other rhetorical devices [13]. By analyzing the high-frequency words and themes of two kinds of universities in a corpus, it becomes apparent that self-referential pronouns of institutions are prevalent across both categories of universities. Consequently, this study employs indexing and retrieval by using self-referential pronouns of institutions as keywords when comparing the predicate and subject strategy.

(1) Positive Attribute Evaluation

In both types of academic corpora, a multitude of positive connotations is employed to emphasize the importance and proactive stance on higher education development. A collocation search within the corpora reveals that, in science and engineering institutions, evaluative words are frequently paired with self-referential language, such as “world-class,” “daring to be the first,” “love for the motherland,” “unity of knowledge and action,” “forge ahead,” and “glory.” These terms underscore the leading role of these institutions in national scientific and technological advancement and represent their proactive, determined contributions to social construction.

Example 3: "The school promotes excellent traditional culture, carries forward the Beihang spirit of “serving the country in aerospace, daring to be the first,” unites with the aspirations and dreams of three generations of Beihangperson, and fosters a common understanding through listening to and following the Party, building the spirit of serving the country in aerospace as a symbol of the Party’s red gene."

(学校弘扬优秀传统文化, 传承发扬“空天报国、敢为人先”的北航精神, 以三代北航人的“长鹰志”“中国心”“陀螺梦”凝聚共识, 以听党话、跟党走红色基因打造空天报国精神标识。)

In teacher education institutions, evaluative words combined with self-referential language include terms like “world-class,” “new era,” “simple and strong,” “solid and resolute,” among others. These words not only demonstrate the top-tier discipline construction of teacher education institutions in the new era but also stress the guidance of student quality, accentuating the institutional identity of teacher education institutions as mentors for students.

Example 4: "I hope that students always maintain their passion for striving, becoming “simple and solid” representatives of our institution."

(希望同学们始终保持对奋斗的热情, 做“质朴而坚实”的华师人。)

(2) Predicate

Predicates, comprising nouns, adjectives, or pronouns employed as predicate complements, function as rhetorical devices in discourse strategies. The selection of predicates in narratives assigns particular social role features to the two categories of universities.

Through corpus examination, predicates found in conjunction with self-referential pronouns in universities of science and technology include “adhere,” “uphold,” “promote,” “strengthen,” “forge,” “deepen,” among others. Utilizing these predicates not only highlights the historical behavior of universities of science and

technology in adhering to fine traditions and illustrates the positive role they play in China's social and historical development but also underlines the future development direction of such institutions. This growth aligns with the demands for deepening reform in the era and fortifying the institutional identity of universities as trailblazers in scientific and technological innovation.

Example 5: "The school vigorously promotes coordinated innovation and carries out strategic cooperation with key national backbone enterprises such as aviation, aerospace, engines, ships and so on".

(学校大力推进协同创新, 与航空、航天、发动机、船舶等国家重点骨干企业开展战略合作。)

In contrast, predicates employed in conjunction with self-referential pronouns in normal universities encompass "uphold," "promote," "become," "possess,". Compared to universities of science and technology, the usage of predicates in normal university diverges. Although terms like "uphold" and "promote" also refer to the fine historical traditions of these institutions, they primarily denote exemplary values, such as "fostering noble teacher ethics" and "culminating humanistic spirit." These values mirror the social responsibility undertaken by normal universities as guiding establishments for nurturing students' positive values.

V. CONCLUSION AND DISCUSSION

Institutional identity is significantly reliant on the employment of institutional discourse, with the application of various discourse strategies enabling users to accomplish specific political, economic, or cultural goals within unique social-historical contexts. Institutional identity statements serve as the discourse practices through which institutions convey their core values, culture, and behavior patterns to diverse stakeholders for the execution of strategic objectives [14]. Texts in the form of university introductions and presidential speeches, which declare institutional identity, are fundamentally established based on the absorption and transformation of other texts using intertextual strategies such as citation, paraphrasing, and quotation. These strategies encompass the university's accumulated consensus, historical events, achievements, social evaluations, and notable alumni accomplishments [15].

The study explores the differences and similarities between two types of higher education institutions regarding their institutional identities by employing micro-level discourse construction strategy, macro-level social historical context, and three dimensions of institutional identity. The research reveals that, at the macro-level, science and universities of science and technology and normal universities possess distinct historical positions, developmental functions, and visions. Science and universities of science and technology have been intrinsically connected with the country's industrial manufacturing progress since their inception, undertaking critical responsibilities in advancing China's scientific and technological development and innovation. Their future vision is to expedite the establishment of a comprehensive innovation system in China and accomplish the overarching goal of becoming a formidable country in science and technology. Conversely, normal universities were founded to nurture high-quality educators for the nation and advance its education strategy. Their future vision is to achieve the ultimate goal of creating a strong talent-based country. Within these macro contexts, the institutional identity themes of both types of universities differ; universities of science and technology emphasize "science and technology" and "innovation," while normal universities highlight

“education” and “cultivating people.” Analyzing the three dimensions of social responsibility, knowledge transfer, and personal development at a mid-level, the focal points of the two types of universities also vary. Science and universities of science and technology, as the backbone of national scientific and technological innovation development, display a greater concentration on, and embodiment of, the identity of knowledge transfer. They emphasize the capability and role of universities as educational institutions in knowledge transfer and creation.

The unique nature of the seven universities of science and technology, administered directly by the Ministry of Industry and Information Technology and known as the “National Defense Seven Schools,” entrusts them with the crucial responsibility of national “military,” “aviation,” and “aerospace” development. This underscores the distinct characteristics of these institutions, which possess robust professional expertise. Conversely, conventional colleges and universities emphasize their institutional identity concerning social responsibility, accentuating the social obligations and commitments that universities undertake as social establishments, chiefly focused on “education.” This entails guiding young individuals towards establishing accurate values and ideals. Considering micro-discourse construction, both types of institutions mainly stress positive attributes and predicate usage through different predicate strategies, accentuating the features of their respective institutional identities. Simultaneously, similarities in institutional identity construction exist between the two. As the selected universities in this study fall under the jurisdiction of the Ministry of Industry and Information Technology or the Ministry of Education, they possess a solid foundation in disciplinary development and formidable professional strength. These two types of institutions, employing the referring strategy, create a confident institutional identity using official names and abbreviations. They further develop cohesive, friendly, and identifiable university identities through the noun structure of “abbreviation + person.”

In conclusion, this study analyzes the construction of two distinct types of institutional identities in Chinese universities from macro to micro perspectives, presenting and comparing their discourse construction strategies. This study validates the analysis framework’s feasibility, deepens understanding of institutional identity construction in Chinese universities, and offers a reference for further exploration of institutional identities. Future research could attempt to innovatively apply various research frameworks in constructing institutional identities in universities, ultimately promoting the university system’s improvement from an institutional identity standpoint, and enhancing the comprehensive influence of Chinese universities.

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