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**The Public Face of Ideology: How Universities Present Themselves on Their
Own Websites Through Their Written Texts.**

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Abstract

The aim of this research is to investigate the correlation between ideology and the way in which universities present themselves through their websites. This will be done by assembling a corpus of written texts, taken from the websites of selected universities in China and the UK, and using this corpus of discourse data to analyse the correlation between university website texts and prevailing ideology. This study bases its methodological framework on Critical Discourse Analysis. Critical discourse analysis is well-suited for this research as it is an approach which has the ability to reveal the link between the ideology which is imposed on universities and the discourse presented on their websites. Specifically, the study applies analytical tools derived from Halliday's Functional Grammar to investigate the correlation between ideology and discourse.

The study's analysis will be conducted across three layers - a Transitivity-based analysis, a Theme-based analysis and a Mood and Modality-based analysis. The model that will be developed draws on these analytical layers and incorporates key linguistic markers such as the use of government related actors and single or multiple phenomena from the transitivity layer, the usage of personal pronouns as the topical theme and the markedness of theme in the theme layer and the usage of interrogatives and the degree of modality from the mood and modality layer. By developing an analytical model, which can provide a tool for future research regarding ideology and written discourse, this study aims to make a unique and significant contribution to the field.

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Declaration

I, the author, confirm that the Thesis is my own work. I am aware of the University's Guidance on the use of Unfair means (www.sheffield.ac.uk/ssid/unfair-means). This work has not been previously presented for an award at this, or any other, university.

Chapter 1 - Introduction

In the last two decades, the internet has emerged as an essential part of daily life, both for individuals and organisations. Universities have had to rapidly adapt to this new digital world, and given the key role they play in society, the interaction between universities and the internet can reveal some valuable insights into the development of contemporary society. Since the way in which a university positions and presents itself is extremely important to how it seeks to attract funding, students and academic staff, universities now employ discourse and written text on their websites to position and distinguish themselves from other institutions. Doing so helps them to build a distinctive identity (Urciuoli 2003).

This research focused on the public face of ideology: how universities present themselves on their own websites through their written texts. The aim of this research is to develop an analytical model which can be used to investigate the correlation between ideology and the way universities present themselves through written texts on their websites. This will be done by assembling a corpus of written texts, taken from the websites of selected universities in China and the UK, and using this corpus of discourse data to develop the model. This research adopts Critical Discourse Analysis as the methodological framework to develop the analytical model. Critical discourse analysis is well-suited to this task as it is an approach which has the ability to reveal the link between the ideology which is imposed on universities and the discourse presented on universities' websites. Specifically, the study applies analytical tools drawn from Halliday's Functional Grammar to investigate the correlation between ideology and the discourse universities present on their websites. This approach has been chosen because Halliday's functional grammar can act as the bridge between the broader context, like ideology, and the language used in the texts. By developing an analytical model, which can provide a

tool for future research regarding ideology and written discourse, this study aims to make a unique and significant contribution to the field.

1.1 The Aims of this Study

As noted, the aim of this study is to investigate the correlation between ideology and the way universities present themselves through written texts on their websites in China and the UK. The key research methodologies used are discourse analysis and critical discourse analysis. These are relatively young disciplines within the field of linguistics, having only been established approximately half a century ago. However, critical discourse analysis provides a very useful methodology for researchers to link ideology and discourse together and to analyse their relationship. However, while these approaches have become highly useful approaches for social science inquiry, there remains a lack of practical tools for conducting analysis using them. By conducting an investigation into the correlation between ideology and the way universities present themselves through written texts on their websites in China and the UK, it is hoped that this research will be able both to yield valuable insights into the way ideology is represented through written texts and also that it may be able to provide a model for future analysis in similar areas.

It is important to note, some scholars have conducted related research in this area. For example, Tang's (2011) analysis of the visual content of university websites found that the main actors (actors, in this case, refers to the major elements in the photographs used on university websites) for Chinese universities tended to be grand buildings, campus views etc. However, in contrast, on American university websites the main actors were people, such as students and professors. In other words, Chinese universities tend to use 'what we have' to attract students, but American universities use 'who we have'. Zhang and O'Halloran (2012) adopted a

hypermodal approach to investigate how hypermodal resources, e.g., text, images, and hyperlinks are integrated on the homepages of two universities, those of Tsinghua University and National University of Singapore. They found that the discourse on the Tsinghua University website was more distant and authoritative, exemplified by the use of long and complex words, while the discourse on the National University of Singapore website was more personal, using more promotional and conversational discourse to ensure it is easy to understand. This suggests that Tsinghua University has adopted a university-centric position in its discourse choices, while the National University of Singapore has adopted a student-centric position. So clearly, there are differences in the way that universities present themselves on their websites. However, no previous studies have explored this from a linguistic angle. In this research, the researcher seeks to explore this issue from a different methodological angle by adopting analytical tools derived from Halliday's functional grammar, which can provide a bridge between ideology and the language in texts, to identify a new analytical model for discourse analysis. This study, therefore, not only tackles an important research gap relating to the lack of linguistic-focussed studies, but also develops a new analytical tool that is intended to not only be of value for this particular study but also for related investigations in the future.

As the key the aim of this research is to investigate the correlation between ideology and the way Chinese and UK universities present themselves through written texts on their websites, the Literature Review of this research will be divided into two sections: 1. Discourse analysis and 2. Ideology.

1. The discourse analysis section presents all of the key concepts relating to discourse analysis that will be used in this research. This includes, for example, a definition of critical discourse analysis, a historical overview of its development, how the analysis is

conducted etc. Theoretically speaking, critical discourse analysis offers a methodology to explore daily discourse to reveal embedded inequalities of power relations and hidden ideologies (Fairclough 2010). However, there are many different ways to conduct such analysis. In this study, analytical tools developed from Halliday's functional grammar will be adopted, as previous research has demonstrated that such tools can be used to reveal the hidden ideas behind text (Chen 2005 & 2008; Fairclough 1989 & 2015). In particular, Fairclough's dialectical approach underpins the methodological framework as it highlights the mutually constructive nature of ideology and discourse and therefore provides the logical basis for the analytical approach. The aim will be to apply the tools derived from Halliday to the analysis of the corpus of written texts from university websites to reveal the attitudes, emphases and social relationships that are directed towards and sought to be created with website users manifested by the texts, and therefore by the university websites as a whole from which the texts are drawn.

2. In the ideology section, the intention is not to independently research and draw conclusions about the dominant ideology in China and the UK, but rather is to identify the ideologies that have already been discussed and accepted in the literature. It is important to do this, because the accepted concept of ideology will be used to interpret the research findings (in particular, regarding the attitudes, emphases and social relationships with website users manifested by university websites) which are obtained as a result of applying analytical tools based on Halliday's functional grammar to a corpus of written texts from university websites. Since the aim of this research is to explain these attitudes, relationships and emphases in the light of ideology, then it is important to set out a theoretical framework regarding the study of ideology. Since developing new theories of ideology is not itself the aim of this study, secondary data from the existing literature will be used to explore key concepts and questions in the

field of ideology studies. These include, what is ideology? How is ideology formed and developed? What is the particular ideology behind a certain area? etc. The aim will then be to show whether the predictions derived from the literature on ideology are consistent with what this research finds through a rigorous process of critical discourse analysis. If they are, then the research will have succeeded in developing an analytical model which, when applied to written texts from university websites, can reveal the ideology that underlies them. Such an analytical model could potentially have wider applicability for future critical discourse analysis.

To conclude, the primary aim of this research is to demonstrate the correlation between ideology and the way universities present themselves through their websites.

This will be achieved by comparing and contrasting the websites of UK and Chinese universities to better understand the differences between them in terms of marketisation, their relationships with students, their relationships with government, power relationships, dependence on, or independence from, centralised control, constraints upon what and how they can teach and what can be learned from this about the nature of the education they provide and the kind of thinking they seek to foster among their students etc. The reasons for doing this are to better understand the different approaches to education in the two countries, to interpret these differences in the light of the prevailing social systems and ideologies that operate in each country and to better understand how the students who graduate from these universities are likely to think and view the world.

It is hoped that this research will be able not only to yield valuable insights into the way ideology is represented through written texts but that it may also be able to provide a model for future analysis in similar areas.

1.2 Research Questions

The overarching research question that this study seeks to answer is: How do universities present themselves on their websites through written texts?

For methodological reasons, the study restricts itself to text (thus excluding elements of the website such as design and images). In order to answer the overarching research question, a number of sub-questions have been identified:

1. Are there identifiable patterns of word selection and sentence structure through which universities present themselves on their websites? (This question will be answered by analysing the grammatical features and patterns of the text on university websites)
2. If so, are there similarities and differences between the way that Chinese universities as a group present themselves and the way that UK universities as a group present themselves?
3. What are the similarities and differences?
4. What lies behind these similarities and differences and can a correlation be made with the ideologies espoused by the universities? To answer this question, the study will consider:
 - What is the historical and cultural context for university education in China and the UK and how does this influence higher education?
 - What is the underlying ideology in China and the UK which influences higher education?

The four sub-research questions will be divided into two groups:

Group A relates to the actual university websites, their content and the way they are presented. Answers to these questions will come from the real collected data and analysis of that data, i.e., the primary research.

Group B relates to ideology and the use of discourse analysis, answers to which will mainly arise from examination of the existing literature.

The research questions are grouped as follows:

Group A

1. Are there identifiable patterns of word selection and sentence structure through which universities present themselves on their websites?
2. If so, are there similarities and differences between the way that Chinese universities as a group present themselves and the way that UK universities as a group present themselves?
3. What are the similarities and differences?

Group B

4. What lies behind these differences and can a correlation be made with the ideologies espoused by the universities ?
 - What is the historical and cultural context for university education in China and the UK and how does this influence higher education?
 - What is the underlying ideology in China and the UK which influences higher education?

1.3 Structure of the Whole Thesis

This section provides a brief preview of the structure of the whole thesis. Detailed discussion is then provided in the following chapters. The overall structure is: Introduction, Literature Review, Ideology, Methodology, Data Analysis, Research Findings and Conclusion.

1.3.1 Literature Review

As noted in the previous section, the principal purpose of this research is to investigate the correlation of ideology and the representation of universities on their websites in China and the UK. Furthermore, by doing so the study will identify and develop an analytical model for critical discourse analysis. As such, there are two main areas which are of central importance to this research: critical discourse analysis and ideology. The Literature Review chapter will mainly focus on the theory of critical discourse analysis, while theories relating to ideology will be discussed in the subsequent Ideology chapter to build a comprehensive view of the whole theoretical foundation of this research. While the theories relevant to this study will be examined in much greater detail in later chapters, in this introduction section, given their importance to everything else that follows, a brief outline of the relevant areas of theory will be provided. In particular, an initial overview of the main theoretical framework of this study - critical discourse analysis – will be set out. Since the analytical tools that will be used will be developed from Halliday's functional grammar, a brief account of this theory will also initially be given. Finally, a brief review of higher education in China and the UK is also provided.

1.3.1.1 Discourse Analysis and Critical Discourse Analysis

As the aim of this research is to find the correlation between ideology and the representation of universities on their own websites by analysing the written text on the websites, critical discourse analysis is adopted as the major method and provides the theoretical framework for

this research. Therefore, in this section a review of critical discourse analysis will be presented focussing on the following questions:

1. What is discourse analysis? It is necessary to answer this question because critical discourse analysis has evolved from discourse analysis. Therefore, a clear view of discourse analysis is required to understand critical discourse analysis.
2. What is critical discourse analysis? In this part, all the related theories will be discussed. For example, how should the term ‘critical’ be understood, the definition of critical discourse analysis, and the shortcomings of critical discourse analysis etc.
3. How the actual analysis is conducted? In this part, the main analytical tool, Halliday’s functional grammar, is explained.

1.3.1.1.1 Discourse Analysis

As discussed above, this section seeks to provide a clear view about discourse analysis to lay the foundation to gain a better understanding of critical discourse analysis.

Discourse analysis is a general term for a large number of approaches employed to analyse written and verbal language or semiotics. However, according to Tannen (1989), it is generally acknowledged as one of the largest, but also one of the least defined, areas in linguistics. It includes pragmatics, ethnography of speaking, politeness/relevance theory, conversation analysis, interactional sociolinguistics, visual semiotics, text linguistics, functional grammar, critical discourse analysis etc. Essentially, however, ‘Discourse analysis is concerned with the analysis of texts, in a broad sense, in their relation to other elements of social processes – written texts, spoken interactions, “multi-semiotic” texts which combine language, visual

images, music etc.’ (Wodak and Fairclough 2010, p. 22). Texts themselves, as Wodak and Fairclough (2010, p. 22) say, are ‘the discourse element of social events.’

In Fairclough’s (1992, p. 12) view, all discourse analysis approaches can be divided into two groups according to the nature of their social orientation to discourse: ‘non-critical’ and ‘critical’. The difference between them is that a critical approach covers the description of discursive practices as well as the ways in which discourse is constructed according to power and ideology. This leads to our next important concept ‘critical’.

1.3.1.1.2 Critical

There is a long history of academics describing their varying conceptions of the key characteristics of a ‘critical’ approach. For example, Kant referred to his use of critical inquiry, not as criticism of books and systems, but rather as the analysis of reason. Contemporary critical approaches are characterised by several essential features ((Bloor and Bloor, p. 38):

- a. Critical theory aims to be critical of the present social order. This is the most important feature.
- b. Following this commitment to radical critique, critical approaches position themselves as being critical of other academic approaches that are not primarily addressed at the critique of existing patterns of domination and inequality.
- c. Critical approaches assert that academic work is related to the social conditions of domination.

To conclude, the difference between discourse analysis and critical discourse analysis is that the latter not only pays attention to the linguistic element of discourse, but it also focuses on the larger social context, especially ideology and power relations (Fairclough 2015).

1.3.1.1.3 Discourse

As written discourse constitutes the key data that will be analysed in this research, it is important before proceeding further to be clear about what is meant by ‘discourse’ and ‘written discourse’.

According to Fairclough and Mulderig (2011, p. 358), discourse describes the huge range of meaning-making resources available to us, including words, pictures, symbols, design, colour, gesture and so forth. However, for the purposes of this research, both to ensure an appropriately specific focus, and to address the major research gap outlined earlier in this chapter concerning linguistic analysis of university website content, this study will focus on the written text on universities’ official websites as the key discourse that is to be investigated.

1.3.1.1.4 Critical Discourse Analysis

Having established the parameters of the discourse that will be investigated in this study, the theoretical framework that underpins this research, critical discourse analysis, can now be introduced in more detail. To this end, this section will briefly set out a working definition of critical discourse analysis and then explain why it has been chosen as the study’s main analytical method.

Critical discourse analysis provides a method for researchers to conduct analysis to reveal the relationship between language and ideology and power. According to Wodak and Meyer (2009), critical discourse analysis, being problem-oriented and interdisciplinary, pays more attention to demystify ideologies and power through the systematic investigation of semiotic data, with an explicit position and interest. This means critical discourse analysis provides a

theory for this study to analyse and identify the correlation between ideology and the representation of universities on their official websites.

Critical discourse analysis is concerned with power and power relationships. It gives particular focus to the abuse of power and social inequality. In this research, the author will examine the ideologies imposed on Chinese and UK universities, which shape and affect power relations between the Chinese and UK governments and Chinese and UK universities and also the power relations between the universities and their students. However, as noted previously, this is not the main focus of this research and these issues have been discussed in detail in the existing literature. The discussion of ideology in this paper will be grounded in secondary data presented in the Ideology chapter. The primary research focus of this paper concerns how universities present themselves under the different ideologies. A key goal of this investigation will be to identify and develop an analytical model that can be employed for future related research.

There are a number of definitions of critical discourse analysis. For example, Van Dijk (2009) prefers to refer to critical discourse analysis as Critical Discourse Studies. This is a more general term which not only involves critical analysis but also critical theory and critical application. Critical discourse studies aim to understand and solve serious social problems, caused by social power abuses (domination) and social inequality (Van Dijk 2009). According to Fairclough (2010), critical discourse analysis integrates analysis of text, analysis of the processes of text production, consumption and distribution and sociocultural analysis of discursive events to investigate how ideology and social power relations are established and reinforced through language use. This definition is adopted in this research.

To sum up, critical discourse analysis aims to systematically explore the complex relationship between discourse and the wider social and cultural context, which requires investigation of the opaque relationship between language and power and ideology. It also combines language studies with the actualities of contemporary language use, by performing a social, critical and historical turn. The strongest aspect of critical discourse analysis is that it combines social theory with discourse analysis (Saichaie 2011). To conclude, critical discourse analysis provides the theoretical foundation for this study by connecting written texts and ideology.

1.3.1.1.5 The History of Critical Discourse Analysis

As the theoretical framework of this research, it is necessary to trace the historical development of critical discourse analysis to obtain a comprehensive view of the whole theory. The roots of critical discourse analysis lie in Western Marxism, which has particular strength in the analysis of the ideological dimension of societies. Critical discourse analysis is especially associated with the Frankfurt School of philosophy, which helped establish the foundations of neo-Marxism (Wodak and Fairclough 1997).

Critical Linguistics emerged in the late 1970s, based on the work of Roger Fowler and his colleagues from the University of East Anglia, who set out to investigate issues such as the use of language in social relations and the relationships between language, power and ideology. Their work was based on the systemic-functional and social-semiotic linguistics theory of Michael Halliday, which is generally regarded as the precursor of critical discourse analysis. However, it has been argued that a major limitation of critical linguistics is that it tends to conceive language and power and ideology too narrowly, and pays insufficient attention to the process of producing and interpreting texts (Simpson and Mayr 2009).

UK Cultural Studies has also had a profound influence on critical discourse analysis, by systematically addressing social, cultural, and political problems arising from neoliberalism, some of which have become the focus of intense activity within critical discourse analysis (Blommaert 2005). The study of critical discourse analysis commenced with the launch of Van Dijk's journal *Discourse and Society* in 1990 and the publication of a series of books, such as *Prejudice in Discourse* (Van Dijk 1984), *Language and Power* (Fairclough 1989) and *Language Power and Ideology* (Wodak 1989).

1.3.1.1.6 Criticism of Critical Discourse Analysis

As with every theoretical framework, critical discourse analysis has shortcomings. For example, Widdowson (2004) points out that there is no fixed methodology for discourse analysis in critical discourse analysis, so the analyst must choose the method according to their needs. Widdowson argues this represents a weakness of the framework as a fixed methodology is a necessary requirement for any empirical research. However, from this author's perspective, rather than being a weakness, this is actually the strongest aspect of critical discourse analysis, because it allows the researcher to choose their methodology according to their research aims without imposing a particular method that may be unsuitable for the specific task in hand. This enables more freedom for the researcher to conduct analysis. However, if one accepts that there is a certain degree of legitimacy to Widdowson's criticism, a key aim of this research is to provide more practical analytical tools for critical discourse analysis that will be able to be utilised by future researchers in a consistent manner.

1.3.1.2 Halliday's Systemic-Functional Grammar

Halliday's systemic-functional grammar is another essential theory employed in this research. There are two key reasons for this. Firstly, Halliday's systemic-functional grammar helps

reveal the actual links between language and the broader social context, which is the fundamental reason why this study adopts it as an analytical tool. For example, according to Halliday, one of the metafunctions of language is its interpersonal function, which can help analysts understand the power relations behind language. Halliday's functional grammar is closely connected with critical discourse analysis, as seen in Fairclough's (2009) *Dialectical-Relational Approach*, and as the actual research method adopted in this research, it provides the primary dimension of analysis. Secondly, the major contribution this research seeks to make is to identify practical analytical tools for discourse analysis by introducing sub-categories from Halliday's systemic-functional grammar. Therefore, in the following sub-sections, a brief introduction to functional grammar and the analytical tools of the systems of Transitivity, Mood and Theme are provided. This will simply serve as an initial introduction with more detailed explanation subsequently provided in the literature review chapter.

Halliday proposes that there are three functions of language, which are 'representational', 'interpersonal' and 'textual'. The representational function means that language is used to represent the speaker's experience and feelings about the world, namely, it is a resource to describe the world. The interpersonal function means that language is used to express social and personal relations by means of speech roles, namely, it is a resource to act and interact. In this category, people use language to interact with other people, to establish and maintain relationships, to express one's own viewpoints and so forth. The final function, the textual function, means language uses systematic grammar to bring it together as coherent communication. All these three functions operate simultaneously in discourse (Fowler 1991; Eggins 2004; Halliday and Matthiessen 2006).

This research will explore these three aspects of the written texts of universities' websites, which should enable the researcher to reveal the correlation between the written text and the broader social context. Therefore, by adopting functional grammar as an analytical tool, the researcher aims to reveal the connection between the representation of universities on their websites and broader societal ideology, and furthermore to identify practical analytical tools that will have use in related future research.

According to Eggins (2004), these three metafunctions are realised through the major systems in the grammatical and lexical stratum: representational meaning through transitivity choice, interpersonal meaning through mood choice and textual meaning through theme choice.

1.3.1.2.1 The System of Transitivity

In terms of the representational metafunction, the grammar of the clause is the main focus. This means there is one major system of grammatical choice involved in the meaning making process - the system of transitivity or the verbal process type. Hence, analysis of the system of transitivity can shed light on how the producers of a text convey certain types of meaning through language, and how the receivers of a text perceive certain meanings from the producer (Chen 2004).

There are six process types in the system of transitivity (Eggins 2004; Halliday and Matthiessen 2006):

1. Material process: processes of doing that describe doing something or undertaking some action.

2. Mental process: processes of thinking and feeling that describe what we think and feel.
3. Behavioural process: processes of physiological and psychological behaviour that describe the mid-way between material and mental processes.
4. Verbal process: processes of verbal action that describe speech.
5. Relational process: describes the ways in which being can be used in English.
6. Existential process: describes by using 'there be'

By examining the above processes of representation, the researcher intends to uncover how universities represent themselves through certain processes from the outside world with the overall goal of revealing the correlation between ideology and representation.

1.3.1.2.2 The System of Mood and Modality

The interpersonal metafunction of language is realised through the system of mood and modality, (Thompson 2004; Eggins 2004) which enables the researcher to obtain a clear view about the relationship between the producer and receiver of a text. There is a correlation between the speech roles and the grammatical structure and the mood structure which are chosen to realise them: 1. Statements are expressed by declarative clauses; 2. Questions are expressed by interrogative clauses; 3. Commands are expressed by imperative clauses; 4. Offers are expressed by modulated interrogative clauses (Eggins 2004). Furthermore, besides mood structure, there is another grammatical feature, modality, which is used to express the producer's attitudes about the degree of probability or usuality and inclination or necessity.

By examining the above grammatical resources, the researcher aims to reveal the relationship between universities and the outside world, which universities interpret, and how universities realise the relationship in practice by modulating what they write on their websites.

1.3.1.2.3 The System of Theme

The third simultaneous metafunction of language is textual meaning, which means people use language to effectively convey its purpose and context (Eggins 2004). The textual metafunction is mainly realised through the ordering of the constituents of the clause, which means one major system, theme, is involved. In the theme system, there are two major constituents: theme and rheme. According to Halliday and Matthiessen (2006, p. 64), theme is the ‘starting-point’ of the clause, which ‘locates and orients the clause within its context.’ Rheme is everything which is not theme.

The system of theme provides language users a way to prioritise one meaning over others in a message. This means that by analysing the system of theme the researcher should be able to identify the real intention of universities in their representation on their websites.

To sum up, by analysing the above systems, this project intends to reveal the correlation between the representation of universities on their websites and broader societal ideology. The research also aims to break down the above categories into subcategories from Halliday’s functional grammar as the analytical tool for the discourse analysis.

1.3.2 Ideology

It is not the intention of this study to independently research and prove what ideology is dominant in China and the UK. Instead the study aims to identify the ideologies which have

already been discussed and widely accepted in the existing literature as being dominant in the respective societies. Furthermore, this study, on the basis of the literature, aims to answer questions including how is ideology defined, how it is formed and developed and, if there is a dominant ideology in a society or community, how can it be recognised? In this section, a brief introduction to the above areas is provided, with more detailed explanation provided in the dedicated Ideology chapter.

1.3.2.1 Definition

This research aims to identify an analytical model by investigating the **ideology** behind universities and how universities represent themselves on their websites through written text. Therefore, it is firstly necessary to discuss the definition of ideology. An important first point to note is that there is no single definition. Indeed, ideology is a contested concept with multiple different approaches. The term ideology was first used by French Enlightenment philosophers, who established a new branch of study concerning the concept in the aftermath of the French Revolution. Because this research grounds itself in the underlying logic of Fairclough's dialectical-relational approach, it accepts Fairclough's (1992, p. 87) three important claims about ideology: 1. Ideology has a material existence in the practices of institutions, which allows analysis of discursive practices as material forms of ideology. 2. One of the most significant ideological effects is on the constitution of subjects. 3. Class struggle in, and over, discourse should be the focus for ideologically-oriented discourse analysis. To conclude, Fairclough (2001, p. 70) adopted the Marxist tradition of ideology, which is 'ideologies are ideas which arise from a given set of material interests in the course of the struggle for power, which means the meaning of ideology is not an isolated or, independent thing.' Ideology is closely connected to power, because the nature of ideology is embedded in conventions, which depend on power relations, and which are the methods of legitimising social and power

relations. Ideology is closely connected to language, because language is the most common form of social behaviour, i.e., the primary medium, which relies on common sense assumptions, namely ideologies, to be coherent (Fairclough 2006). To sum up, ideology describes the ways in which we speak, think and how we interact with society. It represents the conditions and life experiences of a specific socially significant group or class. It also engages to promote and legitimate the interests of such groups or classes when facing contradictions.

1.3.2.2 Neoliberalism

After examining the definition of ideology, the next concept that it is necessary to explain is neoliberalism. As described in the literature, neoliberalism has become increasingly influential in Western countries, particularly the UK, since the 1970s and is an important driver of many social changes (Hill and Kumar 2009). Given its social impact in countries such as the UK, it is this study's hypothesis that the concept of neoliberalism will be highly significant in answering some of the research questions.

Providing a definition of neoliberalism is challenging because it has evolved through different periods of time. According to Harvey (2005, p. 2):

Neoliberalism proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets, and free trade.

Because of the demands of global capital, it is argued that neoliberalism has played a key role in reconstructing many societies, a process which it is often contended weakens democracy

and social welfare (Fairclough 2000). For example, many argue that neoliberalism has resulted in the growth of national and global inequalities, undermined democratic accountability and weakened the capacity for critical thought (Hill and Kumar 2009). Neoliberalism is also seen to have promoted significant cuts in public expenditure as it favours a smaller state and lower overall public expenditure. Furthermore, neoliberalism is seen to have impacted the development of society in many countries by promoting changes such as the reconstruction of education systems on an ideological basis, witnessed through trends such as the marketisation of higher education (Hill and Kumar 2009).

1.3.2.2.1 Marketisation and Higher Education in the UK

Under the influence of neoliberal policies the process of marketisation of higher education has occurred in almost all Western countries. This has led to the phenomenon of higher education institutions becoming increasingly corporatised, often with decisions primarily driven by profit, like the selling off of space and buildings and the contracting out of services, including housing, alumni relations, healthcare etc. (Giroux 2012). One main effect of marketisation is that higher education institutions are increasingly managed like business corporations, run on the premise that students prioritise simply obtaining a degree rather than valuing the process of learning as a good in itself. In other words, universities have started to treat students like consumers to satisfy their supposed primary instrumental goal of attaining well-paid jobs, instead of striving to develop students' intellectual perspectives (Molesworth, Nixon and Scullion 2009). In a knowledge-based society, knowledge is treated as a 'commodity', which can be manufactured, bought and sold. Therefore, as the main institutions responsible for the dissemination and dispersal of knowledge, higher education institutions have been bound to undergo real transformation via the process of marketisation. This has meant higher education has started to become a new 'industry', providing the skilled personnel for the information age,

the production of information commodities, and to be a provider to the lucrative market for instructional wares (Bertelsen 1998). Although there are many critics of the marketisation of higher education, the evolution and integration of the 'ivory tower' into the entrepreneurial paradigm is seemingly unavoidable. The amount of funding which UK universities receive depends on the direct contribution the university makes to the economy. The reduction of funding allocated to UK universities by the UK government, has led to an inevitable reaction from universities, who have been forced to try to attract individual funding and to generate other income, a process which has driven their transformation into entrepreneurial organisations, in an effort to fill their funding gap. According to Etzkowitz et al. (2000), traditional universities are transforming into entrepreneurial universities, because they are playing an enhanced role in the knowledge-based economy as knowledge producing and disseminating institutions. Entrepreneurial universities revise their academic structure and functions in alignment with economic imperatives to fit the development of the knowledge-based society (Etzkowitz et al. 2000).

With the development and evolution of neoliberalism, there have been three fundamental changes in the UK university environment. Firstly, the reduction in government funding with grants for students decreasing and being replaced with market-type loans has led to a limited total number of undergraduate students. Secondly, most of the former polytechnics have transformed into universities, and a far wider range of colleges and educational institutes now offer degree courses and have degree awarding powers. This means that the number of people with university degrees has increased dramatically. Finally, the development of the internet has encouraged an increase in both distance-learning and internet-based courses (Naudé and Ivy 1999). A highly significant change occurred in June 2009, when responsibility for higher education transferred to a new government department, the Department for Business,

Innovation and Skills. The lack of the word education in this new department's name signified for many that the main purpose of higher education was being transformed to contribute to the achievement of the government's business and commercial agenda and marked a key step in the marketisation of higher education. The Department for Business, Innovation and Skills (Department for Business Innovation & Skills, 2009) claims its mission is to build a dynamic and competitive UK economy by:

creating the conditions for business success; promoting innovation, enterprise and science; and giving everyone the skills and opportunities to succeed. To achieve this we will foster world-class universities and promote an open global economy.

1.3.2.3 Socialism with Chinese Characteristics

Socialism has been the dominant ideology in China since 1949, following the establishment of the People's Republic of China. However, after three decades of radical Maoist socialism, it evolved in a new direction. This direction, termed socialism with Chinese characteristics, sought the integration of 'the universal truth of Marxism with the concrete realities of China' (Deng 1985). Since then, this approach has influenced almost every aspect of China, including its education, economics, politics, etc. Given its impact this study hypothesises that socialism with Chinese characteristics will be highly significant in helping to explain the way Chinese universities represent themselves through their own websites. As such, it is an essential concept in this research.

1.3.2.3.1 Socialism with Chinese Characteristics and Higher Education in China

The latter years of the Qing dynasty in the late nineteenth century saw the dawn of higher education in China. During this period, the ruling class sought to introduce higher education in an attempt to enrich the nation and strengthen the army with the goal of prolonging the dynasty (Liu and Fang 2009). Although key universities were founded, and higher education was firmly established, the goals of the Qing were ultimately unsuccessful. With the overthrow of the dynasty in 1911 there followed a period of significant upheaval with the foundation of the Republic of China, the Second World War and the Chinese civil war, all of which deeply affected China's education system. Following the establishment of the People's Republic of China in 1949, Chinese higher education moved into new era that has been defined by the imposition of a socialist ideology on China. In this era universities have become an important tool of the state and have been characterised by the close relationship with the government. With these changes, the purpose of higher education has evolved over time. These changes will be elaborated in greater detail in subsequent sections. However, it should be noted here, that after the implementation of 'Reform and Opening Up' in the late 1970s which ushered in modern reform-era China, Chinese higher education has moved back towards a more stable and efficient development track. The latest major development in Chinese higher education occurred in the late 1990s when higher education was transformed from elite to mass education. In 1999, the Higher Education Law of the People's Republic of China became effective. It (Higher Education Law of the People's Republic of China 1998:1) officially defined the purpose of higher education as:

Higher education shall be conducted in adherence to the educational principles of the State, in the service of the socialist modernisation drive and in combination with productive labour, in order that the educated shall

become builders and successors for the socialist cause, who are developed in an all-around way — morally, intellectually and physically. The task of higher education is to train people to become senior specialists imbued with the spirit of creativeness and the ability of practice, to develop science, technology and culture and to promote the socialist modernisation drive.

As can be seen from the above excerpt, despite all of the wider changes that have happened in China in recent years, the ideology of socialism with Chinese characteristics remains a cornerstone of China's higher education sector and provides its fundamental guidelines and principles.

1.3.3 Methodology

The actual process of analysis in this study will be directed by a set of linguistic tools that will be developed from Halliday's system of functional grammar. They will be applied to analysis of selected texts from a sample of UK universities and a separate sample of Chinese universities, to look for evidence of consistent linguistic differences in the way in which universities from these two countries represent themselves on their websites. This data will then be interpreted in the light of the literature on the ideology of education in the two countries, to see if any correlation can be drawn between ideology and the way universities in the two countries represent themselves. The Methodology chapter will explain in detail the framework of analysis for critical discourse analysis, the actual research approach that will be used in this study and relevant information about the sampling process. However, an initial brief outline is provided below.

1.3.3.1 Framework of Analysis

In 1990, Chouliaraki and Fairclough (1999, p. 60) provided a framework to conduct critical discourse analysis:

1. A problem
2. Obstacles to it being tackled:
 - a. analysis of the conjuncture;
 - b. analysis of the practice regarding its discourse moment:
 - i. relevant practice/s
 - ii. relation of discourse to the moments
 - discourse as part of the activity
 - discourse and reflexivity
 - c. analysis of the discourse:
 - i. structural analysis: the order of discourse
 - ii. interactional analysis
 - interdiscursive analysis
 - linguistic and semiotic analysis
3. Function of the problem in the practice.
4. Possible ways past the obstacles.
5. Reflection on the analysis.

1.3.3.2 The Dialectical-Relational Approach

Fairclough established and developed the Dialectical-Relational Approach. It is drawn from Halliday's functional grammar framework and Foucault's theory of discourse analysis. Fairclough believed that discourse is an element of social process, and that the relationship between discourse and other social elements is dialectical, hence the name of the approach

(Fairclough 2009). He refers to language as a form of social practice, and there are three points that follow from this: 1. Language is a part of society and is not somehow external to it. 2. Language is a social process. 3. Language is a socially conditioned process, that is conditioned by other (non-linguistic) aspects of society.

Fairclough (2015) offers a model of critical discourse analysis, which presents a more accessible method for conducting analysis: the three-dimensional model of analysis, namely, discourse as text, interaction and context. The first dimension focuses on the written and spoken language itself, namely the text, which comprises grammar, vocabulary, text structure etc. The second dimension focuses on discourse practice which involves the production and interpretation of text, like speech acts, intertextuality and interdiscursivity. The final dimension concentrates on the wider social and cultural context, namely social practice, like ideology. Corresponding to the three dimensions of the framework, there are three stages of critical discourse analysis: description, interpretation and explanation. In the description stage, the focus will be on the structure of the text itself. Questions such as, what kinds of meaning are constituted through the analysis and what grammar features can be identified will be asked. In the interpretation stage, attention will focus on the relationship between the text and discourse practice. Questions such as, what is the effect of background knowledge, values and belief systems on decoding the meaning of the text and what ideas or knowledge are necessary to understand the text will be asked. In the explanation stage, the relationship between discourse practice and social practice will be explored. Questions such as, how do the meanings of the text reflect and reproduce social context, power and ideology and how does the meaning of the text shape larger social processes of social and political change and struggle? It is important to note, the description stage is situated at the micro level, while the explanation stage is at the macro level. They are connected by the interpretation stage (Fairclough 2006).

1.3.3.3 Sample

It is vital to the validity of the results that a consistent approach be taken to selection of sample data from the two countries. The sample size also needs to be manageable. For these reasons, a number of criteria were set to be followed when choosing the university websites that would be included in the sample. The criteria stipulated that the universities whose websites were selected for inclusion in the sample should be:

1. High ranking in their respective countries
2. Research driven
3. Non-specialist universities (excluding, for example, specialist music, drama, agriculture or specific technology focussed universities)
4. Publicly-funded (so as to compare like with like)
5. Drawn from a wide geographic range (so as to ensure a spread of locations within each country)

The next part will look at each of these criteria in turn.

University ranking systems have become an important tool in the process where higher education institutions are transitioning from part of the public good to emerge as private companies or brands, and such systems have contributed to the marketisation of higher education (Amsler and Bolsmann 2012). Although rankings data are not completely accurate and need to be further developed, such data is nevertheless still a rich source of information for prospective students and researchers to make decisions about universities (Bowden 2000). Furthermore, rankings have also become a marketing device for universities (Clarke 2007). To

make this study's data more representative and easy to compare, this research adopts a sampling approach based on university ranking as the major criteria.

There are two sample groups, comprising, in total, 24 leading universities from China and the UK. 12 universities are picked from both China and the UK according to the ranking system in each country. Unfortunately, there is no single ranking system which can cover both Chinese and UK Universities, because UK universities generally rank much higher in world ranking systems than those from China. Two different ranking systems, one for each country, have therefore had to be chosen. However, each of the systems chosen is prevalent and widely-used in its own country, and therefore provides a good indicator of the position of each university in its own country. It is argued, therefore, that as far as possible, universities of comparable standing within their own countries are being compared. The ranking systems used are the Shanghai Ranking for Chinese universities and the Times Higher Education ranking system for UK universities. The sample universities from China and UK are all in the top 40 of the respective domestic rankings. All selected Chinese universities are from the Project 985, which is a Chinese government project to fund leading research universities in China (Ying 2011). The Chinese universities cover all seven major areas in mainland China. These universities receive most of the research funding in China (Zhang, Patton, and Kenney 2013). Meanwhile sample universities from the UK all come from the Russell Group, which represents the leading universities in the UK and account for most of the research funding in the UK (Profile of the Russell Group 2016).

Table 1: Chinese University Sample Group

Group 1	
University/ Institution	Ranking

Tsinghua University	1
Peking University	2
Zhejiang University	3
Shanghai Jiao Tong University	4
Fudan University	5
Nanjing University	7
Sun Yat-sen University	9
Tongji University	11
Nankai University	15
Xi'an Jiao Tong University	16
Sichuan University	16
Tianjin University	18

Table 2: UK University Sample Group

Group 2	
University/ Institution	Global Ranking
University of Oxford	1
University of Cambridge	4
Imperial College London	8
University College London	15
University of Edinburgh	27
King's College London	36
University of Manchester	55

University of Bristol	71
University of Warwick	82
University of Glasgow	88
University of Durham	96
University of Sheffield	109

1.3.3.4 Analytical Tools

As discussed above in the initial overview of the literature above, Halliday's functional grammar theory provides valuable analytical tools to conduct analysis. This is because in the theory there are three simultaneous functional aspects: 1. Representational function: language is used to represent the language user's feelings and experiences of the outside world; 2. Interpersonal function: language is used to express the social relations and personal relations between language users; 3. Textual function: language is used to bring the above functions together to make the meaning of the text clear and more coherent (Eggins 2004; Halliday and Matthiessen 2006). In order to reveal the hidden ideas behind the written text on university websites, this research intends to focus on these three layers of the text:

1. From analysing the system of transitivity, the research aims to reveal the universities' real attitudes about the world, regardless of what they claim.
2. From analysing the system of mood and modality, the research aims to reveal another layer of the written text on the universities websites: the social relations and social roles of universities and universities' attitudes towards these relations.
3. From analysing the system of theme, the research aims to reveal the real intention of the universities that lies behind the written text on their websites by identifying the emphases of the text.

So the actual analytical tools developed from Halliday’s functional grammar are the system of transitivity, the systems of mood and modality, and the system of theme. The following table illustrates the details of the analytical tools.

Table 3: Study’s Main Analytical Tools

Analytical Tools	
Linguistic Feature	Explanation
The system of transitivity	doing: action and material processes
	being or having: relational processes
	thinking/feeling/perceiving: mental process
	saying: verbal processes
	physiological: behavioural processes
	existential: experiential process
The system of mood	declarative
	imperative
	interrogative

	Social authority and degrees of uncertainty Modality created by modals (may, might, could, will), adverbs (possibly, certainly, hopefully) intonation, tag questions.
The system of theme	The departure point of the message, and it is what the clause is going to be about.

1.3.4 Data Analysis

For the purposes of conducting this research, in order for direct analytical comparison to be possible it was necessary to choose texts written in the same language. The author therefore chose to select only texts written in English from both the English and Chinese university websites.

This raises questions about whether English-language texts/ web pages on a Chinese university website are truly representative of those websites and of the university itself, and therefore whether the ideology they espouse is the same as the ideology espoused by the Chinese-language pages of the website.

This author believes that there are good reasons for maintaining that, ideologically-speaking, the English-language pages of Chinese university websites will not differ significantly from the Chinese-language pages. According to Critical Linguistics theory, ideology shapes language and language influences ideology. This means that Chinese universities which operate under the ideology of socialism with Chinese characteristics will continue to represent that ideology in whatever language they use to communicate, whether English or Chinese.

There are other reasons for choosing English-language texts from the Chinese university websites, however. English has become a global language, which means that in an increasingly globalised world it is an important language of international communication for both Chinese and British universities. No systematic theory akin to Halliday's functional grammar exists for the Chinese language to enable such an analysis to be conducted on Chinese-language texts: for the purposes of this study, therefore, there was little choice but to choose English-language texts. And finally, while ideally it would have been good to analyse the Chinese-language pages of Chinese universities, Chen (2004) demonstrated that conducting comparative linguistics analyses in English of texts produced in China and UK is nonetheless a worthwhile analytical exercise.

All analysis comes from three different layers, which are adopted from Halliday's functional grammar. The analysis will be presented as follows:

- Chapter Five. Transitivity analysis, which conducts the analysis from the level of experiential metafunction of language in the written text.
- Chapter Six. Theme analysis, which conducts the analysis from the level of textual metafunction of language in the written text.
- Chapter Seven. Mood and modality analysis, which conducts the analysis from the level of interpersonal metafunction of language in the written text.

1.4 The Contribution of this Study

Previous studies in this area have mainly focused on different aspects of critical discourse analysis. For example, Fairclough (1993) mainly focused on the theory of critical discourse analysis itself to lay the foundations for the whole discipline. Saichiaie (2011) used critical

discourse analysis to prove that Fairclough's argument regarding the marketisation of higher education discourse. Then Willson and Carlsen (2016) used websites as the data source to conduct critical discourse analysis. Finally, Tang and Zhang and O'Halloran (2012) developed the subject to study the differences between Chinese and Western university websites by using a hyper-modal approach. For these studies, apart from Fairclough's research which laid the foundations of the whole theory, critical discourse was the method employed to achieve their research goals. Critical discourse analysis is a relatively young theory. It does not have a fixed methodology or analytical tools for the analyst to use. As such, one of the secondary contributions of this research is, methodologically speaking, the effective application of an innovative methodology to the analysis of written texts in university websites. The analytical model developed here could, this author argues, be one that proves useful in future for researchers working on similar areas of linguistic analysis for various types of texts. This research adopts analytical tools derived from Halliday's functional grammar to identify an analytical model for discourse analysis. Theoretically, this study explores the philosophical foundation of critical discourse analysis, and traces the history and implications of the ideologies which are imposed on the Chinese and UK higher education systems. It does this from a linguistic perspective based on how universities represent themselves on their websites. The results of this research will shed light on how Chinese universities can improve the English versions of their websites.

Chapter 2 - Literature Review

2.1 Introduction

The principal aim of this research is to investigate the correlation between the prevailing ideology of the society in which a university exists, and the way in which a university represents itself on its website. This will be done by analysing a sample of university websites from China and the UK. By doing so, the study intends to identify and develop an analytical model for critical discourse analysis. Therefore, in this chapter, relevant theories will be introduced in detail. Firstly, the chapter will set out a critical review of the literature regarding critical discourse analysis, which comprises the theoretical framework of this research. The review will start by examining the definition and history of critical discourse analysis and some important concepts necessary to understand the approach. Thereafter, another essential theory of this research, Halliday's functional grammar, will be introduced. This theory connects context with language, and will serve as the base from which an analytical tool will be developed to conduct the actual analysis of this study. After introducing these two important theories, a review of the literature about higher education in China and the UK will follow. Finally, related studies in this area will be discussed. This will help highlight the research gap that this study seeks to address.

The analytical framework and the actual analytical tools employed in this research will be discussed in chapter four, Methodology. Owing to the importance of the concept of ideology to this research, all the relevant literature about ideology will be examined in an independent chapter. This will be chapter three, Ideology.

2.2 Critical Discourse Analysis

There are two types of discourse analysis, non-critical and critical (Fairclough 1992). The difference between them is that critical discourse analysis explores not only the discourse practice itself, but also the wider social context, power relations, ideologies and the way discourse is constructed and used. As the aim of this research is to identify an analytical model by investigating the correlation of ideology and how universities represent themselves on their own websites in China and UK, critical discourse analysis is well-suited to this purpose, hence why it provides the theoretical and methodological framework of this research.

Given the size of the literature on critical discourse analysis, this section will not review the complete field but instead explore the areas which are most relevant to this research. The first issue to discuss is the development of critical discourse analysis, such as where did the approach evolve from and what theories influenced it. Then, it is necessary to answer the question, how should critical discourse analysis be defined? By answering this question, it will become clear why it is the most appropriate theoretical and methodological framework for this study. Thereafter, some important related concepts will be discussed. Finally, some limitations of critical discourse analysis will be presented and explained.

2.2.1 Development

Critical discourse analysis evolved from critical linguistics, which emerged in the late 1970s from the work of Roger Fowler and colleagues at the University of East Anglia. Critical linguistics aims to illustrate issues such as the use of language in social relations, and the relations between language, power and ideology based on the systemic-functional and social-semiotic linguistics theory of Michael Halliday (which will be discussed fully later

in this chapter and also in each analysis chapter) which is generally regarded as the precursor of critical discourse analysis. However, it has been argued that a major limitation of critical linguistics is that the approach focuses too closely on issues like clauses and vocabulary choices in the processes of categorisation, while ignoring the higher-level organisation properties of whole texts (Fairclough 1995). Under such an approach language, power and ideology are too narrowly conceived, and insufficient attention is paid to the processes of producing and interpreting texts (Simpson and Mayr 2010).

Another relevant philosophy is Western Marxism, which has had a highly significant theoretical and methodological influence on critical discourse analysis. The roots of critical discourse analysis lie in Western Marxism, which has particular utility in analysing the ideological dimensions of societies. This is explored in detail in the subsequent Ideology chapter. Critical discourse analysis is especially associated with the Frankfurt School of philosophy, which has been highly influential to the development of Marxist thought (Wodak and Fairclough 1997). British cultural studies have also had a profound influence on critical discourse analysis, because the leading theorists in this field have systematically addressed social, cultural and political problems in neoliberalism, some of which have become the focus of intense activity within critical discourse analysis (Blommaert 2005).

The study of critical discourse analysis started with the launch of Van Dijk's journal *Discourse and Society* in 1990 and the publication of a series of books, such as *Language and Power* by Fairclough in 1989, *Language, Power and Ideology* by Wodak in 1989 and *Prejudice in Discourse* by Van Dijk in 1984. Now critical discourse analysis has developed into a widely utilised theory in critical social research relating to power and ideology.

2.2.2 Some Important Concepts

Before defining critical discourse analysis and why this approach is well-suited for this research, it is necessary to explain some background concepts.

2.2.2.1 *Critical*

The beginning of this chapter briefly noted the difference between critical discourse analysis and non-critical discourse analysis. However, it is necessary to explore the meaning of ‘critical’ in more detail to fully understand the implications. The first thing that should be noted is that there is a long history of academics describing their varying conceptions of the key characteristics of a ‘critical’ approach. For example, Kant referred to his use of critical, not as criticism of books and systems, but rather as the analysis of reason.

Contemporary critical approaches are characterised by several essential features ((Bloor and Bloor, p. 38):

- a. First and foremost, critical theory intends to be critical of the present social order.
- b. Following this commitment to radical critique, critical approaches position themselves as being critical of other academic approaches that are not primarily addressed to the critique of existing patterns of domination and inequality.
- c. Critical approaches assert that academic work is related to the social conditions of domination

So, from the above features, it can be concluded that in critical discourse analysis, the term ‘critical’ refers to decoding language to reveal the ideas embedded in the language. These ideas about power and ideology are taken for granted, or are ‘common sense’ that is widely

accepted by society. In other words, critical means the process of analysing the linguistic parts of discourse to reveal connections between language, power and ideology (Fairclough 1989).

In theory, critical discourse analysis seeks to identify social wrongs through the analysis of the discourse, and furthermore, it attempts to seek possible remedies for these wrongs. As such, critical discourse analysis embodies a critical engagement with the contemporary world that recognises and reveals not only the existing state of affairs but also the possibilities for change. So, to sum up, in terms of this research, 'critical' means connecting linguistic analysis and the analysis of social context. Crucially this means critical discourse analysis not only focuses on the linguistic parts of discourse, but also the broader social context of power and ideology.

2.2.2.2 Discourse

As this research is centred on the analysis of discourse it is essential to define what exactly discourse comprises.

According to Wodak and Fairclough (1997), critical discourse analysis regards discourse as language used in speech and writing, namely, social practice. Social practice is human behaviour that follows certain social rules, within which people, to some extent, enjoy freedom and opportunities for unique behaviour (Bloor and Bloor 2007). Furthermore, seeing discourse as social practice implies a dialectical relationship between a particular discursive event and the situations, institutions and social structures which frame it, where the discursive event is not only shaped by such situations, institutions and social structures, but also influences and shapes them in a mutually constructive manner. Put simply,

discourse is socially constitutive as well as socially shaped. It constitutes situations, objects of knowledge and the social identities of individuals and groups of people and the relations between them (Fairclough 2009).

Therefore, to sum up, there are several key features of discourse (Bloor and Bloor 2007, p. 6):

- a. In the broad sense, discourse means all the phenomena of symbolic integration and communication between people, such as spoken and written language or visual representation.
- b. Discourse often refers to the whole act of communication involving production and comprehension and includes context and background information. This is in contrast to text, where text simply means the actual written and spoken data.
- c. Discourse is often regarded as the general communication which happens in specific contexts, such as the discourse of science, e.g., lectures, research reports and theoretical discussions etc. or legal discourse and so forth.
- d. Multi-modal discourse refers to discourse that relies on more than one mode of communication. A great deal of discourse relies on multi-modal resources, particularly as modern technology enables us to access visual information more easily. For example, a magazine might make use of words, photographs and drawings; a science textbook might incorporate written text with diagrams; a conversation between two people includes both verbal (spoken words) and visual (body language) signals; a website uses both pictures and words to transmit its messages

Therefore, in summary, discourse refers to the semiotic elements of social practices, including language (written, spoken and other semiotics), nonverbal communication (body language, gesture etc.) and visual images (pictures, photos etc.) (Chouliaraki and Fairclough 1999).

However, it is vital to note, for the purposes of this research, due to time and space constraints, and to ensure appropriate research focus and specificity, only the written texts on university websites will be analysed as discourse.

2.2.2.3 Power

Since one aim of this research is to explore the power relations between higher education institutions and the users of their websites by critically analysing how universities represent themselves, it is necessary to provide a brief review of the concept of power.

According to Simpson and Mayr (2010), power means the privileged access to social resources, which provides authority and influence, through which the mechanisms for domination, coercion and control of subordinate groups can be exerted. However, power also simply means dominance, including power through dominance and power by consent. Van Dijk (2006) defines power as control, and asserts that a group or an individual has power if they are able to control the acts and minds of other groups or individuals.

Power is an integral concept in critical discourse analysis and there are seen to be two main dimensions of the relationship between power and discourse, i.e., power *in* the discourse and power *behind* the discourse. As to the dimension of power in the discourse, the academic conversation between a teacher and student is a typical example, where the teacher normally

exerts control over the conversation. However, it should be noted there are more types of discourse than simply face-to-face communication where the power in the discourse is less apparent. Mass media discourse is an example. The nature of power relations embedded in mass media discourse is often not obvious, because the producers of the discourse cannot know who the exact audience is. Although the producers have the power to decide what to include and exclude, it is actually the social group they represent, and how they are shaped by their existence as part of that social group, that principally shapes their decisions. Therefore, put simply, the dimension of power in the discourse can often be thought of as hidden power.

The concept of power behind the discourse is a more general one and means the whole social order of discourse is held together as a hidden effect of power. A typical dimension of this is standardisation, such as the standard or national language, which is a part of a much wider process of economic, political and cultural unification. Discourse type is another paradigm. For example, under certain circumstances, discourse participants must follow certain procedures, e.g., the doctor-patient discourse. As the only way power can be won or exercised is through social struggle, power is never permanently held by one person or one social group (Fairclough 2006).

To conclude, the conception of power in critical discourse analysis mainly concerns the pervasive influence of power, and how certain groups in society attain dominance by persuading subordinate groups to accept their moral, cultural and political values (Machin and Mayr 2012). Critical discourse analysis aims to reveal the opaque embedded social relations of power in discourse, a process that is vital because discourse not only reproduces social life, but also shapes social life. Discourse is therefore not only the means of

communication, but is also the means of social construction and domination (Fairclough 1989, 1995 and 2015).

One key aim of this research is to build an analytical model for critical discourse analysis by identifying the correlation between the prevailing ideology of the society in which a university exists, and the way universities present themselves on their websites. As different ideologies likely lead to different power relationships between universities and the audiences of university websites, exploring the written texts found on the websites should shed light on the embedded power relationships and reveal the ideology behind them.

2.2.2.4 Ideology

Ideology is a crucial concept in critical discourse analysis, and because of the importance of ideology to this research, a dedicated chapter regarding ideology follows this one. As such only a brief introduction to ideology is provided here.

In critical discourse analysis, the conception of ideology has mainly been influenced by Western Marxism. Under this philosophy's interpretation, ideology comprises the ideas and values which reflect the particular interests of certain dominant groups in a society, and is the means by which they exert power over subordinate groups (Machin and Mayr 2012). For example, in Fairclough's (1989, 2015) view, 'common sense' is an ideological assumption, which both arises from the conventions of discourse and in turn helps people obtain a coherent interpretation of discourse. Crucially, this common sense is taken for granted by the populace, and plays a key role in justifying and maintaining existing unequal relations in society, thereby becoming the key function of ideology.

2.2.2.5 Ideology and Discourse

As a key aim of this research is to analyse the discourse on university websites to investigate the influence of hidden ideology, the relationship between ideology and discourse is clearly a crucial issue for this study.

Kress and Hodge (1979) argued that discourse is the main medium for ideology, because ideology is embodied in language and language is established on the basis of fundamental principles and assumptions about the world, which are themselves immersed in ideology. Hence, ideology is both learnt through language and reinforced in the language used. Similarly, Fairclough (2001, p. 77) states, 'Ideology is closely connected to language, because language is the most common form of social behaviour, i.e., the primary medium, which relies on common sense assumptions, namely ideologies, to be coherent.' Therefore, to make coherent sense of discourse, one has to combine common sense with what is in the discourse.

To sum up, as the primary medium for ideology, discourse is a readily available resource for researchers to investigate ideology. Therefore, by exploring the hidden ideology behind universities' websites, this research aims to reveal the power relationships between the universities and their key audiences, and furthermore reveal the grammatical patterns which correspond to the ideology that shapes the relationships.

2.2.3 Definition of Critical Discourse Analysis

After assessing the development of critical discourse analysis, it is necessary to provide a more detailed definition of the approach itself. The first thing to note is that there is no single definition. Indeed, numerous different definitions have been put forward in previous studies. In this sub-section, definitions from three leading theorists will firstly be provided. These will then be synthesised to provide a comprehensive definition of critical discourse analysis which will be adopted by this study.

From Wodak's perspective, critical discourse analysis is problem-oriented and interdisciplinary. It seeks to demystify ideologies and power through the systematic investigation of semiotic data, with an explicit position and interest (Wodak and Meyer 2009). Van Dijk prefers to refer to critical discourse analysis as critical discourse studies. This is a more general term which not only involves critical analysis but also critical theory, as well as critical application. Critical discourse studies aim to understand and solve serious social problems, caused by the abuse of social power (domination) and social inequality (Van Dijk 2009). According to Fairclough, critical discourse analysis integrates analysis of text, analysis of the processes of text production, consumption and distribution and sociocultural analysis of discursive events to investigate how societal power relations are established and reinforced through language use (Fairclough 2010).

For the purposes of this research, the definition of critical discourse analysis that will be used combines the three definitions of Wodak, Van Dijk and Fairclough. From these three definitions, it can be concluded that critical discourse analysis is a method for analysing social practice with a particular critical agenda. Alongside this analysis, the approach also seeks to contribute to the construction and elaboration of related theory. This means it is

both methodological and theoretical in nature. Finally, it combines social science with systemic functional linguistics, and also provides a theoretical and analytical framework for analysing discourse (Chouliaraki and Fairclough 1999).

According to Fairclough (2010), there are three basic dimensions of critical discourse analysis and which are crucial to how the approach should be understood. These are: a relational dimension, a dialectical dimension and a transdisciplinary dimension. Relational means that critical discourse analysis mainly focuses on the opaque relationship between discourse, power and ideology. Dialectical means that the relationship between discourse and ideology is mutually constructive, or in other words that ideology shapes discourse while discourse simultaneously influences and shapes ideology. Finally, transdisciplinary means that the analysis of such relationships transcends the conventional boundaries between disciplines, such as linguistics, politics, economics, sociology and so forth. As such, critical discourse analysis aims to conduct analysis to provide an interpretation and explanation of social life, to identify social wrongs and to contribute to the remedy of these wrongs (Fairclough 2010).

The influence of Fairclough's (2010) three dimensions of critical discourse analysis will be evident throughout this study and its analysis. For example, in terms of the relational aspect, the key aim of the research is to reveal the relation between the ideologies which are imposed on, or influence, universities and the way in which universities represent themselves on their websites. So, the social practice here is the discourse, i.e., the different ways universities represent themselves on their own websites, and the broader social context is the different ideologies which influence universities in the UK and China. The dialectical dimension will be seen in how the study uses the notion of discourse being shaped by ideology and ideology

shaping and influencing discourse to draw an analytical model from the analysis. And finally, the transdisciplinary dimension will be seen from the fact this study covers not only linguistics but also some aspects of social science theory like ideology and higher education.

From a methodological perspective, the analytical method of critical discourse analysis is diverse. This means that the selection of the analytical method is dependent on the research topic which enables critical discourse analysis to be problem-oriented and transdisciplinary in nature. Therefore, as Fairclough (2010) asserts, critical discourse analysis is the transdisciplinary analysis of the relations between discourse and social practice. This includes some forms of the systematic analysis of texts, which is not only descriptive, but also normative to address social wrongs and identify remedies to right them.

Therefore, to sum up, given the key features of critical discourse analysis, it is clear the approach is extremely well-suited for the purposes of this research. Consequently, it has been chosen to provide not only the theoretical but also the methodological framework for the study.

2.2.4 Limitations of Critical Discourse Analysis

Every theory has its limitations and critical discourse analysis is no different. Widdowson (1995, 1996, 1998) challenges the approach on the basis that there is no fixed methodology. He argues the analytical models for critical discourse analysis are vague, which forces every researcher to choose a different model. He consequently asserts that critical discourse analysis runs the risk of being overly subjective and dependent on each researcher's individual approach and interpretation rather than presenting a method for objective analysis based on a consistent approach. In particular, Widdowson suggests a lack of a fixed

methodology represents a major obstacle for the ongoing development of critical discourse analysis. However, while this study recognises that there is some legitimacy to Widdowson's criticism, the lack of a fixed methodological approach can actually also be argued to be a strength as it allows researchers the freedom to adopt different methods to serve their research needs and reduces the risk of using an approach that may be unsuitable for the particular task in hand. Furthermore, a goal of this research is to actually develop an analytical model for conducting critical discourse analysis with the intention that this will be available for future research and can be employed in a consistent way.

Blommaert (2005) challenges critical discourse analysis for overly relying on linguistic and text analysis, specifically systemic functional grammar, which results in a single theory of language to conduct critical research and assess the importance of available discourse. Furthermore, Blommaert argues that critical discourse analysis is associated too closely with particular societies. For example, leading proponents of the approach such as Fairclough, Wodak, van Dijk and Chilton, who have conducted considerable amounts of fruitful research using critical discourse analysis, have all tended to do so in English speaking countries.

However, while this criticism may have been valid in the past, in recent years an increasing number of researchers have sought to conduct critical research beyond the English-speaking world which has reduced the relevance of Blommaert's challenge. For example, Askehave (2007) applied critical discourse analysis to examine textual and visual representation in four different international student prospectuses (sourced from Finland, Australia, Japan and Scotland), Chipier (2006) conducted critical discourse analysis on a corpus consisting of the websites of 10 public and private Romanian universities, and Tang (2011) conducted a

cross-cultural analysis of the visual images used on university websites in the US and China to reveal that there are differences between how US universities and Chinese universities seek to represent themselves. Also this research, is a comparative study of UK and Chinese university website discourse. Therefore, although critical discourse analysis is a fairly young discipline, and like any approach has both strengths and weaknesses, the fact that it continues to rapidly develop in ways that address many of the criticisms that have previously been directed towards it, and because it also increasingly utilises new technologies and seeks integration with other theories and approaches, such as corpus-based research, it is certain to play a continuing important role in different academic fields in the future.

2.3 Halliday's Functional Grammar

The next major issue to be introduced is Halliday's functional grammar. This is another essential theory for this research as it provides the analytical tools that will be used to conduct this study's analysis. As such, it is vital in making the analysis both possible and plausible. This sub-section will firstly explain the value of Halliday's functional grammar as an analytical tool and then explain the three metafunctions of language set out by the theory, which comprise the actual individual analytical tools utilised in this study's analysis.

2.3.1 The Value of Halliday's Functional Grammar as an Analytical Tool

The most important reason that this study adopts Halliday's functional grammar as its principal analytical tool is it provides a bridge to connect language and the outside world. Therefore, in this study, it will be used to link website discourse and the wider societal ideology which influences universities and the way they represent themselves.

To provide more detail, there are three specific reasons for the study's adoption of functional grammar:

- Firstly, Halliday stated that the aim of functional grammar is to construct a grammar for the purpose of text analysis: one that would make it possible to say something sensible and useful about any text, either spoken or written, in modern English (Halliday 1986, p. xv).
- Secondly, Halliday's functional grammar provides the link between language and its context. The link is revealed through the three metafunctions of language which are the experiential, interpersonal and textual meanings of language (Halliday 1986). In this respect, it has a close connection with critical discourse analysis. Indeed, Fairclough's dialectical-relational approach, which provides the fundamental logic for the means of analysis in this study, is based on Halliday's work (Fairclough 2009).
- Finally, it is hoped that one of the major contributions of this research will be to identify practical analytical tools for critical discourse analysis by introducing sub-categories from Halliday's systemic-functional grammar.

According to Halliday (1986) we use language to communicate meaning across three different levels simultaneously: 1. Experiential meaning, which is what is happening, i.e., the experience. 2. Interpersonal meaning, namely, the relationship between the participants. 3. Textual meaning which connects language to achieve cohesion and coherence. This leads to the three metafunctions described by Halliday, i.e., the experiential, interpersonal and textual metafunctions.

Specifically, the experiential function means that language is used to represent the speaker's experience and feelings of the world, namely, it is a resource to describe the world. The interpersonal function means that language is used to express social and personal relations by means of speech roles, namely, it is a resource to act and interact. In this category, people use language to interact with other people, to establish and maintain relationships with them, to express one's own viewpoints and so forth. The textual function means language uses a systematic grammar to bring it together as coherent communication. It is important to note, these three functions operate simultaneously in discourse (Eggins 2004; Halliday and Matthiessen 2006).

From a critical linguistics' standpoint, language cannot be used in a context-less vacuum, so there are bound to be some connections between language and the context that the language occurs in. Halliday's functional grammar makes the logic of these connections accessible for the analyst through the three metafunctions of language it highlights. In particular, it allows the analyst to explore discourse from three different aspects - how the producers of discourse describe the outside world, how the producers of discourse conceive of the relationship between discourse and its receiver and how discourse makes sense in a grammatical way. Halliday's functional grammar is therefore a particularly powerful tool to reveal the hidden ideas behind discourse.

2.3.2 The Three Metafunctions

As noted above, Halliday identifies three metafunctions of language in functional grammar and these three aspects will be used as the actual analytical tools for this study's research. In the following sub-section, a more detailed introduction of each function is presented.

2.3.2.1 *The Experiential Function*

In functional grammar, experiential meaning is often related to the conceptual field, i.e., what the language is being used to talk about (Eggins 2004). This also means that the field is often focused on the activity people are engaged in (Halliday and Matthiessen 2006). According to Halliday, the ideational meaning of language refers to how people use language to represent their experience of the world. For example:

The name 'National Tsinghua University' was adopted in 1928 (Extracted from CTA1)

The producer of the above sentence is attempting to describe a simple fact, i.e., when the name 'National Tsinghua University' was adopted. From Halliday's perspective, the experiential meaning is mainly realised through the system of transitivity (Eggins 2004). Transitivity is generally used to describe and differentiate verbs on the basis of whether they have or do not have an object. However, in functional grammar it has a broader meaning as a system for describing the whole clause, with a focus on the verbal group (Thompson 2004). So, transitivity refers to the 'going-on' of the outside world: of doing, happening, feeling and being. It specifies the different types of verbal processes which are realised in language (Halliday 1986, p. 101). With regards to the experiential metafunction, the grammar of the clause as representation is the focus, which means there is one major system of grammatical choice involved in the meaning making process, i.e., the system of transitivity or verbal process type. In essence, there are three components in the system:

- a. The process;
- b. Participants in the process;
- c. Circumstances associated with the process;

Furthermore, there are six process types in the system of transitivity (Eggs 2004; Halliday and Matthiessen 2006):

1. Material process: processes of doing that describe doing something or undertaking some action, e.g., *My mother built all these houses.*
2. Mental process: processes of thinking and feeling that describe what we think and feel, e.g., *She likes the gift.*
3. Behavioural process: processes of physiological and psychological behaviour that describe the mid-way between material and mental processes, e.g., *She laughed heartily.*
4. Verbal process: processes of verbal action that describe speech, e.g., *I told you to wait.*
5. Relational process: describes the ways in which being can be used in English, e.g., *Carlos is a poet.*
6. Existential process: describes using 'there be', *There is a pen on the desk.*

From the understanding gained by exploring the ideational meaning of language, the analyst can reveal how the producer of a text wants the receiver of it to understand the world through the text. By choosing certain verbal processes, the producer of the text can enforce certain meanings via the text. Consequently, this means that the system of transitivity provides a method of investigating how the linguistic features of a text encodes certain world views of the text producer. Furthermore, the system of transitivity could also shed light on how the receiver of a text perceives certain meanings which are emphasised by the producer of text. Finally, analysing the transitivity of the clause means not only analysing the process itself,

but all three of these components, which makes the system of transitivity a particularly powerful analytical tool to uncover the views of the producer of a text.

Therefore, in summary, analysing the system of transitivity should shed light on how the producers of a text convey certain type of meaning through language, and how the receivers of the text perceive the meanings of it from the producer. As such, in this research, the system of transitivity should enable the study to reveal how universities encode certain world views into their representation on their websites. This in turn should shed light on the correlation between ideology and the varying representations of the universities in the sample countries.

2.3.2.2 The Interpersonal Function

In functional grammar, the interpersonal meaning of language is often related to the concept of tenor, and the power relations of interactions. According to Halliday, interpersonal function refers to how people use language to describe their roles and relationships with other people (Halliday and Matthiessen 2006). From Halliday's view, the ideational meaning is mainly realised through the system of mood and modality (Eggins 2004).

According to Halliday (1986), there are two fundamental purposes for interaction - giving and demanding 'information' and 'goods-and-services'. Through the system of mood and modality interpersonal meaning is embodied in language (Eggins 2004). There is a correlation between speech roles and grammatical structure and the mood structure which is chosen to realise them: 1. Statements are expressed by declarative clauses; 2. Questions are expressed by interrogative clauses; 3. Commands are expressed by imperative clauses; 4. Offers are expressed by modulated interrogative clauses (Eggins 2004). There are two

elements, subject and finite, which make up the mood. They play an essential role in embedding interpersonal function into language, because they carry the augment. For example, in the sentence *We have all gone* ‘we’ is the subject, and ‘have’ is the finite. The rest of the sentence is residue, and can be left out in the argument (Thompson 2004). Furthermore, besides mood structure, there is another grammatical feature, modality, which is used to express the producer’s attitudes about the degree of probability or usuality and about inclination or necessity. In the grammatical area of modality, modalisation and modulation perform different functions. Modalisation is the process whereby modality is used to express the degree of probability and the frequency of proposition. For example, in the sentence *We might be right*, modalisation is achieved through the finite. Modulation is the process whereby modality is used to express the degree of obligation and inclination of proposal. The degree of these are categorised as high, medium and low and they reveal the attitude of the producer of a text regarding a particular issue or view (Egins 2004).

Put simply, by choosing different types of mood and modality, the producer of a text can seek a certain kind of relationship with the receiver and project a certain attitude towards a particular issue. As such, this means the system of mood and modality also provides a method of investigating how the linguistic features of a text encode certain relationships and of investigating the attitudes of the text producer. Therefore, in this research, the system of mood and modality is utilised to reveal the relationship between universities and the outside world and the attitudes of university towards certain issues.

2.3.2.3 The Textual Function

In functional grammar, the interpersonal meaning of language is often related to the concept mode, namely, the role language plays in interaction. According to Halliday, the

interpersonal function refers to how people use language to make sense according to context (Halliday and Matthiessen 2006). According to Halliday's view, textual meaning is mainly realised through the system of theme (Eggins 2004).

The textual strand of the meaning of the language is realised through the order of the constituents of the clause, which provides the producer of the text a way to add coherence and emphasis to the text. It is mainly expressed through the system of theme, which contains two elements: theme and rheme (Thompson 2004). According to Halliday and Matthiessen (2004, p. 64), theme is the 'starting-point' of the clause, which 'locates and orients the clause within its context.' Rheme is then everything which is not theme. To use the system of theme as an analytical tool, the analyst must pay attention to the following aspects:

1. Choice of the type of theme that is used in the text. By analysing these following types of theme, the analyst can identify the variation according to the mode of the text (Eggins 2004):
 - Topical Theme: the first constituent of the clause which has a transitivity function.
 - Interpersonal Theme: The first constituent of the clause which has a mood function.
 - Textual Theme: The first constituent of the clause which has a textual function.
2. Markedness of theme choice. By analysing the markedness, the analyst can reveal the coherence and emphasis the producer of the text adds to the text (Eggins 2004):
 - Unmarked theme means the typical constituent which normally appears in the first position of the clause in the mood system.

- Marked theme means the constituent which unusually appears in the first position and in most cases is a circumstantial adjunct.

In summary, the textual function of language is another function alongside the ideational and interpersonal functions. It cannot exist without the other two functions, otherwise the text would have no content and it would not be possible to interact with the other functions. However, equally the ideational and interpersonal functions cannot be effective if there is no textual function to make the text cohesive and coherent. Given this, it is crucial to analyse all three functions of language to obtain a comprehensive view of a text.

Please note, all the systems outlined above will be explained in further detail in the Methodology chapter.

2.4 Higher Education

In this research, the data that will be analysed is taken from official university websites. This means that universities are the crucial subjects under investigation. As universities are the major institutions in higher education the following section will present a general overview of higher education, followed by the history of universities in China and the UK.

2.4.1 Defining Higher Education

The first issue that it is necessary to address in this sub-section is to clarify the definition of higher education. The principles of higher education first arose in ancient Athens and stem from the quest for scientific knowledge, the pursuit of arts and the spirit of criticism (Bligh 1990). However, the question of how higher education can be defined is not as simple as it may seem because different researchers provide different definitions. The most general answer is

that higher education is an experience, which helps people to interact with different individuals and groups and to acquire diverse forms of knowledge. This helps to ensure people will achieve personal success and contribute to social development (McArthur 2011). Furthermore, higher education is thought to cultivate independence of the mind, to help develop knowledge and to promote the advancement of society (Bligh 1990).

Higher education is seen to be crucial both for developed and developing countries alike. For example, for developed countries, higher education helps enhance competitive advantage by cultivating an intelligent populace which is seen to be a key factor in the modern knowledge economy (Naidoo 2003). While for developing countries, if they want to enter the knowledge economy, expansion of access to higher education is thought to be an important gateway (Castells 1991) and is also a vital factor in achieving prosperity in the world economy (World Bank 2000).

As with the question of how higher education can be defined, equally the question of what are the aims of higher education is not as simple to answer as it may seem. This is particularly the case because the answer to this question has varied significantly over time. Two examples, one from the UK in the 1960s and one from Qing Dynasty China, illustrate this point.

The Robbins Report (1963, p. 6), published in the UK six decades ago, outlined four main objectives of higher education. The first, 'Instruction in skills suitable to play a part in the general division of labour', suggested that higher education should inspire and enable individuals to develop their capabilities to their utmost and in this way be well-equipped with adequate skills for work. This also suggested that those who receive higher education could contribute to society and achieve their life goals. The second, 'Produce not mere specialists but

rather cultivate men and women,' suggested that higher education must promote the general power of the individual intellect, and not simply for practical purposes. Therefore, in this way, higher education was framed as helping individuals to increase their knowledge and understanding as a good in itself. The third, 'The advancement of learning,' suggested that higher education should seek to develop knowledge as a means to search for truth and implied that, although higher education is not the only way to develop knowledge, it is an essential function for human beings. The fourth and final objective, 'The transmission of a common culture and common standards,' suggested higher education helps society develop by shaping a democratic, civilised and inclusive society. However, since the publication of the Robbins Report the aims of higher education in the UK have changed significantly. For example, the Dearing Report (Dearing Report 1997, p.13), published in 1997, re-outlined four main objectives of higher education. First, 'inspire and enable individuals', which means help individuals to develop their capabilities to suit the workplace, contribute to society and achieve personal fulfilment. Second, 'increase knowledge and understanding', which helps to benefit the economy and society. Third, 'serve the needs of knowledge-based economy' and finally 'shape the democratic and civilised society'. Alongside these new goals, however, the Dearing report ushered in key changes to higher education in the UK such as the introduction of tuition fees and the reduction of government funding. For many this marked a key milestone in the gradual transformation of higher education in the UK into a commoditised product rather than a social good.

Changes in the aims of higher education can also be seen from the example of China. For example, when higher education was first established during the Qing dynasty, its primary purpose was to help the government prolong the imperial Qing regime. (Liu and Fang 2009). However, with the foundation of the People's Republic of China, the notion of imperialism

was firmly rejected and higher education has been positioned to serve the cause of socialist modernisation. These developments will be explained in greater detail in subsequent chapters.

As core institutions in higher education, it has been argued that universities function to fulfil four different purposes: the generation and transmission of ideology; the selection and formation of dominant elites; the production and application of knowledge; and the training of a skilled labour force (Castells 1991). In other words, universities provide education, which is not simply professional training, to further advanced scholarship and research. Their purpose is not to solve immediate practical problems, and they play an important role in the general cultural life of communities (Collini 2012).

2.4.2 The Development of Universities in China

To understand the higher education sector, it is essential to understand its most important constituent, the university. Therefore, in the following sub-section, a brief history of firstly Chinese, and then UK, universities is presented.

Towards the end of the Qing Dynasty, several modern universities were established. The first modern university in China was Bei Yang Gongxue, which was established in 1885 and was the forerunner of Tianjin University. After that, Nan Yang Gongxue was founded in 1886, which was the forerunner of Jiao Tong University, followed by the Imperial University, the forerunner of Beijing University (Seybolt 1974). All of these were established by the Qing Dynasty with the goal that the essence of Chinese learning should be combined with the practical application of Western learning. The foundation of the universities represented the beginning of modern Chinese higher education. In Qing

dynasty, the ruling class sought to utilise higher education as an important means of making the nation rich and army strong, with the central goal of prolonging their regime (Liu and Fang 2009).

In 1911, the outbreak of the Xinhai revolution overthrew the Qing Dynasty and the Republic of China was established. The next year, the *Daxue Ling*, or University Law, was published, which provided guidelines for Chinese universities, like defining their purpose, the subjects which should be taught and so forth. In the next few years several further modern public and private universities were established in China. From being mandated to serve the needs of the ruling regime under the Qing, the focus of universities changed to cultivate advanced learning and scholarship and to serve the needs of the country. Learning and scholarship developed to include social science, natural science, medical science, economics, law etc. The university was increasingly seen as a way to cultivate talents for the development of the country.

The next important date in the development of China's universities occurred in 1949 when the People's Republic of China was established. Before 1949, universities in China were influenced by the Japanese, American, Soviet, and European higher education systems (Hayhoe 1996). In particular, European-style institutions, which were mainly public universities (comprising 60.4% of the total, compared to private universities at 29.8%) predominated in China before 1952 (Levin and Xu 2005). In the years following the revolution, the Chinese government transformed universities into Soviet-style institutions. All universities were transferred into the public sector and came under central government planning and control under the direct leadership of the Chinese Communist Party. A highly significant change at that time was that all universities moved towards a focus on practical

subject areas like engineering and technology. This was because of the goals of the government which prioritised the industrialisation and modernisation of society. This meant there were very few comprehensive universities and a sharp drop in the study of social sciences. From 1966 to 1976, the Cultural Revolution took place in China. This can be considered another crucial period for Chinese higher education as at this time most schools and universities were closed (Seybolt 1974). This led to the halt of the development of higher education in China.

The next major change came with Deng Xiaoping's Reform and Opening Up policy adopted in 1979. This saw the complete reopening of the higher education system in China and was accompanied by decentralisation and the reduction of government control (Hawkins 2000). In the new reform era, under the context of market-oriented policies, higher education in China has been restructured: 1. More types of universities, like private universities, have emerged to meet the needs of economic development. 2. The course choice, research efficiency and administrative structure of universities have been reformed. The administrative structure of both national universities and local universities has been transferred from the Ministry of Education or the corresponding specialised national ministry, state owned enterprise, national association or the local education bureau to the Ministry of Education and the local government at the provincial level (Levin and Xu 2005). Another significant change came with the transformation of higher education from a form of elite education to mass education in the 1990s driven by the need to support rapid economic growth with better trained human resources and technological innovation (Mok 2009). In the process of the expansion of higher education, the enrolment ratio (the percentage of students who are enrolled at university) rose from 7% in 1995 to 15% in 2002 (Tenth Five Year Plan 2001). According to Li (2003), the then highest ranking Vice-Premier

of the State Council, there were four main reasons for the expansion of higher education in China: 1. The demand for more talented personnel; 2. The public demand for higher education; 3. To stimulate domestic consumption and related industries; 4. To discourage test-oriented teaching and learning, and to encourage more holistic education.

To conclude, with the establishment of the People's Republic of China, Chinese higher education moved into a new era, despite the setbacks during the cultural revolution. Correspondingly, the purpose of higher education has evolved over time. In 1999, the Higher Education Law of the People's Republic of China became effective. It (Higher Education Law of the People's Republic of China, 1998) officially defined the purpose of higher education:

Higher education shall be conducted in adherence to the educational principles of the State, in the service of the socialist modernisation drive and in combination with productive labour, in order that the educated shall become builders and successors for the socialist cause, who are developed in an all-around way - morally, intellectually and physically. The task of higher education is to train people to become senior specialists imbued with the spirit of creativeness and the ability of practice, to develop science, technology and culture and to promote the socialist modernisation drive.

Put simply, 'socialism with Chinese characteristics' has become the basic guiding principle of higher education in China.

2.4.3 The Development of Universities in the UK

The Universities of Oxford and Cambridge are the two oldest universities in the UK, founded in the 11th and 13th centuries respectively. Prior to the 19th century, there were only two universities in England, Oxford and Cambridge, and four universities in Scotland. For several centuries, Oxford and Cambridge universities mainly focused on the study of religion and law and both had a high degree of autonomy. In 1828 the University of London was established as the first secular university in England admitting students without consideration of their religion. In the 19th century, because of the Cambridge University Extension Movement, a scheme designed to bring university teaching to the large towns and cities of England, several civic universities emerged. These included Owens college, which was the forerunner of the University of Manchester and Firth College, which was the forerunner of the University of Sheffield. Then, in 1963, the Robins Report was published. This led to the expansion of universities and the transformation of many advanced technology colleges into universities. After that, many new universities were also established in the UK, such as the University of Warwick. 1992 then saw the abolition of the so-called 'binary divide' between universities and polytechnics with the Further and Higher Education Act of that year leading to polytechnics and the Scottish central institutions becoming universities. In other words, since the late 19th century, most UK universities have been created by Act of Parliament. In this period, they have generally been funded by central government but have enjoyed high autonomy. Furthermore, in this period, UK universities mainly sought to support and reproduce social and professional elites. In the 1960s, a new type of university, polytechnics, emerged, which were funded by local authorities, and whose academic teaching was controlled by the centralised Council for National Academic Awards (Radice 2013). After the Robbins Report, university was made free for anyone who could reach the requirements for admission, and the subsequent period

was called a ‘golden age’ for higher education. In this so-called golden age, higher education was characterised by a combination of free access, high standards and low drop-out rates (Miliband 1992).

2.5 Towards a Research Gap - A Review of the Existing Literature

There have been several studies conducted in a similar area as this research. However, none of these studies have sought to utilise and further develop an analytical tool kit for critical discourse analysis, which provides one of the principal research gaps this study aims to address. In this sub-section, a brief review about previous similar studies will be presented to shed light to on the research gaps that are evident in the existing literature. A chart is also provided that sets out a basic summary about the focus of previous related studies.

The first relevant study to note is Fairclough’s (1993) critical study *The marketisation of public discourse: the universities*, which laid the theoretical foundation for critical analysis of university discourse. In this study, Fairclough provided a succinct overview of critical discourse analysis, and then applied the theory in practice by analysing university related discourse, such as advertisements, programme materials, CVs and prospectuses. He claimed that a process of marketisation of UK higher education was resulting in the promotional function of discourse becoming increasingly salient for UK universities. Furthermore, he found due to the increased focus on promotion, the traditional boundaries between orders of discourse and discursive practices were being reconstructed. And as commercial objectives became increasingly important for universities, the results included new social and discursive practices, such as ‘selling,’ ‘advertising’ and ‘managing,’ being imported into the academic domain (Fairclough 1993, p143). The social-political environment for this change were: the marketisation of universities appearing as a global trend, with marketisation occurring not only

in universities, but also in the arts, healthcare and public services (Mautner 2005). So, in summary, Fairclough initiated the application of critical discourse analysis onto university discourse and also provided preliminary results of such analysis. This both proved the feasibility of conducting critical discourse analysis on university discourse and laid the theoretical foundation for the analysis in this research.

In the mid-2000s, Askehave (2007) applied critical discourse analysis to examine textual and visual representation in four different international student prospectuses (sourced from Finland, Australia, Japan and Scotland) to demonstrate the impact of marketisation on higher education genres. Through this research, Askehave found that all four prospectuses exhibited a similar nature of discourse, that was principally shaped by marketisation. In her in-depth analysis of the prospectus of the University of Stirling, Askehave found out that there was less academic focussed content in comparison to non-academic attributes, like travel and industry, which she concluded is consistent with the impact of marketisation.

Starting from this time researchers began using university websites as the key source of data. Chiper (2006), for example, conducted critical discourse analysis on a corpus consisting of the websites of 10 public and private Romanian universities, three university prospectuses and one promotional CD to investigate the reform process of Romanian higher education. The findings of the research demonstrated that the marketisation and commoditisation of university discourse was apparent in Romania and mirrored a similar trend already evident across much of the EU.

Saichaie (2011) utilised critical discourse analysis to explore 12 US higher education institutions' official websites according to different geographic region, type and so on.

Specifically, Saichaie employed Fairclough's (1989) three-dimensional approach for his study's methodological framework, and also utilised Jank's (2005) linguistic analysis rubric which is itself based on Fairclough's theoretical approach and Kress and van Leeuwen's (2006) systematic manner of visual analysis. Saichaie found that promotional discourse was widely apparent on the higher education institutions' websites, while the scholarly commitment to higher education had become less important in the representation of higher education. The research conducted a systematic analysis of 12 different webpages from the institutions' official sites, i.e., the 'Home' page, the 'About' page, which describes the higher education institution's history, geographic information and academic reputation, the 'Admission' page, the web pages which describe academic majors and curricula, the web pages which describe financial information, and the web pages which describe student life, activities and organisations. The textual analysis revealed that colleges and universities repeatedly promoted their accomplishments to establish their prestige, and also used rational language to engage the website user by presenting numerous co-curricular experiences. From the visual analysis, Saichaie illustrated that higher education institutions poorly represent the diversity of social class, sex, and race, with only 21% of those people featured on the websites non-white and only 32% female.

In the last few years, Wilson and Carlsen (2016) conducted critical discourse analysis of charter school websites to argue that such websites play an important role in schools' enrolment strategies. In their research, websites of 55 charter elementary schools located in demographically diverse metropolitan areas were analysed. They also employed Fairclough's three-dimensional methodology to reveal how the school websites represent different academic achievements, different ideologies of individualised learning and issues such as race, culture and diversity. They also used critical discourse analysis to explore how the elementary charter

schools sought to attract prospective families through discursive practice, namely the schools' websites.

It is also important to note that some Chinese scholars have conducted comparative studies between Chinese and Western university websites. Tang (2011), for example, conducted a cross-cultural analysis of the visual images used on university websites in the US and China to reveal that there are differences between how US universities and Chinese universities seek to represent themselves. For instance, Tang (2011) concluded Chinese universities tend to use 'what we have' to attract prospective students and academics, while American universities tended to use 'who we have' to achieve the same effect. Zhang and O'Halloran (2012) adopted a hypermodal analysis to investigate how Tsinghua University and the National University of Singapore use hypermodal resources (text, image, hyperlinks etc.) on their homepages to represent themselves. They concluded that Tsinghua University adopted a university-centric position, while National University of Singapore adopted a student-centric friendly and welcoming position. They attributed these differences to the varying social-cultural contexts.

Table 4: Summary of Similar Studies

Research	Sample	Method	Conclusion
Fairclough 1993	University written discourse	CDA	The promotional function increased in line with marketisation
Askehave 2007	International student prospectuses	CDA - Genre analysis	The impact of marketisation on higher education discourse

Saichai 2011	American higher education institutions' official websites	CDA -Jank's (2005) linguistic analysis rubric; Kress and van Leeuwen's (2006) visual grammar	Common promotional discourse was widely conducted on the higher education institutions' websites
Willson and Carlsen 2016	Charter school websites	CDA	School websites play an important role in schools' enrolment strategies
Tang 2011	Chinese and American universities' websites	Cross-cultural analysis	Culture plays a key role in universities' marketing strategies.
Zhang and O'Halloran 2012	Homepages of Tsinghua University and National University of Singapore	Hypermodal analysis (text, images, hyperlinks etc.)	Differences attributed to the social-cultural context.

To conclude, Fairclough mainly focused on the theory of critical discourse analysis itself to lay the foundation for the whole discipline. Saichai used critical discourse analysis to prove Fairclough's argument about the marketisation of higher education discourse. Then Saichai, Willson and Carlsen used websites as the key data source to conduct critical discourse analysis. Finally, Tang and Zhang and O'Halloran further developed this field to investigate the differences between Chinese and Western university websites. However, none of them has examined the differences between Chinese and UK universities specifically, and crucially none of them focussed on the analytical tool kit for critical discourse analysis nor sought to develop a specific analytical model that can be used for this specialised research. By seeking to develop a practical analytical tool for conducting critical analysis of the discourse on university websites this research aims to address an important research gap. Therefore, in summary, this

research seeks to explore the issue of how universities in different locations represent themselves from a different and new methodological angle - by adopting analytical tools derived from Halliday's functional grammar, to identify an analytical model for future critical discourse analysis.

Chapter Three - Ideology

3.1 Introduction

As the aim of this research is to investigate the correlation between ideology and the way universities present themselves through written text on their websites in China and UK, the issue of ideology is clearly a crucial concept for this study. The purpose of this chapter is to discuss this essential concept and related issues in detail. The first part of the chapter focuses on ideology itself. In this part, all relevant information about what ideology comprises and how it can be defined will be considered. In the second part, the author's own stance on ideology will be outlined. Following this, another key issue, the correlation between ideology and discourse – which is the fundamental tool for this study to conduct analysis of website texts - will be presented. The chapter will then discuss relevant ideologies in China and the UK. Finally, the influence of the relevant ideologies on daily life will be considered to prepare the ground for the interpretation and explanation set out in later chapters.

3.2 Ideology

As ideology is one of the key concepts in this study, it is essential to consider how ideology should be defined. However, an important first point to note is that ideology is one of the most elusive and controversial concepts in social science and consequently has a very wide range of meanings and functions attached to it. Some believe that ideology has negative connotations – that it is a form of false consciousness distorting people's understanding of reality, while others hold that ideology is a positive term and can be considered as the expression of the world view of a particular class or group (Larrain 1979). So, what is ideology? To answer this question, the first step is to introduce the origin and development of the term.

3.2.1 The Origin and Development of the Term 'Ideology'

The term 'ideology' was coined by the French Enlightenment philosopher Antoine Destutt De Tracy after the French Revolution. De Tracy first related ideology to the science of the study of ideas, which he argued was the foundation of all other sciences (Gee 1996). Following De Tracy, Marx attempted his own systematical definition of ideology. Marx argued that an ideology is generally associated with one social class, usually the dominant class, and as such this means it is a tool that serves the interests of the ruling class (Freeden 1998). Furthermore, according to Marx, ideology reflects the material world, and helps anything that supports the material interests of the dominant class seem to be normal, necessary and congruous (Freeden 2003).

Subsequently, Karl Mannheim, the sociologist and social philosopher, modified Marx's theory by stating that ideology is a reflection of all historical and social environments, and this means that there is more than one ideology in any society (Freeden 2003). Furthermore, this means that there is a multiplicity of ways of thinking, and ideology is not only associated with class, but also with groups who share the same rituals, culture, history and so on.

Antonio Gramsci, Marxist theorist and activist, made a further modification to the concept by arguing that ideological hegemony can be achieved not only by the state but also by various cultural means, which means ideology is not only the tool of the state (Freeden 2003). In other words, ideology is the product of civil society, the sphere of non-state, individual and group activity.

3.2.2 Definition of Ideology by Critical Discourse Analysis

Having given a brief introduction to the origin and development of the term ideology, the next step is to attempt a definition. As noted above, however, it is impossible to offer a single accurate definition of ideology because, being one of the most elusive concepts in social science, it has had a wide range of meanings and a wealth of functions attached to it. However, in this study, as critical discourse analysis is adopted as the theoretical framework for this research, the author has synthesised and adopted the definitions of ideology advanced by three leading critical discourse analysis scholars, Ruth Wodak, Teun A. van Dijk and Norman Fairclough.

Wodak (2009) argues that ideology is a one-sided perspective or world view composed of related mental representations, convictions, opinions, attitudes and evaluations that are shared by specific members of a social group. Ideology serves as an important means of establishing and maintaining unequal power relations and transforming (radically or less radically) power relations. Also, according to Wodak, ideology includes more hidden and latent types of everyday beliefs, which often appear disguised as conceptual metaphors and analogies.

Van Dijk (2009) argues that ideology is a very general and fairly abstract concept, and basically amounts to socially shared opinions of a group which may influence specific events.

Finally, Fairclough (1992, p. 87) argued three important claims about ideology:

1. Ideology has a material existence in the practices of institutions, which gives a way to analyse discursive practices as material forms of ideology.

2. One of the most significant ideological effects is on the constitution of subjects.
3. Class struggle in, and over, discourse should be the focus of ideologically-oriented discourse analysis.

3.2.3 The Stance of this Study towards Ideology

For the purposes of this study, drawing on the above definitions, ideology firstly refers to the material process of ideas, beliefs and values in social life. In other words, ideology describes the ways in which we communicate, think and interact with society. It represents the conditions and life experiences of a specific, socially significant group or class, and is engaged to promote and legitimate the shared interests of such a group or class when they face an issue that contradicts or challenges their interests. If the group or class is particularly powerful, then its ideology is called the dominant ideology, which is mediated through powerful political and social institutions.

The next thing to note is that there can be more than one ideology in any given society. Furthermore, ideology exists as a material form of social practice, like verbal discourse - the specific linguistic practices. Finally, ideology is an inevitability for individuals or groups in daily social life, which means that any one or any group would be influenced and shaped by the ideology without any exception in daily social life.

3.3 Ideology and Discourse

Alongside ideology, discourse is another essential concept in this study. The relationship between discourse and ideology is the analytical foundation of this study's research. For Kress and Hodge (1979), discourse is the main medium for ideology, because ideology is

embodied in language, which is established on the basis of fundamental principles and assumptions about the world. Fairclough (2006) holds a similar view that ideology is closely connected to language, because language is the most common form of social behaviour and language, as the primary medium, relies on common sense assumptions, namely ideologies, to be coherent. In other words, language cannot be used in a contextless vacuum, but rather exists in a host of discourse contexts, which are integrated with ideology. Therefore, to sum up, from the critical linguistics' perspective, ideology is learnt through language and reinforced in the language used. This means ideology influences discourse, and also in turn that discourse reproduces ideology. The dialectical logic between discourse and ideology provides the basic principle for this study's analysis.

Having established the connection between ideology and discourse, this study will use systematic functional grammar, which was introduced in the Literature Review chapter, to provide the analytical tools to connect language and context. Specifically, systematic functional grammar establishes the relationship extending all the way from the most abstract levels of context to concrete words, structures, sounds and graphology of a text.

The central contention of this study is that, because there are different prevailing ideologies in China and the UK which influence the universities that exist in the two countries, there should be clear differences between the way Chinese and UK universities present themselves on their websites through written texts. As such, the first step of this study is to identify the different ideologies that sit behind the universities from the two different countries. This study will do this not through a process of primary research but rather by examining the discussion and accepted conclusions in the existing literature. After this first step the study will then, using Halliday's functional grammar, seek to identify and interpret

the grammatical differences in the language used on websites found in two different countries. Finally, by adopting critical discourse theory, an attempt will be made to understand these grammatical differences in the light of identified ideologies. The outcome of this process should not only be a significantly enhanced understanding of the correlation between ideology and how universities represent themselves, but it should also allow an analytical model to be developed on the basis of the differences in these grammatical patterns that can be used in related future research.

3.4 Relevant Ideologies in China and the UK

As will be demonstrated, the existing literature suggests that ‘socialism with Chinese characteristics’ and neoliberalism/marketisation are the two most relevant ideologies in China and the UK respectively. In the following section, a detailed introduction to these ideologies will be presented.

3.4.1 Socialism with Chinese Characteristics

Many researchers have argued that since the establishment of the People’s Republic of China there has been one dominant ideology in China – ‘socialism with Chinese characteristics’ (Wang 2014; Mao 2006; Jin 2016). However, it is important to note that Chinese socialism has evolved over time. For example, after three decades of radical Maoist socialism there was a clear change under Deng Xiaoping which will be described in more detail below. Socialism with Chinese characteristics can be defined as the integration of ‘the universal truth of Marxism with the concrete realities of China’ (Deng 1982). The dominant status of the ideology can be seen by the fact that it has even been written into the constitution of the People’s Republic of China. The constitution states, ‘The People’s Republic of China is a socialist state,’ and, ‘The socialist system is the basic system of the

People's Republic of China' (Constitution of PRC 2018). Given this there can be little argument about the fact that socialism with Chinese characteristics is the dominant ideology in China and that it influences almost every aspect of Chinese life, including economics, politics, the legal system and so on. Consequently, it therefore follows that it will also have a profound influence on higher education in China.

However, it is essential to understand more fully what socialism with Chinese characteristics is, before we look at the influence it has on higher education in China. Literally speaking, as mentioned above, it is the combination of socialism with the realities of China. However, for a more nuanced view, it is firstly necessary to introduce two important figures who have made significant contributions to this ideology.

3.4.1.1 Development of Socialism with Chinese Characteristics

Mao Zedong is generally regarded as the pioneer of socialism with Chinese characteristics (Wang 2014; Mao 2006; Jin 2016). As one of the founders of socialist China, and its most powerful initial leader, Mao played a vital role in establishing the combination of Marxism with Chinese revolutionary practice that has come to define the ideological profile of the People's Republic of China. As has been argued, the period directly before and after the revolution created the systemic conditions and material basis for socialism with Chinese characteristics to emerge (Wang 2014; Hu 2014). After the foundation of the new state, in the 1950s, in a speech entitled the Ten Major Relationships, Mao (1956) was the first to propose that China should combine the basic principles of Marxism with China's realities. He argued, by doing so, China could avoid the mistakes made by the Soviet Union and also avoid any adverse consequences of implementing policies not suitable for China's unique circumstances. Mao was also the first person who explicitly pointed out that the basic

contradictions in a socialist society are those between the productive forces and the conditions of production and the superstructure and the economic base. He argued this meant that the development of productivity was the fundamental task for socialism (Wang 2014). Therefore, to sum up, Mao provided the guiding thought and theoretical preparation for socialism with Chinese characteristics. Although Mao made serious mistakes (Great leap forward and Cultural revolution, which is briefly discussed development of university in China section) in his later life, he undoubtedly made numerous major contributions to socialism with Chinese characteristics. In particular, Mao was instrumental in establishing the People's Republic of China, which is the foundational event that made it possible for socialism with Chinese characteristics to be realised. Furthermore, Mao also laid the key theoretical foundation that socialism in China should combine the theory of Marxism with Chinese realities, i.e., what later came to be much more widely known as socialism with Chinese characteristics.

Deng Xiaoping is the second key figure in the development of socialism with Chinese characteristics, (Lei 2014; Wang 2014; Hu 2007). For instance, Deng is seen to have played the major role in the development of the concrete guidelines and theoretical foundations of socialism with Chinese characteristics after the death of Mao. When ushering in China's post-Mao process of modernisation Deng (1979) said:

In our democratic revolution, we had to act in accordance with China's specific situation and follow the path discovered by Comrade Mao Zedong of encircling the cities from the rural areas. Now, in our national construction, we must likewise act in accordance with our own situation and find a Chinese path to modernisation.

Deng sought to amend many of the mistakes made in the latter part of Mao's rule and started a new road of socialist construction that in some important ways departed from the previous thirty years of socialist development. For example, in 1958, Mao proposed several unrealistic goals for increasing steel output such as surpassing the UK and catching up with USA in a very short time period, which clearly failed to consider the real conditions of Chinese society. In 1964, Mao launched the Cultural Revolution, which is widely acknowledged, not least by Deng Xiaoping himself, to have greatly damaged nearly every aspect of Chinese society. Therefore, in speeches in 1982 and 1984 Deng pointed out that China should combine the universal truth of Marxism with the concrete realities of China to further build socialism with Chinese characteristics (Deng 1985). These speeches played a crucial role in establishing the ideological outlook of China in the following years. Although, in many ways Deng departed from Mao's more radical policies, he maintained the Maoist position that Marxism is the universal truth, but due to difficulties in its localisation, it should be adapted to Chinese conditions.

3.4.1.2 Definition of Socialism with Chinese Characteristics

As has been highlighted above, socialism with Chinese characteristics originated with Mao and was further developed by Deng in the modern era (Yan 2011). However, as can also be deduced from the above, the ideology of socialism with Chinese characteristics is a dynamic one, which has evolved with time. According to Deng (1979, 1985), socialism with Chinese characteristics means the integration of the truth of Marxism with the Chinese reality. In other words, it is Marxism tailored for Chinese conditions. These conditions at the time Deng made those speeches included, for example, a relatively undeveloped economy, a low literacy level, low productivity etc. Deng argued that with proper consideration of

Chinese conditions, socialism with Chinese characteristics could help solve many of the social development challenges faced by China. Three decades after the speeches by Deng that heralded a new era of socialism with Chinese characteristics for the reform era, Hu Jintao (2007), China's President and General Secretary between 2003 and 2013, stated the following in a speech to the 17th National Congress of the Communist Party of China:

Taking the path of socialism with Chinese characteristics means we will, under the leadership of the CPC and in light of China's basic conditions, take economic development as the central task, adhere to the Four Cardinal Principles and persevere in reform and opening up, release and develop the productive forces, consolidate and improve the socialist system, develop the socialist market economy, socialist democracy, an advanced socialist culture and a harmonious socialist society, and make China a prosperous, strong, democratic, culturally advanced and harmonious modern socialist country.

Hu's speech illustrates the enduring influence of socialism with Chinese characteristics in the minds of China's leaders. Furthermore that socialism with Chinese characteristics has been used by different leaders to pursue such radically different policies means that it has become a mechanism for the dominant class to pursue their interests and therefore fits with the definition of ideology proposed earlier.

So, to sum up, socialism with Chinese characteristics represents a development of Marxism. It integrates the basic tenets of scientific socialism with the contemporary features of China's national conditions to produce a unique social formulation (Wu 2008). In essence, this means that the Chinese Communist Party does not rigidly follow the principles of

classical socialism, but instead seeks to act according to China's particular conditions. For example, the coexistence of public and private ownership in China is a departure from how socialism is realised in certain other societies where private property is banned. Furthermore, the influence of socialism with Chinese characteristics is pervasive and can be found everywhere from the nation's laws to school textbooks. It influences every aspect of life in China, from the political system to higher education.

In the final part of this chapter, a more detailed assessment of its influence will be provided to lay the foundation for the study's analysis.

3.4.2 Neoliberalism and Marketisation

Unlike China, there is no single dominant ideology in the UK. However, starting in 1979, neoliberal policies were adopted by the governments of two of the most influential Western countries, the UK and the USA. In 1979, Margaret Thatcher took charge of the UK government, and sought to end inflationary stagnation by adopting a number of neoliberal policies including the privatisation of much of the public sector and by dismantling the welfare state. Then in 1980, Ronald Reagan was elected as the President of the United States. His administration took a series of actions to deregulate industry, agriculture and resource extraction and to weaken unionised labour. From then on, neoliberalism has become one of the world's major political and economic philosophies (Harvey 2005). In the UK, neoliberalism has impacted many aspects of society including higher education. More detailed analysis of this impact will follow later in the chapter. However, firstly the history and definition of neoliberalism will be discussed.

3.4.2.1 History and Definition of Neoliberalism

The term 'Neoliberalism' first appeared in the UK and the US in the post-World War I period, when certain economists and philosophers and the institutions they represented proposed a political and economic philosophy to stand against what they saw as the rising tide of collectivism, state-centred planning and socialism (Harvey 2005). The publication of Walter Lippmann's *An Inquiry into the Principles of Good Society* in 1937 articulated that state intervention should make way for a market-based economic system and was seen as a significant landmark in the development of neoliberal thought (Ganti 2014). However, despite this theoretical development, the spread of neoliberal thought was halted firstly by the Great Depression and then by the outbreak of World War II. Yet, according to Harvey (2005), another symbolic moment in the formulation of the neoliberal philosophy came quickly after the war in 1947 with the establishment of the Mont Pelerin Society by the Austrian economist Friedrich August Von Hayek. The Mont Pelerin Society emphasised the freedom of individuals and the desirability of choice across all domains of production and consumption. The society argued this could only be achieved and maintained in a society where private property is protected and a competitive market is allowed to thrive (Ganti 2014). However, it was not until the late 1970s that neoliberalism became truly influential in many Western countries. At that time, countries such as the UK and the US had suffered a decade of low growth and persistent inflation. This led politicians and some academics to search for new solutions, with neoliberalism identified as a possible way of tackling the economic problems of the previous period. Because of the successes it was perceived by some to quickly deliver, neoliberalism became highly influential and produced significant social changes in the countries that adopted it (Hill and Kumar 2009).

Because neoliberalism is another concept which has numerous connotations and different definitions attached to it, it is challenging to provide a single unambiguous explanation of the concept. Therefore, in the following paragraphs, some of the most commonly accepted ideas about neoliberalism are provided. According to Harvey (2005, p. 2),

Neoliberalism is a theory of political practices that proposes that human beings can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets and free trade.

In other words, neoliberalism is mainly about market-relations replacing the state and state planning in many areas of public policy and the promotion of individual rather than collective responsibility. The purpose of neoliberalism is to restore the power of class instead of re-establishing power (Ganti 2014). In Ganti's (2014, p. 93) view, neoliberalism can best be understood through the 'D-L-P' formula, where D stands for deregulation of the economy, L stands for liberalisation of trade and industry, and P stands for privatisation of state-owned enterprises.

In summary, neoliberalism is a political-economic philosophy, whose major concern is to emphasise the role of the market while weakening the role of the state in economic development. However, it should be noted, that for some the role of the state in neoliberalism is not passive, because a 'free economy' actually needs a strong state to function properly (Shore 2010, p16).

3.4.2.2 Marketisation

One of the key features of neoliberalism is marketisation. As noted above, the key characteristics of neoliberalism are its preferences for private property and market-based mechanisms, as these are believed to be the most efficient means of allocating resources and distributing income (O'Neill and Weller 2016). Therefore, given the belief that economic growth depends on the market it follows in the minds of proponents of neoliberalism that the state should not intervene in the market to redistribute wealth and resources because doing so is counterproductive. In other words, under neoliberalism, the role of the state is to safeguard individual and commercial liberty, strengthen private property rights and protect free market operation. Consequently, the market is seen to be the best way to achieve economic development because it is associated with competition, economic efficiency and consumer choice (Macleavy 2016). Neoliberalism's preference for marketisation has had a huge influence on UK higher education. This will be explained more fully later in this chapter.

3.5 The Influences of Ideology

In the following section, the influences of ideology in China and UK will be presented.

3.5.1 The Influence of Ideology in China

As discussed before, China is a socialist state and the influence of socialism with Chinese characteristics is pervasive throughout Chinese society. Starting from the macro level, the political system of China is different to that found in the UK and this is a direct result of this dominant ideology.

3.5.1.1 The Chinese Political System

One of the best ways to understand socialism with Chinese characteristics is to look at the Chinese political system. With the foundation of the People's Republic of China in 1949, socialism became the dominant ideology in China. However, the ideological profile of China has not been static and over the following decades Chinese socialism has evolved as China has developed, integrating Marxism with Chinese realities to produce socialism with Chinese characteristics. According to the constitution of China (2018), the socialist system is the basic system of the People's Republic of China, and the leadership of the Communist Party of China is the defining feature of socialism with Chinese characteristics. So, in other words, the central fact of the Chinese political system is that the Chinese Communist Party lies at its heart. However, unlike Western countries, where the state and political parties are separated, the Chinese Communist Party and the state are effectively merged (Collins and Cottey 2012). Because of the Party-state fusion the highest authority in China is the National Congress of the Chinese Communist Party, a body that meets once every five years. One of the main functions of the National Congress is to choose the Central Committee which runs the Chinese Communist Party and which in turn elects the Politburo and the Politburo Standing Committee which is the supreme decision-making body in China. The Politburo is supported by the Secretariat, which is the major administrative mechanism of the Chinese Communist Party. The Secretariat is headed by the General Secretary. Other important bodies are the Central Commission for Discipline Inspection, which mainly focuses on combatting the issue of corruption in the Chinese Communist Party and the Central Propaganda Department, which focuses on the promotion of the Party's ideology. Also, according to the constitution, the Chinese system is a democratic dictatorship of the proletariat, which follows the principle of democratic centralism. In practice, this results in the concentration of power in the hands of a small elite (Collins and Cottey 2012)

In each level of the Chinese government structure, such as the provincial, municipal, county and township the bureaucratic offices of the central Chinese Communist Party are mirrored. This helps to ensure the implementation of the Party's policies and appointments. Furthermore, in other institutions, like universities, Chinese Communist Party members are appointed to leadership positions. In all such organisations, Party committees have the authority to appoint, promote, demote, transfer and remove officials. Take Tsinghua University as an example, the President and Party Secretary of Tsinghua University is appointed by the Central Committee of the Chinese Communist Party, as the university is directly affiliated to the Ministry of Education.

So, to conclude, the Chinese Communist Party is the hub of the Chinese political system. This means that all state functions are kept firmly under its control, which of course includes higher education institutions. Therefore, given this reality, the next thing to discuss is exactly how this influences Chinese higher education.

3.5.1.2 The Influences of Ideology on Higher Education in China

The following section will focus on the influences of socialism with Chinese characteristics on higher education in China.

3.5.1.2.1 Purpose of Higher Education

As described above, the most significant influence on higher education in China arises from the control of the Chinese Communist Party, which sets the guidelines for higher education and which controls university management and senior appointments. Under the Higher Education Law (Higher Education Law of the People's Republic of China, 1998), there is a mission statement for the purpose of higher education in China:

Higher education shall be conducted in adherence to the educational principles of the State, in the service of the socialist modernisation drive and in combination with productive labour, in order that the educated shall become builders and successors for the socialist cause, who are developed in an all-around way – morally, intellectually and physically. The task of higher education is to train people to become senior specialists imbued with the spirit of creativeness and the ability of practice, to develop science, technology and culture and to promote the socialist modernisation drive.

In other words, higher education is a means to achieve socialist modernisation, which means every step a higher education institution takes is focussed primarily on this goal.

3.5.1.2.2 The Governance of Chinese Universities

After discussing the purpose of higher education from the macro level, the chapter now moves to the micro level. The first thing to discuss is the governance of Chinese higher education institutions. However, strong government influence on China's universities is not new. Universities first emerged in China during the Qing Dynasty, and were specifically created as a tool to help the Qing maintain their regime by focussing on areas that would increase China's economic and military strength. Then in the Republican era, the government issued the Da Xue Ling (1912), or Higher Education Law, which established new guideline for **universities**, such as that universities should aim to cultivate advanced scholarship and to serve the needs of the whole country. However, because of the weakness of the Republican government, universities acquired increased autonomy and were able to operate relatively independently (Li 2011). Yet with the establishment of the People's

Republic of China the new Chinese government took over all universities, and transferred them all into public ownership. In effect, the Chinese government became the sole funder, manager and governor of Chinese universities. Since then the Chinese government has retained direct leadership over all universities, and provides governance under the Principal Accountability System under the Leadership of the Party Committee (MOE 2014). In practice, governance functions as follows. Firstly, the Party committee in a university exercises overall leadership and control. The President is the legal representative of the university, and under the leadership of the Party Committee, he or she carries out the Party's educational policies, organises and implements relevant resolutions of the Party Committee, exercises various functions and powers stipulated in the Higher Education Law and is fully responsible for overseeing teaching, scientific research and administrative management. Although the Chinese government has implemented some pilot reforms in the selection and appointment of the Principal of universities, such as open recruitment at North Eastern Normal University and Southwestern University of Finance and Economics, the majority of Principals are appointed directly by the Chinese government. It is also relevant to note that Principals are actually government officials whose ranking accords to the level of the university in the bureaucratic structure. As such, the Principal of a top university such as Tsinghua will have a relatively senior official rank. So in a word, as President Xi Jinping (2016) stated, Chinese universities are socialist universities with Chinese characteristics, which means that the Chinese government has total power over universities and universities exist in service of the Chinese government.

3.5.1.2.3 The Admission System of Chinese Universities

As with governance, the Chinese government plays a significant role in the university admission system. It is necessary to understand the admission system as it is one of the

major reasons that can explain some of the differences in university website discourse that will be analysed in later chapters.

In China, university admissions are managed through unified examination and enrolment systems. The core part of these systems is the unified examination, known as Gaokao, or the National Higher Education Entrance Exam. The Ministry of Education is the key administrative and executive decision-making body for all issues relating to the exam (Sheng and Wang 2006). The general process for a Chinese student to enter university is to sit the Gaokao, and then according to his or her exam result be enrolled to a particular university.

However, to fully understand the enrolment system it is necessary to firstly review its historical development. After the establishment of the People's Republic of China in 1949, the university enrolment system was completely overhauled. Between 1949 and 1952, the separate Higher Education Entrance Exam and the joint Higher Education Entrance Exam, which were in place before the 1949 revolution, were replaced with the unified National Higher Education Exam. This standardisation and unification mirrored a trend evident in many other sections of society as the new government developed a nation-building programme in an attempt to consolidate its leadership over a unified China. In 1952, the National Higher Education Entrance Exam was held for the first time, and was a symbolic moment in the establishment of the basic structure of China's national unified admission system. The two major characteristics of university admissions at that time were planning and uniformity, which as described above were intended to consolidate the new government's position (Liu 2016). From the planning aspect, university admissions were treated as a political task, because at that time university students were regarded as

government cadres. As such, it followed that university admissions should rigidly adhere to government plans to fulfil their political purpose. The uniformity aspect was realised through the unified examination and unified admission systems. However, an important turning point came in 1966 with the initiation of the Cultural Revolution, which result in the shutting down of many universities for a decade. After the ten years of the Cultural Revolution, in August 1977, following the death of Mao Zedong a year earlier, Deng Xiaoping made the decision to resume the National Higher Education Entrance Exam. This decision marked the recovery of the Chinese university admission system. It has been argued that the resumption of the unified examination in 1977 was not only a major event in China's modern history, but also marked a special turning point in the history of China's education and development. Consequently, it is said to have great historical significance (Liu 2017). After 1977, the National Higher Education Entrance Exam has been held annually, with incremental improvements made to the admission system.

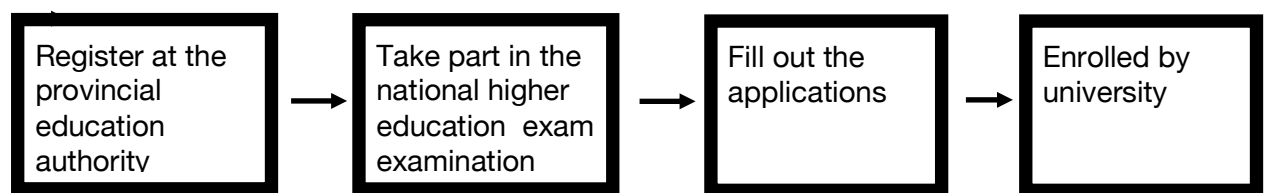
1999 saw another turning point in Chinese higher education when the Chinese government announced the significant widening of higher education enrolment. The key implication was Chinese higher education was transformed from elite education to mass education (Liu 2017). The drivers behind this change were that after two decades of development following the implementation of Reform and Opening Up, demand for a better trained population had increased significantly and the Chinese government sought to satisfy this demand through the expansion of university enrolment (Liu and Liu 2017). Furthermore, in 1999, the Ministry of Education proposed reforms to the enrolment system for the entrance examination for higher education. To implement this suggestion, in 2001, the Ministry of Education initiated a pilot policy of autonomous enrolment in three universities in Jiangsu Province. This pilot allowed these universities to individually enrol students, i.e., not

through the unified national examination and enrolment system. Following the pilot, the Ministry of Education (2018) expanded the scheme to allow 90 other universities to enrol students independently. However, the enrolment ratio of autonomous enrolment is only 5 percent of the total undergraduate enrolment plan (Zhu and Zhang 2012). Under the autonomous enrolment system students sit both an independent examination set by the individual university and also the National Higher Education Entrance Exam (Ye, Li and Shi 2010). Therefore, autonomous enrolment is a new channel for students and universities in the enrolment system, but from the number of universities involved (only 90 out of nearly 3000 total universities and colleges in China) and the enrolment ratio, it is safe to draw the conclusion that autonomous enrolment is only a supplement to unified enrolment, which remains the main channel for Chinese higher education enrolment. Therefore, from the historical background set out above, it is clear to see that the Chinese Communist Party has tightly supervised every stage of the evolution of the university admission system. It is necessary to understand the admission system as it is one of the major reasons that can explain some of the key differences in university website discourse that will be analysed in later chapters. Given this, to supplement the information provided above regarding the historical background of admissions and enrolment, the next section will provide an account of the actual process of the higher education enrolment that exists in China today.

Firstly, unified enrolment, which is the major means of enrolment in China, will be assessed. Then autonomous enrolment will be discussed in the following section. In terms of unified enrolment, students with a high school graduation certificate (or the same level educational background) and who are in a healthy physical condition can register for the National Higher Education Entrance Examination with their home province's education authority. These are departments under the direct leadership of the Chinese government. Students must register

in the fourth quarter of the year preceding the one in which they wish to sit the exam. Then on the 7th, 8th and 9th of June of the following year, students sit the exam. At the end of June, students fill out an application form which is submitted to the provincial education authority. Finally, enrolment is carried out in July and August. The process is shown in the below flow chart.

Chart 1: Chinese Higher Education Unified Enrolment Process

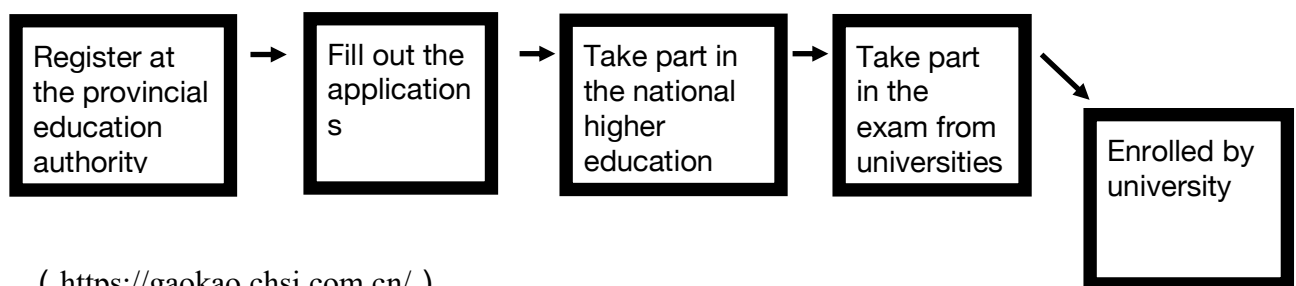


(<https://gaokao.chsi.com.cn/>)

Having established the procedure for unified enrolment, it is necessary next to look at autonomous enrolment. In this case, similar to the process for unified enrolment, students with a high school graduation certificate (or same level educational background) and who are in a healthy physical condition can register for the National Higher Education Entrance Examination with their home province's education authority. Again, students must register in the fourth quarter of the year previous to the one in which they wish to sit the exam. However, in the following March, universities release their autonomous enrolment plans, and students fill out applications at that time. Then on the 7th, 8th, and 9th of June students take part in the National Higher Education Entrance Exam. After that, in the period between 10th to 22nd of June, students sit the exam set by individual universities. Finally, enrolment is carried out in July and August. Students, who take part in autonomous enrolment, can still participate in unified enrolment, however, they can only be enrolled by

one university. As the autonomous enrolment requirements are quite high, and the enrolment ratio is quite low, only a small proportion of students take part in autonomous enrolment. Autonomous enrolment is a way for the elite institutions to have more control over their admissions. However, it must be noted that it is only a very small part of the total admissions system. The process is shown in the below flow chart.

Chart 2: Chinese Higher Education Autonomous Enrolment Process



(<https://gaokao.chsi.com.cn/>)

To sum up, students in China only have one chance each year to take the National Higher Education Exam, as it is only run once a year, and they can only be enrolled by one university. For Chinese universities and colleges, the whole process of enrolment is under the direct leadership of the Chinese government. This is even the case for autonomous enrolment because even though under this system certain universities can set their own exams, these universities must nevertheless strictly adhere to the guidelines set by the government. In other words, the Chinese government plays an essential role in all aspects of the higher education enrolment system.

3.5.1.2.4 Students and Teachers at Chinese Universities

Students and teachers are the two main components in higher education. Due to the fact that in China higher education is regarded as a key tool to achieve socialist modernisation, it is necessary to discuss the effect on students and academics. In 2016, China's current

President, Xi Jinping, at the National Conference on Ideological and Political Work in Colleges and Universities emphasised that ideological and political considerations must be incorporated across the whole process of education and teaching in China's higher education sector. One of the direct reflections of this is that it is compulsory for students in Chinese universities to take modules relating to socialist ideology. For the teachers, strict guidelines have been issued that ban the teaching of Western political ideology in classes (Xi 2016).

To conclude, the above information further shows that the ideology of socialism with Chinese characteristics is the dominant ideology in China and that it plays an important role in every aspect of China's society. This is especially true for higher education institutions, whose purpose and governance are directed by it.

3.5.2 The Influence of Ideology in the UK

Since Margaret Thatcher was elected as UK prime minister in 1979, neoliberalism has become the major political-economic practice of the UK. Consequently, neoliberalism permeates many aspects of UK society. Because this study is focused on higher education, the influences on higher education will be discussed below.

3.5.2.1 The Influences on Higher Education in the UK

The following section focuses on the influence of neoliberalism and marketisation on higher education in UK.

3.5.2.1.1 Marketisation of Higher Education in the UK

One of the most important neoliberal policies is that the market is promoted in many public policy areas, such as health and education and this has led to the marketisation of higher

education. In other words, institutions such as universities which were previously outside the market, became targets of the neoliberal policy and its preference for the privatisation and marketisation of public goods. Consequently universities have been transformed from state-centred to market-based. Proponents of neoliberalism pushed for this to happen because they asserted previously universities were old fashioned, unaccountable, inefficient, unresponsive to the demands of the contemporary knowledge-based economy and that they were a fiscal burden on the state (Kelsey 1998). This fundamental shift had two major implications: 1. The number of students has increased at the same time as funds from the state per student have decreased significantly. 2. Universities are becoming business corporations in the knowledge economy.

However, how exactly has this happened? Since the late 19th century, most UK universities have been created under the licence granted by an Act of Parliament. They have been funded by the central government but have enjoyed a high degree of autonomy. For much of their existence, universities have mainly sought to support and reproduce social and professional elites. However, in the 1960s, a new type of university, known as polytechnics, emerged. They were funded by local authorities and their academic teaching was controlled by the centralised Council for National Academic Awards (Radice 2013). Also in the 1960s, the Robbins Report was published. This resulted in university being free for anyone who could reach the requirements for admission. These developments resulted in what was called a 'golden age' for higher education characterised by free access, high standards and low drop-out rates (Miliband 1992, p19).

However, a major shift came in the 1980s and 1990s, following the election of the Thatcher government, when neoliberal policies were introduced into higher education, with the goal that higher education should be harnessed systematically to improve the country's economic

performance (Olssen and Petters 2005). Specifically, in 1992, the government abolished the so-called binary divide between universities and polytechnics, and at the same time some specialist vocational training colleges either became universities or were merged with universities and polytechnics to upgrade their qualification awarding powers to degree-level (Radice 2013). Crucially, in the 1990s, the ‘new public management’ approach was adopted to introduce a market-based system into the UK public sector. In terms of higher education this meant a fundamental shift to private-sector management principles. For universities, the new internal budgetary system that was created by the new public management approach meant: 1. Universities have to cover their costs from the income they can generate from teaching, research and other commercial activities. 2. Executive decision-making shifted to a small team of specialist directors responsible for management from the participatory decision-making of university Senates comprised of academics (Radice 2013). Put simply, the new public management approach resulted in a shift from the primacy of academic goals to the primacy of financial management. Externally, the new public management approach resulted in a new auditing system. For example, this has included the introduction of new mechanisms such as the Research Excellence Framework, which is designed to assess the academic research output of universities, and the Quality Assurance Agency which is tasked with the evaluation of the teaching performance in higher education. The Research Excellence Framework is crucial in determining the level of funding a university can receive, which some argue leads to more government intervention and control over university research (Milojevic 1998). The results of the Quality Assurance Agency are published in the press (The Times, The Guardian etc.) and this led to the establishment of university rankings.

According to neoliberalism, professional management and external auditing enables universities to be more efficient, accountable, flexible and responsive to the needs of industry and government (Shore 2010). Therefore, as the main institutions responsible for the dissemination and dispersal of knowledge higher education institutions have been bound to undergo real transformation. Marketisation has meant that higher education has become a new industry, providing the skilled personnel for the information age, the production of information commodities and the key producer in the lucrative market for instructional wares (Bertelsen 1998).

So, what are the direct results of neoliberalism and the marketisation of UK higher education institutions? From the governmental perspective the results can very clearly be seen in a further set of policy changes introduced after 2010: 1. Tuition fees for English students were increased to £9000; 2. 80 percent of the teaching grant previously provided to universities by central government was cut; 3. The proportion of research funding that aligns with 'national strategic priorities' increased dramatically (Miller and Sabapathy 2011). From the perspective of higher education institutions themselves, the amount of funding which they receive depends on the direct contribution a university makes to the economy. The reduction of funding allocated to UK universities by the government, led to an inevitable reaction from universities, who were forced to try to attract individual funding and to generate other income, a process which drove their transformation into entrepreneurial organisations, in an effort to fill their funding gap. According to Etzkowitz et al. (2000), traditional universities are transforming into entrepreneurial universities, because they are playing an enhanced role in the knowledge-based economy as knowledge producing and disseminating institutions. Entrepreneurial universities revise their academic structure and functions in alignment with economic imperatives to fit the development of the knowledge-based society (Etzkowitz et

al. 2000). This has led to the phenomenon of higher education institutions becoming increasingly corporatised, often with decisions primarily driven by profit, like the selling off of space and buildings and the contracting out of services, including housing, alumni relations, healthcare etc. (Giroux 2012). One main effect of marketisation is that higher education institutions are increasingly managed like business corporations, run on the premise that students prioritise simply obtaining a degree rather than valuing the process of learning as a good in itself. In other words, universities have started to treat students like consumers to satisfy their supposed primary instrumental goal of attaining well-paid jobs, instead of striving to develop students' intellectual perspectives (Molesworth, Nixon and Scullion 2009). Although there are many critics of the marketisation of higher education, the evolution and integration of the 'ivory tower' into the entrepreneurial paradigm is seemingly unavoidable given the ongoing preference for neoliberal policies among UK governments. The key impacts of the marketisation of UK higher education are summarised in the below table.

Table 5: The Influence of Marketisation on UK Higher Education

Aspect	Influence of Marketisation
Funding	Directly depends on the contribution to national economy
	Seeking funding from other sources
	Increasing tuition fees
Governance and management	Corporation style university
Students	Transformation into consumers: seeking a degree, not being a learner

Teachers	Service provider
Knowledge	Commoditised

To sum up, the most salient effect of neoliberal policy in terms of higher education in the UK is marketisation (Levidow 2002). According to neoliberal ideology, knowledge becomes a product for students to consume, and prospective students are represented as customers to justify the commodified and increasingly commercial educational sector. So, in this way, university courses are recast as institutional commodities, and the student-teacher relationship is mediated by consumption and production of things like software and performance criteria (Levidow 2002). Given this it is impossible not to conclude that the impact of neoliberalism on higher education in the UK has been completely transformational.

3.5.2.1.2 The Governance of Universities in the UK

As noted above, because of neoliberalism and marketisation, UK universities are increasingly run like corporations, albeit with a certain degree of government control. Yet, compared to Chinese universities, UK universities enjoy a high degree of autonomy from government, and many key aspects of how they are run are completely independent from government. Until the mid 19th century, UK universities developed independently, and government did not intervene to any major degree. During this time, universities were governed by academics. From then until the 1970s, the UK government supported universities financially, but still tended not to intervene. Civic colleges that were established during this period were governed by their laymen founders. However, it must be noted that being governed either by professionals or by their laymen founders brought drawbacks. For example, it has often been argued that academic professionals were not well-equipped to deal with non-academic problems. After the 1970s,

because of neoliberalism, the UK government introduced marketisation into higher education and the market became the most significant force that influences universities. In reaction to these changes, universities have sought to adapt their management to the new situation.

3.5.2.1.3 The University Admission System of Universities in the UK

The UK was one of the earliest countries in the world to establish higher education, with a history of nearly 900 years. Unlike the Chinese enrolment system, there is no unified examination and enrolment process in the UK. For students in the UK, there is no single unified admission examination. Instead students are judged on various types of qualifications offered by external awarding bodies, as well as a more holistic assessment of a student's general development. To enrol at university students have to acquire certain qualifications, such as the General Certificate of Secondary Education (GCSE), and the Advanced Level of General Certificate of Education (A-level) etc. Although UK universities and colleges have a high degree of autonomy in enrolment, students apply through a centralised organisation, the Universities and Colleges Admissions Service (UCAS), which is an independent charitable organisation that provides advisory services to applicants, schools, colleges and universities and also oversees many of the administrative aspects of university applications. Another important aspect that is different from the Chinese enrolment system is that examinations and enrolment in the UK are carried out completely independently of the UK government. Furthermore, UK university undergraduate applicants can receive several offers from different universities. Colleges and universities make the final decisions about which students to accept independently without a unified enrolment process guided by the government.

3.5.2.2 The Political System

Even though the structure of the UK political system is not a direct manifestation of neoliberalism in the same way as the Chinese system is of socialism with Chinese characteristics, for the sake of comparison with the information provided about the Chinese political system, it is helpful to provide an overview of the UK system.

The political framework of the UK is parliamentary democracy under constitutional monarchy, in which the monarch is the head of state. The present monarch is Elizabeth II. Government is headed by a Prime Minister who is chosen on the basis of being the leader of the largest party in Parliament. Executive power is exercised by the UK government. The government represents the monarch and governs with the formal consent of the monarch. Legislative power is vested in Parliament, made up of the House of Lords and the House of Commons. Devolution has also led to the creation of the Scottish Parliament, the Welsh Assembly and the Northern Ireland Assembly. The judiciary is independent from the executive and legislature and the Supreme Court is the highest legal authority in the UK.

Parliament is the central stage of UK politics. It is the arena where the government is created and then held accountable. As noted, the UK Parliament is bicameral, consisting of the House of Lords and the House of Commons. Members of the House of Commons are elected through elections held in over 600 parliamentary constituencies, typically once every four to five years. The House of Lords was once entirely comprised of hereditary aristocrats, but in recent years has undergone major reform. There are now far fewer hereditary aristocrats who have mostly been replaced with appointed members, so-called life peers. Such appointed peers cannot pass on membership of the House of Lords to their offspring. There are three main parties in most parts of the UK - the Conservative Party, the Labour Party

and the Liberal Democrats. The situation in Northern Ireland, Wales and Scotland is more complicated with a number of nationalist and regional parties. However, unlike the People's Republic of China, political parties and the state are strictly separated. Parties can only gain state authority through elections.

3.6 Conclusion

In academia different disciplines attach different conceptions to the term ideology. As such the analysis set out in this chapter is essential for the rest of this study. For the purposes of this study, ideology describes the material process of ideas, beliefs and values in social life, which represents and shapes the way people think and interact with society. There can be more than one ideology in a society and the main medium for ideology to be realised is discourse. As a critical linguist, this author and this research adopts the position that there is a dialectical relationship between ideology and discourse. Put simply, ideology shapes discourse and in return discourse reproduces ideology.

The specific hypothesis of this study is that different ideologies will lead to universities presenting themselves in different ways through written text on their websites. In China, socialism with Chinese characteristics is the dominant ideology and this has a huge influence on Chinese society, especially Chinese universities. From the political system all the way through to the students and teachers in universities the influence is obvious. For example, in China higher education has clearly been positioned as a tool to help achieve socialist modernisation. Chinese universities are under the firm control of the Chinese government and all students are required to take classes that focus on the state-endorsed ideology regardless of their major. In the UK, it is a very different story, as there is no single dominant ideology. However, neoliberalism and marketisation have become increasingly influential

in the period since the late 1970s and have had a major influence on UK higher education. Because of neoliberalism, universities are increasingly run like corporations, and students are treated like customers rather than learners and teachers are treated as service providers rather than simply subject experts. For UK students, higher education is increasingly positioned as an investment for a better future life, which is quite different to China. As mentioned before, the key contention of this study is different ideologies will lead to universities presenting themselves in different ways through the written text on their websites. In the following chapters this contention will be explored by the analysis of grammatical patterns evident in the universities' online discourse through tools adopted from Halliday's functional grammar. In the next section a detailed overview of the research methodology will be provided.

Chapter 4 - Methodology

4.1 Introduction

This chapter focuses on the methodology used in the research. As noted in the Introduction chapter, the overall research aim of this study is to look at how Chinese and UK universities represent themselves on their websites through written texts. This chapter will firstly set out the analytical framework that was used: critical discourse analysis. It will then introduce the actual research approach adopted in this research. Next a brief introduction to Halliday's functional grammar, will be presented as this provided the actual analytical tools used in the research. The chapter will then provide information on how the sample texts were chosen for analysis. Finally, the chapter will present the results of a pilot study. The pilot study was used to test the analytical approach that was used throughout the rest of the research. The results of the pilot study provide an illustration of the type of data that was generated by the study's analysis.

4.2 Framework of Analysis

This research of this study was grounded in critical discourse analysis. This section presents the actual framework that was used for the analysis.

In 1990, Chouliaraki and Fairclough (1999, p. 60) provided a framework to conduct critical discourse analysis.

1. A problem
2. Obstacles to it being tackled:
 - a. analysis of the conjuncture;
 - b. analysis of the practice regarding its discourse moment:

- i. relevant practice(s)
- ii. relation of discourse to the moments
 - discourse as part of the activity
 - discourse and reflexivity
- c. analysis of the discourse:
 - i. structural analysis: the order of discourse
 - ii. interactional analysis
 - interdiscursive analysis
 - linguistic and semiotic analysis
- 3. Function of the problem in the practice.
- 4. Possible ways past the obstacles.
- 5. Reflection on the analysis

This framework illustrates the process of conducting critical discourse analysis. It is a complex framework. The different headings indicate the different stages of the analysis. However, it is important to note that they are not necessarily carried out in the specific order listed. According to Chouliaraki and Fairclough (1999), the framework should be taken as guidance for analysts, who can focus on different parts of the framework in accordance with their specific research purpose, rather than as a set process that must be followed precisely. A brief introduction to each stage of the framework is now provided.

1. Problem: critical discourse analysis is problem-oriented in nature. This means critical discourse analysis-based research must start with a discourse-related problem located in the activities of social practice, or in the reflexive conjunction of social practice (Chouliaraki and Fairclough 1999). Hence, the first step of any

research must be to identify the research question. Specifically, in terms of this research, the overall research question is how do Chinese and UK universities represent themselves on their own websites. Therefore, in this particular case, rather than addressing a particular problem, the study is instead an investigation of a social phenomenon.

2. Obstacles to the problem being tackled: analysis of the conjuncture means the analysis of the overall frame of the social practice in which the discourse is located, or in other words the analysis of the wider social context of the discourse. Analysis of the practice means the analysis of particular practice which the discourse focuses on. The main purpose here is to illustrate the dialectical relationship between the discourse and the wider social context. In other words, the general aim is to specify how discourse works in relation to ideology (Chouliaraki and Fairclough 1999). So, in terms of this research, a key focus is on the overall context for the discourse from the two country's universities' websites, i.e., the ideology that is imposed upon and influences the universities by virtue of the ideological framework of the society in which the universities principally exist.
3. The analysis of discourse includes the analysis of the structure, i.e., the analysis of the order of the discourse, which frames the interaction, such as genre; the analysis of the interdiscourse, which specifies how different discourses work interactively; and the analysis of linguistics and semiotics, which specify the realisation of discourse in language and other semiotics (Chouliaraki and Fairclough 1999). Through these three types of analysis, researchers can identify the obstacles to solve a particular problem. This research mainly focuses on the linguistic parts of the discourse, which illustrate the realisation of discourse in language. To fulfil this purpose, Halliday's functional grammar was adopted as the analytical tool to reveal

the differences and similarities between how the two country's universities present themselves on their websites through written texts.

4. Function of the problem in practice: In this stage, the researcher focusses on the function of problem-related discourse within the practice. This means the researcher should not only focus on the explanation of the problem, but also on the evaluation of the problem (Chouliaraki and Fairclough 1999). After the analysis of discourse, the researcher should not only focus on explaining the reasons behind the similarities and differences, but also pay attention to their evaluation and interpretation. Essentially, the researcher should focus on the deep reasons for the results, not just on the more superficial manifestations of the phenomenon. So, to be specific, this research will focus on how the different ideologies which are imposed on higher education institutions in each country affect the way universities present themselves through written texts on their websites. This approach will ensure deeper analysis of the reasons behind the similarities and differences rather than simply highlighting what similarities and differences exist.
5. Possible ways past the obstacles: The main objective here is to identify if there are any possibilities for overcoming obstacles, i.e., what can be done given structural conditions (Chouliaraki and Fairclough 1999). However, it is important to note, that this research only focuses on the theoretical and methodological contributions from the problem or the social phenomenon and does not focus on overcoming obstacles. Therefore this aspect of the framework is not a major focus of this specific research.
6. Reflection on the analysis: Any critical social research should be reflexive. As such, researchers should pay sufficient attention to relationship between theory and its practical application (Chouliaraki and Fairclough 1999). In terms of this research a key goal of the study is to identify and develop an analytical model that can be

used for future critical discourse analysis. In this sense the study aims towards both a theoretical and a practical contribution.

4.3 The Dialectical-Relational Approach

Because critical discourse analysis itself is a broad approach, there are several different research strategies which researchers can choose to adopt based on their research purpose. This study argues this is one of the strongest points of critical discourse analysis. This section will give a brief introduction to two of the most widely utilised strategies, before giving a detailed description about the dialectical-relational approach, which was actually adopted in this research.

The discourse-historical approach, developed by Wodak and her colleagues, calls for a historical perspective for critical discourse analysis, in which the investigation of language use in institutional settings is critical. Many analysts now use the discourse-historical approach to investigate politics, racism, other forms of discrimination and so on. Through its approach of the analysis of large corpora of data, the discourse-historical approach combines theoretical research with empirical research (Wodak and Kendall 2007). It makes use of a large number of historical sources and the background of social and political fields, where discursive events originate from (Wodak and Meyer 2009).

Van Dijk's socio-cognitive approach is more interested in social functions, cognitive structures and discursive expressions and reproduction. The approach stresses that the relation between discourse and society is not direct, but needs to be mediated by contextual models. The socio-cognitive approach is therefore a mediating cognitive device to represent the relevant structures of social situations (Van Dijk 2009, p. 73). Unlike Wodak's approach,

the socio-cognitive approach does not rely on large corpora of texts, but explores how social power is exercised in or by discourse. It suggests six steps of analysis:

- The analysis of semantic macrostructures: topics and macro-propositions.
- The analysis of local meanings, where the numerous forms of implicit or indirect meanings, such as implications, presuppositions, allusions, vagueness, omissions, and polarisations are especially interesting.
- The analysis of ‘subtle’ formal structures: here, most of the linguistic markers mentioned are analysed.
- The analysis of global and local discourse forms or formats.
- The analysis of specific linguistic realisations e.g. hyperbole, litotes.
- The analysis of context.

However, despite both the discourse-historical and the socio-cognitive approaches being extremely valuable for the field in general, neither were suitable for this particular project. As noted, the discourse-historical approach is often used to investigate certain social problems such as racism, politics and so on, which does not fit the specifics of this research. Similarly, the socio-cognitive approach is also not a good match for the particular purpose of this study, which requires a linguistic approach.

Instead, the actual approach this research adopted is Norman Fairclough’s dialectical-relational approach. The dialectical-relational approach was originally developed by Fairclough as part of his research on critical discourse analysis. He first elaborated the approach in a chapter of the 2009 book *Methods of Critical Discourse Analysis* edited by Ruth Wodak and Michael Meyer. The approach is a form of methodology which Bhaskar

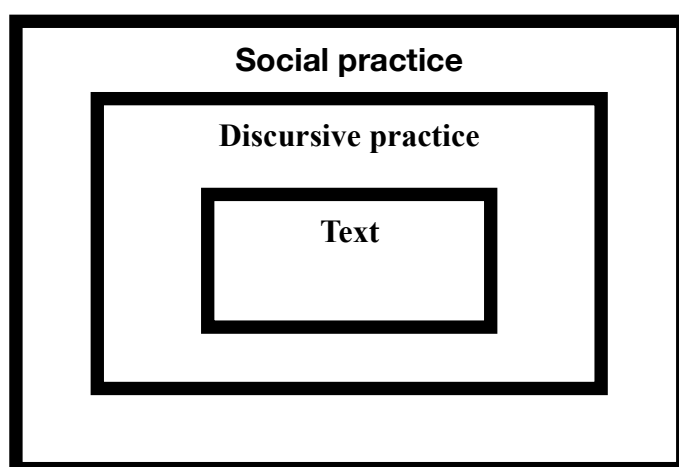
calls ‘explanatory critique’ (Fairclough 2010). With this approach, Fairclough provides a theoretical and analytical framework for the researcher to conduct analysis. It is an accessible method and combines systematic functional linguistics with wider social and cultural context analysis.

This approach defines discourse as multi semiotic modalities, which includes language, visual images and so on. What is more, it holds that discourse and other social elements are dialectically related to each other. Put simply, it posits that discourse is shaped by the wider social context including ideology, and in a mutually constructive manner discourse also influences ideology, hence the reason for the name of the approach (Fairclough 2009).

Fairclough (1989, 2015) identified three dimensions for conducting analysis using the approach:

- discourse-as-text, in which linguistic features such as vocabulary choices and patterns, cohesion, text structure and so on, are systemically analysed.
- discourse as discursive practice, which means analysis of the production and interpretation of the text, like speech acts, coherence, intertextuality and so on.
- discourse as social practice, in which the wider social and cultural context, like the ideological effects and hegemonic process, are analysed.

Chart 3: Fairclough's Three Dimensions of Discourse

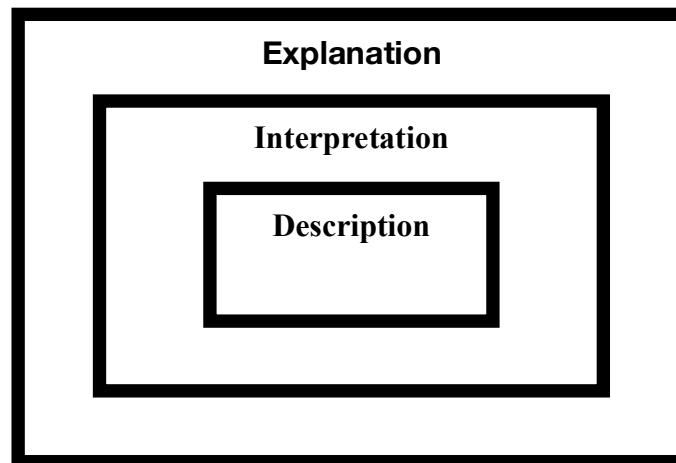


Corresponding to the three dimensions of the framework, there is a tripartite methodology: description, interpretation, and explanation:

- Description focuses on the linguistic features of the text, so questions are asked such as, what kinds of meaning are constituted through the analysis? And, what grammar features can be identified?
- Interpretation focuses on the relationship between the text and discourse practice, through questions such as, what is the effect of the background knowledge, values and belief systems on decoding the meaning of the text? And, what ideas or knowledge do you need to understand the text?
- Explanation explores the relationship between discourse practice and social practice through questions such as, how do meanings of the text reflect and reproduce social context, power and ideology? And, how does the meaning of text shape the larger social processes of social and political change and struggle?

It is important to note, description occurs at the micro level, while explanation operates at the macro level. The two levels are connected by interpretation (Fairclough 2003). This is illustrated in the diagram below.

Chart 4: Fairclough's Three Dimensions of Discourse - Methodology



4.4 Halliday's Functional Grammar

While Fairclough's dialectical-relational framework provides the fundamental logic to this study's analysis, Halliday's functional grammar, which was introduced in the Literature Review chapter, provided the actual analytical tools. Given specific contexts, people use specific linguistic choices, which characterise a text, like a typical realisation pattern. Consequently, this means that ideology influences language. By looking at the linguistic choices made in a specific text, it is possible to deduce the context within which it was produced and of which it is a realisation. In other words, the language used in a text reflects the prevailing ideology of the context in which it was written. The reason Halliday's functional grammar was adopted as the actual analytical tool in this study is that it enables the researcher to establish the relationship that extends all the way from the most abstract

levels of context (ideology) through to the concrete words, structures, sounds and graphology of texts.

According to Halliday (1986), people use language to communicate meanings in three different levels simultaneously:

- representational meaning, which is what is happening, i.e., the experience.
- interpersonal meaning, which is the relationship between the participants.
- textual meaning, which connects language to achieve cohesion and coherence.

All of the above lead to the three meta-functions of language proposed by Halliday: the representational, interpersonal and textual functions. The representational meaning is realised through the system of transitivity, the interpersonal meaning is realised through the system of mood and modality and the textual meaning is realised through the system of theme. These three systems provide the actual analytical tools for this research, which will be discussed in further detail in the analysis chapters.

4.5 The Samples

The samples used in this research were English-language texts from twelve Chinese and twelve UK universities' websites. The reason that English was chosen as the target language is explained in one of the following sub-sections. Two written texts were chosen from the 'Home' page of each university's website and two from the 'About' page. A further written text was chosen from both the 'Research Page' and the 'Student Life' page of each university's website. So, in total 144 written texts were chosen as the data corpus. The

number of words contained in each text range from 100 to 800. In the following section, I will explain how these samples were generated.

4.5.1 Purposeful Sampling

In qualitative research, researchers explore social problems by seeking understanding of representative individuals or groups (Creswell 2008; Flick, von Kardoff and Steinke 2004).

In the process of qualitative research, data is collected under the researcher's guidance, with the methodology chosen to best accord with the research purpose. Analysis of data proceeds by induction from the particular to the general (Silverman 2010). In terms of this research, due to time and resource constraints, it was impossible to analyse all discourse on the university websites. This meant it was necessary to conduct analysis on a representative sample of the discourse to generate a generalisable understanding of the data to respond to the study's research questions.

In concert with the aims and the nature of this research, a purposeful sampling strategy was chosen to generate the sample. Given this, a necessary question that follows is, what is meant by purposeful sampling? As the nature of qualitative research focuses on the depth and quality of relatively small samples, under this strategy samples should be selected with the specific goal that they fit the aim of the research (Patton 2015; Silverman 2010). Furthermore, according to Patton (2015), purposeful sampling enables researchers to immerse themselves in relevant data by selecting information-rich cases. By doing so, researchers are able to learn great detail about a particular subject and generate detailed insight into a phenomenon rather than simply produce empirical generalisations (Creswell 2008; Flick 2014). In particular, an information-rich case refers to a typical case which could reveal issues that are of central importance to the situation under study. For these reasons,

this study applied purposeful sampling as the method to collect data. In the following section, the sample, which was selected for this research is explained and questions such as where did the data come from and what were the reasons for choosing it are answered.

4.5.2 Internet

All of the written texts were selected from Chinese and UK university websites, so in other words data was sourced from the internet. Given this, it is useful to give a brief account of how the internet has developed as a data source.

Since the internet was invented in the 1980s, and more particularly since it gained mass public usership in many parts of the world in the late 1990s and the early 2000s, it is no exaggeration to say that the internet has helped to reshape the world. Indeed, the internet has changed human life at an unprecedented pace and has penetrated almost every area of people's lives from work to entertainment. Some analysts actually predict it will change the world even more in the future than it has done up to this point (Virjan 2013; Rainie 2010). In particular, in areas such as employment, government, commerce, healthcare, public relations and education there are likely to be further significant transformations based on internet-related technologies (Carlos and Rodrigues 2012). Because the use of websites has grown tremendously, the internet has become the most powerful form of information media in contemporary society. According to Stoner (2004), high school students spend more time using the internet than watching TV. Being the most favoured tool for teenagers to acquire information, university websites have become one of the top sources of information during the college search and application process. Official university websites are therefore one of the primary means for prospective students to gather information about higher education institutions (Hartman 1998). Correspondingly the internet has become of critical importance

to the marketing strategies of these institutions (Carnevale 2005; Kang and Norton 2006). Furthermore, as well as admissions, university websites are the main source of information about a university's history, finances, library and academic departments. Middleton and McConnell (1999) conclude that the functions of websites match the needs of universities for research, communication and teaching both among academic staff and students. For example, websites are tools that facilitate communication between different people and groups, offering useful shared online facilities, like databases, indexes and so on.

University websites need to cater to two main user groups, internal users, such as staff and students, and external users such as prospective students and staff, other academics, business-people, alumni, news media, benefactors, legislators and others. This means as well as facilitating internal process such as communication between staff and students, university websites also need to focus on the promotion of the university. Put simply, due to the above reasons, it is logical that universities pay particular attention to the development and presentation of their websites and it is therefore also logical for researchers to select data from universities' websites to gain insights about them.

4.5.3 Criteria

After explaining where and why data for this study was sourced from the internet, it is now necessary to introduce how the data was actually selected. It is vital to the validity of research that a consistent approach be taken to selection of sample data. For pragmatic reasons the sample size also needs to be manageable. So, for these reasons, a number of criteria were set to be followed when choosing the university websites that would be included in the sample. The criteria stipulated that the universities whose websites were selected for inclusion in the sample should be:

1. High ranking in their respective countries (Major criteria)
2. Research driven
3. Non-specialist university (so excluding, for example, specialist music, drama, agriculture or technology focused institutions)
4. Publicly-funded (so as to compare like with like)

The next section will look at each of these criteria in turn.

University ranking systems have become an important tool in the process where higher education institutions are transitioning from part of the public good to emerge as private companies or brands, and such systems have contributed to the marketisation of higher education (Amsler and Bolsmann 2012). Although rankings data are not completely accurate and need to be further developed, such data is nevertheless still a rich source of information for prospective students and researchers to make decisions about universities (Bowden 2000). Furthermore, rankings have also become a marketing device for universities (Clarke 2007). To make the study data representative and to facilitate comparison, the research adopted the university ranking system as the major criteria for the sampling of this research. However, unfortunately there is no single ranking system which can cover both Chinese and UK Universities, because UK universities generally rank much higher in world ranking systems than those from China. For example, almost all of the top 20 universities from the UK are in the top 100 universities in the world, while only two Chinese universities feature in the top 100 (Times Higher Education 2017).

Given this issue, two different ranking systems were adopted to select the sample universities. This was done simply to provide a method for the researcher to select

universities on the basis of their positions in the domestic rankings of each country. In this way, the researcher intended to obtain more comparable data. The ranking systems used were the Shanghai Ranking for Chinese universities and the Times Higher Education ranking system for UK universities. The highest-ranking universities in each ranking system were selected as long as they also fit the following three criteria which were adopted to enhance the commonality and comparability of the data:

- a. Research driven universities: So all the universities from China are from ‘Project 985’, which is a Chinese government project to fund leading research universities in China (Ying 2011). All the universities from the UK are part of the Russell Group, which represents the leading research universities in the UK and who account for most of the research funding in the UK (Profile of the Russell Group 2016).
- b. Non-specialist universities: excluding, for example, specialist music, drama, agriculture or technology focused institutions.
- c. Publicly-funded: no private universities are included.

The universities that were chosen therefore were 24 leading universities from China and the UK: 12 from each country. Within each group, there are similarities like geographic location, ranking, ideology and so on, while between each group, there was a great amount of variance. For example, Peking University and Cambridge University are very different institutions in numerous areas.

In summary, the 24 leading universities were purposefully selected as information-rich cases according to a number of criteria, to enable the study to conduct detailed analysis to generate data to answer the research questions.

4.5.4 Sample Groups

Group one is the set of universities from China: Peking University, Tsinghua University, Zhejiang University, Shanghai Jiao Tong University, Fudan University, Nanjing University, Sun Yat-Sen University, Tongji University, Nankai University, Xi'an Jiao Tong University, Sichuan University and Tianjin University. Based on the Shanghai Ranking's Best Chinese University Ranking 2017, these are all top 20 ranked universities in China. The below table illustrates the domestic ranking of each university.

Table 6: Chinese University Sample Group

Group 1	
University/ Institution	Ranking
Tsinghua University	1
Peking University	2
Zhejiang University	3
Shanghai Jiao Tong University	4
Fudan University	5
Nanjing University	7
Sun Yat-sen University	9
Tongji University	11
Nankai University	15
Xi'an Jiao Tong University	16
Sichuan University	16
Tian Jin University	18

Group two is the set of universities from the UK: University of Oxford, University of Cambridge, Imperial College London, University College London, University of Edinburgh, King’s College London, University of Manchester, University of Bristol, University of Warwick, University of Glasgow, University of Durham, and University of Sheffield. These are all top 20 ranking universities in the UK based on the 2017 Times Higher Education rankings.

Table 7: UK University Sample Group

Group 2	
University/ Institution	Global Ranking
University of Oxford	1
University of Cambridge	4
Imperial College London	8
University College London	15
University of Edinburgh	27
King’s College London	36
University of Manchester	55
University of Bristol	71
University of Warwick	82
University of Glasgow	88
University of Durham	96
University of Sheffield	109

4.5.5 Universities official websites

On all of the universities' official websites the 'Home' pages, contained navigation menu bars that had several different hyperlinks with various titles which lead to different areas on the sites. On most of the Chinese and UK universities, the various sections of the website typically included all or most of the following:

1. 'Home' page. This is the universities' online 'face'. It contains general introductory information and links to other pages.
2. 'About' page: more detailed information about the university, including an introduction, its history, its people, its achievements etc.
3. 'Student Life' page: information about undergraduate study, postgraduate study, continuing study, how to apply and financial information for students.
4. 'Research' page: information about research, including the university's research achievements, research impact, research strategy and so on.
5. 'News' page: News and events involving the university.
6. 'Departments and Faculties': information about different schools, departments and faculties.

However, it is important to note there was some minor variation of page names and content between universities. For example, on the Peking University website, there was no 'Student Life' page, but instead there was an 'Admissions' and a 'Campus Life' page covering similar topics as other universities 'Student Life' pages. On the Manchester University website, there was no 'About' page. Instead, there was a 'Discover' page which covered similar topics.

For this research, written texts were collected from webpages related to the following areas: ‘Home’, ‘About’, ‘Research’, and ‘Student Life’, which are the main areas prospective students are interested in (Hans 2001; Poock 2005). Two texts were chosen from every universities’ ‘Home’ and ‘About’ pages respectively and one text from the ‘Research’ and ‘Student Life’ pages respectively. The word length of each text varied from between 100 to 800 words. The reason that the same number of texts were not chosen from each page is that the English versions of Chinese universities’ websites often did not have enough texts to choose from and some pages only had one written text. Therefore, to increase the validity of the comparison the same number of texts were chosen from the UK universities’ webpages as was able to be chosen from the Chinese universities’ websites.

Table 8: Summary of Website Texts Sources

Source	Number of texts	Length of Texts
Home page	2	100-800
About page	2	100-800
Research Page	1	100-800
Student Life page	1	100-800

Once selected, all the texts were coded with a specific code, which captured the country, the university and the page the text is from. For example, the text from Tsinghua University’s About page is CTA1. C refers to China, T refers to Tsinghua University, A refers to the About page, and 1 refers to the number of texts.

The text from Oxford University's About page is UOA1. U refers to the United Kingdom, O refers to Oxford University, A refers to the About page, and 1 refers to the number of the texts.

Table 9: Coding System of Texts

China		UK	
Code	Word count	Code	Word count
CTA1	358	UOA1	469
CTA2	459	UOA2	604
CTH3	515	UOH3	583
CTH4	361	UOH4	527
CTR5	145	UOR5	246
CTS6	437	UOS6	444
CPA7	205	UCA7	195
CPA8	161	UCA8	282
CPH9	476	UCH9	422
CPH10	412	UCH10	549
CPR11	291	UCR11	799
CPS12	313	UCS12	366
CZA13	716	UIA13	151
CZA14	506	UIA14	176
CZH15	164	UIH15	754
CZH16	256	UIH16	757

CZR17	125	UIR17	197
CZS18	217	UIS18	656
CSA19	798	ULA19	154
CSA20	356	ULA20	149
CSH21	257	ULH21	678
CSH22	240	ULH22	667
CSR23	229	ULR23	277
CSS24	277	ULS24	425
CFA25	707	UEA25	282
CFA26	241	UEA26	136
CFH27	519	UEA27	505
CFH28	504	UEH28	513
CFR29	510	UER29	447
CFS30	330	UES30	656
CNA31	343	UKA31	116
CNA32	468	UKA32	126
CNH33	525	UKH33	328
CNH34	322	UKH34	262
CNR35	159	UKR35	609
CNS36	339	UKS36	262
CSYA37	362	UMA37	388
CSYA38	460	UMA38	198

CSYH39	289	UMH39	508
CSYH40	480	UMH40	436
CSYR41	0	UMR41	178
CSYS42	213	UMS42	448
CTJA43	490	UBA43	151
CTJA44	412	UBA44	265
CTJH45	213	UBH45	481
CTJH46	245	UBH46	372
CTJR47	273	UBR47	637
CTJS48	316	UBS48	450
CNKA49	196	UWA49	166
CNKA50	334	UWA50	354
CNKH51	383	UWH51	661
CNKH52	343	UWH52	242
CNKR53	0	UWR53	303
CNKS54	280	UWS54	419
CXA55	234	UGA55	316
CXA56	797	UGA56	369
CXH57	126	UGH57	581
CXH58	176	UGH58	490
CXR59	491	UGR59	301
CXS60	387	UGS60	419

CSCA61	792	UDA61	135
CSCA62	759	UDA62	545
CSCH63	508	UDH63	411
CSCH64	299	UDH64	601
CSCR65	587	UDR65	640
CSCS66	645	UDS66	104
CTJIA67	118	USA67	299
CTJIA68	187	USA68	214
CTJIH69	617	USH69	516
CTJIH70	716	USH70	557
CTJIR71	219	USR71	504
CTJIS72	408	USS72	662

Another important issue for data collection is ‘the degree of separation’, i.e., the number of hyperlinks which a user has to click to acquire information on a website (Mitra and Cohen 1998). Without doubt, the greater the degree of separation, the more detailed analysis that is required. However, an effective website enables users to acquire information with the lowest degree of separation possible (Abels et al. 1997) Moreover, according to Poock (2003), students who experience a lower degree of separation are more readily able to identify the information they require. In consideration of the above situation, and to ensure a manageable data sample size, in this study the researcher navigated to pages, most directly relevant to the research, only when they were separated by one degree, i.e., by one click. By doing so, the researcher adopted a flexible approach in the data collection process.

4.5.6 Why English?

All discourse samples were written texts in English. This raises an important question, why were only English texts chosen as the research focus?

First of all, for the purposes of conducting this research, it was necessary to choose texts written in the same language. This would enable analytical comparison. Secondly no systematic theory akin to Halliday's functional grammar exists for the Chinese language to enable such an analysis to be conducted on Chinese-language texts. Once Halliday's functional grammar was chosen as the system to be used in the analysis, it followed that the language of the texts analysed had to be English. So to conclude: 1. the need for the texts to be same language to facilitate comparison; 2. Suitable analytical tool-Halliday's Functional grammar does not fit to analyse Chinese.

Secondly, the US linguist Kachru(1997) suggested the spread of English around the world can be conceived of as three concentric circles which represent different ways in which the language has been acquired. The inner circle refers to the traditional English-speaking countries, where it is the primary language. This includes the USA, the UK, Ireland, Canada, Australia and New Zealand. The outer or extended circle represents the early phase of the spread of English to non-native settings, where English has become an important second language. This includes countries like Singapore, India, Malawi and so on. The expanding circle includes those nations which recognise the importance of English as an international language: countries such as Japan, Greece, China and so on. So, China is in the third circle, which means that English is not used in daily life but is quite important nonetheless.

Furthermore, according to Fennell (2001, p. 243), English has become a global language, which means English is important for both Chinese and UK universities. In 2015 the Chinese government announced that one of its main goals for higher education was to transform many of China's universities into world-class institutions who are leaders in a variety of disciplines. Although English is a foreign language in China, because it is perceived by many to be the international language of research and higher education, it is logical that Chinese universities may wish to showcase themselves through English language texts to help them achieve this goal.

Fourthly, because English is perceived to be an international language and because China is keen to showcase its universities on an international stage, it was comparatively easy to find texts written in English on Chinese university websites, whereas there were far fewer, or in some cases none, Chinese texts on UK university websites.

Finally, as stated by Chen (2004, p.675):

I believe, however, that a contrastive critical discourse analysis of the English-language *China Daily* and English-language newspapers from a Western society such as the UK may yield interesting insights into how the differing roles of the media in the two societies affect the ways in which journalists in the two countries approach the writing of texts, as evidenced by the linguistic choices they make.

In other words, despite the different native languages of China and the UK, conducting comparative linguistics analysis in English of texts produced in the two different countries

is nonetheless a worthwhile analytical exercise. In that research, Chen (2004) developed one of the key analytical tools used in this research, the Transitivity analysis. This will be discussed in detail in the analysis chapter.

For all these reasons, for the purposes of this study, English was chosen as the language of the sample texts.

To conclude, as the aim of this research is to conduct detailed analysis of how universities represent themselves on their websites, it was a necessity to ensure the size of the data sample was both manageable and comparable (Patton 2015). To this end, 24 universities were purposefully selected based on the geographic location: China and the UK. The small size of the sample is also aligned with the nature of qualitative research which focuses on quality of data rather than quantity (Flick 2014).

4.6 The Pilot Analysis

In this section, an overview of the pilot analysis that was conducted on two texts to test and demonstrate the analytical approach of this study is presented.

The two texts were extracted from CTA1 and UDA61 respectively. Each was analysed three times using the systems of transitivity, theme, and mood and modality. It should be noted that in this analysis some terms are used which will be explained in more detail in the following chapters.

Extracted from Text CTA1:

Tsinghua University was established in 1911, originally under the name “Tsinghua Xuetang”. The school was renamed “Tsinghua School” in 1912. The university section was founded in 1925. The name “National Tsinghua University” was adopted in 1928.

Tsinghua University	was	established	in 1911, originally under the name “Tsinghua Xuetang”.
Goal	Process: Material process		
Topical Theme	Rheme		
MOOD (Subject)	MOOD (Finite)	RESIDUE	

The school	was	named	Tsinghua school in 1912
Goal	Process: Material process		
Topical Theme	Rheme		
MOOD (Subject)	MOOD (Finite)	RESIDUE	

The university section	was	founded	in 1925
Goal	Process: Material process		
Topical Theme	Rheme		
MOOD (Subject)	MOOD (Finite)	RESIDUE	

The name “National Tsinghua University”	was	adopted	in 1928
Goal	Process: Material process		
Topical Theme	Rheme		
MOOD (Subject)	MOOD (Finite)	RESIDUE	

Extracted from Text UDA61:

Durham University is distinctive - a residential collegiate university with long traditions and modern values. We seek the highest distinction in research and scholarship and are committed to excellence in all aspects of education and transmission of knowledge. Our research and scholarship affect every continent.

Durham University	is	distinctive- a residential collegiate university with long traditions and modern values.
Goal	Process: Relational process	
Topical Theme	Rheme	
MOOD (Subject)	MOOD (Finite)	RESIDUE

We	Seek	the highest distinction in research and scholarship
Goal	Process: Material process	
Topical Theme	Rheme	
MOOD (Subject)	MOOD (Finite)	RESIDUE

and (we)	are	committed	to excellence in all aspects of education and transmission of knowledge.
Goal	Process: Material process		
Topical Theme	Rheme		
MOOD (Subject)	MOOD (Finite)	RESIDUE	

Our research and scholarship	affect	every continent
Goal	Process: Material process	
Topical Theme	Rheme	
MOOD (Subject)	MOOD (Finite)	RESIDUE (Predicator)

Comparison of the two texts:

Text	Process Type				
	Material process	Mental process	Verbal process	Relational process	Existential process
CTA1	4	0	0	0	0
UDA61	3	0	0	1	0

Text	Choice of Topical Theme				
	Personal pronoun	Pronoun	Possessive Determiner +Noun	Dependent clause	Others
CTA1	0	0	0	0	4

UDA61	2	0	1	0	1
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Text	MOOD Class			
	Declarative	Polar Interrogative	WH-Interrogative	Imperative
CTA1	4	0	0	0
UDA61	4	0	0	0

As can be seen from the above tables, in terms of the first layer of analysis, the transitivity analysis, material process is the major process for both Tsinghua University (4) and Durham University (3). Specifically, both Tsinghua and Durham chose non-government related nouns (i.e., Tsinghua University and Durham University) as their major choice. So, this analysis reveals, both universities have made a similar grammatical choice in their representation.

For the second layer of analysis, theme analysis, there is a difference concerning the choice of topical theme. For Tsinghua University, the producer preferred the nominal group - Tsinghua University. For Durham University, the producer preferred the personal pronoun ‘we’ to refer to Durham University. ‘We’ is less formal, and in a sense more welcoming. It suggests that the reader could become part of the ‘we’ in the future. In this sense, it seeks to draw the reader in and invites them to become a part of the university. Put simply, it is a hook. The use of ‘Tsinghua University’ is more formal – the effect of this is perhaps to emphasise the university’s status and authority.

For the third layer of analysis, mood analysis, both Tsinghua and Durham chose declarative as their major mood class choice. As such, there are similarities between the two universities’ grammatical choices, in that both chose material process as their process type and both the

declarative mood as their class choice. As the nature of the texts is to describe each university and because they were drawn from the universities' 'About' pages, material process as the major choice makes sense. This is because it describes the action of 'doing' of the outside world. In particular, Tsinghua University was introducing when the university was established and where the name of the university originates. Similarly, Durham University was introducing what the university seeks to achieve. In terms of mood class, both texts are statements. They are not a dialogue or conversation. Therefore, it follows that declarative would be the major mood class choice.

There is a difference between the two universities' choice of topical theme. Tsinghua University preferred the nominal group without any attachment, while Durham University preferred the personal pronoun. It can be argued that Durham's choice makes the text more friendly and because of this shortens the emotional distance between the reader and the university. One of the possible reasons underlying this phenomenon can be traced to ideology. In particular, because of the marketisation of higher education in the UK, UK universities are under significant pressure to increase the numbers of students they enrol and attract other audiences such as commercial partners (due to the financial burden that have been placed on them by the withdrawal of public funds). With more friendly text, universities may be more likely to attract readers and increase their engagement with both the text and therefore also the university itself. In contrast, for Chinese universities, because of socialism with Chinese characteristics, the major task does not concern trying to increasing student numbers but rather centres on supporting the Chinese government's goal of socialist development. As such, they do not share a similar motivation to make the texts on their websites as approachable as those of UK universities.

The purpose of this pilot was to provide a general idea about the analytical method used for the rest of this study's research. It should be noted that the pilot presents a simplified overview of the more complex analysis that will follow. For example, during the transitivity analysis stage, the full analysis will not only focus on the type of process highlighted above but will go deeper to analyse the material process, i.e., the choice of the actor in material process, the verbal process (using the subcategories neutral, positive and negative) and the existential process, i.e., the number of phenomena. For theme analysis, the analysis will not only focus on the choice of topical theme, but also on the markedness of theme choice. For the mood analysis, it will not only analyse the mood class, but will also focus on modality. By taking a comprehensive view of all of these aspects the research will seek to identify the similarities and differences between how the two countries' universities represent themselves on their own websites and how the varying prevailing ideologies in the two countries affect this representation.

Chapter Five - Transitivity Analysis

5.1 Introduction

This chapter will present the first layer of analysis that focuses on the experiential meaning of texts sourced from Chinese and UK universities' websites. This will involve analysing how the producers of the texts implicitly represent their conception of reality through the language they use. As noted in the Literature Review, Halliday's functional grammar provides the actual analytical tools for this study's analysis, and since this chapter analyses how texts describe the outside world in particular, Halliday's system of transitivity, was the main analytical tool used to generate the data that is presented in this chapter. The structure of the chapter is as follows. Firstly, the key reasons for adopting the system of transitivity will be explained in more detail. After that, the transitivity analysis of the texts from each university (selected using the process described in the Methodology chapter) is presented. Finally, all the data produced will be summarised and explained.

5.2 The Reason for Choosing the System of Transitivity

According to Halliday and Matthiessen (2006), language has three different metafunctions, which operate simultaneously. This means that people use language to communicate on three different levels. In this chapter, the research focuses on the experiential meaning of language, i.e., how people use language to describe their experience of the outside world and how language is a resource for people to represent their viewpoints of the world. Analysing this layer of the texts will enable this research to obtain a clear view about how the producers of the texts from the universities' official websites describe and represent their university under the prevailing ideology of their society. According to Eggins (2004), the experiential meaning of language is mainly realised through the system of transitivity or the process type. This is how the producers of texts encode their experiential reality - the world

of actions, relations, participants and circumstances and the activity in which the language is engaged. By looking at transitivity patterns, an analyst can reveal what is being talked about.

Under different ideologies, people use different ways to represent the same content, which in a broad sense can be thought of as the field (what the language is talking about) of the text. So by conducting transitivity analysis, this research aims firstly, to reveal how the producers of the website texts describe the outside world, and secondly to identify the differences in how the outside world is described and conceptualised under the two different ideologies that were identified in the Ideology chapter as predominating in China and the UK. Take the following excerpt as an example:

At the end of the 20th century, the Chinese government put Peking University at the top of its agenda for promoting higher education... (EXTRACTED FROM CPA8).

According to Eggins (2004, p. 214), when analysing the structure of transitivity, the analyst should pay attention to three aspects of the clause - the selection of the process type, the selection of participants and the selection of circumstances. In the above example, the process is *put*, a material process which describes a tangible action of doing something. The participants are the *Chinese government* and *Peking University*, while the Chinese government is the actor in this process. Finally, the circumstance is *at the end of the 20th century*.

Another example:

We are a world leading university with highest academic and research standards (Extracted FROM UWA 49).

For this particular example, the choice of the process type is relational process. This describes the different ways, in which *being* can be expressed in English clauses. The participants are *We* and *a world leading university*.

In these two examples, the producers use two different process types. The first one mainly describes action: namely, in order to promote higher education, the Chinese government *put* Peking University as its top priority. This was represented in language using the material process. The second example mainly emphasises *we*, which refers to Warwick University, is a world leading university. A relational process is used to capture in language this relationship between Warwick University and the outside world. The two examples are both talking about the same field, i.e., that of higher education and, in particular, universities. However, in the first example, using a material process to describe the action of the Chinese government in prioritising Peking University at the top of its agenda to promote higher education is a way of emphasising that Peking University is one of the leading universities in China. The process *put* is active and assertive, and its association with Government as the actor highlights the relationship between the Chinese state and Peking University. The second example expresses a similar idea that Warwick University is one of the leading universities in the world. However, it achieves this without mentioning the UK government. Instead it uses the relational process to express a state of relationship between the university and the world. This is therefore less authoritative in terms of its lack of association with

Government as an actor or any other form of external ‘referee’ to support the claim to world-leading status. However, it does suggest greater autonomy and presents a real contrast with the first example.

As well as looking at processes, the research also investigates the choice of actor dominant in the process in order to obtain a deeper view about how the universities from China and the UK represent themselves on their own websites. Take the first example again:

At the end of the 20th century, the Chinese government put Peking University at the top of its agenda for promoting higher education...(EXTRACTED FROM CPA8).

Here, the choice of actor for this material process is *the Chinese government*. This actor falls into the category Government (the actor categories identified in this study’s analysis will be explained in the next section), which is a frequent choice for Chinese universities. The type of actor chosen to be represented in a text can be an indicator of the type or class of person, organisation or institution that the writer of a text considers most worthy of representing and hence presumably considers most important.

5.3 The System of Transitivity

After introducing the reasons why the system of transitivity has been chosen as one of the main analytical tools for this research, it is necessary to further explain the details of the system.

As mentioned before, the experiential metafunction of language is mainly realised through one major system of grammatical choice, i.e., the system of transitivity, or the process type.

Generally speaking, there are six major process types in the system of transitivity, which are material process, mental process, verbal process, behavioural process, existential process and relational process (Eggins 2004). The following sub-section will present a brief introduction to each process. To fully understand these processes, there are three aspects to look at: the selection of the process, which is realised through the verbal group, the selection of participants, which is realised through the nominal group and the selection of circumstances, which is realised through adverbial groups or prepositional phrases.

5.3.1 Material Process

According to Eggins (2004, p. 215), processes of doing are what we call a material process, which, in other words, means that one does something or undertakes some action. As such, material process describes the process of doing, which usually comprises a tangible action.

For example:

Colleges organise tutorial teaching for undergraduates (EXTRACTED FROM UOAI).

The process type of this example is material process, which here describes the concrete action of organising something.

Colleges	organise	tutorial teaching	for undergraduates
	Material process		

Also, in the material process, the action includes participants, which are mainly realised through the nominal group. The two most frequent participants in material processes are:

Actor and Goal. The actor is the participant who does or performs the action. The goal is the participant who the process or the action refers to. For example:

The university provides centralised student services...(EXTRACTED FROM UOA1).

In this example, the process type is also material process, and the actor is the *university* which performs the action *provide*, and the goal is *centralised students services*, which is the participant that the action is directed towards.

The university	provides	centralised student services
Actor	Material process	Goal

One more participant which may exist in relation to a material process is the Beneficiary. This is the participant who benefits from the process, which is also realised through the nominal group. For example:

The Department of Continuing Education offers part-time, flexible courses and programmes for adult learners (EXTRACTED FORM UOA1).

In this example, *offers* is a material process, the actor is *the Department of Continuing Education*, the goal is *part-time, flexible courses and programmes* and the beneficiary is the *adult learners* who benefit from the action of *offers*.

The Department of Continuing Education	offers	part-time, flexible courses and programmes	for adults
Actor	Material process	Goal	Beneficiary

5.3.2 Mental Process

Besides the material process of doing, there is another process which describes the meaning of thinking or feeling, i.e., the mental process (Eggins 2004). According to Halliday and Matthiessen (2006), there are three classes of mental process, which are cognition (verbs of thinking, knowing, understanding), affection (verbs of liking, fearing) and perception (verbs of seeing, hearing). For example:

Peking University was originally known as the Imperial University of Peking (EXTRACTED FROM CPA8).

In this example, the process *was originally known* is a mental process using the cognitive verb know.

Peking university	was originally known	as the Imperial University of Peking
	Mental process	

In the mental process, most of the time, there will be two nominal participants. One of them must be a human participant, termed Senser. The second nominal participant is a non-active participant and is termed Phenomenon by Halliday (Eggins 2004, p. 227). For example:

We feel a strong responsibility and a desire to combat challenges (EXTRACTED FROM CXA56).

In this example the mental process is of *feeling*, and the sener of it is 'we', while *a strong responsibility and a desire to combat challenges* is the phenomenon.

We	feel	a strong responsibility and a desire to combat challenges.
Senser	Mental process	Phenomenon

5.3.3 Behaviour Process

According to Halliday and Matthiessen (2006), the third type of process is the behaviour process, which is the halfway point between the material process and the mental process. This means that the meaning of the behaviour process is in part about the action, but also indicates that the action must be experienced by a human being. In other words, the behaviour process is about physiological and psychological behaviour. For example:

Researchers from the University of Sheffield looked at...(EXTRACTED FROM ULH21).

The process of this example is a behaviour process of *looked at*. In the behaviour process, as with the mental process there is one participant, who typically is a human being, termed Behavior. In this example, *Researchers from the University of Sheffield* is the behavior.

Researchers from the University of Sheffield	looked at
Behaver	Behaviour process

5.3.4 Verbal process

A verbal process is the process which describes verbal action, including symbolic exchanges of meaning. For example:

But who said youth should hold you back from changing the world? (EXTRACTED FROM UWA49).

This is a verbal process of saying.

But	who	said	youth should hold you back from changing the world?
		Verbal process	

Normally there are three participants in the verbal process, i.e., Sayer, Receiver and Verbiage. Sayer is the conscious participant (most of the time) who is responsible for the action of saying. Receiver is the participant who receives the verbal message, which sometimes does not occur in the process. Verbiage is the nominal statement of the verbal process, which also sometimes does not occur in the process. For example:

Professor Thorne told the stories behind the screen to the Chinese fans (EXTRACTED FROM CFH28).

This is a verbal process of telling. The sayer is *Professor Thorne*. The receiver is *Chinese fans*. Verbiage is *the stories behind the screen*.

Professor Thorne	told	the stories behind the screen	to Chinese fans
Sayer	Verbal process	Verbiage	Receiver

5.3.5 Existential Process

The previous four process types concern some kind of action. However, there are two other types of process which are about the state of being. One of these is the existential process, which relates to stating that things exist (Eggins 2004). The typical grammatical structure of the existential process is ‘there be’. And the only participant in this process is termed the Existent, which usually follows the ‘there be’ structure, such as a phenomenon of any kind or an event. For example:

There is a potential for a currently available drug to improve... (EXTRACTED FROM ULH15).

There is	a potential	for a currently available drug to improve
Existential process	Existent	

In this example, the existential process is realised with the use of *There is* with *potential* as the existent.

5.3.6 Relational Process

According to Eggins (2004), the relational process is about how things are stated to exist in relation to other things, which are attributive or identifying. For example:

Cycling is a very popular way... (EXTRACTED FROM UOS6).

This is an example of a relational process, which is an attributive process. This means that *Cycling* is a member of *a popular way*. The participants are termed Carrier and Attribute. In this case, *Cycling* is the carrier, and *a very popular way* is the attribute.

Cycling	is	a very popular way
Carrier	Attributive process	Attribute

Another example:

The two main bus companies in Oxford are Stagecoach and the Oxford Bus company (EXTRACTED FROM UOS6).

This is a relational process, which is an identifying process. This means that *Stagecoach and the Oxford Bus Company* define the identity of *the two main bus companies in Oxford*. The two participants involved are Token (what is defined) and Value (what defines). In this case, *the two main bus companies in Oxford* is the token, and *Stagecoach and the Oxford Bus Company* are the value.

The two main bus companies in Oxford	are	Stagecoach and the Oxford Bus company.
Token	Identifying process	Value

In summary, the system of transitivity is an extremely powerful tool for the analyst to reveal how the producer of a text represents the outside world. This is because the system not only focuses on the process type but also on the participants and circumstances. When the producer of a text tries to describe the outside world, they may choose different process types to express the same thing, or they may choose different participants to achieve similar effects.

5.4 Analysis: The Results

In the actual analysis, the author identified the number of each process types evident in all of the texts from the websites of the two countries' universities and calculated each type of process as a percentage of the total. Then, the author looked more closely at the material process, the verbal process and the existential process. This included detailed analysis such as, analysing the actor in the material process, the sayer in the verbal process and the choice of the existential process.

5.4.1 The Process Type

The first step of analysis was to identify the rate of occurrence of different process types. As explained in the Methodology chapter, the analysis was conducted on texts chosen from four different pages from the universities' official websites, in particular, those which are of the most interest to prospective students and other website users. The four different pages

are the ‘Home’, ‘About’, ‘Research’ and ‘Student Life’ webpages. Full details are provided in the Methodology chapter.

5.4.1.1 About Page

Table 10: About Page Process Types

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
CTA1	12	0	2	0	7	0	21
CTA2	25	0	1	1	4	0	31
CPA7	3	0	1	0	6	0	10
CPA8	7	0	1	0	2	0	10
CZA13	33	0	0	0	11	3	47
CZA14	24	0	2	0	7	0	33
CSA19	9	0	0	0	8	1	18
CSA20	18	2	0	0	8	0	28
CFA25	36	0	1	0	9	2	48
CFA26	16	0	0	0	5	0	21
CNA31	19	1	0	1	9	0	30
CNA32	22	0	0	1	8	0	31
CSYA37	22	0	0	0	6	0	28
CSYA38	24	1	3	0	14	0	42
CTJA43	16	2	0	0	12	1	31
CTJA44	20	0	0	0	8	0	28
CNKA49	5	0	0	0	3	0	8
CNKA50	7	0	0	0	10	0	17
CXA55	14	0	0	0	3	0	17

CXA56	48	3	6	4	11	2	74
CSCA61	19	0	1	0	19	2	41
CSCA62	26	0	2	0	9	0	37
CTJIA67	5	0	2	0	3	0	10
CTJIA68	14	0	0	0	2	0	16
Total	444	9	22	7	184	11	677
Percentage	65.58%	1.33%	3.25%	1.03%	27.18%	1.62%	100.00%
Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
UOA1	25	2	1	1	1	4	34
UOA2	32	3	2	0	10	1	48
UCA7	12	0	0	0	5	2	19
UCA8	12	1	0	0	11	0	24
UIA13	7	0	3	1	5	0	16
UIA14	9	0	2	0	4	0	15
ULA19	6	1	3	1	1	0	12
ULA20	9	0	0	0	2	0	11
UEA25	10	0	0	0	5	0	15
UEA26	11	0	0	2	1	0	14
UKA31	11	0	0	0	2	0	13
UKA32	9	0	0	0	1	0	10
UMA37	27	0	1	2	8	0	38
UMA38	18	0	1	0	6	0	25
UBA43	8	0	1	0	4	0	13
UBA44	15	0	0	0	6	0	21
UWA49	11	2	1	1	9	0	24
UWA50	30	0	3	2	11	0	46
UGA55	28	3	5	0	7	0	43
UGA56	22	0	1	0	9	0	32

UDA61	9	0	3	0	5	0	17
UDA62	28	0	0	0	14	0	42
USA67	17	0	3	1	8	0	29
USA68	12	0	0	3	5	0	20
Total	378	12	30	14	140	7	581
Percentage	65.06%	2.07%	5.16%	2.41%	24.10%	1.20%	100.00%

Country	About page					
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process
China	65.58%	1.33%	3.25%	1.03%	27.18%	1.62%
UK	65.06%	2.07%	5.16%	2.41%	24.10%	1.20%

It is clear from the above table, that the material process was the dominant process type evident on both Chinese and UK universities' About pages, comprising 65.58% and 65.06% of the total process types evident on Chinese and UK universities' About pages respectively. The relational process type was the second most common, comprising 27.18% and 24.10% of the total process types evident on Chinese and UK universities' About pages respectively. The verbal and existential processes were much less common at 1.33% & 1.62% and 2.07% & 1.20% of the totals respectively for Chinese and UK universities.

The dominance of the material process type is likely because in both countries the About pages share a similar objective. This objective is to provide a brief picture about the universities themselves, including their history, their geographic information, their achievements, famous alumni and so on. The material process mainly represents the action of *doing* or *being done*.

For example:

Tsinghua University was established in 1911...(Extracted from CTA1).

In this example, the Chinese producer of the texts describes the action of establishment by adopting the material process.

Similarly, in the following example:

This helps to foster the outstanding research achievement...(Extracted from UOA1).

The British producer of the texts describes the action of helping to nurture research by adopting the material process.

The relational process was the second most frequent choice for both Chinese and UK universities. As discussed before, the relational process is about things that are stated to exist in relation to other things. For example:

The university has 14 schools and 56 departments with faculties in science, engineering...
(Extracted from CTA1).

the colleges and halls are close academic communities...(Extracted from UOA1).

The producer of CTA1 adopted the relational process to describe the relations which exist between the 14 schools, 56 departments and Tsinghua university, while the producer of

UOA1 also adopted the relational process to describe the relations between the colleges and halls.

While there was no significant difference between the two sets of universities concerning the proportion of processes which are material and relational, there was a difference in the way in which the material processes were used. This particular issue will be analysed in detail later in the discussion on verbal processes.

5.4.1.2 Home Page

Table 11: Home Page Process Type

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
CTH3	36	0	3	0	10	1	50
CTH4	25	0	0	0	10	0	35
CPH9	33	1	1	0	7	0	42
CPH10	21	4	1	0	4	0	30
CZH15	6	0	0	0	4	0	10
CZH16	13	1	0	0	2	1	17
CSH21	13	0	0	0	6	0	19
CSH22	13	0	0	0	6	0	19
CFH27	31	0	5	0	6	1	43
CFH28	27	2	0	0	5	0	34
CNH33	26	0	0	0	5	0	31
CNH34	16	0	0	0	3	0	19
CSYH39	18	0	0	0	2	0	20
CSYH40	13	1	0	0	9	1	24

CTJH45	7	1	5	0	0	0	13
CTJH46	13	0	0	0	1	0	14
CNKH51	23	0	2	0	2	0	27
CNKH52	9	3	5	0	7	1	25
CXH57	3	1	0	0	2	0	6
CXH58	9	0	0	0	1	0	10
CSCH63	29	1	0	0	4	0	34
CSCH64	11	0	2	0	2	0	15
CTJH69	38	5	9	0	17	1	70
CTJH70	41	12	3	0	4	0	60
Total	474	32	36	0	119	6	667
Percentage	71.06%	4.80%	5.40%	0.00%	17.84%	0.90%	100.00%

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
UOH3	26	3	6	0	19	0	54
UCH9	28	2	2	0	9	0	41
UIH15	61	2	6	3	12	1	85
ULH21	27	2	6	2	11	3	51
UEH27	39	0	6	1	8	1	55
UKH34	17	0	3	1	6	0	27
UKH33	20	3	2	0	3	0	28
UMH39	37	0	10	0	12	0	59
UBH45	32	1	1	0	14	0	48
UWH51	40	5	12	1	13	0	71
UGH57	36	2	1	0	12	0	51
UDH64	32	6	3	0	12	0	53

USH69	29	4	1	0	10	0	44
UOH4	34	2	0	0	14	0	50
UCH10	40	4	2	1	4	0	51
UIH16	86	4	5	1	12	0	108
ULH22	40	2	4	0	9	0	55
UEH28	28	1	1	2	9	0	41
UMH40	28	0	4	0	8	0	40
UBH46	21	2	3	1	6	0	33
UWH52	11	3	0	0	6	0	20
UGH58	27	1	0	1	7	0	36
UDH63	19	3	1	0	4	0	27
USH70	32	1	2	2	8	0	45
Total	790	53	81	16	228	5	1173
Percentage	67.35%	4.52%	6.91%	1.36%	19.44%	0.43%	100.00%

Country	Home page					
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process
China	71.06%	4.80%	5.40%	0.00%	17.84%	0.90%
UK	67.35%	4.52%	6.91%	1.36%	19.44%	0.43%

Similar to the About page, the material process was the dominant process evident on both Chinese (71.06%) and UK (67.35%) universities' Home pages, with the relational process the second most frequently encountered type at 17.84% and 19.44% respectively of the total process types on Chinese and UK universities' Home pages. The verbal and existential processes were much less common at 4.80% & 0.90% and 4.52% & 0.43% respectively for Chinese and UK universities. These results will be explained in detail in the verbal process and existential process analysis section below.

5.4.1.3 Research Page

Table 12: Research Page Process Type

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
CRT5	6	0	0	0	2	0	8
CPR11	22	0	0	0	6	0	28
CZR17	7	0	0	0	1	0	8
CSR23	16	0	0	0	2	0	18
CFR29	22	0	1	0	8	4	35
CNR35	10	0	0	0	2	0	12
CSYR41	0	0	0	0	0	0	0
CTJR47	10	0	0	0	4	0	14
CNKR53	0	0	0	0	0	0	0
CXR59	15	0	0	0	12	0	27
CSCR65	23	0	1	0	9	0	33
CTJIR71	5	0	0	0	3	0	8

Total	136	0	2	0	49	4	191
Percentage	71.20%	0.00%	1.05%	0.00%	25.65%	2.09%	100.00%

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
UOR5	18	5	1	1	3	0	28
UCR11	31	8	9	0	19	0	67
UIR17	15	1	1	1	12	1	31
ULR23	23	3	3	0	1	0	30
UER29	19	1	0	0	8	1	29
UKR35	42	3	0	0	12	1	58
UMR41	11	0	2	0	2	0	15
UBR47	45	2	1	0	15	2	65
UWR53	16	1	2	0	6	0	25
UGR59	12	1	1	0	12	0	26

UDR65	39	4	3	0	11	2	59
USR71	33	5	2	0	8	3	51
Total	304	34	25	2	109	10	484
Percentage	62.81%	7.02%	5.17%	0.41%	22.52%	2.07%	100.00%

Country	Research page					
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process
China	71.20%	0%	1.05%	0%	25.65%	2.09%
UK	62.81%	7.02%	5.17%	0.41%	22.52%	2.07%

Again, as with the Home and About pages, the material process was the dominant process evident on both Chinese (71.20%) and UK (62.81%) universities' Research pages, while the relational process was also the second most common, comprising 25.65% and 22.52% of the total process types respectively. The existential process was evident at similar frequency on the Research pages of the universities' websites in China and the UK at 2.09% and 2.07% respectively. However, it is interest to note that there was a big difference in the frequency in the verbal process type evident between Chinese (0%) and UK (7.02%) universities. This will be analysed in the verbal process section below.

5.4.1.4 Student Page

Table 13: Student Page Process Type

Text	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
CTS6	21	0	3	0	11	0	35
CPS12	18	3	6	6	10	0	43
CZS18	6	1	0	1	5	0	13
CSS24	22	0	1	0	3	0	26
CFS30	14	0	0	2	10	0	26
CNS36	18	0	0	0	5	0	23
CSYS42	13	0	0	1	2	0	16
CTJS48	20	0	0	0	2	0	22
CNKS54	26	0	1	0	2	0	29
CXS60	20	0	2	0	14	2	38
CSCS66	47	0	0	0	7	1	55
CTJIS72	29	0	1	0	5	0	35
Total	254	4	14	10	76	3	361

Percentage	70.36%	1.11%	3.88%	2.77%	21.05%	0.83%	100.00%

Text	Process type						Total
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
UOS6	27	2	1	0	10	0	40
UCS12	16	0	4	1	18	1	40
UIS18	33	1	3	0	23	2	62
ULS24	20	1	1	1	8	1	32
UES30	35	1	1	2	15	0	54
UKS36	18	0	1	0	8	3	30
UMS42	19	0	5	3	14	1	42
UBS48	33	0	2	0	15	1	51
UWS54	29	0	9	2	17	2	59
UGS60	17	0	2	0	12	3	34
UDS66	6	0	0	0	2	0	8

USS72	37	1	7	4	17	5	71
Total	290	6	36	13	159	19	523
Percentage	55.45%	1.15%	6.88%	2.49%	30.40%	3.63%	100.00%

As with the other pages, the material process type was also the dominant process evident on both Chinese (70.36%) and UK (55.35%) universities' Student pages, while the relational process type was the second most frequently encountered type at 21.05% and 30.40% respectively on Chinese and UK universities' Student pages. The verbal and existential process types were much less frequently encountered at 1.11% & 0.83% and 1.15% & 3.63% respectively for Chinese and UK universities. However, an interesting aspect of these findings is that the material process type was less dominant on UK universities' pages than on the Chinese universities' pages. This will be explained in more detail later.

5.4.1.5 Comparison between The Two Countries

Table 14: China vs UK Universities' Process Type Comparison

Country	Process type						Total Number
	Material process	Verbal process	Mental process	Behaviour process	Relational process	Existential process	
China	1308	45	82	27	428	24	1914
UK	1752	105	172	45	636	41	2751

China	68.34%	2.35%	4.28%	1.41%	22.36%	1.25%	100.00%
UK	63.69%	3.82%	6.25%	1.64%	23.12%	1.49%	100.00%

In terms of the total numbers, the material process type was the most frequently encountered process type across all the universities' webpages, amounting to 68.34% of process type instances for Chinese universities and 63.69% for UK universities. The relational process type was the second most frequently encountered, comprising 22.36% of the instances of process types on Chinese university websites and 23.12% for UK universities. The verbal process and existential process types accounted for 2.35% & 1.25% and 3.82% & 1.49% of the instances of process types on Chinese and UK universities' websites respectively.

To conclude, the material process was the most evident process type on both Chinese and UK university websites, while the relational process type was next. The following sections will further explore the material process, verbal process and existential process to examine the differences and similarities between the two countries' choices.

5.4.2 The Actor in the Material Process

As shown in the data presented above, the material process was the major process type evident on the webpages of both Chinese and UK universities. This means that the texts from both countries' universities mainly tend to describe actions, events and the participants. For example:

In 1909, the Qing Government used funding called the “Gengzi Indemnity”...(Extracted from CTH3).

In 1909	the Qing Government	used	funding called the “Gengzi Indemnity”
	Actor	Material process	

Another example:

..., UCL experts develop insights relevant to humanity’s major problems (Extracted from ULA20).

UCL experts	develop	insights relevant to humanity’s major problems
Actor	Material process	

Both examples are of the material process type found on Chinese and UK universities’ websites. However, close analysis shows there are in fact are some interesting differences between the choice of the actor in the material process between Chinese and UK universities. Because the field of discourse is higher education, so the actors mainly related to this area. To establish a clear view of the choice of actors between Chinese and UK universities, all the actors from the material processes were classified into eight different categories. These were Government, Nation, Royal Family, Government Leader, University and Department, Experts, Student and Faculty, and Others. The following paragraph provides a detailed explanation about how the categories were defined.

1. Government: All the actors which are a government or related to government were classified in this category. For example: the Chinese government, the Ministry of Education, the State Council etc.
2. Nation: All country actors were classified into this category, e.g., China, the UK.
3. Royal Family: All actors related to the UK Royal Family were classified into this category. For example: Henry II, Edward III, Charles I etc.
4. Government Leader: All actors who are government leaders in China and the UK were classified into this category. For example: CPC General Secretary and State President Hu Jintao, Xi Jinping etc.
5. University and Department: All actors which are a university or a department of a university were classified into this category. For example: Nanjing University, the colleges and halls, University of Cambridge etc.
6. Experts: All actors who are an expert were classified into this category. For example: many scholars, professors, astronauts etc.
7. Student and Faculty: All the actors that are students and faculty members were classified into this category. For example: international students, college students, staff etc.
8. Others: All actors, which did not fall into any of the above categories were classified into this category. For example: their own statutes and regulations, the college's arms, Tsinghua's anniversary etc.

5.4.2.1 Results from Chinese Universities

During the analysis, the data was classified according to source and all the actors from each university from the material process were calculated according to eight different categories. An overview of the data generated is shown in the following tables.

Table 15: Actors in the Material Process – Chinese Universities

University from China	Government	Nation	Royal Family	Government Leader	University and departments	Expert	Student and faculty	Others	Total
Tsinghua University	20	0	0	0	15	8	10	21	74
Peking University	2	1	0	0	13	11	1	9	37
Zhejiang University	9	0	0	0	27	1	2	8	47
Shanghai Jiao Tong University	0	0	0	0	17	2	0	24	43
Fudan University	2	0	0	1	21	16	3	17	60
Nanjing University	5	0	0	1	25	8	6	16	61
Sun Yat-sen University	0	0	0	0	18	11	3	16	48
Tongji University	4	0	0	0	22	4	1	9	40
Nankai University	0	0	0	0	7	4	11	16	38

Xi'an Jiao Tong University	8	0	0	0	26	4	2	16	56
Sichuan University	3	2	0	2	46	14	2	22	91
Tian Jin University	3	0	0	1	14	8	2	23	51
Total	56	3	0	5	251	91	43	197	646
Percentage	8.67%	0.46%	0.00%	0.77%	38.85%	14.09%	6.66%	30.50%	100.00%

Government: There were 56 incidences of actors which were either a government or were related to the government on the webpages of the Chinese universities studied in this research. This comprised 8.67% of the total number of actor instances across all Chinese university ‘About’, ‘Home’, ‘Student Life’ and ‘Research’ webpages. Apart from Shanghai Jiao Tong University, Sun Yat-sen University and Nankai University, all nine other universities from China chose the Government as an actor on one or more of their webpages. Government appeared 20 times on Tsinghua University’s website. This was the highest usage for any university in China. There follows some examples to show how such choices were realised through the actual texts:

...the National Government’s Administrative Department ratified changing Fudan from private to state-run... (Extracted from CFA26).

the National Government’s Administrative Department	ratified changing	Fudan from private to state -run
Actor	Material process	

In this example, the producer of the text was describing the history of Fudan University by adopting the material process to describe the action of the Government changing Fudan University from a private to a state-run university.

Similarly, in the below example, CTJIS72, from Tianjin University, the producer adopts the Ministry of Education as the actor to describe the action of the approval of the constitution of Tianjin University:

...THE CONSTITUTION OF TIANJIN UNIVERSITY was officially approved by the Ministry of Education...(CTJIS72)

THE CONSTITUTION OF TIANJIN UNIVERSITY	was officially approved	the ministry of education
	Material process	Actor

Nation: Only two Chinese universities adopted Nation as the actor on their webpages. These were Peking University and Sichuan University. In total Nation only appeared three times, representing 0.46% of the total number of the actor instances. For example:

...China hosts the world final of ACM-ICPC (Extracted from CPA9)

China	hosts	the world final of ACM-ICPC
Actor	Material Process	

In this example, the producer of the text describes the action of the actor *China* in hosting the world final of ACM-ICPC.

Royal family: There were no actors in this category in China.

Government Leader: There were five instances in the data where a Government Leader was used as the actor in a material process, representing only 0.77% of the total number of actor instances. For example:

Chinese President Hu Jintao sent a letter of congratulations...(Extracted from CFA25).

Chinese President Hu Jintao	sent	a letter of congratulations
Actor	Material process	

In Fudan University's above text, CFA25, the producer describes the action that Government Leader actor, President Hu, sent a letter of congratulations to the university. Similarly, in Nanjing University's below text CNH33, the producer also uses Chinese Communist Party leaders as actors to describe the action of presenting an award. For example:

The CPC and state leaders Xi Jinping, Li Keqiang, Zhang Gaoli and Wang Huning presented awards at the 2017 State Science and Technology Award ceremony... (Extracted from CNH33).

The CPC and state leaders Xi Jinping, Li Keqiang, Zhang Gaoli and Wang Huning	presented	awards at the 2017 State Science and Technology Award ceremony
Actor	Material Process	

University and Department: There were 251 (38.85%) actors which fell into the category of University and Department. This was the highest number of any category. Of these, university was more common than department as the actor. For example:

...Sun Yat-sen University has developed into a modern comprehensive university... (Extracted from CSYA37)

Sun Yat-sen University	has developed	into a modern comprehensive university
Actor	Material process	

However, despite being less common than universities as actors, departments still appeared relatively frequently in some university texts, such as the text CTJH46 from Tongji University:

...the three law schools have been dispatching to one another international graduate students...(Extracted from CTJH46).

the three law schools	have been dispatching	to one another international graduate students
Actor	Material process	

Expert: Expert was another frequently encountered category of actor used by the producers of the Chinese universities' text. There were 91 actor instances that fell into this category, accounting for 14.09% of the total number. For example:

Chancellor Wei Dapeng, President Gong Ke, Vice President and Vice Chancellor Yang Kexin, Vice Chancellor Li Yidan, and Vice President Yan Chunhua attended the concert (Extracted from CNKH51).

Chancellor Wei Dapeng, President Gong Ke, Vice President and Vice Chancellor Yang Kexin, Vice Chancellor Li Yidan, and Vice President Yan Chunhua	attended	the concert
Actor	Material process	

Another example came from the text CTJIA68, from Tianjin University:

...many notable scholars have studied in Tianjin University's halls...(Extracted from CTJIA68).

many notable scholars	have studied	in Tianjin University's halls
Actor	Material process	

Student and Faculty: There were 43 actor instances of student and faculty. This comprised 6.66% of the total number. For example:

... the rest of the foreign students live on Xingqing campus... (Extracted from CXS60).

the rest of the foreign students	live	on Xingqing campus
Actor	Material process	

...some 2,000 teachers and students of Tongji University attended (Extracted from CTJH45).

some 2000 teachers and students of Tongji university	attended	
Actor	Material process	

Others: All actors who did not fall into any of the previously described categories were included in Others. There were 197 instances of actors in this category, comprising 30.5% of the total. For example:

The release of this drama marked the beginning of Tsinghua’s International Theatre Festival

(Extracted from CTH4).

The release of this drama	marked	the beginning of Tsinghua’s International Theatre Festival.
Actor	Material process	

LSTJU, LWHUB and LWUK established Sino-German International Economic

Law Institute jointly in 2012 (Extracted from CTJH46).

LSTJU, LWHUB and LWUK	established	Sino-German International Economic Law Institute jointly in 2012.
Actor	Material process	

It also displays a variety of Shaanxi local opera materials...(Extracted from

CXR59)

It (museum)	displays	a variety of Shaanxi local opera materials
Actor	Material process	

The release of the drama, LSTJU, LWHUB and LWUK do not fall into any of the previous categories and so they were assigned to the Others category.

To conclude, the key findings of the analysis are that almost all Chinese universities (9 out of 12) chose the Government nominal group as actors in the material process in texts on their websites. The most frequently encountered actor choice was the University and Department related nominal group.

5.4.2.2 Results from UK Universities

Table 16: Actors in the Material Process – UK Universities

University from UK	Government	Nation	Government leader	Royal family	University and departments	Expert	Student and faculty	Others	Total
University of Oxford	0	0	0	7	19	1	5	42	74
University of Cambridge	0	1	0	0	4	16	7	29	57
Imperial College London	0	0	0	0	8	9	0	54	71
University College London	0	0	0	0	12	12	3	28	55
University of Edinburgh	0	0	0	7	10	4	0	32	53
King's College London	1	0	0	1	10	4	3	27	46

University of Manchester	1	0	0	0	11	6	12	17	47
University of Bristol	0	0	0	0	8	8	4	36	56
University of Warwick	0	0	0	0	13	12	1	31	57
University of Glasgow	0	0	0	0	8	16	0	27	51
University of Durham	0	0	0	1	7	6	0	33	47
University of Sheffield	0	0	0	0	21	4	1	43	69
Total	2	1	0	16	131	98	36	399	683
Percentage	0.29%	0.15%	0.00%	2.34%	19.18%	14.35%	5.27%	58.42%	100.00%

Government: Unlike Chinese universities, the government related nominal group as the actor in the material process was rarely encountered on UK university websites. Indeed, government only appeared twice in total, comprising just 0.29% of total actor instances. For example:

'Policy makers also need to take urgent steps...' (Extracted from UKH33)

Policy makers	also need to take	urgent steps
Actor	Material process	

Another example was:

International businesses, charities, governments and universities turn to Manchester for our expertise (Extracted from UMA37).

International businesses, charities, governments and universities	turn	to Manchester for our expertise
Actor	Material process	

Nation: Only one UK university that adopted the United Kingdom as the actor in a material process:

...the UK continues to make the most of its world-leading R&D sector... (Extracted from UCH9).

the UK	continues to make	the most of its world-leading R&D sector
Actor	Material process	

Royal Family: Royal Family was a unique actor choice for UK universities. It never appeared in any of the texts from Chinese universities. Four UK universities, Oxford, Edinburgh, Durham and King’s College London adopted it 16 times in total, comprising 2.34% of the total actor instances. For example:

Henry II banned English students from attending the University of Paris (Extracted from UOA2).

Henry II	banned	English students from attending the University of Paris
Actor	Material process	

King's College London was founded by King George IV and the Duke of Wellington...(Extracted from UKA32).

King's College London	was founded by	King George IV and the Duke of Wellington
	Material process	Actor

Her Royal Highness The Princess Royal has unveiled a new sculpture...(Extracted from UEH28).

Her Royal Highness The Princess Royal	has unveiled	a new sculpture
Actor	Material process	

It is perhaps significant that two of the three above examples relate to descriptions of the universities' history. This is likely because the invocation of historic kings of England and their various actions in relation to the universities emphasises the universities' rich and long-standing histories, and hence adds to their prestige. The mention of the contemporary Princess Anne (The Princess Royal) serves to emphasise the university's association with the institution

of the monarchy – an association which may be considered to confer prestige upon the university.

Government leader: In contrast to the findings arising from the Chinese universities, UK government leaders, such as the Prime Minister, never appeared as the choice of actor in the material processes on UK universities’ websites.

University and Department: There were 131 (19.18%) actors which fell into this category. This was the second highest number of any category. However, it is interesting to note that the University and Department actor instances on UK websites were far fewer than those evident on Chinese universities’ websites. A UK university example was:

Over 6,700 degrees are awarded by Imperial College London every year (Extracted from UIA13)

Over 6,700 degrees	are awarded	by Imperial College London
	Material process	Actor

UCL Innovation & Enterprise, our centre for entrepreneurship, offers training, networking, competitions and business support...(Extracted from ULS24).

UCL Innovation & Enterprise	offers	training, networking, competitions and business support
Actor	Material process	

Warwick provides a tireless yet supportive environment...(Extracted from UWA49)

Warwick	provides	a tireless yet supportive environment
Actor	material process	

In the above examples, Imperial College London and Warwick University refer to themselves, i.e., as the university actor, while UCL Innovation & Enterprise is a department related to the university UCL.

Experts: Expert was also a frequently encountered actor category used by the producers of UK university web texts. 98 actors in total fell into this category, comprising 14.35% of the total number. Like Chinese universities, UK universities also used a diverse range of experts as their actor choices. For example:

Researchers in the Schools of Biochemistry and Chemistry are working to boost cellular productivity of biofuels...(Extracted from UBR47).

Researchers in the Schools of Biochemistry and Chemistry	are working to boost	cellular productivity of biofuels
Actor	Material process	

Our graduates are highly sought after by top graduate employers all over the world...(Extracted from UMA37)

Our graduates	are highly sought after	by top graduate employers all over the world
	Material process	Actor

William Shakespeare was writing (Extracted from UWH51).

William Shakespeare	was writing	
Actor	Material process	

Student and Faculty: There were 36 Student and Faculty actors, comprising 5.27% of the total number. For example:

And our students, alumni and staff are consistently making an impact...(Extracted from UWA49).

And our students, alumni and staff	are consistently making	an impact
Actor	Material process	

Students and academics benefit from belonging both to the University, a large, internationally-renowned institution, and to a college or hall, a small, interdisciplinary academic community

(Extracted from UOA1).

Students and academics	benefit	from belonging both to the University, a large, internationally-renowned institution, and to a college or hall, a small, interdisciplinary academic community.
Actor	Material process	

Others: For UK universities Others was the largest actor category, appearing 399 times, comprising 58.42% of the total actor instances. For example:

UCL's founding principles of academic excellence and research aimed at addressing real-world problems... (Extracted from ULA19).

UCL's founding principles of academic excellence and research	aimed	addressing real-world problems
Actor	Material process	

The College arms...display the Royal Arms together with a book representing knowledge

(Extracted from UIA14).

The College arms	display	the Royal Arms together with a book representing knowledge
Actor	Material process	

5.4.2.3 Comparison between China and the UK

Table 17: Actors in the Material Process – Country Comparison

Country	Government	Nation	Royal Family	Leader	Government departments	University and departments	Experts	Faculty and Student	Others
China	8.67%	0.46%	0%	0.77%	38.85%	14.09%	6.66%	30.50%	
UK	0.29%	0.15%	2.34%	0.00%	19.18%	14.35%	5.27%	58.42%	

Government: From the table above, the most salient differences between the two countries in their actor choice is that the usage rate for government as the actor for Chinese universities was almost 30 times than the rate for UK universities. This raises the question of what could cause such a significant difference?

First of all, as was discussed in previous chapters, higher education in China and the UK have had very different histories and this likely plays an important role in relation to this issue. In the case of China, there has only been approximately 130 years since the establishment of the country's first university and the present day. All universities in China were established by government or were transformed from being a private university to a government owned university following the establishment of the People's Republic of China. For example, Tsinghua University was established by the Qing government and then re-established and restructured by the government of the People's Republic of China. Fudan University was established by the Chinese educator Ma Xiangbo as a private school but was then transformed to a public university by the government of the Republic of China. It was subsequently re-established and restructured by the government of the People's Republic of China. Therefore, in the case of China, the government has played a central role in the formulation and

development of the country's higher education system. Given this, and what functional grammar tells us about the linkages between language and social context, it is perhaps unsurprising to see that government as an actor was a prominent feature in the discourse on Chinese university websites. Further examples can be seen in:

the National Government's Administrative Department ratified changing Fudan from private to state-run, (Extracted from CFA26)

Tsinghua University was established in 1911 by Qing government (Extracted from the CTA1)

In terms of UK universities and the choice of government as an actor in their website discourse there was a clear contrast to the data uncovered relating to Chinese universities. As one of the first countries in the world to have university education, the UK has a much longer history of higher education than China. For example, teaching started at the University of Oxford nearly a thousand years ago. Unlike Chinese universities, UK universities were generally not established by government and, although they have at times been funded by government, they have typically enjoyed a high degree of autonomy. Because of the different prevailing ideology in the UK, universities are not under the direct leadership of government. As such, UK universities are independent education institutions, which do not need to show their connection with government. Indeed they are actually more likely to wish to highlight that they are separate from the government as a mark of their intellectual autonomy. Therefore, given this wider social context, it is not surprising to see that government is not a prominent actor choice in UK university web discourse.

Secondly, the governance of universities also likely plays an important role in the contrasting data arising from China and the UK. Because of the ideology of socialism with Chinese characteristics Chinese universities fall under the direct leadership of the Chinese Communist Party which means that the Chinese government is able to exercise extremely tight control over them. Indeed the Chinese government fulfils several roles, such as funder, manager, regulator and governor of all Chinese universities. Specifically, in China, the governance of a university is the principal responsibility of each university's Party committee. Accordingly, when the producers of Chinese universities' online texts describe the university, the government is something that simply cannot be avoided.

For UK universities, the situation is very different. As mentioned before, throughout history UK universities have enjoyed a high degree of autonomy. Furthermore, due to neoliberalism, UK universities are governed by professional managers rather than Party appointed officials. This means that the government is far less likely to be a priority for the producers of UK universities' online texts when they describe their institutions. In fact it is the author's view, that UK university website text producers are actually likely to deliberately avoid mentioning government as a way of subtly indicating their autonomy.

Also because the system of government in China is one that involves a high use of propaganda to reinforce the single Party system, the higher education sector has become an important channel for government to promote propaganda and in particular the ideology of socialism with Chinese characteristics. This increases the pressure on the producers of online texts to prioritise the role of government in the texts. Essentially, it can be said, because of the prevailing ideology of socialism with Chinese characteristics, the purpose of higher education in China has been primarily positioned to serve the needs of socialist modernisation and the Chinese

Communist Party and government. This goes a long way towards explaining the much higher appearance of government related actors in the processes evident in Chinese universities' online discourse in comparison to UK universities, who because of their high degree of autonomy do not have to be a propaganda tool for the government.

Finally, it can also be argued that the ideology of socialism with Chinese characteristics has created a way of thinking in China that measures people's social status and life value principally by their official position, the basic criterion of their official rank and the level of their official rank. This means that people make judgements about things or other people by measuring their connection with government, like one's government post or government connections. This leads to a thought process that roughly includes two levels: one that judges a person's value by the level of their official position and the other that assumes people should pursue an official position as the most important ideal of life (Liu 2015). So, for most Chinese people, government means authority and they measure something's value depending on its connection with the government. Consequently, the producers of the texts utilise the government or government related nominal groups as the actor to increase the credibility of the university to the Chinese reader. Interestingly this appears to mirror a similar situation regarding the way UK universities use members of the Royal Family in their discourse. The salience of government as an actor to Chinese universities can be seen from the data that shows nearly all of the Chinese universities emphasised their close relationship with the Chinese government repeatedly in one way or another. Take for example:

...the Chinese government put Peking University at the top of its agenda for promoting higher education, with the aim to build a world-class university in the 21st Century (Extracted from CPA7).

The producer of this example utilised the Chinese government as the actor and also the theme to achieve two purposes. First of all, emphasising the close relationship between Peking University and the Chinese government increases the authority and credibility of Peking University. Secondly, it strengthens the notion that Peking University will actually become a world-class university in the 21st century because it has the authoritative backing of the government.

To conclude, although there are several reasons for this particular grammatical choice, the direct or indirect impact of ideology which is imposed on higher education institutions in each country is undoubtedly extremely important.

Nation: There were two universities in China that used nation three times as an actor choice, while only one university in the UK used it, and then only once. Although the number of uses is low among both groups, the higher incidence in the Chinese case can nonetheless shed some light on how the two different sets of universities represent themselves on their websites. Indeed, a similar situation as with the use of government as an actor in China, can be detected.

In the below example for Peking University, according to the context Peking University is equivalent to China, as it is Peking University that is hosting the world final of ACM-ICPC. In this way, Peking University seemingly tries to boost its authority and credibility by positioning itself as representing the country.

China hosts the world final of ACM-ICPC (Extracted from CPA9)

Another two examples came from Sichuan university:

The PRC had released its official list of Chinese university for “dual world-class university construction” (Extracted from CSCH63).

A total of 45 disciplines have been authorised by the state to grant doctoral degrees (Extracted from CSCA 62).

Both examples use the country China as the actor (although, it should be noted, indicated with different words), which suggests the control of the university by the Chinese government. This is consistent with the previous discussion regarding government control of the universities in China and the Chinese government occupying a position of authority in most Chinese people’s mind. *Dual world-class university construction* is a Chinese government plan to develop a group of elite universities into world class universities. If a university is chosen for this plan, that university will receive more support from the government including more funds, and also only elite universities can be chosen. Therefore, in this case Sichuan University tries to promote itself by describing the action of the Chinese Government and the close relationship between government and the university in an effort to boost its reputation.

In the UK university discourse, *the UK* only appeared as the actor once. This was in a text taken from the University of Cambridge’s website:

the UK continues to make the most of its world-leading R&D sector (Extracted from UCH9).

According to the context, *the UK* as the actor is part of the explanation about UK research and innovation. There is no intention to link the university to the country as was the case in the Chinese examples.

To conclude, although the data relating to the use of Nation as an actor, was very limited in scale, it nonetheless suggests some important insights, consistent with the previous discussion on Government, about the differences in how universities in China and the UK represent themselves on their websites.

Royal Family: In this category, the difference is obvious and easy to explain. The percentage of the total actor instances among the discourse of UK universities which related to the Royal Family was 2.34%, while there were no instances for Chinese universities. In terms of China, in 1912 the Qing dynasty was abolished following the abdication of Puyi, the last emperor. The Qing dynasty was succeeded by the Republic of China, which brought to an end 2000 years of Imperial Chinese history. Although there were several attempts to restore the monarchy, they all failed. After the establishment of the People's Republic of China, China became a socialist country, and therefore dominated by an ideology that is implacably opposed to the concept of Royalty. This explains why there is no use of Royal Family as an actor choice in Chinese university websites.

For the UK, however, a very different story emerged from the data. As discussed in the Ideology chapter, the political framework of the United Kingdom is parliamentary democracy under a constitutional monarchy, in which the monarch is the head of state. The present monarch is Elizabeth II. Consequently, it is not surprising that Royal Family appears as an actor choice. For example, a text from the University of Edinburgh stated:

Her Royal Highness The Princess Royal has unveiled a new sculpture by the creator of The Kelpies at the University of Edinburgh's Royal (Dick) School of Veterinary Studies (Extracted from UEH28).

The producer of this text simply described the action of the unveiling of a new sculpture at the University of Edinburgh by the Princess Royal. The emphasis is on the university's long history that Royal connections confer.

To conclude, the finding of the data concerning the use of Royal Family as an actor is consistent with the previous discussion in the Ideology chapter.

Government Leader: The percentage of the total actor instances among the discourse of Chinese universities of Government Leader was 0.77%, while there were no instances for UK universities. As noted above, for Chinese universities, government leaders are very important figures who carry high prestige. In China, the defining feature of the political system is its leadership by the Chinese Communist Party. Because of the fusion of Party and state, the highest authority in China is the Chinese Communist Party and all government officials are members of the Party. Therefore, the use of Government Leader as the actor is a way to show status among Chinese universities. This helps to explain why leaders of the Chinese Communist party appeared five times as the actor in Chinese university website's text. Effectively this is a supplement of the government as the actor choice, which was discussed previously. For example:

Chinese president Hu Jintao sent a letter of congratulations... (Extracted from CFA25)

The leader of the Chinese Communist Party Hu Jintao is the actor of the material process in the above example. The use of Hu is a way for Fudan University to build its authority among the users of its website. President Hu was the most powerful man in China at the time when the text was written, not only as State President, but also as the General Secretary of the Communist Party and the Chairman of the Central Military Commission. As discussed before, because the Communist Party exercises direct control over universities, and the Communist Party has direct control of the government, this means that the government and Party leaders like Hu Jintao and his successors have great influence on universities. Because Chinese universities have no autonomy, universities adopt Party and government leaders to display that they are the subordinate in the relationship between themselves and the Chinese government.

For the UK, although universities receive funds from the government, they maintain a high degree of autonomy. This means that universities are able to maintain distance with government and the government leaders. This explains the zero-appearance rate of Government Leader as an actor in the UK universities' online discourse.

To conclude, similar with the previous findings, the data is consistent with what could be expected given the prevailing ideologies in the two countries.

Student and Faculty: In this category, the percentage of the total instances was very similar for Chinese and UK universities, 6.66% for China and 5.27% for the UK. There was no significant difference arising from comparison of the two data sets. For example, international

students as the actor appeared several times in both Chinese and UK university website discourse.

University and Departments: There was a very significant difference between Chinese and UK universities in this category. For Chinese universities, the category accounted for 38.85% of the total actor instances, which was twice the rate of UK universities at 19.18%. The most salient difference was that Chinese universities tended to use the nominal group, the name XX (e.g. Tsinghua, Fudan, Shanghai Jiao Tong etc) university, as the actor choice, which is consistent with what was found in the theme analysis that will be explained in detail in the subsequent theme analysis chapter. For example:

...Sun Yat-sen University has developed into a modern comprehensive university...(Extracted from CSYA37).

Nanjing University has maintained its youthful vigour and made progress in various undertakings (Extracted from CNA31).

XJTU enters into an important stage with unrivalled opportunities for pioneering its undertaking in the past (Extracted from CXA56).

From the above examples, in all the material processes the university name was adopted as the actor. This shows that the producers of the texts were mainly focused on the universities themselves and in their description of the outside world, the central hub was the university.

In contrast for the UK universities, the websites that were analysed were their main portals and as such are one of their most important tools used to promote each university, to recruit students, attract funding and so on. So, firstly, the content of the UK websites was much richer than that of the Chinese universities' websites, which contributed to the results seen in this category. Because of the nature of the websites, UK universities needed something more personal and colourful, which meant the grammatical choices they made concerning actor were different to the Chinese universities. In particular, this can be seen from the fact that the personal pronoun *we* was frequently encountered on the UK universities' websites. For example:

...we learn to make a positive difference in people's lives. (Extracted from USA67).

We seek the highest distinction in research and scholarship...(Extracted from UDA61).

...we maintain strong relationships with many of them to this day. (Extracted from UGA56).

In the above examples, all three universities (Sheffield, Durham, and Glasgow) chose the personal pronoun *we* as the actor choice. This is consistent with the results of the theme analysis (which is presented in the next chapter). As such it can be concluded UK universities tend to try to make their online discourse more friendly and approachable for website users. The reason for this is obvious, i.e., the influence of marketisation. As was noted previously, UK universities are increasingly run like commercial entities, which means they have to cover their costs from the income they are able to generate from teaching, research and other commercial activities. As a result, UK universities are under significant pressure to more effectively engage prospective students, academic personnel, financial supporters and so on. As a result, they seek

to build a more friendly image. Further light is shed on the issues described here, in the discussion that follows relating to the Others category.

Others: There was also a very significant difference between the Chinese and UK universities in this category. For Chinese universities the percentage of total actor instances that fell into this category was 30.50%, which is almost half the rate for UK universities at 58.42%.

From Chinese university websites, examples of actors that fell into the ‘Others’ category included, *Tsinghua’s anniversary* from the Tsinghua University website, *the team from PKU* from the Peking University website and *international outstanding paper* from the Shanghai Jiao Tong University website. It is interesting to note that many of the actors that fell into the Others category for Chinese websites were focussed on the universities themselves. They also, as will be shown, exhibited much less variety than the Others actors from the UK universities’ websites.

On UK universities’ websites, examples of actors that fell into the Others category included, *Archives & Special Collections at King’s College London* from the King College London website, *Pioneering work with the one atom thick wonder material graphene* from the University of Manchester website, *very latest thinking* from the University of Bristol website, *the next decade* from the University of Warwick website and so on. The selection of actors varied from archives and special collection to all other things, which would help to build a very comprehensive view of the university. To conclude, the actors from the Others category arising from Chinese universities’ websites tended to focus on the university itself, while those from UK universities tended to describe actions that related to the university.

To explain this situation, the author has dug deeper into the data. First of all, due to the different ideologies that dominate in China and the UK there are different university admission systems in operation in the two countries. As discussed before, in China, the admission system is firmly controlled by the Chinese government, through the Ministry of Education. Also because the Chinese government exercises control over universities, this leads to another phenomenon that universities have much more power regarding administration over students than their UK counterparts. To begin with, although, small numbers of students may be enrolled by Chinese universities via the autonomous enrolment system described in the Ideology chapter, for most Chinese students, they only have one chance every year to be enrolled by a university by taking the unified national exam. What is more, each Chinese student can only receive one offer from one university. Chinese universities have the power to decide which students they enrol, while students have no such power. A major consequence of this is Chinese universities do not have the pressure to attract students that UK universities do, and they therefore do not need to devote as much effort to making their websites user-friendly.

However, things are quite different for UK students. Firstly, they have multiple different criteria which they are judged upon during the university application and enrolment process including qualifications, such as GCSEs (General Certificate of Secondary Education) A-Levels (Advanced Level of General Certificate of Education), a holistic appraisal of their overall development and so on. Another important factor is that UK students can receive several different offers from different universities. This means that the process is much more two-way in nature and gives UK students more power than their Chinese counterparts. Therefore, while universities can select candidates, students can also pick and choose from different universities. As such, UK universities have comparatively less power in the admission process which in turn means they have more pressure to attract students. Taken together, the

major consequence is that they have to exert extra effort on the development of their websites as it is one of the main ways they can attract students in a competitive university market. This includes the development of more diverse content on their websites for the prospective students to read and a more friendly image to attract and engage them.

What is more, because of the influence of marketisation, UK universities are increasingly run like corporations, which means they not only have to attract domestic students, but also international students who generate considerably more revenue through the higher fees that can be charged to non-EU nationals. Therefore the function of the websites of UK universities is different to those in China. They are the main channel for prospective students, especially for international students to acquire information about the universities. Consequently, UK universities tend to present rich and diverse content about themselves, like their history, research achievements, research strengths and so on. This research concludes this is a key reason for the more diverse actor choices found in the 'Others' category in the UK case.

Finally, for corporation-like universities, recruiting more students is not their only mission. Because of the influence of marketisation, and the severe cuts to public funding allocated to universities by the government since the rise of neoliberalism in the UK political system, this has forced UK universities to seek to acquire funds from other sources. This means that another function of UK universities' websites is to provide relevant information to potential funders and commercial partners. Given these extra responsibilities, UK universities seek to develop rich and diverse websites. For Chinese universities, in contrast, as the majority of their funding comes from the Chinese government, there is no such pressure and the result is less diverse website content, which lies behind the less diverse actor choice uncovered in this research.

Experts: In this category, Chinese universities and UK universities exhibited similar actor incidence rates as a percentage of the total, which were 14.09% and 14.35% respectively. However, there was one interesting difference between the two countries in this area.

For UK universities, many types of experts were used as actors, like *Lynn* (a professor and world-leading chemical engineer) from the University of Cambridge, *Oxford archaeologists* from the University of Oxford, *Fish experts Madina and Dorottya* from Imperial College London, *Chief Executive Officer Richard Boyd* from the University of Edinburgh and so on. These experts come from a wide variety of fields.

However, while certain Chinese universities used a similarly diverse range of experts, others did not. In terms of diverse experts, examples included *China's modern founder of mycology and plant pathology Dai Fanglan* from Tsinghua University, *Taikongnaut Wang Yaping* from the Chinese People's Liberation Army Astronaut Group, *many renowned scholars* from Sun Yat-sen University and so on. However, Tianjin University, Sichuan University and Nankai University all positioned their Chancellor or vice-Chancellor and university President as the actors that fell into the Expert category. As discussed before, Chinese universities are under the direct leadership of the Chinese government and the Chinese Communist Party and what is more all university Presidents and Chancellors of Chinese universities are appointed by the government. They are often actually government officials with a high rank. Depending on the university this can be the equivalent to a Provincial Governor.

So, to conclude, although the data is similar in relation to this category, once again the effect of the different prevailing ideologies in China and the UK can be seen to lie behind some subtle differences in the data. In UK, the universities try to make their actors more diverse to present

more to their audience as the pressure for attracting more prospective students and others because of the marketisation, while in China, universities do not have that kind of pressure, so some of them just prefer the government related experts to enhance their authority as result of the socialism with Chinese characteristics.

5.4.3 Verbal Process

5.4.3.1 *The Comparison between the Two Countries*

Table 18: Verbal Process Type – Country Comparison

Country	Percentage
China	2.35%
UK	3.82%

In terms of the process types used in the universities’ online discourse, the verbal process accounted for a slightly higher percentage of the total for UK universities than for Chinese universities as seen in the table above. The table below provides the breakdown according to the different pages.

Table 19: Verbal Process Type by Website Page and Country

Country	About page	Home page	Research page	Student page
China	1.33%	4.80%	0%	1.11%
UK	2.07%	4.52%	7.02%	1.15%

From the above tables, it is easy to see that the verbal process type was used at a similar rate on the Home and Student pages of both Chinese and UK universities. However, in relation to the About pages, the usage of verbal process was almost twice as high for UK universities than it was for Chinese universities. In general, UK universities use more verbal process

than Chinese universities do. On the About page, a major difference between Chinese universities and UK universities was that UK universities used more verbal process to describe experts. The reason for this can be deduced for similar reasons as those identified by Tang's (2011) study that is detailed in the Literature Review chapter. As in that study, it seems that Chinese universities aim to impress the audience with what they have, while UK universities seek to do so with who they have. The result is more verbal process in UK university website discourse to describe the verbal action by experts.

This can clearly be seen from analysis of many of the Chinese universities' About pages, where there is a strong focus on describing how many campuses, buildings, labs, awards and so on that they have to impress the audience. However, in contrast UK universities, tend to quote their academic experts in relation to their works to showcase their university. One effect of using more direct quotations, which is a prominent feature of many of the UK universities' websites, is to make the text much more interesting and attractive.

In relation to the Research pages, there was no verbal process on any of the Chinese universities' Research pages. Chinese universities tend to use other ways to describe their research such as the numbers of achievements and various statistics. In contrast on the UK universities' Research pages, many adopted verbal process to describe the action of their experts. For example:

“ the built environment is part of people's identity” said Oxford classical archaeologist Dr Judith Mckenzie (Extracted from UOR5).

Jody Joy, Senior Curator at the museum said: “ MAA has one of the best collections of Anglo-Saxon artefacts in the British Isles...” (Extracted from UCR11)

“Women with eating disorders are often reluctant to disclose their illness to healthcare professionals...” (Extracted from UKR35)

The producers of the above examples adopted the verbal process, the direct quotation of words, to describe the verbal action of experts from different areas. There are two main explanations for this phenomenon. First of all, as discussed previously the content of the English-language versions of the Chinese universities' websites is much less than that of the UK universities. For example, there was actually no content at all on the Research pages of Nankai and Sun Yat-sen universities and the other Chinese universities only had one text at the most on their Research pages. However, the situation was very different for UK universities where there were typically numerous texts on each of the universities' Research pages covering a variety of different topics. As discussed before, the English-language versions of Chinese university websites are mainly a propaganda tool, whose purpose is not to attract new students or readers. Consequently the producers of websites do not need to provide as much information as the producers of UK university website texts. However, for UK universities, the Research pages are the main channel for the universities to promote and provide all the relevant information to prospective students and relevant readers, like alumni, funders, media and so on. Secondly, most Chinese universities, like Zhejiang, Shanghai Jiao Tong, Fudan, Nanjing, Tongji etc., mainly provided an overview of their research, such as how many awards they have won, how many papers their staff have published, how many research facilities they own and so on. In other words, the texts mainly consisted of numbers. For the UK universities, in contrast, most of them introduced specific research, which was currently active in their universities. The consequence of this was, in

these texts, the producers tended to use direct quotations from experts to explain the research.

All of the above reasons explain why no verbal process was evident on Chinese universities' Research pages. In particular, this finding can be said to mirror Tang's (2011) analysis that Chinese universities tend to use what they have to show their research, while UK universities tend to use who they have and what they do to showcase their research.

5.4.3.2 The Sub-categories of Verbal process

As discussed before, the verbal process describes verbal action, i.e., the process of saying. This section looks at the two aspects that comprise the process, which are the verbal process itself and the Sayer.

To conduct the first layer of analysis of the verbal process, Chen's (2004) work provides the analytical tools. According to Chen (2004), there are three sub-categories of the verbal process, which are positive, negative and neutral. By analysing these sub-categories of the verbal process, it is possible to gain an insight into the attitude of the producers of the text towards what the sayer (or sayers) are talking about or being quoted in relation to. In this way the analyst can uncover certain attitudes about certain people or things under a specific ideology.

Neutral refers to the most common verbal process, like said, where there is no attitudinal weighting. For example:

People who come to Sheffield say it's an amazing place to live (Extracted from USS72).

People	who come to Sheffield	say	it's an amazing place to live
Sayer		Neutral Verbal process	Verbiage

Professor Thorne told the stories behind the screen to the Chinese fans. (EXTRACTED FROM CFH28)

Professor Thorne	told	the stories behind the screen	to the Chinese fans
Sayer	Neutral Verbal process	Verbiage	Receiver

From the above two examples, the producers of the texts are simply describing verbal actions without any personal attitude added to the texts. The results of the analysis show that for the discourse on both Chinese and UK universities' websites, most of the verbal process was neutral in nature and tended to use say, tell, speak, comment and so on to describe verbal action by the experts.

Positive refers to the verbal process, which to some degree promotes a positive impression to the reader. For instance, it creates the attitude that the sayer is wise, authoritative, benign, or in some other sense positive. Examples of the positive verbal process include announce, explain, elucidate and so on.

Examples uncovered by this research included:

'This is an important finding,' co-lead researcher Professor David Murray explains. (Extracted from UOH3)

This is an important finding	co-lead researcher professor David Murray	Explains
Verbiage	Sayer	Positive Verbal process

Zhejiang University is proud to announce that four projects... (Extracted from CZH16).

Zhejiang University	is proud to announce that	four projects
Sayer	Positive verbal process	Verbiage

In the first example, the word *explains* gives the impression to the reader that the person undertaking the verbal process is informed, wise and is in possession of information or knowledge that is valuable to be passed on to the receiver. The writer of the text could have chosen the process says, i.e., 'This is an important finding, Professor Murray *says*' but this would not have carried the positive implication that *explains* carries. The writer could also have chosen a 'negative' process such as *claims* which would have subtly undermined the truth of what Professor Murray was saying, by presenting it as something that is contested, not as a statement of fact. So from the above two examples, it is clear to see that the producers of the texts wished to promote a positive feeling to the reader.

Negative refers (as was just shown above) to verbal processes like insist, blame, claim etc. These, to some degree, promote in the reader an attitude which casts doubt about the sayer. For example:

...international public outcry seemed to condemn the iconoclastic destruction more than the murder... (Extracted from UOR5).

international public outcry	seemed to condemn	the iconoclastic destruction more than the murder
Sayer	Negative verbal process	Verbiage

...'compassion fatigue' was blamed...(Extracted from UOR5).

compassion fatigue	was blamed
Verbiage	Negative Verbal process

From the above examples, it is clear to see that the producers of the texts cast doubt on the sayer's words by using the verbs *condemn* and *blamed*. The total percentage of the three types of verbal process are shown in the following table.

Table 20: Neutral, Positive and Negative Verbal Process Type

Country	Neutral Verbal process	Positive Verbal process	Negative Verbal process
China	71.05%	28.95%	0%
UK	69.07%	28.86%	2.07%

To conclude, the result of the study's analysis of verbal process types shows that the most common type evident in the online discourse of the universities' websites from both countries was the neutral verbal process. This indicates that most of the verbal process in the discourse was just a way for the producers of the texts to describe the verbal actions with no particular

attitude attached. For example, both Chinese and UK universities used the neutral verbal process to describe some of their professors talking about their research. It is interesting to note that the Chinese universities did not use any negative verbal processes in the sample texts. Given the prevailing ideology in China, and the sayers often being government or other authority figures, it is highly likely that the text producers wished to avoid presenting them in a negative light for obvious reasons.

The next issue to analyse is the sayer of the verbal process. As the most common type of verbal process, the neutral processes mostly adopted personnel who were related to the university as the sayer. In the discourse of the Chinese and UK universities, the sayers of the neutral verbal process were students, academic experts, university officials and so on. For example:

Professor Andy Bush, lead researcher on the Breathing Together project said: (Extracted from UIH15).

Professor Andy Bush, lead researcher on the Breathing Together project	said
Sayer	Neutral Verbal process

...I feel like the fine arts were actually with us all the time,' said a student from the School of Humanities (Extracted from CTJH45).

I feel like the fine arts were actually with us all the time,	said	a student from the School of Humanities
Verbiage	Neutral Verbal process	Sayer

The activity of ‘Experiencing Chinese Culture’ is warmly welcomed by international students of Nankai University, officer of OIAE said (Extracted from CNKH52).

The activity of ‘Experiencing Chinese Culture’ is warmly welcomed by international students of Nankai University	officer of OIAE	said
Verbiage	Sayer	Neutral Verbal process

For the positive verbal process, the sayers were mainly the university, university departments and academic authorities both for Chinese and UK universities. This is consistent with what Chen (2004) noted in her study, i.e., that the positive verbal process is a way for the producers of a text to promote positive feelings about the sayers. For example:

In March we announced an investment of £2.4m to ... (Extracted from UDH63).

In March	we	announced	an investment of 2.4m to ...
	Sayer	Positive verbal process	Verbiage

In this above example, the sayer is ‘we’ representing the University of Durham, the verb announced is positive verbal process. As such the language used was a way for the producer of the texts to promote positive feelings about the university, which has invested large sums of money in improving the university facilities.

In 1995, Tongji declared to be jointly built by the Ministry of Education and the Shanghai Municipal Government (Extracted from CTJA43).

In 1995	Tongji	declared	to be jointly built by the Ministry of Education and the Shanghai Municipal Government.
	Sayer	Positive verbal process	Verbiage

In this above example, Tongji is the sayer, which refers to the Tongji University, while declared is positive verbal process. The producer of the text tries to express a proud feeling that the university is jointly built by the Ministry of Education and the Shanghai Municipal Government. This is consistent with the situation in China, where universities which are under the direct leadership of the Ministry of Education and the local government, will receive more support and funding from the government than other universities, which is of course a positive thing for the university.

The negative process only appeared twice in the discourse of UK universities, which is consistent with the nature of the texts, i.e., to introduce the university in a positive light to potential students, staff and commercial partners. One example was:

As international public outcry seemed to condemn the iconoclastic destruction more than the murder....(Extracted from UOR5)

As international public outcry	seemed to condemn	the iconoclastic destruction more than the murder....
Sayer	Negative verbal Process	Verbiage

In this above example, the producer of the text tries to express a negative feeling, which is the reason that the negative verbal process is adopted. However, the text does not relate to the university.

5.4.4 Existential Process

As explained before, the existential process encodes meanings about the state of being, i.e., that things are simply stated to exist. The typical grammatical feature for the existential process is the ‘there + be’ structure. In the existential process, the most important elements are there’ with no functional label, the verb ‘be’ with the functional label existential, and the participant with the functional label, Existent.

5.4.4.1 Comparison between China and the UK

The usage of the existential process was low for both Chinese universities websites (1.25%) and UK universities (1.49%). However, despite this low occurrence rate there were some very interesting differences in the way the producers of the texts constructed the existential process between Chinese and UK universities, which relate to the participant part, i.e., the Existent.

Firstly, the number of phenomena in the existent was different. The majority of the existent only contained one phenomenon in each existential process in both countries texts, but the rate was much higher for UK universities. The below examples demonstrate instances with sentences with single phenomenon:

There are more than 200 alumni elected members of Chinese Academy of Sciences and Chinese Academy of Engineering (Extracted from CZA13).

There	are	more than 200 alumni elected members of Chinese Academy of sciences and Chinese Academic of Engineering.
	Existential process	Existent

In this above example, the existent of this process is only one phenomenon, i.e., the 200 alumni elected members of Chinese Academy of Sciences and Chinese Academy of Engineering.

There are 38 Oxford colleges...(Extracted from UOA1).

There	are	38 Oxford colleges
	Existential process	Existent

Similar to the previous example, in this existential process there is also only one phenomenon, *38 Oxford colleges*, as the existent.

The below table shows the total data for both countries.

Table 21: Existential Process Phenomena

Country	Existential Process	
	Single phenomenon	Multiple phenomenon
China	66.67%	33.33%
UK	92.69%	7.31%

For Chinese universities, 8 out of 24 existential process contained more than one phenomenon, while the equivalent figure for UK universities was only 3 out of 41 existential processes contained more than one phenomenon. This means that the percentage for Chinese universities was 33.33%, while it was only 7.31% for UK universities. Some examples include:

There are 6 keynote speeches, 41 invited talks, 29 oral presentations, and 35 poster reports
(Extracted from CSYH40).

There	are	6 keynote speeches, 41 invited talks, 29 oral presentations, and 35 poster reports
	Existential process	Existent

So, in this existential process, the existent contains four different phenomena: 6 keynote speeches, 41 invited talks, 29 oral presentations and 35 poster reports.

There are many examples of solutions and people...(Extracted from UDR65).

There	are	examples of solutions and people
	Existential process	Existent

In the above existential process, the existent contains two different phenomena: examples of solutions and people.

To conclude, from the above figures, it can be said that Chinese universities tend to input more information into one single existential process, which tends to make the process quite long and difficult to understand. UK universities, however, tend to do the opposite, only inputting simple and short information into the existential process making it easier to follow. In other words, Chinese universities seemingly use this technique to appear more academic and to enhance their sense of educational achievement and authority. For example, the repetition of talks, presentations and reports in CSYH40 has the effect of conferring a sense of academic authority. The approach of many UK universities, meanwhile, would seem to be an attempt to be more approachable – again consistent with the prevailing ideologies of China and the UK described previously.

As discussed before, it is clear that the impact of the different ideologies that are imposed on higher education in China and the UK, can be seen in the above situation. Firstly, the purpose of higher education in China is to serve the socialist cause. Consequently the main focus for the universities in China is to help the government to construct a socialist society. Chinese universities therefore pay less consideration to the audiences of their websites (apart from the government), which means they pay less attention to making their web texts easy to understand and follow. While in UK, it is a different story. The marketisation of higher education has commoditised higher education and transformed it into a new type of industry in the knowledge economy. This means that UK universities try to make the texts on their websites more friendly and easy to follow. What is more, because of socialism with Chinese characteristics, Chinese universities are under the leadership of the Chinese Communist Party. This means that they are

an important propaganda channel for the Communist Party to promote their political agenda and ideas. In this way, Chinese universities symbolise the Chinese Communist party, which means that universities have to keep their distance from their audience to maintain their authority. While in the UK, because of the marketisation of higher education, UK universities are under pressure to attract more students including international students and are not like Chinese universities who do not need to worry about the enrolment of students, and the pursuit of funding from different sources. All of these factors make UK universities invest extra efforts to help their audience understand their online texts more easily.

Table 22: Existential Process – Additional Information

Country	Existential Process	
	With additional information	No additional information
China	50%	50%
UK	100%	0%

Secondly, there is another notable difference between Chinese universities and UK universities concerning the existent. For UK universities, in all 41 existential process (i.e., 100%), there was additional information given to describe the existent. For example:

There are 38 Oxford colleges, ... (Extracted from UOA1)

The existent is 38 Oxford colleges, however, following the existent, there is an attributive clause, *which are financially independent and self-governing*, to provide more information

about the fact that 38 Oxford colleges are financially independent and self-governing. In this way, the reader is provided a more comprehensive view about the Oxford colleges.

Similarly, in the following example the producers of the text did the same thing:

... also there was the opportunity for people to have a look into a real Imperial Animal Facility.

(Extracted from UIR17)

There	was	the opportunity	for people to have a look into a real Imperial Animal Facility.
	Existential process	Existent	Circumstantial matter

In this above example, following the existent, there followed circumstantial elements about the matter. So, the existential process is about the opportunity to give people a look into a real Imperial Animal Facility and so in this way the audience can understand the issue better.

For Chinese universities, only 50% of the existential processes (12 out of 24) contained additional information to provide extra details about the existent. For example:

There are 11 Level I national key academic disciplines and 19 Level II national key academic disciplines (Extracted from CFA25).

There	are	11 Level I national key academic disciplines and 19 Level II national key academic disciplines	
	Existential process	Existent	

In this example, there are two phenomena as the existent, 11 Level I national key academic disciplines and 19 Level II national key academic disciplines. However, no additional information about these two phenomena is provided, only names of the disciplines.

Here is another similar example:

There are 3 State Key Laboratories, 1 National Engineering Lab, 5 National Engineering (Technology) Research Centers, and 26 ministerial/provincial-level key labs and engineering (technology) research centers as well as 7 affiliated hospitals and 4 affiliated high schools
(Extracted from CTJA43).

There	are	3 State Key Laboratories, 1 National Engineering Lab, 5 National Engineering (Technology) Research Centers, and 26 ministerial/provincial-level key labs and engineering (technology) research centers as well as 7 affiliated hospitals and 4 affiliated high schools
	Existential process	Existent

This is even more complicated than the previous example. There are 7 phenomena as the existent, different laboratories, lab, research centres, high schools etc. However, there is no other information provided in relation to these existents.

There were some examples of existential process (12) in the Chinese universities' discourse which did contain additional information to provide a more comprehensive understanding about the existent. For example, in the following, the producer adopted the attributive clause to describe the information:

...there are people of XJTU and more impressive contributions...(Extracted from CXA56).

There	are	people of XJTU and more impressive contributions
	Existential process	Existent

In this example, there are two phenomena in the existent, *people of XJTU* and *impressive contributions*, while there is an attributive clause, *they made*, to give a description about the contributions.

To conclude, UK universities are more likely to provide additional explanation of the existent in comparison to Chinese universities. From the above examples, it can be concluded that the texts on the UK university websites are more friendly and easy to follow than those of Chinese universities. The reason for this is similar to the previous explanation given. Firstly, because of socialism with Chinese characteristics, the main focus of Chinese universities is to further the Chinese government's goal of the construction of socialism, not how the audience receives the texts on their websites. However, for UK universities, because of the marketisation of higher education, and the transformation of higher education into a commodity in the knowledge economy, they have to pay more attention to how their audience receive the information on their websites. Therefore, they seek to provide richer and more comprehensive information, witnessed through trends such as providing additional explanation to the existent. What is more, because of the different systems of higher education, Chinese universities do not have the same pressure to attract students and funds as UK universities. In particular, because of the pressure to enrol students and attract funds from other sources, UK universities have to make their texts more reader-friendly. For example, to attract international students, there is the need to make their texts easier to follow and friendly as many such students do not speak

English as their native language. While the English language versions of the Chinese universities are just a very brief way to promote the universities.

This issue is exemplified in the below text from the About page of Sichuan University:

...there were 1,767 professors, 14 academicians of the Chinese Academy of Sciences and Chinese Academy of Engineering, 6 Outstanding Professors, 80 experts recruited through the thousand Talents Plan(including 46 through thousand Youth Talents Program and 2 through the Recruitment Program of Global Experts, 41 distinguished professors and 14 Chair professors of the Changjiang Scholars Program, 45 winners of The National Science Fund for Distinguished Young Scholars, 9 Chief Scientists of 973 Project who led 12 National Basic Research projects, 30 winners of The Key Project of The National Social Sciences Program Fund, 12 winners of the National Award for Distinguished Teachers, 11 winners of the National Innovation Talents Promotion Plan the Youth Scientific and Technological Innovation Leading Talents and 123 experts recruited from the thousand Talents Plan of Sichuan Province. (Extracted from CSCA61)

As we can see, this excerpt is an extremely long single sentence containing 131 words. So much information is presented that it is easy to lose the meaning of the sentence. A producer who had a greater focus on being user-friendly would have broken the single sentence into several short sentences and would have provided additional explanation about the projects. In contrast to this example, there were no similar sentences in the texts of UK universities.

5.5 Conclusion

From the Transitivity analysis, it can be concluded that there are several differences and similarities between the way Chinese and UK universities present themselves on their websites. The results are consistent with the theory adopted in this research. Ideology has influenced the language in use, and the language reflects the ideology imposed on it.

First of all, the main similarity between the two countries' texts was the dominant usage of the material process, which is in line with the nature of the texts, i.e., introducing the different aspects of the universities. According to Halliday's functional grammar, the material process is the process which describes the action of 'doing' of the outside world, and it clearly explains the reason why the material process is the dominant process in both countries' texts.

Secondly, the results of the verbal process analysis also reflect the purpose of the texts. In terms of the verbal process, the majority type for both countries was the neutral verbal process. This was because the texts mainly describe the action of saying, without any additional attitude, often in the form of a plain quotation. The positive verbal process was also encountered frequently which is unsurprising given a key goal of any website is to positively promote the organisation to who the website belongs. This was explained with reference to Chen's (2004) theory about the verbal process.

Thirdly, through deeper analysis of the material process, the research found that in the material process, the actor choice for two countries exhibited some notable differences. The usage of government related nouns as the actors in Chinese universities' text was much higher than that in the texts of the UK universities. Chinese universities preferred government related actors because of the ideology that is imposed on them which incentivises them to display the close

relationship they have with the government, and in this way, demonstrate their authority to their audience. While for UK universities, because of the circumstances of the prevailing ideology, keeping distance from the government is a better choice.

Finally, the results of the existential process analysis also reveals a salient difference between the two countries. Chinese universities tend to use long sentences with multiple phenomena in the existent and often provide no additional explanation. This means that Chinese universities pay less attention to how the audience receive the texts, which makes the texts less reader-friendly. This is because socialism with Chinese characteristics puts Chinese universities under no pressure to make their texts more approachable. Things are significantly different, however, for UK universities. Because of the marketisation of higher education, UK universities have to invest significant effort in trying to attract more students, funds etc. Consequently in terms of the existential process, the results show they tended to prefer single phenomena with additional explanation.

Chapter Six - Theme Analysis

6.1 Introduction

This chapter will firstly explain why Halliday's system of theme has been chosen as an analytical tool for the study's research. It will then introduce this analytical tool in detail, before the results of the second layer of the study's analysis of the texts from the university websites are presented. Finally, the chapter will analyse the data by connecting salient similarities and differences between the discourse found on the Chinese and UK universities' websites with the ideologies that predominate in the respective societies and that were discussed in the third chapter.

6.2 Reasons for Choosing the System of Theme

Halliday and Matthiessen (2006) proposed that there are three meanings of language: 1. the experiential meaning which describes the outside world, and which was adopted as the theoretical foundation in the previous chapter. 2. the interpersonal meaning which expresses social and personal relations, which is adopted as the theoretical foundation in the next chapter. 3. the textual meaning which brings the previous two meanings together and makes language make sense and which is adopted as the theoretical foundation of analysis in this chapter. Halliday describes that by using different grammatical patterns, the producer of a text can express the same interpersonal and experiential meaning but give them different textual meanings. For example, consider the following sentence, excerpted from the CTA1 (Please note, the terms 'theme' and 'rheme' in the below table will be defined in section 6.3.1).

The name “National Tsinghua University” was adopted in 1928.

The name “National Tsinghua University”	was adopted in 1928.
THEME	RHEME

The producer of the above sentence is trying to express that the name National Tsinghua University was adopted in 1928, and obviously the emphasis of this sentence is the name itself. However, if we make a slight change to the order of the elements of this sentence, the textual meaning of the sentence will also be changed. For example:

In 1928, the name “National Tsinghua University” was adopted.

In 1928,	the name “National Tsinghua University” was adopted
THEME	RHEME

Although the interpersonal and experiential meaning of the sentence remains the same, the producer of this revised sentence is trying to emphasise the circumstance of the time period, i.e., 1928. In the first case, what is important to the producer of the text is the name of the university and the date at which it was given that name is assigned a secondary importance. In the latter case, however, establishing the date is clearly seen as most significant. The name is of secondary importance, perhaps because it is assumed to be knowledge that is already possessed by the intended audience, while the ‘new’ knowledge is the date at which that name was given. Therefore, this is how the textual meaning works. According to Eggins (2004), the textual meaning of language is realised through what Halliday labelled the system of theme.

The system describes the way in which a clause is organised so as to make sense and achieve coherence according to its purpose and context.

The particular value of the system of theme to this research project is that, as explained in the previous chapters, from the critical linguistics' point of view, language has to function in some kind of context, which in a broad sense is ideology. However, because of different ideologies, people will use different grammatical patterns – i.e., the theme system - to express the same thing with different textual meanings. The hypothesis that is investigated in this chapter is that different ideologies will cause the producers of texts to use different grammatical patterns to express the same thing with different textual meanings. Consequently, this is why this research adopts the theme system as one of its principal analytical tools.

Now, let us look at the previous two examples again. According to Halliday and Matthiessen (2006), theme is the starting point of the clause and also the emphasis of the clause. So, the theme of the first example is *The name "National Tsinghua University"*, which means the emphasis of the sentence is *the name National Tsinghua University*. However, without adding any new words to the clause, rearranging the order of the words in the clause will not alter the interpersonal and experiential meaning, but change textual meaning as seen in the second example. The theme of the second example is *In 1928*, which means the sentence focus becomes the time, 1928, not the university name.

From the aspect of experiential meaning, these clauses have the same action process (is adopted), the same goal (*the name "National Tsinghua University"*) and the same circumstance of time. This means both clauses express the same experiential meaning. From the aspect of interpersonal meaning, these two clauses are both declarative in structure and

function as a statement. The two meanings occur simultaneously. Thus, the only thing that changes between the two clauses is the order of the constituents.

Turning to another example from the corpus of texts from UK university websites:

Durham, I have come to realise, has a capacity to astound out of all proportion to its size.

(Extracted from UDA61)

Durham,	I have come to realise, has a capacity to astound out of all proportion to its size.
THEME	RHEME

In this example, the theme of this clause is Durham, which clearly shows that the central hub of this clause is the University of Durham. The producer of the texts wants to put emphasis on the university itself. However, if the order of the elements is rearranged, we can see that there is a change to the textual meaning.

I have come to realise Durham has a capacity to astound out of all proportion to its size.

I have come to realise	Durham has a capacity to astound out of all proportion to its size
THEME	RHEME

Clearly the emphasis of this clause is now *I have come to realise*, not the University of Durham. This change has occurred, but no new element has been added to the clause. So, the same elements, but used in a different order, has changed the textual meaning of the clause.

Therefore, to conclude, without introducing any new experiential or interpersonal meaning to the clause, the textual strand of meaning mainly focused on the different order of the constituents can change the emphasis. The ordering of the clause according to purpose and context provides a way for the producers of texts to express and impose their attitude to the texts. As a result, it can reveal what the producer considers to be the central, most important meaning that needs to be conveyed. This is the reason this research has adopted the system of theme as the one of its main analytical tools.

6.3 The System of Theme

After explaining the reasons for choosing the system, the next thing presented in the following paragraphs is a brief introduction to the system.

6.3.1 Theme

To understand the system of theme, the first thing to address is what is theme? According to Halliday and Matthiessen (2004), the element that is the departure part of the message, is defined as the theme. Based on this definition, the key to identifying the theme of the clause, is the order of the elements. This means that the first element of the clause serves as the theme. For example:

Tsinghua University was established in 1911, originally under the name “*Tsinghua Xuetaang*”
(EXTRACTED FROM CTAI).

Tsinghua University	was established in 1911, originally under the name Tsinghua Xuetaang
THEME	RHEME

Peking University is a comprehensive and national key university (EXTRACTED FROM CPA7).

Peking University	is a comprehensive and national key university
THEME	RHEME

Founded in 1898, Peking University was originally known as the Imperial University of Peking (EXTRACTED FROM CPA7).

Founded in 1898	Peking university was originally known as the Imperial University
THEME	RHEME

So, clearly *Tsinghua University*, *Peking University* and *Founded in 1898*, are the theme in the three clauses, according to the definition from Halliday.

6.3.2 Rheme

According to Halliday and Matthiessen (2006), the elements developed from the theme are defined as the rheme. Based on this definition, to identify the rheme of the clause, the rest of the clause that isn't the theme, is the rheme. In the examples above, the remainder of each clause – ‘was established in 1911, originally under the name “Tsinghua Xuetang,’ ‘is a comprehensive and national key university,’ and ‘Peking University was originally known as the Imperial University of Peking’ are the rhemes of the three clauses.

6.3.3 The Actual Grammatical Analytical Tool

According to different purpose and context, people express different meanings by organising the same words in different orders. By using the system of theme, the analyst can reveal the

real intention behind the clause, for example the emphasis of the clause, the mode of the whole text etc. According to Eggins (2004), the system of theme includes a number of aspects. Of these, the types of theme used, the choice of topical theme, and the markedness of theme choice are the most commonly used in the critical examination of texts. So, in the following sections, a detailed explanation of each area is presented to provide a comprehensive overview of the analytical tools.

6.3.3.1 The Types of Theme

To understand the system of theme, the first thing to explain are the types of theme. According to Eggins (2004), there are three types of theme, reflecting the three functional structures of a clause. These are topical theme, interpersonal theme, and textual theme.

6.3.3.1.1 Topical Theme

When the first element of the clause is assigned with a transitivity function, it is identified as a topical theme. For example:

The name “National Tsinghua University” was adopted in 1928 (Extracted from CAT1).

The name “National Tsinghua University”	Was adopted in 1928
Goal	
Topical Theme	Rheme

From the aspect of the system of transitivity, “The name “National Tsinghua University” is the goal of the clause, with a transitivity function, which means that The name “National Tsinghua” University is a topical Theme.

6.3.3.1.2 Interpersonal Theme

When the first element of the clause is assigned with a mood label, it is an interpersonal theme.

For example:

Does neurogenesis exist in human brain? (Extracted from CFH27)

Does	neurogenesis	exist in human brain?
Finite		
	Actor	
Interpersonal Theme	Topical Theme	

From the aspect of the system of mood, *Does* serves as the finite of the clause, with a mood function, which means *does* is the interpersonal theme. *Neurogenesis* here functions as a topical theme, so the theme element of this clause includes both an interpersonal theme and a topical theme: *Does neurogenesis.*

6.3.3.1.3 Textual Theme

When the first element of the clause does not express either any interpersonal or experiential meaning, it is named as textual theme. For example:

But the traveller's check is not acceptable here (Extracted from CTS6).

But	the traveller's check	is not acceptable here
Textual Theme	Topical Theme	Rheme

Here, while *But* does not serve any transitivity or mood function, it is quite important in the clause relating to its context. So, *but* is named as the textual theme. Therefore, the theme of this clause includes a textual theme and a topical theme: *But the traveller's check.*

As can be seen from the above examples, the writer of the clause had the choice to use only a topical theme or multiple themes (textual and/or interpersonal and topical theme), which are related to the mode values of the text. For example, in academic writing, normally no interpersonal theme is used to create distance and authority.

6.3.3.2 The Choice of Topical Theme

It is essential that every clause must include one topical theme (Eggins 2004), so it is useful for the analyst to explore the choice of topical theme, or in other words, the pattern of the topical theme, which is related to the variation of the mode of the text. For example, according to Eggins (2004), in face-to-face conversation, most of the time, the producer of the text applies personal pronouns and names, which refer to the speaker, as the theme to depart the message. If not, it will be the brief nominal group (a group made of nominals), which refers to the individual or the circumstances like the time or location. For example, in a typical conversation about the giving of directions:

Do you know where Tsinghua University is?

Yes, I do.

Do you	know where Tsinghua University is?
Interpersonal and Topical Theme	

Yes, I	do
Interpersonal and Topical Theme	

In the above examples of colloquial speech, the choices of the topical theme, clearly are the personal pronouns *you* and *I*.

However, in academic writing, the producer of the text generally adopts a thematisation of abstraction. This means that the clause departs from the generalisation of situations, and is not framed from our own experience. For example, in most formal writing, lengthy nominal groups are often adopted as the topical theme.

The educational philosophy of Tsinghua is to "train students with integrity (EXTRACTED FROM CTA1).

The educational philosophy of Tsinghua	Is to "train students with integrity"
Topical Theme	RHEME

The above example is a sentence extracted from the formal writing of the Tsinghua University website. It adopts the nominal group *The educational philosophy of Tsinghua* as the topical theme. The effect of this is to depersonalise the text, and to create a formal and more generalised, less personal context for the information that is imparted.

So, by looking at the pattern of the topic theme, the analyst can reveal the actual mode of the text, and shed light on the real intention behind the text. For example, some texts are meant to establish distance with the audience, while others are intended to be more reader-friendly by making the audience feel close to the writer and the subject they are writing about.

6.3.3.3 The Markedness of Theme Choice

Another important aspect in the theme system is that of marked and unmarked theme. According to Eggins (2004, p318), the term marked refers to ‘atypical, unusual’, while the term unmarked refers to ‘typical, usual’.

6.3.3.3.1 Unmarked Theme

If the theme conflates with the mood structure constituent which typically occurs in the first position of the clause, it is an unmarked theme. For example:

The name “National Tsinghua University” was adopted in 1928 (EXTRACTED FROM CTA1).

The name “national Tsinghua University”	was adopted in 1928
Subject	
Theme	

The mood class of this clause is declarative, and *The name “National Tsinghua University”* is the subject of this clause. It is also the theme of this clause. So, for a typical declarative clause, the subject occurs in the first position, and also the subject is conflated with the topical theme, which means it is unmarked.

6.3.3.3.2 Marked Theme

If the theme conflates with any other constituent from the mood structure, it is termed marked theme, which usually conflates with an adjunct (circumstantial). For example:

In 1928, the name “National Tsinghua University” was adopted.

In 1928	The name “national Tsinghua University” was adopted
Circ: location	
Theme	RHEME

The mood class of this clause is also declarative, however, the first constituent is the circumstantial adjunct, In 1928, not a subject that typically occurs at the first position of a declarative, which means it is a marked theme.

Because of the context and purpose, producers of texts can express their priorities/indicate what they consider important or significant through the choice of marked and unmarked theme. If everything in the clause is equally important, then unmarked theme is applied. When the producer of the text wishes to express that something is more important by the context, marked theme will be applied. As the example above shows, the producer of the original clause simply wanted to express the fact that the name of Tsinghua university was adopted in 1928 without any emphasis given to the name or the time. However, the modified clause is different. By placing the circumstantial adjunct in 1928 at the beginning, the producer seeks to emphasise that the time 1928 is the most important issue in the message. Another way to realise marked theme is:

As for the name “Tsinghua University”, it was adopted in 1928.

As for the name “Tsinghua University”	it was adopted in 1928.
Cicr: Cause	
Topical Theme	RHEME

In this clause *As for the name “Tsinghua University”*, is placed at the departure point and is the topical theme. This draws the attention of the clause to *the name “Tsinghua University”*. And it is clear with that arrangement the textual meaning of this clause has changed.

To conclude, according to the context and purpose, the producer of a text applies marked and unmarked theme to add coherence and emphasis to the text. The marked and unmarked theme choice can reveal how much effort the producer of a text makes, which reflects the mode of the text. Therefore, exploration of the marked and unmarked theme choice can help the analyst understand the real intention behind the texts.

6.4 Results

This section will look in detail at the analysis of the choice of topical theme and the markedness of the theme. The data is summarised into four categories: the About page, the Home page, the Research page and the Student page.

6.4.1 Results of the Choice of Topical Theme

Before presenting the results, it is necessary to explain the criteria adopted in the analysis. The first thing the research examined was the personal pronoun. As explained before, the choice of the topical theme is related to the mode of the texts, and the personal pronoun is used frequently in oral conversation. So, examination of the personal pronoun can reveal how formal the text is. After that, the research looked at the possessive determiner plus noun as the topical theme. This has a similar effect as the personal pronoun (see examples below). Then, other pronouns was the next category that was examined, followed by a dependent clause. Through use of the dependent clause the producer of a text reveals some thoughts on the pre-planning of the clause. This is less common in spoken English. So, looking at dependent clauses can also

reveal how formal the written text is. The last category is the rest of the grammatical pattern, such as the nominal group.

So, to conclude, in the actual analysis, the research sought to identify the grammatical choice for the topical theme by categorising them into five categories:

1. Personal pronoun as the topical theme, like we, I, you, they, he, she.
2. Other pronouns as the topical theme, like it.
3. Possessive determiner plus noun as the topical theme, like our + noun, your + noun, their + noun, his + noun, her + noun and their + noun.
4. Dependent clause as the topical theme.
5. Other grammatical choice as the topical theme, like nominal groups.

6.4.1.1 Results from About Pages

In this section, the results from the About pages will be shown with detailed examples to illustrate how the analysis was conducted. The following sections about the choice of topical theme in different pages will only show the results but with no detailed examples. There were 48 texts in total from the About pages from UK and Chinese universities' websites (24 texts from each country). The first result presented are from Chinese universities.

6.4.1.1.1 Choice of Topical Theme of Chinese Universities

Table 23: Choice of Topical Theme of Chinese Universities About page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others	
CTA1	1	0	0	1	16	18
CPA7	0	2	1	0	5	8
CZA13	0	1	0	0	31	32
CSA19	0	0	0	0	16	16
CFA25	0	3	0	0	22	25
CNA31	1	2	0	0	12	15
CSYA37	0	0	0	0	11	11
CTJA43	0	3	0	0	19	22
CNKA49	0	0	0	0	8	8
CXA55	0	1	0	1	11	13
CSCA61	0	7	0	0	33	40
CTJIA67	0	0	0	0	6	7
CTA2	0	0	0	0	23	23
CPA8	0	3	0	0	6	9
CZA14	0	1	1	0	24	26
CSA20	1	0	3	3	14	21
CFA26	1	0	0	0	13	14
CNA32	0	1	0	0	15	16
CSYA38	3	1	1	0	14	19
CTJA44	0	3	0	0	18	21

CNKA50	0	0	2	0	10	12
CXA56	7	0	2	2	26	37
CSCA62	0	6	0	0	20	26
CTJIA68	1	0	0	0	6	7
Total	15	34	10	7	379	445
Percentage	3.37%	7.64%	2.25%	1.57%	85.17%	100.00%

As mentioned before, the About page functions to introduce and describe the universities from several aspects, such as history, location, academic reputation etc. So, the texts from these pages describe general information about the university, which means that most of the clauses discuss the university itself.

As shown in the tables, on Chinese universities' About pages the majority choice of the topical theme was 'Other grammatical choices', which appeared 379 times (85.17% in total) . For example:

Fudan University was established in 1905 as Fudan Public School (EXTRACTED FROM CFA25).

Fudan University	was established in 1905 as Fudan Public School
Topical Theme	RHEME

At present, XJTU enters into an important stage with unrivalled opportunities for pioneering its undertaking in the past (EXTRACTED FROM CXA56).

At present	XJTU enters into an important stage with unrivalled opportunities for pioneering its undertaking in the past.
Topical Theme	RHEME

Over the past century, Nanjing University has been through many vicissitudes and experienced repeated changes in its name and location, but its traditional spirit of honesty, perseverance, self-reliance and unremitting pursuit of truth and creativity has been passed on from generation to generation and will be carried forward into the future (EXTRACTED FROM CNA31).

At present	Nanjing University has been through many vicissitudes and experienced repeated changes in its name and location, but its traditional spirit of honesty, perseverance, self-reliance and unremitting pursuit of truth and creativity has been passed on from generation to generation and will be carried forward into the future.
Topical Theme	RHEME

The topical theme for all these three clauses are *Fudan University*, which is a nominal group, *At present*, and *Over the past century*, which are adjunct circumstances.

In total the personal pronoun *it* appeared 34 times, which comprises 7.64% of the total. For example:

It stands near to the Yuanmingyuan Garden and the Summer Palace (EXTRACTED FROM CPA7).

It	stands near to the Yuanmingyuan Garden and the Summer palace
Topical Theme	RHEME

It was the first institution of higher education to be founded by a Chinese person, renowned modern educator Ma Xiangbo (EXTRACTED FROM CFA25).

It	Was the first institution of higher education to be founded by a Chinese person, renowned modern educator Ma Xiangbo.
Topical Theme	RHEME

It has made remarkable achievements in areas such as talent training, scientific research, social work and academic exchanges and has made indelible contributions to China's scientific, cultural and educational undertakings (EXTRACTED FROM CNA31).

It	has made remarkable achievements in areas such as talent training, scientific research, social work and academic exchanges and has made indelible contributions to China's scientific, cultural and educational undertakings.
Topical Theme	RHEME

In these examples, the topical theme is the pronoun *it*, which refers to the different universities, like Peking University, Fudan University and Nanjing University. The frequent use of *it* is a notable difference with the UK universities, who prefer personal pronouns to refer to

themselves, which is a more approachable, welcoming and collegiate way for UK universities to represent themselves. The use of *it* by Chinese universities is more distant and formal.

The personal pronoun in Chinese universities' web discourse appeared 15 times, which is 3.37% of the total. For example:

He made significant contributions in leading Tsinghua to become the national center for training engineers and scientists with both professional proficiency and personal integrity (EXTRACTED FROM CTA1).

He	made significant contributions in leading Tsinghua to become the national center for training engineers and scientists with both professional proficiency and personal integrity.
Topical Theme	RHEME

They make great contributions to the liberation and development of the people, the construction and development of the nation, and the civilisation and progress of society (EXTRACTED FROM CFA25).

They	make great contributions to the liberation and development of the people, the construction and development of the nation, and the civilisation and progress of society.
Topical Theme	RHEME

We should not only have great ambitions but also put to practice what we have found to be true.

We	should not only have great ambitions but also put to practice what we have found to be true.
Topical Theme	RHEME

In the first clause, the producer of the text adopted *he* as the topical theme only because in this case *he* refers to an actual human being. In second clause, the situation is the same, the only reason the producer of the text used *they* as the topical theme is that it refers to the human beings *students and teachers of Fudan University*.

In the last clause, the producer of the text used the personal pronoun *we* to refer to Nanjing University. Of the Chinese texts this clause was the only instance of the use of the personal pronoun *we* to refer a university itself not to a human being.

The possessive determiner plus noun only appeared ten times, comprising 2.25% of the total number. For example:

Its aim is to rank among the world's best universities in the future (EXTRACTED FROM CPA7).

Its aim	Is to rank among the world's best universities in the future.
Topical Theme	RHEME

and its founding has been a significant move in the reform and development of China's higher education (EXTRACTED FROM CZA14).

And its founding	Has been a significant move in the reform and development of China's higher education.
Topical Theme	RHEME

Its tradition of gratitude and responsibilities has already been deeply rooted in the hearts of its alumni...(EXTRACTED FROM CSA20).

Its tradition of gratitude and responsibilities	has already been deeply rooted in the hearts of its alumni
Topical Theme	RHEME

For all these three clauses, *its* plus noun is the topical theme, and *its* refers to the different universities, Peking University, Zhejiang University, and Shanghai Jiao Tong University.

A dependent clause served as the topical theme seven times, 1.57% of the total. For example:

After the Republic of China was founded in 1912, it was managed by the traffic department and was renamed the Shanghai Special Industrial School of Traffic Department (EXTRACTED FROM CXA55).

After the Republic of China was founded in 1912,	it was managed by the traffic department and was named the Shanghai Special Industrial School of Traffic Department.
Topical Theme	RHEME

Clearly, in this example, following extra pre-planning, the producer of the text, positioned *after the Republic of China was founded in 1912* as the departure point of this clause and as the topical theme to give emphasis to when the Republic of China was established.

6.4.1.1.2 The Choice of Topical Theme by UK Universities

The analysis of UK universities was the same as for Chinese Universities outlined above. The following table provides a summary of the results.

Table 24: Choice of Topical Theme – UK Universities About page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others	
UOA1	0	1	0	1	27	29
UCA7	2	0	1	0	11	14
UIA13	1	0	0	0	7	8
ULA19	1	0	1	0	2	4
UEA25	1	1	1	0	6	9
UKA31	2	0	3	0	0	5
UMA37	5	0	4	1	8	18
UBA43	4	0	1	0	4	9
UWA49	5	0	2	1	5	13
UGA55	3	0	3	0	18	24
UDA61	5	0	1	0	2	8
USA67	3	2	3	1	5	14
UOA2	1	1	1	0	26	29

UCA8	3	0	1	0	12	16
UIA14	0	1	0	0	9	10
ULA20	2	0	1	0	4	7
UEA26	0	0	0	0	3	3
UKA32	0	1	0	0	5	6
UMA38	6	0	1	0	4	11
UBA44	6	0	3	0	5	14
UWA50	5	4	2	0	7	18
UGA56	6	0	1	0	7	14
UDA62	0	1	1	0	18	20
USA68	7	1	1	0	5	14
Total	68	13	32	4	200	317
Percentage	21.45%	4.10%	10.09%	1.26%	63.09%	100.00%

As shown in the table, in relation to UK universities' About pages the majority of the topical themes fell into the 'Other grammatical choices' category, which appeared 200 times, comprising 63.09% of the total. For example:

Oxford has a distinctive collegiate structure (EXTRACTED FROM UOA1).

Oxford	has a distinctive collegiate structure.
Topical Theme	RHEME

The University is a confederation of Schools, Faculties, Departments and Colleges

(EXTRACTED FROM UCA7).

The university	is a confederation of Schools, Faculties, Departments and Colleges.
Topical Theme	RHEME

Imperial is home to 17,000 students and 8,000 staff (EXTRACTED FROM UIA13).

Imperial	is home to 17000 students and 8000 staff.
Topical Theme	RHEME

All of these three sentences chose the nominal group as the topical theme - *Oxford, the University* and *Imperial*, which refer to Oxford University, Cambridge University and Imperial College London respectively. The pronoun *it* appeared 13 times, comprising 4.10% of the total.

For example:

It was also here at the University of Edinburgh that Sir Arthur Conan Doyle was inspired to create his notorious character, Sherlock Holmes and James Young Simpson pioneered anaesthetics through his discovery of the properties of chloroform (EXTRACTED FROM UEA25).

It	was also here at the University of Edinburgh that Sir Arthur Conan Doyle was inspired to create his notorious character, Sherlock Holmes and James Young Simpson pioneered anaesthetics through his discovery of the properties of chloroform.
Topical Theme	RHEME

It is home to world-leading Research Institutes such as the Advanced Manufacturing Research Centre and the Sheffield Institute for Translational Neuroscience (EXTRACTED FROM USA67).

It	is home to world-leading Research Institutes such as the Advanced Manufacturing Research Centre and the Sheffield Institute for Translational Neuroscience.
Topical Theme	RHEME

It now welcomes staff and students of all faiths and beliefs. (EXTRACTED FROM UKA32)

It	is now welcomes staff and students of all faiths and beliefs.
Topical Theme	RHEME

It is the topical theme in all three of the above clauses, which refer to different universities, the University of Edinburgh, University of Sheffield, and King’s College London respectively.

Personal pronouns other than *it* appeared 68 times, comprising 21.45% of the total. For example:

We’ve a history of attracting world-leading minds to work with us, from Niels Bohr and Arthur Lewis to our latest Nobel laureates Andre Geim and Kostya Novoselov, whose pioneering work with the one-atom thick wonder material graphene has established Manchester not just as the centre of research into its application (EXTRACTED FROM UMA37).

We	have a history of attracting world-leading minds to work with us, from Niels Bohr and Arthur Lewis to our latest Nobel laureates Andre Geim and Kostya Novoselov, whose pioneering work with the one-atom thick wonder material graphene has established Manchester not just as the centre of research into its application.
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Topical Theme	RHEME
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We have made innovations in areas ranging from cot death prevention to nanotechnology

(EXTRACTED FROM UBA43).

We	have made innovations in areas ranging from cot death prevention to nanotechnology.
Topical Theme	RHEME

We are a place that inspires ambitious people to succeed (EXTRACTED FROM UGA55).

We	are a place that inspires ambitious people to succeed.
Topical Theme	RHEME

In the above three examples, the producers of the texts use *we* as the topical theme to refer to the different universities, the University of Manchester, University of Bristol, and University of Glasgow respectively. *We* etc. were only used 3.37% of the time on Chinese websites, compared to 21.45% of the time on UK universities websites. This represents a marked difference, the reasons for which will be discussed later in the section on the comparison between the countries' data.

The possessive determiner plus noun appeared 32 times, comprising 10.09% of the total. For example:

Our distinctive approach to research, education and innovation will further inspire our community of staff, students and partners to transform how the world is understood, how

knowledge is created and shared and the way that global problems are solved (EXTRACTED FROM ULA19).

Our distinctive approach to research, education and innovation	will further inspire our community of staff, students and partners to transform how the world is understood, how knowledge is created and shared and the way that global problems are solved.
Topical Theme	RHEME

Our courses are shaped by the very latest thinking (EXTRACTED FROM UBA44).

Our course	are shaped by the very latest thinking.
Topical Theme	RHEME

Our students are more internationally mobile than ever before... (EXTRACTED FROM UGA56).

Our students	Are more internationally mobile than ever before
Topical Theme	RHEME

For all these three clauses, *our* plus noun was the topical theme, with *our* referring to the different universities, University College London, University of Bristol and University of Glasgow respectively. *Our* has a similar effect as *we*.

Dependent clause served as the topical theme only four times, 1.26% of the total. For example:

If you are interested in undergraduate study at Oxford, please consult our information on colleges for prospective undergraduates (EXTRACTED FROM UOA1).

If you are interested in undergraduate study at Oxford,	please consult our information on colleges for prospective undergraduates.
Topical Theme	RHEME

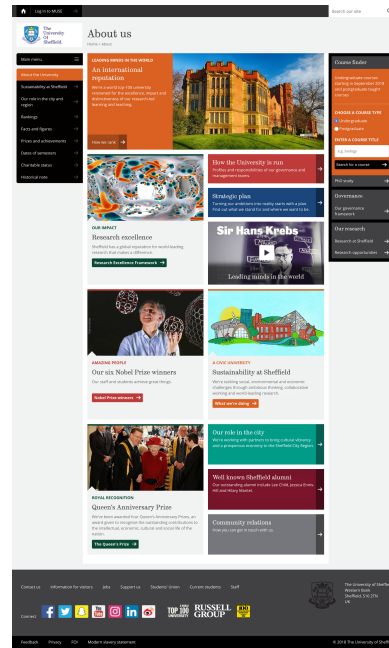
6.4.1.1.3 Comparison of the Two Countries

Table 25: Choice of Topical Theme – China vs UK

Country	Choice of Topical Theme				
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others
China	3.37%	7.64%	2.25%	1.57%	85.17%
UK	21.45%	4.10%	10.09%	1.26%	63.09%

6.4.1.1.4 Discussion

All the above data was drawn from the About pages of the universities' official websites. As the name suggests, the About page introduces general information about the universities - their history, their location, their reputation, their achievements and so on. From first sight of these pages, people will notice that there are very significant differences between UK and Chinese universities and the discourse they present on their websites. With regards to the UK universities' About pages, the content was richer and more colourful than that of Chinese universities. To be specific, on UK universities' About pages, there were more pictures, colours and content. The below images of the About pages from the University of Sheffield and Tianjin University serve as an example. The Tianjin page is on the left-hand side and the Sheffield one on the right.



From the above screen shots, one can easily see that there are more pictures, colours and content on the About page from Sheffield University when compared with the About page of Tianjin University. The difference in the appearance of the two web pages is quite striking and is consistent with the findings of Tang’s (2011) study on the visual presentation of Chinese and US universities’ websites, which is that buildings are the most salient character in Chinese university websites while people are more popular in western university websites. (Also discussed in the research gap section) It is also important to note, each is fairly representative of the design and presentation of all of the websites of universities from their respective countries.

However, while such visual differences are not the prime focus of this study there was another noticeable difference between the Chinese and UK university About pages - the grammatical choices the universities used in the pages’ written text.

To be specific, from the comparison of the two countries About pages, the most salient phenomenon identified is that UK universities prefer to use personal pronouns as the topical theme (21.45%), at almost seven times the rate of Chinese universities' websites (3.37%). Another thing which is worth highlighting is that the UK universities also preferred to use the nominal group, possessive determiner with noun, as the topical theme (10.09%), at almost five times the rate of Chinese universities. The following paragraphs will discuss the possible reasons for these phenomena.

UK universities tend to use personal pronoun *we* to refer themselves, however, Chinese universities prefer the name of the university. Take the following examples:

We are a place that inspires ambitious people to succeed (EXTRACTED FROM UGA55).

We	Are a place that inspires ambitious people to succeed.
Topical Theme	RHEME

Fudan University was established in 1905 as Fudan Public School (EXTRACTED FROM CFA25).

Fudan University	Was established in 1905 as Fudan Public School.
Topical Theme	RHEME

From the two examples, it is clear that the University of Glasgow uses *we* as the topical theme instead of University of Glasgow, while Fudan University uses its name, Fudan University. According to Halliday's functional grammar, both universities intend to emphasise the university itself by placing themselves as the topical theme. However, the different

grammatical choices they made to do this, clearly suggest the text producers had different intentions for exactly how they wanted to represent themselves and the impression they wanted to give.

For the University of Glasgow, the producer of the text used *we* as the topical theme. According to Wales (1996, p. 62), the personal pronoun *we* is often adopted by politicians to achieve the effect that he or she not only speaks for his or her party or government, but also for the audience. This can be seen in the recent example of Donald Trump's (2017) inauguration speech, '*We will face challenges. We will confront hardships, but we will get the job done.*' In these sentences, Trump used the personal pronoun *we* to include everyone and to stand for everyone in the audience, no matter whether they were his supporters or not. This rhetorical approach sought to create the effect of unity. Similarly, in Fairclough's view (1989, p. 127), newspaper editors and authors, use the personal pronoun *we* to promote and seek support for their point of view against other people's. Therefore, findings from previous critical discourse analysis, in politics and the media, support the notion that the producers of texts tend to use personal pronouns like *we* to signify their opinion and they do so as a way of making their opinion sound more logical and persuasive to their audience. In this way, textually and ideologically speaking, the producers of the texts can promote unity between them and the reader (van Dijk 1984; Fairclough 1989; Wodak and Fairclough 1997).

Therefore, in the case of the University of Glasgow, although its webpages are not political, it seems their text producers have sought to achieve a similar effect by using the personal pronoun *we*. In this way, the producers have tried to create a sense of unity among the receivers and to shorten the distance between the university and the receiver and thereby establish a positive relationship.

However, things are different in the case of Fudan University. The producers of that text did not seek to achieve a similar effect, and instead sought to establish distance between the university and the receivers of the texts by using the nominal group *Fudan University*. So, what leads to this phenomenon?

As explained in the previous section, the producers of texts use the theme system to alternate the textual meaning, according to a specific purpose or context. So, what were the contexts in which Fudan and Glasgow universities made these choices? As discussed before in the Ideology chapter, for Fudan University, the underlying context is that of socialism with Chinese characteristics and this context influences the way Fudan represents itself in several important ways. Firstly, because socialism with Chinese characteristics is the dominant ideology in higher education in China, Fudan University is under the direct leadership of the Chinese Communist Party and has little autonomy. This means the Chinese government firmly controls the university. Under socialism with Chinese characteristics a university is an institution that represents the government. Consequently, Fudan University has to establish itself as an authority figure in a similar way that the Chinese government does in Chinese society. Owing to this, Fudan University has sought to keep distance between itself and the receiver of the texts by adopting the lengthy nominal group as the topical theme. Secondly, because Fudan is a Chinese university, its main purpose is to serve the needs of socialist modernisation. As such, the priority for Fudan University is not to attract more students to increase its own revenues, as is the case for UK universities, but rather it is to serve social needs and those of the Chinese government. As one of the top 12 universities in China, Fudan University does not need to attract students, because it receives many more applicants than it has places. Although there are no official statistics available about the acceptance rate at Fudan University, from the very high minimum Gaokao grades that are needed to successfully enrol (Fudan 2018) it is clear

that only a very small proportion of students who wish to study at Fudan are able to do so. Thirdly, because of the Chinese university enrolment system, there is no pressure for Fudan to put extra work into trying to attract more domestic students. Because students in China can only receive one offer from one university at the same time, this means it is always the university who chooses the student, not the other way around. Finally, as the main purpose of Fudan is to serve the Chinese government's process of socialist modernisation, the university is entirely focussed on educating domestic students (i.e., those who can participate in the domestic political project) and there is no pressure for the university to attract international students. All of these factors lead to the fact uncovered in the findings of this research that Chinese universities tend to use the lengthy nominal group and other cold and lifeless words as the topical theme in their discourse to maintain their authority and the distance between themselves and the readers of their online texts. Their tendency to emphasise the relationship that exists between the university and the government is designed to demonstrate their trustworthiness to the reader, because the government symbolises authority and trust in a society dominated by the ideology of socialism with Chinese characteristics. This is exemplified by the fact that, every Chinese university in the sample texts highlighted their relationship with the Chinese Ministry of Education. The reason for this phenomenon is because of the way of thinking that has been created by the ideology, outlined in the previous chapter, where people's social status and life value are measured mainly by their official rank (Liu 2015). Therefore to sum up, the producer of the text determines their choice of topical theme according to the purpose and social context, which explains the choice of topical themes evident in the discourse of Chinese universities' websites.

In terms of the University of Glasgow, considering the context, there are some notable differences to the situation just described for Fudan and other Chinese universities. Firstly, as

was discussed in the Ideology chapter, because of neoliberalism and marketisation, UK universities are increasingly run like companies and university degrees for students are seen as an investment for the future. This means that students have become consumers and universities service providers in the knowledge economy. Also because of neoliberalism, the reduction of funds allocated to UK universities by the UK government has led to universities needing to attract funds from other sources and to the increase of tuition fees. Thirdly, because of the enrolment system in the UK, students have much more choice than Chinese students. This means it is not only the universities that choose students, but also that students can choose universities. As a result, there is far more pressure for UK universities to attract increasing numbers of students. Finally, because of neoliberalism and marketisation, universities in the UK have become global universities who try to attract more applications from international students. A highly salient factor in the universities' efforts to attract overseas students is that universities have the freedom to charge significantly higher tuition fees to non-EU students in comparison to those they are able to levy on domestic students. Take the University of Sheffield as an example. The annual tuition fee for domestic students is just over £9000, but for overseas students it is £20,000. Therefore, it is easy to understand why UK universities wish to attract more overseas students, particularly given the financial burden that has been placed on them by the withdrawal of state support.

To sum up, because of their need to attract students and funds from an increasing range of sources, UK universities need to present themselves in a more friendly way to reduce the distance between themselves and their audience. As early as 1994, Fairclough found evidence of the marketisation of UK university discourse with an increasing prevalence of promotional related content. This research has built on these insights and specifically has uncovered that UK universities tend to use more personal pronouns, in particular, *we*, and the personal

possessive determiner with a noun as the topical theme when compared to their Chinese counterparts. With the personal pronoun and personal possessive determiner with noun as the topic theme, discourse is more conversational and results in less distance between the reader and the producers of the texts. In this way, the texts are more acceptable and friendlier to the readers. Also, they are easier for overseas students, whose native language often is not English, to understand.

Previously examples from the University of Glasgow and Fudan University were provided. However, many other similar examples can be easily found from each country group:

Shanghai Jiao Tong University is one of the first national institutions of higher learning in China (EXTRACTED FROM CSA20).

Sun Yat-Sen University is propelled forward by the continuous pursuit of academic innovation (EXTRACTED FROM CSYA37).

Tongji University is one of the leading universities in China...(EXTRACTED FROM CTJA43).

We are part of the prestigious Russell Group of universities...(EXTRACTED FROM UMA30).

We are an international community... (EXTRACTED FROM UIA13).

We aim to equip our students with the knowledge and skills to succeed in their chosen career in a competitive global market (EXTRACTED FROM UBA44).

6.4.1.2 Results from Home Pages

The results and analysis from the Home pages were very similar to those from the About pages detailed above. Owing to this, this section will not provide further detailed examples.

6.4.1.2.1 Choice of Topical Theme by Chinese Universities

Table 26: Chinese Universities' Choice of Topical Theme – Home Pages

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others	
CTH3	3	1	0	0	28	32
CPH9	2	0	0	0	20	22
CZH15	0	0	0	0	7	7
CSH21	0	0	0	0	13	13
CFH27	0	1	0	1	22	24
CNH33	0	4	1	0	14	19
CSYH39	2	1	1	0	9	13
CTJH45	0	0	0	0	7	7
CNKH51	1	0	1	0	20	22
CXH57	1	0	0	0	3	4
CSCH63	1	0	1	0	15	17
CTJH69	12	3	0	0	24	39
CTH4	1	2	0	0	21	24
CPH10	0	0	0	0	16	16
CZH16	0	1	0	0	4	5

CSH22	1	0	0	0	7	8
CFH28	1	0	0	0	15	16
CNH34	4	0	0	0	10	14
CSYH40	1	4	0	0	13	18
CTJH46	0	0	0	0	8	8
CNKH52	1	3	0	1	15	20
CXH58	0	0	0	0	5	5
CTJIH70	8	0	0	0	31	39
Total	39	20	4	2	327	392
Percentage	9.95%	5.10%	1.02%	0.51%	83.42%	100.00%

As shown in the above table, on Chinese universities' Home pages the majority of the topical theme choices fell into the 'Other grammatical choices' category, which appeared 327 times (83.42% in total). Pronoun other than personal pronoun appeared 20 times - 5.10% of the total. Personal pronoun appeared 39 times - 9.95% of the total. The possessive determiner plus noun only appeared 4 times - 1.02% of the total. Dependent clauses served as the topical theme only twice - 0.51% of the total.

6.4.1.2.2 The Choice of Topical Theme by UK Universities

Table 27: UK Universities' Choice of Topical Theme – Home Pages

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others	
UOH3	0	1	0	1	21	23
UCH9	3	1	3	0	11	18

UHH15	1	1	5	0	29	36
ULH21	3	0	0	2	20	25
UEH27	1	2	0	2	22	27
UKH34	4	0	0	1	13	18
UKH33	3	2	0	0	11	16
UMH39	4	0	0	2	16	22
UBH45	1	0	0	0	21	22
UWH51	6	1	1	1	27	36
UGH57	2	0	0	1	16	19
UDH64	5	2	1	0	19	27
USH69	3	1	0	1	21	26
UOH4	2	1	0	0	21	24
UCH10	2	0	1	0	22	25
UIH16	3	0	0	0	37	40
ULH22	0	5	0	0	23	28
UEH28	3	2	2	0	14	21
UMH40	7	0	0	0	6	13
UBH46	2	0	0	0	13	15
UWH52	2	0	0	0	11	13
UGH58	0	0	0	0	15	15
UDH63	2	0	1	0	16	19
USH70	0	0	0	0	16	16
Total	59	19	14	11	441	544
Percentage	10.85%	3.49%	2.57%	2.02%	81.07%	100.00%

As shown in the above table, on UK universities' Home pages the majority of the topical themes chosen fell into the 'Other grammatical choices' category, which appeared 441 times

(81.07% in total). Pronoun other than personal pronoun *it* appeared 19 times - 3.49% of the total. Personal pronoun appeared 59 times - 10.85% of the total. The possessive determiner plus noun appeared 14 times - 2.57% of the total. Dependent clauses served as the topical theme 11 times - 2.02% of the total.

6.4.1.2.3 Comparison of the Two Countries

Table 28: China vs UK Choice of Topical Theme – Home Page

Country	Choice of Topical Theme				
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others
China	9.95%	5.10%	1.02%	0.51%	83.42%
UK	10.85%	3.49%	2.57%	2.02%	81.07%

6.4.1.2.4 Discussion

All the texts from the Home pages contained news about the universities. From the data, there was not a significant difference between the Chinese and UK universities' Home pages in terms of the percentage of personal pronouns other than *it* used - 9.95% of the total in China and 10.85% in the UK. However, the actual choice of the personal pronoun was quite different.

For Chinese universities, the majority of the personal pronouns used were *he* and *they*, which were used to refer to actual people. For example:

He also wrote much theory and work on philosophy (EXTRACTED FROM CTH3).

He	also wrote much theory and work on philosophy.
Topical Theme	RHEME

They are: Hong Shen, Cao Yun, Ying Roucheng and Li Jianwu (EXTRACTED FROM CTH4).

They	are: Hong Shen, Cao Yun, Ying Roucheng and Li Jianwu
Topical Theme	RHEME

From the first example, it is easy to find out that *he* refers to the humanities expert Jin Yuelin.

In second example *they* refers to the several experts from Tsinghua University.

The personal pronoun *we* only appeared three times on the Home pages. For example:

We extend our congratulations to the team from PKU for their previous compliments (EXTRACTED FROM CPH9).

We	extend our congratulations to the team from PKU for their previous compliments.
Topical Theme	RHEME

But we also invite you to pay attention to the 42nd ACM-ICPC World Final hosted from April 15-20, 2018 (EXTRACTED FROM CPH9).

But	we	also invite you to pay attention to the 42nd ACM-ICPC world Final hosted from April 15-20, 2018
Textual Theme	Topical Theme	RHEME

We need to cultivate thinkers and innovators (EXTRACTED FROM CTJIH70).

We	need to cultivate thinkers and innovators
Topical Theme	RHEME

The situation concerning the grammatical choices in these examples is similar to what was examined in the previous discussion. The personal pronoun is not a popular choice for Chinese universities. Typically the only circumstances in which Chinese universities used the personal pronoun as the topical theme was because there was no other choice due to the nature of the description required. In other words, they do not use it as a linguistic device to engage the reader.

However, it should be noted that a similar situation exists for UK universities on their Home pages, where the producers of the texts also mainly chose to use the personal pronouns *we*, *they*, *he*, *you* etc. to refer to actual people. For example:

We also saw many other examples of very poor-quality housing (EXTRACTED FROM UIH21).

We	also saw many other examples of very poor-quality housing
Topical Theme	RHEME

They did this by assuming three different scenarios (EXTRACTED FROM UKH33).

They	Did this by assuming three different scenarios.
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Topical Theme	RHEME
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In the first example, *we* referred to the team led by Dr Ben Clifford from University College London. In the second example *they* referred to researchers from King’s College London. However, the next example listed below is an exception. In this case *we* was used to refer to Manchester University.

We want all our students to stellify [become stars] themselves at Manchester...(EXTRACTED FROM UKH40).

We	want all our students to stellify themselves at Manchester
Topical Theme	RHEME

6.4.1.3 Results from Research Pages

The results from the Research pages were very similar to those from the About pages. As a result, this section will not provide any further detailed examples of the analysis.

6.4.1.3.1 The Choice of Topical Theme by Chinese Universities

Table 29: Chinese Universities’ Choice of Topical Theme – Research Page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner Noun	+ Dependent Clause	Others	
CTR5	0	0	0	0	5	5
CPR11	0	0	0	0	6	6

CZR17	0	0	0	0	5	5
CSR23	0	0	0	0	10	10
CFR29	0	0	1	0	18	19
CSYR41	0	0	0	0	0	0
CNR35	0	0	0	0	8	8
CTJR47	0	0	0	0	10	10
CNKR53	0	0	0	0	0	0
CXR59	0	2	0	0	17	19
CSCR65	0	0	0	0	22	22
CTJIR71	0	0	0	0	7	7
Total	0	2	1	0	108	111
Percentage	0.00%	1.80%	0.90%	0.00%	97.30%	100.00%

As shown in the above table on Chinese universities' Research pages the majority of the topical themes used fell into the 'Other grammatical choice' category, which appeared 108 times (97.30% of the total). Personal pronoun appeared twice - 1.80% of the total. Personal pronoun other than *it* never appeared. Possessive determiner plus noun only appeared once - 0.90% of the total. The dependent clause never appeared.

6.4.1.3.2 Choice of Topical Theme by UK Universities

Table 30: UK Universities' Choice of Topical Theme – Research Page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others	
UOR5	0	1	0	3	9	13

UCR11	3	1	0	1	31	36
UIR17	3	0	0	0	13	16
ULR23	4	1	0	0	6	11
UER29	2	0	2	0	15	19
UKR35	1	1	2	0	23	27
UMR41	1	0	1	0	6	8
UBR47	1	0	0	0	24	25
UWR53	2	0	2	0	5	9
UGR59	0	0	5	0	7	12
UDR65	1	0	1	0	28	30
USR71	0	2	1	0	0	26
Total	18	6	14	4	167	209
Percentage	8.61%	2.87%	6.70%	1.91%	79.90%	100.00%

As shown in the above table on UK universities' Research pages the majority of the topical themes used fell into the 'Other grammatical choices' category, which appeared 167 times (79.90% of the total). The personal pronoun *it* appears 6 times - 2.87% of the total. The personal pronoun other than *it* appeared 18 times, 8.61% of the total. This was significantly higher than the incidence found on Chinese universities' webpages. The possessive determiner plus noun appeared 14 times - 6.70% of the total. Dependent clauses served as the topical theme 4 times - 1.91% of the total.

6.4.1.3.3 Comparison of the Two Countries

Table 31: UK vs China Universities' Choice of Topical Theme – Research Page

	Choice of Topical Theme
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Country	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others
China	0%	1.80%	0.90%	0%	97.30%
UK	8.61%	2.87%	6.70%	1.91%	79.90%

6.4.1.3.4 Discussion

For Chinese universities, the Research page mainly focussed on their research facilities, research achievements, statistics and figures. None of the texts used personal pronouns other than *it* as the topical theme.

For UK universities, usage of personal pronouns other than *it* was 8.61%, which was lower than that of the About page but much more frequent than that of the Chinese universities' Research pages. Furthermore, the content of the pages was much richer than that of Chinese universities. The majority of the uses of personal pronouns referred to actual people rather than the universities themselves, for example:

She struggled with low mood and feelings of guilt and isolation during the pregnancy...
(EXTRACTED FROM UKR35).

She	struggle with low mood and feelings of guilt and isolation during the pregnancy...
Topical Theme	RHEME

In this example, *she* referred to Christina Kelly, a patient who struggled with an eating disorder.

However, the producers of the texts from UK universities did adopt *we* as the topical theme four times when referencing their universities. For example:

We strive to break new ground every day (EXTRACTED FROM UWR53).

We	strive to break new ground every day.
Topical Theme	RHEME

In this example, *we* referred to the University of Warwick. The implications of the use of *we* in this manner were discussed in the analysis of the About pages presented earlier in this chapter.

6.4.1.4 Results from Student Life Pages

The results from the Student Life pages were very similar to those from the About pages. As a result, this section will not provide any further detailed examples of the analysis.

6.4.1.4.1 Choice of Topical Theme by Chinese Universities

Table 32: Chinese Universities' Choice of Topical Theme – Student Life Page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Nominal Group	
CTS6	0	0	0	0	15	15
CPS12	3	0	0	0	12	15
CZS18	0	0	0	1	7	8
CSS24	0	0	0	0	4	4
CFS30	1	0	0	0	14	15
CNS36	1	0	0	1	13	15
CSYS42	0	1	0	0	8	9
CTJS48	0	0	0	0	8	8

CNKS54	0	0	0	5	6	11
CXS60	0	1	0	0	27	28
CTCS66	0	6	1	0	21	28
CTJIS72	0	2	1	0	11	14
Total	5	10	2	7	146	170
Percentage	2.94%	5.88%	1.18%	4.12%	85.88%	100.00%

As shown in the above table, on Chinese universities' Student Life pages the majority of the topical theme choices fell into the 'Other grammatical choices' category, which appeared 146 times (85.88% of the total). Pronoun other than personal pronoun *it* appeared 10 times - 5.88% of the total. The personal pronoun appeared 5 times, - 2.94% of the total. The possessive determiner plus noun only appeared - 1.18% of the total. Dependent clauses appeared 7 times - 4.12% of the total.

6.4.1.4.2 Choice of Topical Theme by UK Universities

Table 33: UK Universities' Choice of Topical Theme – Student Life Page

Text	Choice of Topical Theme					Total Number
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Nominal Group	
UOS6	5	0	1	0	16	22
UCS12	3	0	1	0	14	18
UIS18	3	1	3	3	18	28
ULS19	6	0	4	0	9	19
UES30	3	3	0	0	27	33
UKS36	0	0	0	1	16	17

UMS42	4	2	1	0	14	21
UBS48	7	3	5	1	6	22
UWS54	6	2	0	6	7	21
UGS60	0	0	0	3	16	19
UDS66	2	0	1	0	1	4
USS72	7	3	2	3	14	39
Total	46	14	18	17	158	253
Percentage	18.18%	5.53%	7.11%	6.72%	62.45%	100.00%

As shown in the above table, on UK universities' Student Life pages the majority of the topical themes used fell into the 'Other grammatical choices' category, which appeared 158 times (62.45% of the total). Pronoun other than personal pronoun appeared 14 times - 5.53% of the total. Personal pronoun appeared 46 times - 18.18% of the total. The possessive determiner plus noun appeared 18 times - 7.11% of the total. Dependent clauses served as the topical theme 17 times - 6.72% of the total.

6.4.1.4.3 Comparison of the Two countries

Table 34: UK vs China Universities' Choice of Topical Theme – Student Life Page

	Choice of Topical Theme				
Country	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others
China	2.94%	5.88%	1.18%	4.12%	85.88%
UK	18.18%	5.53%	7.71%	6.72%	62.45%

6.4.1.4.4 Discussion

For Chinese universities, the Student Life pages mainly focussed on basic information related to the what life is like for students at the particular university. The producers of texts only used the personal pronoun other than *it* five times. For UK universities, the producers of texts used the personal pronoun 46 times. 23 of these incidences were *we*, which referred to the university.

For example:

We are investing (EXTRACTED FROM UWR30).

We	are investing
Topical Theme	RHEME

In this above example *we* referred to the University of Edinburgh

There was a very big difference between the two countries' universities in terms of the use of the possessive determiner plus noun but also particularly in the use of personal pronouns.

Our student services are there to provide academic, personal and practical support for you
(EXTRACTED FROM UWR30).

Our student services	are there to provide academic, personal and practical support for you.
Topical Theme	RHEME

In the above example the use of the possessive determiner plus noun *our student services* has a similar effect as the use of the personal pronoun *we* and is designed to provide a sense of unity and to shorten the distance between the university and the reader.

6.4.1.5 Conclusion

Table 35: Choice of Topical Theme by Country

Country	Choice of Topical Theme				
	Personal Pronoun	Other Pronoun	Possessive Determiner + Noun	Dependent Clause	Others
China	5.29%	5.92%	1.52%	1.43%	85.83%
UK	14.11%	3.86%	5.79%	2.67%	73.57%

From the table above, it can be concluded that the use of personal pronouns was a significantly more common topical theme choice for UK universities (14.11% of the total) than for Chinese universities (5.29%) across all of the different pages studied in this research. The percentage for UK universities versus Chinese universities in terms of their use of a personal pronoun as the topical theme was 21.45% vs 3.37% on the universities' About pages, 8.61% vs 0% on the Research pages and 18.18% vs 2.94 on the Student Life pages. The only exception was the Home page where the usage rate was very similar between the UK and Chinese universities, 10.85% vs 9.95%. To be specific, UK universities were much more likely to use the personal pronoun *we* as topical theme to refer to themselves, while Chinese universities tended to use the university name to refer to themselves.

Take Chinese universities' About pages as an example. Unlike UK universities, they seldom chose the personal pronoun as the topical theme. Two exceptions can be seen in texts CTA1 and CFA25.

He made significant contributions in leading Tsinghua to become the national center for training engineers and scientists with both professional proficiency and personal integrity (EXTRACTED FROM CTA1).

He	made significant contributions in leading Tsinghua to become the national centre for training engineers and scientists with both professional proficiency and personal integrity.
Topical Theme	RHEME

In this clause, the producer of the text adopted *he* as the topical theme because it refers to an actual person. However, the majority of the rest of the text used Tsinghua University as the topical theme.

They make great contributions to the liberation and development of the people, the construction and development of the nation, and the civilisation and progress of society (EXTRACTED FROM CFA25).

They	make great contributions to the liberation and development of the people, the construction and development of the nation, and the civilisation and progress of society.
Topical Theme	RHEME

The situation is the same here. The only reason the producer of the text used *they* as the topical theme was because it referred to actual people, i.e., the students and teachers of Fudan University.

As discussed in the Literature Review chapter, from a critical linguistics' standpoint, language use does not occur in a context-less vacuum. This means the wider social context shapes the grammatical choices of text producers. Also, as discussed in the Ideology chapter, because in China socialism with Chinese characteristics is the dominant ideology and shapes the higher education sector it has a clear impact on the grammatical choices of producers. Firstly, because Chinese universities exist to serve the goals of socialist modernisation, and they receive the majority of their funding directly from government, they do not need to devote significant effort either to attracting domestic or overseas students. Secondly, as Chinese universities are under the direct leadership of Chinese Communist Party, this means that they are required to represent the Chinese Communist Party and therefore seek to present themselves as authority figures. To sum up, Chinese universities do not need to adopt promotional discourse on their websites in the same way as UK universities do.

However, things are completely different for UK universities. UK universities prefer to use the personal pronoun *we* to refer to the university as the topical theme. Indeed, nearly every text taken from UK universities' About pages (except the University of Oxford) adopted *we* as the topical theme.

This can be seen from the following examples taken from texts UIA13, ULA19 and UEA 25:

We are an international community, attracting undergraduates from more than 125 countries.

We	are an international community, attracting undergraduates from more than 125 countries
Topical Theme	RHEME

We operate in a global context and are committed to excellence, innovation and the promotion of global understanding...

We	operate in a global context and are committed to excellence, innovation and the promotion of global understanding...
Topical Theme	RHEME

We are home of Britain's oldest literary awards, the James Tait Black Prizes and Dolly the sheep, the first animal to be cloned from an adult somatic cell.

We	are home of Britain's oldest literary awards, the James Tait Black Prizes and Dolly the sheep, the first animal to be cloned from an adult somatic cell.
Topical Theme	RHEME

The producers of these three clauses used *we* to refer to Imperial College London, University College London and University of Edinburgh respectively.

Another two personal pronouns *they* and *I* were adopted in the texts UCA7 and USA67:

They select their own students, subject to university regulations, and most admit both undergraduate and postgraduate students.

They	select their own students, subject to university regulations, and most admit both undergraduate and postgraduate students.
Topical Theme	RHEME

In the above example *they* refers to the colleges of the University of Cambridge.

and I look forward to working with our staff, students, graduate and partners in government and industry to use what we learn to make a positive difference in people's lives.

and	I	look forward to working with our staff, students, graduate and partners in government and industry to use what we learn to make a positive difference in people's lives.
Textual Theme	Topical Theme	RHEME

In this above example *I* refers to the vice-Chancellor of the University of Sheffield.

Unlike Chinese universities, UK universities prefer to use the personal pronoun *we* as the topical theme in an attempt to create unity with the receivers of the texts and to shorten the distance between the receiver of the texts and the university. Through frequent use of *we* as the topical theme, the producer of a text sends out the message that the university is close to the reader. This grammatical choice corresponds to the ideology that UK universities are exposed to. In particular, as a result of neoliberalism, the marketisation of the higher education in UK has forced UK universities to adopt market strategies to attract students. This mirrors the findings of Fairclough (1994) that a promotional discourse has become a feature of the discourse of higher education in the UK.

6.4.2 Markedness of Theme Choice

In this section, the percentage of marked and unmarked theme choice in both Chinese and UK university website discourse is identified. Firstly, the marked and unmarked themes are examined across the different pages (About, Home, Research and Student Life) to see whether there are notable differences between the pages, then the composite data of all pages' marked and unmarked themes is presented. Finally, a comparison of the two countries' data follows.

6.4.2.1 About Pages

6.4.2.1.1 The Result of the Markedness of Theme Choice by Chinese Universities

Table 36: Markedness of Theme – Chinese Universities

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
CTA1	6	12	18
CPA1	0	8	8
CZA13	15	17	32
CSA19	11	5	16
CFA25	8	17	25
CNA31	2	13	15
CSYA37	4	7	11
CTJA43	10	12	22
CNKA49	1	7	8
CXA 55	8	5	13
CSCA61	10	30	40
CTJIA67	2	5	7
CTA2	18	5	23

CPA8	4	5	9
CZA14	14	12	26
CSA20	9	12	21
CFA26	7	7	14
CNA32	12	4	16
CSYA38	5	14	19
CTJA44	10	11	21
CNKA50	3	9	12
CXA56	7	30	37
CSCA62	9	17	26
CTJIA68	3	4	7
Total	178	268	446
Percentage	39.91%	60.09%	100.00%

6.4.2.1.2 The Markedness of the Theme Choice by UK Universities

Table 37: Markedness of Theme – UK Universities

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
UOA1	0	29	29
UCA7	0	14	14
UIA13	0	8	8
ULA19	0	4	4
UEA25	7	2	9
UKA31	1	6	7
UMA37	1	17	18

UBA43	0	9	9
UWA49	0	13	13
UGA55	2	22	24
UDA61	0	8	8
USA 67	3	11	14
UOA2	16	13	29
UCA8	1	15	16
UIA14	0	10	10
ULA20	1	6	7
UEA26	2	1	3
UKA32	0	6	6
UMA38	1	10	11
UBA44	2	12	14
UWA50	0	18	18
UGA56	2	12	14
UDA62	3	17	20
USA68	2	12	14
Total	44	275	319
Percentage	13.79%	86.21%	100.00%

6.4.2.1.3 Comparison of the Two Countries

Table 38: Markedness of Theme – Chinese vs UK Universities

Country	Markedness of Theme	
	Marked	Unmarked
China	39.91%	60.09%

UK	13.79%	86.21%
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From the tables above, it is clear that on the About pages for both Chinese (60.09%) and UK (86.21%) universities that unmarked theme was the majority choice. However, it should be noted that the usage of marked theme for Chinese universities was almost three times that for UK universities. Obviously, on the About page, the producers of the Chinese texts put more thought into the choice of theme. This will be discussed in more detail below.

6.4.2.2 Home Pages

6.4.2.2.1 Markedness of the Theme Choice by Chinese Universities

Table 39: Chinese Universities' Markedness of Theme – Home Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
CTH3	12	20	32
CPH9	10	12	22
CZH15	0	7	7
CSH21	2	11	13
CFH27	7	17	24
CNH33	1	18	19
CSYH39	2	11	13
CTJH45	3	4	7
CNKH51	2	20	22
CXH57	1	3	4
CSCH63	7	10	17
CTJH69	0	39	39

CTH4	2	22	24
CPH10	5	11	16
CZH16	2	3	5
CSH22	1	7	8
CFH28	1	15	16
CNH34	3	8	11
CSYH40	1	17	18
CTJH46	4	4	8
CNKH52	3	17	20
CXH58	1	4	5
CSCH64	4	5	9
CTJIH70	8	31	39
Total	82	316	398
Percentage	20.60%	79.40%	100.00%

6.4.2.2.2 Markedness of the Theme Choice by UK Universities

Table 40: UK Universities' Markedness of Theme – Home Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
UOH3	4	19	23
UCH9	2	16	18
UHH15	6	30	36
ULH21	4	21	25
UEH27	3	24	27
UKH34	1	17	18

UKH33	0	16	16
UMH39	2	20	22
UBH45	4	18	22
UWH51	4	32	36
UGH57	6	13	19
UDH64	4	23	27
USH69	2	24	26
UOH4	0	24	24
UCH10	5	20	25
UIH16	6	34	40
ULH22	4	24	28
UEH28	3	18	21
UMH40	1	12	13
UBH46	1	14	15
UWH52	1	12	13
UGH58	0	15	15
UDH63	4	15	19
USH70	6	10	16
Total	73	471	544
Percentage	13.42%	86.58%	100.00%

6.4.2.2.3 Comparison of the Two Countries

Table 41: Markedness of Theme – Chinese vs UK Universities' Home Pages

Country	Markedness of Theme	
		Marked

China	20.06%	79.94%
UK	13.42%	86.58%

Unmarked theme was the majority choice for both Chinese and UK producers of the texts. The marked theme usage of Chinese universities (20.06% of the total), however, was almost twice that for UK universities (13.42%).

6.4.2.3 Research Page

6.4.2.3.1 Markedness of the Theme choice by Chinese Universities

Table 42: Chinese Universities' Markedness of Theme – Research Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
CTR5	0	5	5
CPR11	1	5	6
CZR17	2	3	5
CSR23	4	6	10
CFR29	4	15	19
CNR35	5	3	8
CSYR41	0	0	0
CTJR47	4	6	0
CXR59	3	16	19
CSCR65	3	19	22
CTJIR71	0	7	7
Total	26	85	111
Percentage	23.42%	76.58%	100.00%

6.4.2.3.2 Markedness of the Theme Choice by UK Universities

Table 43: UK Universities' Markedness of Theme – Research Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
UOR5	0	13	13
UCR11	4	32	36
UIR17	2	14	16
ULR23	2	9	11
UER29	3	16	19
UKR35	4	23	27
UMR41	0	8	8
UBR47	6	19	25
UWR53	1	9	10
UGR59	1	11	12
UDR65	6	24	30
USR71	1	25	26
Total	30	203	233
Percentage	12.88%	87.12%	100.00%

6.4.2.3.3 Comparison of the Two Countries

Table 44: Markedness of Theme – Chinese vs UK Universities' Research Pages

Country	Markedness of Theme
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	Marked	Unmarked
China	23.42%	76.58%
UK	12.88%	87.12%

The situation for the Research pages was almost identical to the Home pages. The usage of marked theme for Chinese and UK universities was 23.42% and 12.88% respectively.

6.4.2.4 Student Life Pages

6.4.2.4.1 Markedness of the Theme Choice by Chinese Universities

Table 45: Chinese Universities' Markedness of Theme – Student Life Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
CTS6	0	15	15
CPS12	6	9	15
CZS18	0	8	8
CSS24	0	4	4
CFS30	0	15	15
CNS36	2	13	15
CTJS48	1	7	8
CNKS54	3	8	11
CXS60	5	23	28
CSCS66	7	21	28
CTJIS72	5	9	14
Total	29	132	161
Percentage	18.01%	81.99%	100.00%

6.4.2.4.2 Markedness of the Theme Choice by UK Universities

Table 46: UK Universities' Markedness of Theme – Student Life Page

Text	Markedness of Theme		Total Number
	Marked	Unmarked	
UOS6	1	21	22
UCS12	5	13	18
UIS18	2	26	28
ULS24	0	19	19
ULS30	1	32	33
UKS36	1	16	17
UMS42	5	16	21
UBS48	0	27	27
UWS54	3	18	21
UGS60	5	14	19
UDS66	0	4	4
USS72	3	36	39
Total	26	242	268
Percentage	9.70%	90.30%	100.00%

6.4.2.4.3 Comparison of the Two Countries

Table 47: Markedness of Theme – Chinese vs UK Universities' Student Life Pages

Country	Markedness of Theme	
	Marked	Unmarked
China	18.01%	81.99%

UK	9.70%	90.30%
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The situation concerning the Student Life pages is very similar to the other pages described above. The usage of marked theme choice for Chinese universities (18.01%) was almost twice that for UK universities (9.70%).

6.4.2.5 Discussion

Table 48: Markedness of Theme – China vs UK

Country	Markedness of Theme	
	Marked	Unmarked
China	28.25%	71.75%
UK	12.67%	87.33%

From the comparison table, it is easy to see that the percentages from each page are consistent with one another and this means that marked theme was a much more common choice for Chinese universities than for UK universities. For example, on Chinese universities' About pages, the producers of texts used marked theme in their discourse 39.91% of the time vs 13.79% for UK universities.

For example, text CSA19:

Through 121 years' unremitting efforts, SJTU has become a comprehensive, research-oriented, and internationalised top university in China.

Through 121 years' unremitting efforts	SJTU has become a comprehensive research-oriented, and internationalised top university in China
Topical Theme	RHEME

Adjunct: Circumstantial	
-------------------------	--

From this example it can clearly be seen that the topical theme conflates with the adjunct: circumstantial, which means that *Through 121 years' unremitting efforts* is the topical theme and also a marked theme. So, the producer of the text emphasised Shanghai Jiao Tong University's 121 years hard work by using *Through 121 years unremitting efforts* as the marked theme of this clause. By doing so, the producer delivered the priority message that the university has a history of 121 years. This serves to build Shanghai Jiao Tong University's authority.

Another example, CSYA37:

With five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten affiliated hospitals, the University is striving to become a world-class university and global centre of learning.

With five Campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten hospitals,	the university is striving to become a world-class university and global centre of learning.
Topical Theme	RHEME
Adjunct: Circumstantial	

Similar to the previous example, in this clause, the topical theme also conflates with the adjunct: circumstantial, which means it is a marked theme choice. The producer of the text emphasised *With five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten affiliated hospitals* as the marked Theme. By doing so, the producer emphasised the

university’s extensive facilities for students. As with the previous example, this likewise serves to build up the authority of the university.

Another example, CSCA61:

Among the outstanding alumni are Zhu De, one of the founding fathers of the People's Republic of China, Yang Shangkun, a former Chairman of China, Guo Moruo and Ba Jin, both renowned writers, as well as national hero Jiang Zhujun.

Among the outstanding alumni	are Zhu De, one of the founding fathers of People’s Republic of China, Yang Shangkun, a former Chairman of China, Guo Moruo and Ba Jin, both renowned writers, as well as national hero Jiang Zhujun.
Topical Theme	RHEME
Adjunct: Circumstantial	

By using *Among the outstanding alumni* as the marked theme, the producer emphasised the famous alumni of Sichuan University, which helps to build up the authority of the Sichuan University.

So, to sum up, Chinese universities tend to use the marked theme to emphasise circumstantial information, like the university’s number of years of history, the number of campuses, the number of alumni etc. which are important in building up the authority of the universities. Indeed, on the Chinese universities’ websites, it is easy to find text that emphasises the time, the history, the location and so on. Therefore, this appears to be one realisation of a purposeful written mode, in which the producers foreground circumstantial information. In terms of the

differences in ideology, firstly, for Chinese universities, their main purpose is to serve the socialist cause. This means that universities do not need to pay extra attention to attracting prospective students and funds. Secondly, because the universities are under the direct leadership of Chinese government, this means they are representatives of the Chinese government and therefore maintaining authority is a major concern. All of the above analysis corresponds to the earlier discussion, which concluded that the main task for Chinese universities is to serve the needs of the Chinese government and to build up their authority as the representative of the government by, for example, presenting statistics about the universities rather than by developing engaging content for the receivers of the texts.

On UK universities' About pages, the usage of marked theme was much lower than that seen on Chinese universities' About pages and even when UK universities did use marked theme, they still tried to make the texts sound friendly and not too formal. For example, in the text UEA25:

With our rich history, noted alumni and distinguished scholars, we have much to be proud of in our many centuries as a world-renowned university.

With our rich history, noted alumni and distinguished scholars,	we have much to be proud of in our many centuries as a world-renowned university.
Topical Theme	RHEME
Adjunct: Circumstantial	

The marked theme of the clause is *With our rich history, noted alumni and distinguished scholars*, which emphasises the history and scholars of Edinburgh University.

Since our foundation in 1829, our students and staff have dedicated themselves in the service of society.

Since our foundation in 1829,	our students and staff have dedicated themselves in the service of society.
Topical Theme	RHEME
Adjunct: Circumstantial	

The marked Theme of the clause is *Since our foundation in 1829*, which emphasises the long history of King’s College London.

So, to sum up, there are some important differences between UK and Chinese universities in this regard. UK universities use much less marked theme, which indicates their priority is not to use statistics and the like to impress the receivers of their texts. The producers from UK universities instead try to use text to successfully shorten the distance between the receiver and the university, which enables the texts to sound more friendly and less academic. The reason for this also corresponds with the previous discussion. Because of the marketisation of higher education, UK universities have pressure to attract more prospective students and funding, which means that the purpose of the texts on their websites is quite different to those from Chinese universities. Similar to the choice of topical theme, the producers of the texts tended to try to keep texts short and simple rather than long and complex by using less marked theme. In this way, the texts will be more reader-friendly and easy understand. This was also done

likely in consideration of the international students the universities need to attract whose mother tongue is often a language other than English.

6.4.2.6 Conclusion

Chinese universities prefer to apply the marked theme to emphasise certain points in line with the pressures they face arising from the ideology of socialism with Chinese characteristics. In contrast UK universities do not, but this choice can equally be linked to the different neoliberal ideology that has been imposed on them. Furthermore, similar results, arising due to the same factors, can be seen with the choice of topical theme.

Chapter Seven - Mood and Modality Analysis

7.1 Introduction

This chapter will present the results of the final layer of analysis of the texts from the universities' official websites. As described in the Literature Review, Halliday's system of mood and modality, has been adopted as one of the study's principal analytical tools. It reveals another metafunction of language, its interpersonal meaning, which can help the researcher reveal the power relationships that sit behind language. The system of mood and modality was also chosen because it can help reveal the grammatical patterns in language, and so can help identify whether there are any grammatical pattern differences in the language produced by individuals and organisations that are subject to different prevailing societal ideologies. The chapter will firstly present the reasons for choosing the system of mood and modality, before presenting the results of the data analysis.

7.2 Reasons for Choosing the System of Mood and Modality

Halliday and Matthiessen (2006) posit that people use language to interact. They conceptualised the linguistic relationship between interactants as the interpersonal function of language. The interpersonal function means that language is used to express social and personal relations by means of speech roles, namely, it is a resource to act and interact. In this category, people use language to interact with other people, to establish and maintain relationships, to express their own viewpoints and so on (Eggins 2004; Halliday and Matthiessen 2006). According to Eggins (2006), interpersonal meaning is realised through the system of mood and modality. Analysis of this system, therefore, enables the researcher to obtain a clear view about relationships, the level of intimacy, the degree of familiarity between the producer and receivers of texts, and also the attitudes and judgements of the producers of texts. Under different ideologies there are different power relations between language users, so exploring

the interpersonal function of language should provide insight about the specific power relations which underlie the language used. Following this logic, it seems plausible that under specific ideologies there may be certain grammatical patterns that correspond with power relations. Therefore, in relation to this study, the system of mood and modality's power as an analytical tool is that it offers a window into the power relations that sit behind the university websites' texts.

As an example, consider the following:

The name "National Tsinghua University" was adopted in 1928 (EXTRACTED FROM CTA1).

According to Eggins (2004), the mood structure of this example is declarative, which means that this sentence's purpose is to provide information. The university from which the text comes occupies the speaker role, giving information. From the aspect of interpersonal meaning, the example is declarative in structure and functions as a statement. The power relationship between the producer and receivers of the text is that the producer of the text, the university in this case, holds certain information and provides it to the audience through declarative expression.

Another example:

Please do not send it to our office (EXTRACTED FROM CNS36).

The mood structure of this example is imperative, which means that the producer of this sentence (Nanjing University) is demanding a service of the receiver – in this case, the specific service of not doing a particular thing (sending something to the university office).

7.3 The System of Mood and Modality

This section will further illuminate the above issues by providing a detailed explanation of the system of mood and modality itself.

7.3.1 Mood and Residue

Before introducing the system of mood and modality, there are some basic concepts concerning Halliday's functional grammar which need to be addressed, in particular the concepts of mood and residue.

7.3.1.1 Mood

According to Eggins (2004), in an interaction, the element which is exchanged back and forth is termed the mood element of the clause. Halliday states the mood element is the centre of the argument and carries the argument. For example:

The name "National Tsinghua University" was adopted in 1928 (EXTRACTED FROM CTA1).

When we argue about this statement, *The name "National Tsinghua University" was* is the centre of the argument. It cannot disappear when people respond to this statement. If people argue whether *the name "National Tsinghua University" was adopted in 1928?* the answer would be yes, *the name "national Tsinghua University" was adopted in 1928*. So *"The name*

National Tsinghua University was” is exchanged back and forth and cannot be omitted. This is also called the mood element of the clause. “*The name “National Tsinghua University”* is the subject and *was* is the finite.

From the example, it can be seen that there are two main elements to the mood constituent: the subject, a nominal type element, and the finite, a verbal type element. According to Halliday and Matthiessen (2006), subject refers to the thing which can be affirmed or denied, and the finite functions to anchor the argument in a way that allows people to argue.

The name “ National Tsinghua University”	was	adopted in 1928
Subject	Finite	
MOOD		

7.3.1.2 Residue

According to Eggins (2004), the rest of the clause is labelled residue and is something which can be ellipsed. For example:

The name “National Tsinghua University” was adopted in 1928 (EXTRACTED FROM CTA1).

In this clause, *adopted in 1928* is the residue. There are several elements in the residue: the Predicator, the Complement, and the Adjunct. The predicator is the lexical or content part of the verbal group. For example, in the example sentence *adopted* is the predicator. The adjunct are the elements which provide some additional information such as cause, time, matter, agent and so on. In the example sentence the element *in 1928* is the adjunct. Therefore, if we break

down the clause into its constituent elements according to the system of mood and modality we get the following:

The name “ National Tsinghua University”	was	adopted	in 1928
Subject	Finite	Predicator	Adjunct
MOOD		RESIDUE	

The complement is defined as a non-essential element in the clause. For example:

The school was renamed "Tsinghua School" in 1912 (EXTRACTED FROM CTA1).

The school	was	renamed	“Tsinghua School”	in 1912
Subject	Finite	Predicator	Complement	Adjuncts
MOOD		RESIDUE		

In this example, *Tsinghua School* is the complement of the clause, which is a non-essential element because the centre of the argument is - was the school or wasn't the school renamed.

7.3.2 Mood Structure

The system of mood and modality provides a method for investigating the tenor of the relationship between interactants of texts. Eggins (2004, p. 100) states that tenor is a description of the interpersonal aspects of situations, which typically has two types, the informal and the formal. According to Halliday (2004), language is used to communicate the meaning of the relationship between the language participants, i.e., the interpersonal meaning. This meaning is mainly achieved through the system of mood and modality.

Giving and demanding ‘information’ and ‘goods and services’ are the two main purposes of interaction, which are realised in the mood structure which according to Eggins (2004, p. 147) ‘refers to the organisation of a set of functional constituents including the constituent Subject’. According to Halliday (2004), there are four basic types of speech function: statement, question, offer and command. There is a correlation between these speech functions and grammatical structure.

1. The giving of a command is usually achieved by the use of an imperative clause. Typically, there are four types of imperative:

A. Only residue in the imperative clause. For example:

Read more about our people (EXTRACTED FROM UIA 13).

The mood structure of this example is imperative, which means that the producer of the text (Imperial College London) is demanding a service from the receivers of the text, by instructing them to read more about their people.

Read	more	about our people
Predicator	Complement	Adjunct
RESIDUE		

B. Mood element of finite only in the imperative clause. For example:

Please do not send it to our office (EXTRACTED FROM CNS 36).

The mood structure of this example is imperative, which means that the producer of the text (Nanjing University) is demanding a service from the receivers of the text, by instructing them not to send it to their office.

Please do not	send	it	to my office
Finite	Predicator	Complement	Adjunct
MOOD	RESIDUE		

C. Mood element of subject only in the imperative clause. For example:

You read more about our people.

The mood structure of this example is imperative, which means that the producer is demanding a service from the receivers of the text, by asking them to read more about their people.

You	read	more	about our people
Subject	Predicator	Complement	Adjunct
MOOD	RESIDUE		

D. Mood element of finite + subject in the imperative clause. For example:

Don't you send it to our office.

The mood structure of this example is imperative, which means that the producer is demanding a service from the receivers of the text, by asking them not to send it to their office.

Don't	you	send	it	to our office
Finite	Subject	Predicator	Complement	Adjunct
MOOD		RESIDUE		

2. The asking of a question is usually achieved by an interrogative clause. There are two main structures for questions in English:

A. Polar interrogatives: mood element of finite before the subject. For example:

Was this teenage girl an early Christian convert, a standard-bearer for the new God?
(EXTRACTED FROM UCR11).

The mood structure of this example is polar interrogative, which is a yes or no question. This teenage girl either was or was not an early Christian convert.

Was	this girl	an early Christian convert, a standard-bearer for the new God?
Finite	Subject	Complement
MOOD		RESIDUE

B. WH interrogatives: mood element of WH element conflated with either the subject, the complement or a circumstantial adjunct, shown as a constituent of mood or residue. For example:

What drives you? (EXTRACTED FROM UWS 54).

The mood structure of this example is What interrogative where *What* is conflated with the subject. The question here is *What drives you to keep moving?*

What	drives	you
WH/ Subject	Predicator	Complement
MOOD	RESIDUE	

3. The making of a statement is usually achieved by the declarative clause. The typical structure of a declarative clause is, subject precedes the finite, predicator, complement and adjunct. For example:

The name “National Tsinghua University” was adopted in 1928 (EXTRACTED FROM CTA1).

The name “National Tsinghua University”	was	adopted	in 1928
Subject	Finite	Predicator	Adjunct
MOOD	RESIDUE		

4. The making of an offer is usually achieved by the modulated interrogative, which is different from the other speech functions of command, question, and statement, but is not a unique structure. The making of an offer adopts the structure of the question, however the verbal elements of the question are distinctive. This is because the meaning of modalisation and modulation is expressed through the verbal elements. In other words, it uses the mood structure of a question, with different verbal elements, which contain both the meaning of modalisation and of modulation. For example:

Would you like a cup of tea?

Would	you	like	a cup of tea?
Finite (Modalized)	Subject	Predicator (Modulated)	Complement
MOOD		RESIDUE	

Modulation is expressed through the predicator *like* to make an offer of tea.

By looking at these mood structures, the researcher can find out how language is used to express interpersonal meaning, whether it is asking or offering, demanding or giving ‘information’ and ‘goods and services’.

7.3.3 Modality

According to Eggins (2004), modality provides rich grammatical choices for the language user to express judgements and attitudes of various situations. It includes modalisation and modulation. In daily life, people do not simply need to make binary yes or no decisions. In fact, between these binary poles an endless array of different choices are possible reflecting degrees of certainty/uncertainty, usuality, obligation and inclination etc. This means that modality is a way for people to use language to express their attitudes and judgements about things. In the following sections, a brief introduction to modalisation and modulation is provided.

7.3.3.1 Modalisation

As noted above, in English, numerous linguistic choices reflecting degrees of certainty and usuality are possible. When people use modality to express probability and frequency of

propositions, this is defined as modalisation. Typically, modalisation is realised through a modal operator or mood adjunct (Eggins 2004).

1. Modalisation through the modal operator. Look at the following example:

The findings may provide a key link between exposure to air pollution on city streets and respiratory symptoms which can lead to hospitalisation for people at higher risk, such as those with asthma (EXTRACTED FROM UIH15).

The findings	may	provide	a key link	between exposure to air pollution on city streets and respiratory symptoms...
Subject	Finite: modal	Predicator	Complement	Adjunct
MOOD		RESIDUE		

The producer of the above example uses the modal operator *may* to express modalisation, with regard to the probability of the key link between exposure to air pollution on city streets and respiratory symptoms.

2. Modalisation through mood adjuncts. Take the following example:

Pregnancy is often a difficult time for someone suffering with an eating disorder (EXTRACTED FROM UKR35).

Pregnancy	is	often	a difficult time	for someone suffering with an eating disorder.
Subject	Finite	Adjunct: mood	Complement	Adjunct
MOOD		RESIDUE		

The producer of the above example uses the mood adjunct *often* to realise modalisation, with the usuality that pregnancy is regarded as a difficult time for someone who suffers with an eating disorder.

To refine assessment of modalisation, the degree of modalisation is classified as high, medium and low. Some examples follow to show these differing degrees.

- Low modalisation:

The findings might provide a key link between exposure to air pollution on city streets and respiratory symptoms which can lead to hospitalisation for people at higher risk, such as those with asthma (Modified version of UIH15).

The findings	might	provide	a key link	between exposure to air pollution on city streets and respiratory symptoms...
Subject	Finite: modal	Predicator	Complement	Adjunct
MOOD		RESIDUE		

Pregnancy is sometimes a difficult time for someone suffering with an eating disorder (Modified version of UKR35).

Pregnancy	is	sometimes	difficult time	for someone suffering with an eating disorder.
Subject	Finite	Adjunct: mood	Complement	Adjunct
MOOD		RESIDUE		

In these two examples, the producers use the modal operator *might* and the mood adjunct *sometimes* to express a low degree of probability and usuality. Generally speaking, the modal operator and mood adjuncts *might*, *possibly* and *sometimes* indicate a low degree of modalisation (Eggins 2004, p. 173)

- Medium modalisation:

The findings may provide a key link between exposure to air pollution on city streets and respiratory symptoms which can lead to hospitalisation for people at higher risk, such as those with asthma (EXTRACTED FROM UIH15).

The findings	may	provide	a key link	between exposure to air pollution on city streets and respiratory symptoms...
Subject	Finite: modal	Predicator	Complement	Adjunct
MOOD		RESIDUE		

Pregnancy is often a difficult time for someone suffering with an eating disorder (EXTRACTED FROM UKR35).

Pregnancy	is	often	difficult time	for someone suffering with an eating disorder.
Subject	Finite	Adjunct: mood	Complement	Adjunct
MOOD		RESIDUE		

In these two examples, the producers of the texts adopt the modal operator *may* and the mood adjunct *often* to express a slightly stronger degree of certainty and usuality, which is classed as

medium modalisation. In general, *may*, *probably* and *often* are used to indicate a medium degree of modalisation (Eggins 2004, p. 173).

- High modalisation

The findings must provide a key link between exposure to air pollution on city streets and respiratory symptoms which can lead to hospitalisation for people at higher risk, such as those with asthma (Modified version of UIH15).

The findings	must	provide	a key link	between exposure to air pollution on city streets and respiratory symptoms...
Subject	Finite: modal	Predicator	Complement	Adjunct
MOOD		RESIDUE		

Pregnancy is always a difficult time for someone suffering with an eating disorder (Modified version of UKR35).

Pregnancy	is	always	difficult time	for someone suffering with an eating disorder.
Subject	Finite	Adjunct: mood	Complement	Adjunct
MOOD		RESIDUE		

In these two examples, the producers of the texts use the modal operator *must* and the mood adjunct *always* to express a much stronger degree of certainty and usuality – high modalisation. In general, *must*, *certainly* and *always* indicate a high degree of modalisation (Eggins 2004, p. 173).

7.3.3.2 Modulation

In a similar way to modalisation, there is also a scale of obligation and inclination. This is a way for the producer of a text to express their judgement or attitude about actions and events. This is known as modulation. Modulation can be expressed through the modulated verbal operator, as in the following example:

We should not only have great ambition but also put into practice what we have found to be true (EXTRACTED FROM CNA31).

We	should not	only	have	great ambition...
Subject	Finite: modulated	Adjunct	Predicator	Complement
MOOD		RESIDUE		

The producer of this sentence uses the modal operator *should* to express the degree of obligation, i.e., the necessity for us to do something, about not only having great ambition but also putting into practice what has found to be true.

As with modalisation there are also three degrees of modulation:

Low modulation:

We may not only have great ambition but also put into practice what we have found to be true (Modified CNA31).

We	may not	only	have	great ambition...
Subject	Finite: modulated	Adjunct	Predicator	Complement
MOOD		RESIDUE		

In this example, the degree of obligation is low and this is indicated through the use of *may*. In general, *may* and *allowed to* are often used to indicate a low degree of modulation (Eggs 2004, p. 181).

- Medium modulation:

We should not only have great ambition but also put into practice what we have found to be true (MODIFIED CNA31).

We	should not	only	have	great ambition...
Subject	Finite: modulated	Adjunct	Predicator	Complement
MOOD		RESIDUE		

In this example, the degree of obligation is higher than the last example as indicated by using *should*. In general, *should* and *supposed to* are often used with the medium degree of modulation (Eggs 2004, p. 181)

- High modulation:

We must not only have great ambition but also put into practice what we have found to be true (Modified CNA31).

We	must not	only	have	great ambition...
Subject	Finite: modulated	Adjunct	Predicator	Complement
MOOD		RESIDUE		

In this example, the degree of obligation is quite high: this is signified by the use of *must*. In general, *must* and *required to* are often used for a high degree of modulation (Eggins 2004, p. 181)

As explained before, modality is a grammatical resource that allows people to temper what they express. So, by looking at the system of modality, the researcher can reveal the real intention and attitude of the producer of texts and shed some light on the relationship between the producer and the receiver of the texts.

However, it must be noted, modality is an extremely complex area of English grammar with many interesting and at times counter-intuitive phenomena. Modalisation is a very rich grammar source for people to express their judgment about something. In Eggins' view (2004, p. 175), if a person wishes to express the certainty of something, normally he or she does not use any modality. Sometimes, in certain situations or contexts, the more certainty with which somebody says something, the less certain it actually is. Take, for example, the following two sentences:

I most definitely did the homework.

I	most definitely	did	the homework
Subject	Adjunct: mood	Predicator	Complement
MOOD	RESIDUE		

I did the homework.

I	did		the homework
Subject	Finite	Predicator	Complement

MOOD	RESIDUE
------	---------

Clearly, the second sentence provides more certainty than the first, despite there being a modal operator in the first sentence.

In some circumstances, instead of expressing certainty, the use of modalisation actually weakens the superior status of the producers of the text in relation to the receiver of the text (Eggins 2004, p. 185) The effect of this can be to heighten politeness or courtesy. For example:

You are wrong.

You	are	wrong
Subject	Finite	Complement
MOOD		RESIDUE

You might not be quite right.

You	might not	be	quite right
Subject	Finite: modal	Predicator	Complement
MOOD		RESIDUE	

Clearly, the second example is much more polite than the first, because through modalisation it reduces the force of the blunt statement made in the first example. As such, the question of rightness or wrongness is no longer black or white but becomes a case of the degree of possibility. This leaves more ‘face-saving’ room, and suggests/signifies that the speaker cares

about the feelings of the receiver and does not want to over-emphasise his/her position of superiority with regards to the receiver.

The usage of modalisation also allows for the switch of a command to an opinion, when the interactants are in unequal power relations (Eggins 2004, p. 185). For example:

Finish your job.

Finish	your job
Predicator	Complement
RESIDUE	

Maybe you should finish your job.

Maybe	you	should	finish	your job
Adjunct: mood	Subject	Finite	Predicator	Complement
MOOD			RESIDUE	

The second example sounds softer and more polite than the first example, which more clearly indicates the unequal power relations behind the language. In the second example, the use of modalisation has the effect of couching the command in the form of a suggestion, disguising the power relationship to a certain extent and resulting in the command being more polite.

To sum up, as noted at the beginning of this section, modality is a very rich and complex grammatical area, which can shed light on the judgements and attitudes of the producers of texts and also the power relationship between the producer and receiver of a text. Because of

this, the system of mood and modality also provides a method of investigating how the linguistic features of a text encode certain relationships and attitudes of the text producer. So, in this research, the system of mood and modality is utilised to reveal the relationship between universities and the outside world and the attitudes of universities towards certain issues. This should help uncover whether such attitudes taken by the producers of university texts correspond to the ideologies that are said to dominate the societies in which they exist. If so, the grammatical patterns which are linked to certain ideologies can be revealed and also an analytical model can be identified and developed for future use.

7.4 The Results

The following sections will set out the results of the application of the system of mood and modality to the universities' webpages.

7.4.1 The Results of Mood Structure

In the analysis, the author sought to identify the grammatical choice of the mood structures found on the About pages of Chinese and UK university websites. These choices were grouped into four categories:

1. Declarative
2. Polar Interrogative
3. WH-interrogative
4. Imperative

The frequency of each category of modality choice was calculated as a percentage of the total. The results are presented in the following tables. Interpretation and explanation of the results then follows.

7.4.1.1 Mood Structure of the About Pages

There were 48 texts in total from the About pages of the UK and Chinese university websites (24 texts from each country).

As mentioned before, the About pages function like a ‘library’ and describe the universities from several aspects, like their history, location, academic reputation etc. So, the texts from these pages describe general information about the university, which means that most of the clauses discuss the university itself.

7.4.1.1.1 The Mood Structure of the About Pages - Chinese Universities

Table 49: The Mood Structure of the About Pages - Chinese Universities

Text	Mood Structure				Total
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
CTA1	18	0	0	0	18
CTA2	23	0	0	0	23
CPA7	8	0	0	0	8
CPA8	9	0	0	0	9
CZA13	32	0	0	0	32
CZA14	26	0	0	0	26

CSA19	18	0	0	0	18
CSA20	20	0	0	1	21
CFA25	25	0	0	0	25
CFA26	14	0	0	0	14
CNA31	15	0	0	0	15
CNA32	16	0	0	0	16
CSYA37	11	0	0	0	11
CSYA38	18	0	0	1	19
CTJA43	22	0	0	0	22
CTJA44	21	0	0	0	21
CNKA49	3	0	0	0	3
CNKA50	12	0	0	0	12
CXA55	13	0	0	0	13
CXA56	37	0	0	0	37
CSCA61	40	0	0	0	40
CSCA62	26	0	0	0	26
CTJIA67	7	0	0	0	7
CTJIA68	7	0	0	0	7
Total	441	0	0	2	443
Percentage	99.55%	0.00%	0.00%	0.45%	100.00%

As shown in the table above, the majority choice of mood structure by the producers of the texts taken from the About pages of Chinese universities' websites was declarative, accounting

for 99.55% of the total. For example, for most of the texts, like CTA1, CTA2, CPA7, CPA8 etc., the only mood structure used was declarative. For example:

The university was established in 1911...(EXTRACTED FROM CTA1).

The university	was	established	in 1911
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

There was no polar interrogative or WH interrogative in any of the 24 texts. The imperative mood structure only appeared twice, in texts CSA20 and CSYA38, comprising 0.45% of the total. The two imperatives were:

Welcome to Shanghai Jiao Tong University! (EXTRACTED FROM CSA20).

Welcome	to Shanghai Jiao Tong University
Predicator	Complement
RESIDUE	

Welcome to Sun Yat-sen University (EXTRACTED FROM CSYA38).

Welcome	to Sun Yat-sen University
Predicator	Complement
RESIDUE	

For these two examples, the producers of the text clearly wanted to express that the universities wish to make people feel welcome by using the imperative.

7.4.1.1.2 The Mood Structure of the About Pages - UK Universities

Table 50: The Mood Structure of the About Pages - UK Universities

Text	Mood structure				Total
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
UOA1	28	0	0	1	29
UOA2	29	0	0	0	29
UCA7	14	0	0	0	14
UCA8	17	0	0	0	17
UIA13	8	0	0	1	9
UIA14	10	0	0	0	10
ULA19	4	0	0	0	4
ULA20	7	0	0	0	7
UEA25	9	0	0	0	9
UEA26	3	0	0	0	3
UKA31	5	0	0	0	5
UKA32	6	0	0	0	6
UMA37	18	0	0	0	18
UMA38	10	0	0	1	11
UBA43	9	0	0	0	9
UBA44	14	0	0	0	14
UWA49	10	0	1	0	11
UGA55	22	0	0	0	22
UWA50	17	0	1	0	18

UGA56	13	0	0	1	14
UDA61	8	0	0	0	8
UDA62	20	0	0	0	20
USA67	14	0	0	0	14
USA68	14	0	0	0	14
Total	309	0	2	4	315
Percentage	98.10%	0.00%	0.63%	1.27%	100.00%

As shown from the table above, the majority choice of mood structure for the producers of the texts on the About pages of UK universities' websites was also declarative, comprising 98.10% of the total. Indeed, for most of the texts, like UOA2, UDA61, USA68, UGA55 etc., the only mood structure used was the declarative.

Oxford has a distinctive collegiate structure (EXTRACTED FROM UOA1).

Oxford	has		a distinctive collegiate structure
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

There was no polar interrogative in any of the 24 texts. In texts UWA49 and UWA50, the WH interrogative appeared once, comprising 0.63% of the total. The two WH interrogatives were:

But who said youth should hold you back from changing the world? (EXTRACTED FROM UWA49).

But	who	said	youth should hold you back from changing the world?
Adjunct	WH/Subject	Predicator	Complement
MOOD		RESIDUE	

So how will we address this issue? (EXTRACTED FROM UWA50).

So	how	will	we	address	this issue?
Adjunct	WH/Adjunct	Finite	Subject	Predicator	Complement
RESIDUE		MOOD		RESIDUE	

Through use of the WH interrogative, the producers of the texts have sought to introduce the ask and answer language mode that is more normally used in oral conversation. The effect of this is to make the texts seem more engaging, interactive and approachable. The imperative mood structure appeared once only in texts UOA1, UGA56, UMA38 and in UIA13, comprising 1.27% of the total. Examples included:

Read more about our people (EXTRACTED FROM UIA13).

Read	more	about our people
Predicator	Complement	Adjunct
RESIDUE		

Choose Manchester (EXTRACTED FROM UMA38).

Choose	Manchester
Predicator	Complement
RESIDUE	

By using the imperative in the above example, the producer of the text from Manchester University clearly demands a service from the audience, i.e., that they choose the University of Manchester.

7.4.1.1.3 Comparison of the Two Countries

Table 51: Comparison of Mood Structure – China vs the UK

	Mood Structure			
Country	Declarative	Polar interrogative	WH interrogative	Imperative
China	99.55%	0	0	0.45%
UK	98.10%	0	0.63%	1.27%

7.4.1.1.4 Discussion

According to Eggins (2004, p. 184), by looking at the mood structure, a researcher can find out how the producer of a text uses language to conceptualise interpersonal relations and this can shed light on issues such as power relations, the level of intimacy and the level of familiarity between the producer and the receiver of the text.

Firstly, analysis of mood structure can reveal who is talking and for how long. Take the classroom situation as an example. Typically, in a classroom, the teacher should be the actor that does most of the talking, while the students are generally the receivers. So, in the classroom situation, teachers take the speaker's role and are in charge of the class. This indicates an unequal power relationship between the teacher and the students. Similarly, in the above examples, the universities are the equivalent to the teacher in the classroom. They are giving information to the audience of their websites and they nearly always use the declarative mood as the grammatical pattern. This use of the declarative is simple to explain as the major function of the university websites is to provide information about the university itself.

Secondly, analysis of the mood structure can also help the researcher find out what the speakers do in their role. For example, who demands and who gives? Take the classroom situation as an example again. Although teachers mainly take the role of giving information, they also frequently switch roles and demand that students provide information back to them. Therefore in these circumstances the students give information and the teacher receives it. The fact that teachers often ask students questions also indicates that an unequal power relationship exists between them. Another typical example concerns the situation of buying and selling. The salesperson's social role is to offer, while the customer's role is to command. So, in this social relationship, there is a clear mood structure. As explained in the previous section, by looking at the mood structure, it is possible to uncover the social roles of the producers and receivers of texts.

Now let us look in detail at what was found in the texts from the About pages of the Chinese and UK universities' official websites. Firstly, in terms of the Chinese websites, the dominant mood structure was the declarative, comprising 99.55% of the total. There were no

interrogative mood structures and the imperative was only used twice. So, from the data, it is easy to draw the conclusion that all the texts were in the written mode. This means that it was impossible for the receivers of the texts to provide feedback. As such, the power relationship between the producers and the receivers of the texts was unequal. The producers were in the position of giving information about the university, i.e., the role of an expert or authority figure. Of the 24 texts, 22 texts exclusively used the declarative as their mood structure throughout the entire text, which means the producers of the texts were willing to create a boundary between themselves and the receivers. The producers at no point tried to make the texts less formal or to shorten the distance between themselves and the audience by employing techniques such as asking questions. The only two imperatives arose in the texts from Shanghai Jiao Tong University and Sun Yat-sen University, which were '*welcome to Shanghai Jiao Tong university*' and '*welcome to Sun Yat-sen university.*' Although the imperative mood structure is sometimes a signal that a text not only gives information but also possibly serves as a 'good' or a 'service', from the fact that all the other mood structures in those texts were declarative, it is clear that offering goods or services was not the intention of the producers. Take the text CSA20 from Shanghai Jiao Tong University's About page as an example. The text was a welcome letter from the President of the university. It is clear that in this situation the power relationship between the President and the receivers is unequal, and from the text it is apparent that the President made no effort to rebalance the unequal power relationship. The President was in the position of giving information. Apart from the first sentence, '*welcome to Shanghai Jiao Tong University,*' the rest of the mood structures used were all declarative. For example, there was no use of the interrogative which could make the text more like a conversation. This corresponds with what was discussed in the Ideology chapter where the wider social context for Chinese universities was identified to be socialism with Chinese characteristics. To reiterate, this context means there is no need for Chinese universities to seek to attract students

or funds. As such, there is no pressure to adopt promotional discourse in the same way as UK universities do. Furthermore, because Chinese universities are all under the direct leadership of the Chinese government, this means they have to maintain their authority by keeping distance between themselves and their readers. So, to sum up, all of this leads Chinese universities to prefer to use the declarative as their major choice for their mood structure.

Turning to the data for UK universities, as the tables show, the majority choice of the mood structure was also declarative, comprising 98.10% of the total. This is slightly lower than the figure for Chinese universities. It is also interesting to note that the imperative structure appeared four times on UK universities' websites. This was twice the amount compared to the incidence rate evident on Chinese universities' websites. Furthermore, there were also two uses of the interrogative structure on UK universities' websites. Although, given the fact that these are written texts, it is impossible for the receiver and the producer to engage a dialogue, the use of WH-interrogative creates an interactive rhetorical effect. By adopting the WH-interrogative, the producers of the texts created an impression of dialogue, which serves to reduce the distance between the receivers and the producer of a text. Take the text UWA50 from the About page of the University of Warwick as an example. The producer of the text raised the question '*So how will we address this issue?*'. After posing this question, the text then presented two answers. Therefore, in this way, the producer of the text reduced the distance between the university and the receivers of the text. Although the WH-interrogative structure only appeared twice on UK universities' About pages, it created the same effect as the use of the personal pronoun *we* as the topical theme described in the previous chapter. In particular, it helped to make the texts more friendly, i.e., the key characteristic of the promotional discourse identified by Fairclough (1993). This also corresponds to the conclusions of the Ideology chapter. Because of neoliberalism and the marketisation of higher education in the UK there have been

many changes forced upon UK universities - in particular, funding from the government has been cut. This means UK universities have to attract funds from other sources and has led to the increase of tuition fees for students. The ideology of neoliberalism and its preference for market-based choice has also resulted in different enrolment systems for UK universities in comparison to their Chinese counterparts. A consequence of the UK enrolment system is there is more pressure on UK universities to attract domestic students. Finally, because of marketisation, UK universities are under significant pressure to attract more overseas students. All of these factors, when taken together, are bound to result in the increased use of promotional discourse and, to be specific, the higher usage of the interrogative mood structure that is evident in the data.

Thus, to conclude, while the differences between the two sets of texts was quite minimal, the limited differences that were apparent between the online discourse of Chinese and UK universities can clearly be traced to the differing ideologies that dominate the respective societies.

7.4.1.2 The Mood Structure of the Home Pages

The results and analysis from the Home pages were very similar to those from the About pages detailed above. Owing to this, this section will not provide further detailed examples.

7.4.1.2.1 The Mood Structure of the Home Page - Chinese Universities

Table 52: The Mood Structure of the Home Page - Chinese Universities

Text	Mood structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
CTH3	32	0	0	0	32
CTH4	24	0	0	0	24
CPH9	22	0	0	0	22
CPH10	16	0	0	0	16
CZH15	7	0	0	0	7
CZH16	5	0	0	0	5
CSH21	13	0	0	0	13
CSH22	8	0	0	0	8
CFH27	23	1	0	0	24
CFH28	16	0	0	0	16
CNH33	19	0	0	0	19
CNH34	11	0	0	0	11
CSYH39	13	0	0	0	13
CSYH40	18	0	0	0	18
CTJH45	7	0	0	0	7
CTJH46	8	0	0	0	8
CNKH51	22	0	0	0	22
CNKH52	20	0	0	0	20
CXH57	4	0	0	0	4

CXH58	5	0	0	0	5
CSCH63	17	0	0	0	17
CSCH64	9	0	0	0	9
CTJIH69	39	0	0	0	39
CTJIH70	39	0	0	0	39
Total	397	1	0	0	398
Percentage	99.75%	0.25%	0.00%	0.00%	100.00%

As shown from the table above, the majority choice of mood structure of the texts on the Home pages of Chinese universities' websites was declarative, comprising 99.75% of the total. For example, for most of the texts, such as CTH3, CSCH63, CSCH64, CTJIH70 etc, the only choice was declarative. There was only one polar interrogative which appeared in text CFH27, comprising 0.25% of the total.

Does neurogenesis exist in the Human Brain? (EXTRACTED FROM UWA50).

Does	neurogenesis	exist	in the Human Brian
Finite	Subject	Predicator	Adjunct
MOOD		RESIDUE	

There was no WH interrogative or imperative in any of the 24 texts.

7.4.1.2.2 Mood Structure of the Home Pages - UK Universities

Table 53: Mood Structure of the Home Pages - UK Universities

Text	Mood structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
UOH3	23	0	0	0	23
UOH4	24	0	0	0	24
UCH9	18	0	0	0	18
UCH10	25	0	0	0	25
UIH15	36	0	0	0	36
UIH16	40	0	0	0	40
ULH21	25	0	0	0	25
ULH22	28	0	0	0	28
UEH27	27	0	0	0	27
UEH28	21	0	0	0	21
UKH33	16	0	0	0	16
UKH34	15	0	0	4	19
UMH39	19	0	2	3	24
UMH40	13	0	0	0	13
UBH45	24	0	0	1	25
UBH46	15	0	0	0	15
UWH51	35	0	3	0	38
UWH52	13	0	0	0	13
UGH57	17	0	0	0	17

UGH58	15	0	0	0	15
UDH63	19	0	0	0	19
UDH64	27	0	0	0	27
USH69	26	0	0	0	26
USH70	16	0	0	0	16
Total	537	0	5	8	550
Percentage	97.64%	0.00%	0.91%	1.45%	100.00%

As shown from the above table, the majority choice of mood structure of the texts on the Home pages of UK universities was declarative, comprising 97.64% of the total. For example, for most of the texts, like UWH51, USH70, UDH64, UMH40 etc., the only mood structure used was declarative. The WH interrogative appeared five times, comprising 0.91% of the total, three times in text UWH51 and twice in text UMH39. For example:

Who should sign up for a Discover Day? (EXTRACTED FROM UMH39)

Who	should	sign up	for a Discover Day
WH/Subject	Finite	Predicator	Adjunct
MOOD		RESIDUE	

There were no polar interrogatives in any of the 24 texts. The imperative appeared 8 times in total, comprising 1.45% of the total. For example:

Join the debate (EXTRACTED FROM UMH39).

Join	the debate
Predicator	Complement
RESIDUE	

7.4.1.2.3 Comparison of the Two Countries

Table 54: Comparison of Mood Structure – China vs the UK

	Mood Structure			
Country	Declarative	Polar interrogative	WH interrogative	Imperative
China	99.75%	0.25%	0	0
UK	97.64%	0	0.91%	1.45%

7.4.1.2.4 Discussion

The results from the Home pages were very similar to those from the About pages. For Chinese universities, the declarative was nearly always used as the mood structure and there were no instances of the use of the imperative. However, there was one polar-interrogative from text CFH27:

Does neurogenesis exist in the Human Brain?

Does	neurogenesis	exist	in the Human Brain
Finite	Subject	Predicator	Adjunct
MOOD		RESIDUE	

In the text, this was simply posed as a question without any answer given. Therefore it was not used to create a conversational effect to reduce the distance between the receiver and the producer.

For the UK universities, the results of the Home pages were also similar to those of the About pages. The dominant choice of mood structure was declarative, comprising 97.64% of the total. The WH-interrogative and the imperative comprised 0.91% and 1.45% of the total respectively. In terms of the WH-interrogative there were five instances of the producer creating a conversational-style rhetorical question on the Home pages. To sum up, as described before these grammatical choices can be traced back to the ideological context.

7.4.1.3 The Mood Structure of the Research Pages

The results and analysis from the Research pages were very similar to those from the About pages detailed above. Owing to this, this section will not provide further detailed examples.

7.4.1.3.1 Mood Structure of the Research Page - Chinese Universities

Table 55: Mood Structure of the Research Page - Chinese Universities

Text	Mood Structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
CTR5	5	0	0	0	5
CPR11	5	0	0	1	6
CZR17	5	0	0	0	5
CSR23	10	0	0	0	10
CFR29	19	0	0	0	19

CNR35	8	0	0	0	8
CSYR41	0	0	0	0	0
CTHR47	10	0	0	0	10
CNKR53	0	0	0	0	0
CXR59	19	0	0	0	19
CSCR65	22	0	0	0	22
CTJIR71	7	0	0	0	7
Total	110	0	0	1	111
Percentage	99.10%	0.00%	0.00%	0.90%	100.00%

As shown from the table above, the majority choice of mood structure for the producers of the texts on the Research pages of Chinese universities' websites was declarative, comprising 99.10% of the total. For example, for most of the texts, such as CTR5, CFR29, CZR17, CSR23 etc., the only choice was declarative. There was no polar interrogative or WH interrogative in any of the 12 texts. The imperative appeared only once in text CPR11, comprising 0.90% of the total.

7.4.1.3.2 The Mood Structure of the Research Pages - UK Universities

Table 56: Mood Structure of the Research Page - UK Universities

Text	Mood Structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
UOR5	12	0	0	0	12
UCR11	36	1	0	0	37
UIR17	16	0	0	0	16

ULR23	10	0	0	2	12
UER29	19	0	0	0	19
UKR35	28	0	0	0	28
UMR41	7	0	0	1	8
UBR47	26	0	0	0	26
UWR53	10	0	0	0	10
UGR59	12	0	0	0	12
UDR65	30	0	0	0	30
USR71	23	0	0	0	23
Total	229	1	0	3	233
Percentage	98.28%	0.43%	0.00%	1.29%	100.00%

As shown from the table above, the majority choice of mood structure for the producers of the texts on the Research pages of UK universities' websites was declarative, comprising 98.28% of the total. For example, for most of the texts, such as UIR17, USR71, UDR65, UBR47 etc., the only choice was declarative. The polar interrogative appeared only once in text UCR11, comprising 0.43% of the total number. There was no WH interrogative in any of the 12 texts. The imperative appeared 3 times, comprising 1.29% of the total.

7.4.1.3.3 Comparison of the Two Countries

Table 57: Comparison of Mood Structure of the Research Page – China vs the UK

	Mood Structure			
Country	Declarative	Polar interrogative	WH interrogative	Imperative
China	99.10%	0	0	0.90%
UK	98.28%	0.43%	0	1.29%

7.4.1.3.4 Discussion

The results were similar to those of the About pages, however, for both Chinese and UK universities there was no WH-interrogative structure evident. For UK universities, there was only one usage of polar interrogative, text UCR11, which created the rhetorical effect of shortening the distance between the receivers and the producer of the texts. As the Research pages mainly provide information to the audience the use of the interrogative was less than on the previous pages.

7.4.1.4 The Mood Structure of Student Life Pages

The results and analysis from the Student Life pages were very similar to those from the About pages detailed above. Owing to this, this section will not provide further detailed examples.

7.4.1.4.1 The Mood Structure of Student Life Pages - Chinese Universities

Table 58: The Mood Structure of the Student Life Pages – Chinese Universities

Text	Mood Structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
CTS6	15	0	0	0	15
CPS12	15	0	0	0	15
CZS18	8	0	0	1	9
CSS24	4	0	0	0	4
CFS30	15	0	0	0	15
CNS36	10	0	0	5	15
CSYS42	9	0	0	0	9
CTJS48	8	0	0	0	8
CNKS54	5	0	0	6	11
CXS60	28	0	0	0	28
CSCS66	28	0	0	0	28
CTJIS72	14	0	0	0	14
Total	159	0	0	12	171
Percentage	92.98%	0.00%	0.00%	7.02%	100.00%

As shown from the table above, the majority choice of mood structure for the producers of the texts on the Student Life pages of Chinese universities' websites was declarative, comprising 92.98% of the total. For example, for most of the texts, such as CTS6, CFS30, CSS24, CSYS42 etc., the only choice was declarative. There was no polar interrogative or WH interrogative in any of the 12 texts. The imperative appeared 12 times, comprising 7.02% of the total.

7.4.1.4.2 The Mood Structure of the Student Life Pages - UK Universities

Table 59: Mood Structure of the Student Life Pages – UK Universities

Text	Mood Structure				Total Number
	Declarative	Polar Interrogative	WH-Interrogative	Imperative	
UOS6	19	0	0	4	23
UCS12	18	0	0	0	18
UIS18	25	0	0	1	26
ULS24	19	0	0	1	20
UES30	33	0	0	0	33
UKS36	14	0	0	3	17
UMS42	21	0	0	0	21
UBS48	27	0	0	0	27
UWS54	19	0	1	1	21
UGS60	14	0	1	4	19
UDS66	4	0	0	0	4
USS72	31	0	0	9	40
Total	244	0	2	23	269
Percentage	90.71%	0.00%	0.74%	8.55%	100.00%

As shown from the table above, the majority choice of mood structure for the producers of the texts on the Student Life pages of UK universities' websites was declarative, comprising 97.01% of the total. For example, for most of the texts, such as UCS12, UES30, UDS66, UBS48 etc., the only choice was declarative. The WH interrogative appeared twice in texts

UWS54 and UGS60, comprising 0.74% of the total. There was no polar interrogative in any of the 12 texts. The imperative appeared 23 times in total, which is 8.55% of the total.

7.4.1.4.3 Comparison of the Two Countries

Table 60: Comparison of Mood Structure of the Student Life Pages – China vs the UK

	Mood Structure			
Country	Declarative	Polar interrogative	WH interrogative	Imperative
China	92.98%	0	0	7.02%
UK	90.71%	0	0.74%	8.55%

7.4.1.4.4 Discussion

The results from the Student Life pages were very similar to those of the About pages. For Chinese universities, the Student Life pages only provide basic information for the students, and the majority of that information is targeted towards international students. However, for UK universities, the Student Life pages are targeted towards all students, both domestic and international. This helps explain why the usage rates of the interrogative and imperative structures were higher than on the other pages of UK universities' websites. Indeed, the Student Life page is a key place where the universities seek to attract students by using promotional language when describing the key features of the university. Once more, while the differences between the two sets of data were minimal, in terms of the limited extent that they did differ, the key reasons underlying this difference can be traced back to the varying societal ideologies of China and the UK and the affect they have on the universities.

7.4.1.5 Conclusion

Table 61: Comparison of the Mood Structure – China vs the UK

Country	Mood Structure			
	Declarative	Polar Interrogative	WH-Interrogative	Imperative
China	98.57%	0.09%	0	1.34%
UK	96.49%	0.01%	0.66%	2.78%

From the table above, it is clear that declarative was the most common grammatical choice both for Chinese and UK universities. Declaratives as a percentage of the total number of mood structures used in the online discourse of UK universities' websites versus Chinese universities was 98.10% vs 99.55% (About page), 97.64% vs 99.75% (Home page), 98.28% vs 99.10% (Research page) and 90.71% vs 92.98% (Student Life page). Generally, the figures from the Chinese universities were a little higher than those of the UK universities, however, the differences were marginal. None of the About or the Student Life pages from Chinese or the UK universities used the polar interrogative. The polar-interrogative only appeared once on the Home page of Fudan University from China and the Research page of the University of Cambridge. However, the usage of WH interrogative on UK universities' webpages was higher than on Chinese universities' webpages: 0.63% vs 0% (About pages) 0.91% vs 0% (Home pages) and 0.74% vs 0% (Student Life pages). The usage of the imperative structure on UK universities and Chinese universities' webpages was 1.27% vs 0.45% (About pages), 1.45% vs 0% (Home pages), 1.29% vs 0.90% (Research pages) and 8.55% vs 7.02% (Student Life pages).

From the mood structure analysis, the dominance of the declarative, which is a pattern typically found in written language, indicates that the texts were mainly designed to give information,

which corresponds to the function of the websites, i.e., introducing the universities. The use of WH-interrogative creates a rhetorical interaction in written discourse. Although in written discourse there is no way for the producer and the receiver of text to directly interact, the WH-interrogative enables the text to seem to be interactive by asking and answering questions indirectly. This creates the impression of a two-way conversation, which shortens the distance between the producer and receivers of the text. The higher incidence of the WH interrogative on UK universities' webpages indicates the producers of these texts wanted the websites to be more friendly and engaging to the website users. The use of the imperative corresponded with the function of the web pages. The highest incidence of the imperative appeared on the Student Life pages. This was because the texts on these Student Life pages mainly relates to providing services or introducing services to students.

7.4.2 The Result of Modality

In the actual analysis, there were two key steps. In the first step, the research sought to identify the grammatical choice of the modality on the Chinese and UK university websites. The results were grouped into four choices:

1. Modalisation
2. Modulation
3. Mood adjunct
4. Others: no modality

After this, the percentage of each category in terms of the total number of types was calculated.

In the second step, the degree of modality was categorised: high, medium, and low. After that the percentage of each degree was calculated.

7.4.2.1 Modality of About Pages

There were 48 texts in total from the About pages of the UK and Chinese university websites (24 texts for each country). There will be detailed examples to show the results in this section concerning the About pages. However, because the results and analysis is similar for each page, no further examples will be presented in the subsequent sections of analysis on the different pages.

7.4.2.1.1 The Modality of About Pages - Chinese Universities

Table 62: The Modality of About Pages - Chinese Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
CTA1	0	0	0	18	18
CTA2	0	0	0	23	23
CPA7	0	0	0	8	8
CPA8	0	0	0	9	9
CZA13	0	0	2	30	32
CZA14	0	0	0	26	26
CSA19	0	0	0	18	16
CSA20	0	0	1	20	21
CFA25	0	0	1	24	25
CFA26	0	0	0	14	14
CNA31	0	4	0	11	15
CNA32	0	0	0	16	16

CSYA37	0	0	0	11	11
CSYA38	0	0	0	19	19
CTJA43	2	0	0	20	22
CTJA44	1	0	0	20	21
CNKA49	0	0	0	3	3
CNKA50	0	0	0	12	12
CXA55	0	0	0	13	13
CXA56	0	2	1	35	38
CSCA61	0	0	0	40	40
CSCA62	0	0	0	26	26
CTJIA67	0	0	0	7	7
CTJIA68	1	0	0	6	7
Total	4	6	5	429	444
Percentage	0.90%	1.35%	1.13%	96.62%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
CZA13	2	0	0	2
CSA20	1	0	0	1
CNA31	2	2	0	4
CTJA43	2	0	0	2
CTJA44	1	0	0	1
CXA56	2	1	0	3
CTJIA68	1	0	0	1
CFA25	1	0	0	1
Total	12	3	0	15
Percentage	80.00%	20.00%	0.00%	100.00%

As shown from the first table above, the percentage of sentences that included modalisation across all 24 texts from the About pages was 0.9% and as shown from the second table, the majority of this was high degree modality, accounting for 80% of the total, with the remainder 20% medium degree. For example:

The history of Tongji University can be traced back to 1907 when Tongji German Medical School was founded by Erich Paulun, a German doctor in Shanghai (EXTRACTED FROM CTJA44).

The history of Tongji University	can	be traced	back to 1907...
Subject	Finite: modal	Predicator	Adjunct:circumstance
MOOD		RESIDUE	

In this example, the producer employs the modal *can* to express the high degree of probability that the history of Tongji University dates back to 1907.

The percentage of modulation in the 24 texts was 1.35%. For example:

Both we teachers and students should have a sense of responsibility and a sense of calling so that we can link our own goals with the needs of the development of our country and the progress of human civilisation (EXTRACTED FROM CNA31).

Both we teachers and students	should	have	a sense of responsibility and a sense of calling ...
Subject	Finite: modulated	Predicator	Complement
MOOD		RESIDUE	

In this example, the producer of the text employs the verbal operator *should* to express the effect of a medium degree of obligation for teachers and students to have a sense of responsibility and a sense of calling.

The percentage of mood adjunct was 1.13% in the 24 texts.

For example:

XJTU has always made commitments to their work, life and learning (EXTRACTED FROM CXA56).

XJTU	has	always	made	commitments	to their work, life and learning
Subject	Finite	Adjunct: mood	Predicator	Complement	Adjunct: circumstance
MOOD			RESIDUE		

In this example, the producer of the texts uses *always* to express the high degree of usuality for XJTU to make commitments to work, life and learning.

To sum up, the total percentage of modality in the texts on the About pages of Chinese universities was 3.39%. However, it seems there was no special intention by the producers of the texts to apply modality. Rather modality was mainly used to express the degree of certainty, probability, inclination and obligation.

7.4.2.1.2 The Modality of About Pages - UK Universities

Table 63: The Modality of About Pages - UK Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
UOA1	0	0	0	29	29
UOA2	0	0	0	29	29
UCA7	0	0	0	14	14
UCA8	0	0	0	17	17
UIA13	0	0	0	9	9
UIA14	2	0	0	7	9
ULA19	0	0	0	4	4
ULA20	0	0	0	7	7
UEA25	0	0	0	9	9
UEA26	0	0	0	3	3
UKA31	0	0	0	5	5
UKA32	0	0	0	6	6
UMA37	0	0	0	18	18
UMA38	0	0	0	11	11
UBA43	0	0	0	9	9
UBA44	0	0	0	14	14
UWA49	0	1	0	11	12
UWA50	1	0	0	17	18
UGA55	0	0	0	22	22
UGA56	0	0	0	14	14
UDA61	0	0	0	8	8
UDA62	0	0	0	20	20
USA67	0	0	0	14	14

USA68	0	0	0	14	14
Total	3	1	0	311	315
Percentage	0.95%	0.32%	0.00%	98.73%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
UIA14	2	0	0	2
UWA49	0	1	0	1
UWA50	1	0	0	1
Total	3	1	0	4
Percentage	75.00%	25.00%	0.00%	100.00%

As shown from the first table above, the percentage of sentences that featured modalisation was 0.95% in the 24 texts from the About pages of UK universities. From the second table it can be seen that the majority of this was high degree, accounting for 75% of the total, with the remainder 25% medium degree. For example:

Corporate bodies that bear arms must be well-established, of sound financial standing...
(EXTRACTED FROM UIA14).

Corporate bodies that bear arms	must	be	well-established	of sound financial standing...
Subject	Finite: Modal	Predicator	Complement	Adjunct: circumstance
MOOD		RESIDUE		

In this example, the producer of the text uses *must* to express a high degree of obligation regarding how corporate bodies should be established.

The percentage of modulation was 0.32%, and only appeared once in the 24 texts, in text UWA49:

... *youth should hold you back from changing the world?*.(EXTRACTED FROM UWA49)

youth	should	hold	you	back from changing the world
Subject	Finite: modulated	Predicator	Complement	Adjunct: circumstance
MOOD		RESIDUE		

In this example, the producer of the text uses the verbal operator *should* to express a medium degree of inclination about whether youth should hold someone back.

There was no mood adjunct in any of the 24 texts. To sum up, the total percentage of modality in the texts on the About pages of UK universities was 1.27%.

7.4.2.1.3 Comparison of the Two Countries

Table 64: Comparison of Modality of About Pages – China vs the UK

Country	Modality
China	3.39%
UK	1.27%

Country	The Degree of Modality		
	High	Medium	Low
China	80%	20%	0
UK	75%	25%	0

From the comparison of the two countries' About pages, it can be seen that Chinese universities used modality at almost three times the rate UK universities did. However, the degree of modality on both groups of websites was similar, the significant majority of which was high degree - 80% for Chinese universities and 75% for UK universities.

7.4.2.2 The Modality of Home Pages

The results for the Home pages were very similar to those of the About pages. As such, this section will not provide any detailed examples of the analysis.

7.4.2.2.1 The Modality of Home Pages - Chinese Universities

Table 65: The Modality of Home Pages – Chinese Universities

Text	Modality			Others	Total Number
	Modalisation(verbal)	Modulation	Mood Adjunct		
CTH3	0	0	0	32	32
CTH4	0	0	0	24	24
CPH9	0	0	0	22	22
CPH10	0	0	0	16	16
CZH15	1	0	0	6	7
CZH16	0	0	0	5	5
CSH21	2	0	0	11	13
CSH22	0	0	0	8	8
CFH27	2	0	0	21	23
CFH28	0	0	0	16	16
CNH33	0	0	0	19	19
CNH34	0	0	0	11	11
CSYH39	0	0	0	13	13

CSYH40	0	0	0	18	18
CTJH45	0	0	0	7	7
CTJH46	0	0	0	8	8
CNKH51	1	0	0	21	22
CNKH52	1	0	0	19	20
CXH57	0	0	0	4	4
CXH58	0	0	0	5	5
CSCH63	0	0	0	17	17
CSCH64	0	0	0	9	9
CTJIH69	3	0	0	36	39
CTJIH70	2	0	0	37	39
Total	12	0	0	385	397
Percentage	3.02%	0.00%	0.00%	96.98%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
CZH15	1	0	0	1
CSH21	0	2	0	2
CFH27	1	1	0	2
CNKH51	1	0	0	1
CNKH52	1	0	0	1
CTJIH69	2	1	0	3
CTJIH70	2	0	0	2
Total	8	4	0	12
Percentage	66.67%	33.33%	0.00%	100.00%

As shown from the first table above, the percentage of modalisation was 3.02% in the 24 texts from the Home pages of the Chinese university websites. There was no modulation or mood

adjunct in any of the 24 texts. As shown from the second table above, the majority of modality was high degree, comprising 66.67% of the total, and the remainder was medium degree, 33.33% of the total.

7.4.2.2.2 The Modality of Home Pages - UK Universities

Table 66: The Modality of Home Pages – UK Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
UOH3	0	1	0	22	23
UOH4	0	0	0	24	24
UCH9	0	0	0	18	18
UCH10	0	0	0	25	25
UIH15	2	0	0	34	36
UIH16	8	0	0	27	35
ULH21	0	0	0	25	25
ULH22	0	0	0	28	28
UEH27	2	0	0	25	27
UEH28	0	0	0	21	21
UKH33	1	0	0	15	16
UKH34	1	0	0	11	12
UMH39	2	2	0	20	24
UMH40	1	0	0	12	13
UBH45	4	0	0	21	25
UBH46	1	0	0	14	15
UWH51	4	1	0	33	38
UBH52	0	0	0	13	13
UGH57	1	0	0	10	11

UGH58	0	0	0	15	15
UDH63	0	0	0	19	19
UDH64	0	0	0	27	27
USH69	2	0	0	24	26
USH70	0	0	0	16	16
Total	29	4	0	499	532
Percentage	5.45%	0.75%	0.00%	93.80%	100.00%

Text	The Degree of Modality			Total Number
	High	Median	Low	
UOH3	0	1	0	1
UIH15	1	1	0	2
UIH16	1	7	0	8
UEH27	1	1	0	2
UKH33	0	1	0	1
UKH34	1	0	0	1
UMH39	2	2	0	4
UMH40	0	1	0	1
UBH45	0	4	0	4
UBH46	0	1	0	1
UWH51	3	1	0	4
UGH57	0	1	0	1
USH69	1	1	0	2
Total	10	22	0	32
Percentage	31.25%	68.75%	0.00%	100.00%

As shown from the first table above, the percentage of modalisation was 5.45% in the 24 texts from the Home pages of UK universities. The percentage of modulation was 0.75%. Therefore,

in total the percentage of modality was 6.2%. There was no mood adjunct in any of the 24 texts. As shown from the second table, the majority of modality was medium degree, comprising 68.75% of the total. The rest was high degree, comprising 31.25% of the total.

7.4.2.2.3 Comparison of the Two Countries

Table 67: Comparison of Modality of Home Pages – China vs the UK

Country	Modality
China	3.02%
UK	6.20%

Country	The Degree of Modality		
	High	Medium	Low
China	66.67%	33.33%	0
UK	31.25%	68.75%	0

From the comparison of the two countries' Home pages, Chinese universities used only half the amount of modality of their UK counterparts. The degree of modality was also significantly different, with a much higher incidence of high degree modality as a percentage of the total for Chinese universities (66.67%), in comparison to UK universities (31.25%).

7.4.2.3 The Modality of Research Pages

The results for the Research pages were very similar to those of the About pages. As such, this section will not provide any detailed examples of the analysis.

7.4.2.3.1 The Modality of Research Pages - Chinese Universities

As shown from the first table below, the percentage of modalisation was 1.80% in the 12 texts from the Home pages of Chinese universities. There was no modulation or mood adjunct in any of the 12 texts. As shown from the second table, all modality was high degree.

Table 68: The Modality of Research Pages - Chinese Universities

Text	Modality			Others	Total Number
	Modalisation(verbal)	Modulation	Mood Adjunct		
CTR5	0	0	0	5	5
CPR11	0	0	0	6	6
CZR17	0	0	0	5	5
CSR23	0	0	0	10	10
CFR29	0	0	0	19	19
CNR35	0	0	0	8	8
CTJR47	0	0	0	10	10
CNKR53	0	0	0	0	0
CXR59	2	0	0	17	19
CSCR65	0	0	0	22	22
CTJIR71	0	0	0	7	7
Total	2	0	0	109	111
Percentage	1.80%	0.00%	0.00%	98.20%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
CXR59	2	0	0	2
Total	2	0	0	2

Percentage	100.00%	0.00%	0.00%	100.00%
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7.4.2.3.2 The Modality of Research Pages - UK Universities

Table 69: The Modality of Research Pages - UK Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
UOR5	0	1	0	11	12
UCR11	1	0	0	36	37
UIR17	1	0	1	14	16
ULR23	1	0	0	9	10
UER29	1	0	0	18	19
UKR35	1	0	2	25	28
UMR41	0	0	0	8	8
UBR47	1	0	0	24	25
UWR53	0	0	0	10	10
UGR59	0	0	0	12	12
UDR65	2	0	0	28	30
USR71	2	0	0	21	23
Total	10	1	3	216	230
Percentage	4.35%	0.43%	1.30%	93.91%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
UOR5	0	1	0	1
UCR11	0	1	0	1
UIR17	2	0	0	2
ULR23	1	0	0	1

UER29	1	0	0	1
UKR35	0	3	0	3
UBR47	0	1	0	1
UDR65	2	0	0	2
USR71	0	2	0	2
Total	6	8	0	14
Percentage	42.86%	57.14%	0.00%	100.00%

As shown from the first table above, the percentage of modalisation was 4.35% in the 12 texts from the Research pages of UK universities. The percentage of modulation was 0.43%. The percentage of mood adjunct was 1.30%. To sum up, the total percentage of modality on the Research pages of UK universities was 6.09%. As shown from the second table, the majority of modality was medium degree, comprising 57.14% of the total with the remainder high degree, comprising 42.86% of the total.

7.4.2.3.3 Comparison of the Two Countries

Table 70: Comparison of the Modality of Research Pages – China vs the UK

Country	Modality
China	1.80%
UK	6.09%

Country	The Degree of Modality		
	High	Medium	Low
China	100%	0	0
UK	42.86%	57.14%	0

From the comparison of the two countries' Research pages, UK universities (6.09%) used almost three times the amount of modality in their websites compared to Chinese universities (1.80%). The degree of modality was also significantly different. All modality on the Chinese websites was high degree compared to 42.86% of high degree modality on the UK universities' webpages.

7.4.2.4 The Modality of Student Life Pages

The results for the Student Life pages were very similar to those of the About pages. As such, this section will not provide any detailed examples of the analysis.

7.4.2.4.1 The Modality of Student Life Pages - Chinese Universities

Table 71: The Modality of Student Life Pages - Chinese Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
CTS6	5	0	0	10	15
CPS12	0	0	4	11	15
CZS18	0	0	0	9	9
CSS24	0	0	0	4	4
CFS30	0	0	0	15	15
CNS36	1	4	0	10	15
CSYS42	0	0	0	9	9
CTJS48	0	0	1	7	8
CNKS54	3	0	0	7	10
CXS60	0	0	0	28	28
CSCS66	1	0	1	26	28
CTJIS72	1	0	0	13	14

Total	11	4	6	149	170
Percentage	6.47%	2.35%	3.53%	87.65%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
CTS6	4	1	0	5
CPS12	4	0	0	4
CNS36	2	3	0	5
CSYS42	1	0	0	1
CTJS48	1	0	0	1
CNKS54	3	0	0	3
CSCS66	4	0	0	4
CTJIS72	1	0	0	1
Total	20	4	0	24
Percentage	83.33%	16.67%	0.00%	100.00%

As shown from the first table above, the percentage of modalisation was 6.47% in the 12 texts from the Student Life pages of the Chinese universities. The percentage of modulation was 2.35% and the percentage of mood adjunct was 3.53%. To sum up, the total percentage of modality on the Student Life pages of Chinese universities was 12.35%. As shown from the second table, the majority of modality was high degree, comprising 83.33% of the total. The remainder was medium degree, 16.67% of the total.

7.4.2.4.2 The Modality of Student Life Pages - UK Universities

Table 72: The Modality of Student Life Pages - UK Universities

Text	Modality			Others	Total Number
	Modalisation (verbal)	Modulation	Mood Adjunct		
UOS6	6	0	0	17	23
UCS12	0	0	0	12	12
UIS18	0	0	0	26	26
ULS24	0	0	0	24	24
UES30	0	0	0	33	33
UKS36	1	0	0	16	17
UMS42	1	0	0	20	21
UBS48	1	0	0	26	27
UWS54	4	0	0	17	21
UGS60	0	0	0	19	19
UDS66	0	0	0	4	4
USS72	1	0	0	32	33
Total	14	0	0	246	260
Percentage	5.38%	0.00%	0.00%	94.62%	100.00%

Text	The Degree of Modality			Total Number
	High	Medium	Low	
UOS6	6	0	0	6
UKS36	1	0	0	1
UMS42	1	0	0	1
UBS48	1	0	0	1
UWS54	2	2	0	4
USS72	0	1	0	1

Total	11	3	0	14
Percentage	78.57%	21.43%	0.00%	100.00%

As shown from the first table above, the percentage of modalisation was 5.38% in the 12 texts from the Student Life pages of the UK universities. There was no modulation or mood adjunct in any of the 12 texts. As shown from the second table, the majority of modality was high degree, comprising 78.57% of the total and the rest was medium degree, 21.43% of the total.

7.4.2.4.3 Comparison of the Two Countries

Table 73: Comparison of the Modality of Student Life Pages – China vs the UK

Country	Modality
China	12.35%
UK	5.38%

Country	The Degree of Modality		
	High	Medium	Low
China	83.33%	16.67%	0
UK	78.57%	21.43%	0

From the comparison of the two countries' Student Life pages, it can be seen that UK universities used almost half of the modality (5.38%) in their websites compared to Chinese universities (12.35%). The degree of modality was similar for the two groups with the majority of the modality being high degree, in China - 83.33%, and in the UK - 78.57%.

The use of high degree modality can be seen in the following two examples:

You will never know what happiness means...(EXTRACTED FROM CPS12).

You will never know how hard the life is...(EXTRACTED FROM CPS12).

Both of the above examples employ *never* to achieve a high degree of modality to stress certainty. The following two examples use a medium degree of modality:

You may see yourself making an impact on the world around you (EXTRACTED FROM UWS54).

We could go on (EXTRACTED FROM USS72).

7.4.2.4.4 Conclusion

Table 74: Comparison of Modality – China vs the UK

Country	Modality			Others
	Modalisation (verbal)	Modulation	Mood Adjunct	
China	2.59%	0.89%	0.98%	95.54%
UK	4.10%	0.82%	0.22%	94.86%

Country	The Degree of Modality		
	High	Medium	Low
China	75.56%	24.44%	0
UK	46.86%	53.14%	0

As shown from the first table above, the percentage of modality for Chinese universities (4.46%) was similar to the percentage of modality for UK universities (5.14%). Although, it should be noted that the figures varied across the different webpages. From the detailed analysis, it can be concluded that there was no special intention regarding the usage of the modality as was discussed in the previous section. For example:

XJTU has always made commitments to their work, life and learning (EXTRACTED FROM CXA56).

XTJU	has	always	commitments	to their work, life and learning
Subject	Finite	Adjunct:mood	complement	Adjunct: circumstance
MOOD			RESIDUE	

... we cannot always avoid it (EXTRACTED FROM UIR17).

we	cannot	always	avoid	it
Subject	Finite	Adjunct: mood	Predicator	Complement
MOOD			RESIDUE	

The first example adopted the mood adjunct to express the high certainty of XJTU commitments to work, life and learning. The second adopted the adjunct to express a high degree of probability. These are similar to the examples presented in the previous analysis of the About pages:

Both we teachers and students should have a sense of responsibility and a sense of calling so that we can link our own goals with the needs of the development of our country and the progress of human civilisation (EXTRACTED FROM CNA31).

Both we teachers and students	should	have	a sense of responsibility and a sense of calling ...
Subject	Finite: modulated	Predicator	Complement
MOOD		RESIDUE	

Corporate bodies that bear arms must be well-established, of sound financial standing...
(EXTRACTED FROM UIA14).

Corporate bodies that bear arms	must	be	well-established	of sound financial standing...
Subject	Finite: Modal	Predicator	Complement	Adjunct: circumstance
MOOD		RESIDUE		

Although these examples show that the producers of the texts sought to use modality to achieve a certain kind of effect, there is no clear evidence to show a connection with the wider social and ideological context. Therefore, to conclude, the data indicates that neither Chinese nor UK universities have a particular preference concerning the use the modality. This means that it is not an essential factor in this research.

As shown from the second table, neither countries' universities used the low degree of modality in their online discourse. Instead Chinese universities adopted a high degree of modality in the majority of cases, while UK universities used a medium degree of modality in the majority of cases. The possible reason for this is, firstly, Chinese universities are representatives of the

Chinese government. This means that they have to retain a position of authority in relation to their online audience. As such, they tend to use a high degree of modality to show their authority and keep their distance from website users. For UK universities, because of neoliberalism and marketisation, they are under pressure to recruit students and therefore they must adopt a more friendly and engaging posture towards their audience. Secondly, because the highest concern of Chinese universities is to contribute to the Chinese government goal of socialist modernisation, they do not have to worry about recruiting students or attracting funds. Therefore, being friendly is not their top priority. This explains their frequent use of high degree modality. In contrast, UK universities have to pay attention much closer attention to these issues, which leads to their texts being framed in a more friendly manner, hence the lower usage of the high degree of modality.

Chapter 8 - Conclusion

8.1 Introduction

This final chapter, on the basis of the findings that have been set out in chapters three to seven, will firstly answer the research questions that were proposed in the Introduction. It will then present the analytical model that has been developed as a result of the research. The chapter will then discuss the impact of this study, before finally outlining the limitations of the study and making suggestions for future research.

8.2 Answering the Research Questions

The overarching research question that this study has sought to answer is: how do universities present themselves on their websites through written texts?

In order to answer this question, several sub-questions were posed:

1. Are there identifiable patterns of word selection and sentence structure through which universities present themselves on their websites?

By using analytical tools derived from Halliday's functional grammar, the research has found that there are in fact some recurring patterns of word selection and sentence structure through which universities present themselves on their websites. The details of these patterns were illustrated and assessed by answering the following questions:

2. Are there similarities and differences between the way that Chinese universities as a group present themselves and the way that UK universities as a group present themselves?

By comparing Chinese and UK universities, this study has found that there are some similarities and differences evident in the way Chinese universities as a group present themselves and the way that UK universities as a group present themselves. This finding leads to the third research question and the answers the study has generated in response to it:

3. What are these similarities and differences?

During the course of this research, data was analysed according to three systems: a transitivity-based analysis, a theme-based analysis and a mood and modality-based analysis. Consequently, this question must be answered in three parts:

A. Transitivity Analysis

- Similarities:

Material Process. For both Chinese and UK universities, the material process was the dominant process choice evident in their online discourse. This choice is consistent with the nature of the texts, i.e., introducing the universities to the receivers of the texts. As the websites mainly present the universities by describing their ‘doing’ actions and so on to the outside world, the dominant choice of the material process is easy to understand. For example:

Colleges organise tutorial teaching for undergraduates (EXTRACTED FROM UOAI).

Colleges	organise	tutorial teaching	for undergraduates
	Material process		

...China hosts the world final of ACM-ICPC (Extracted from CPA9).

China	hosts	the world final of ACM-ICPC
	Material Process	

Both of these above examples utilise the material process to describe different actions regarding the universities.

Neutral Verbal Process. In terms of the verbal process, the majority type evident in both the Chinese and UK universities' online discourse was the neutral verbal process. This is also in line with the nature of the text, i.e., introducing the universities through the use of direct quotations without any additional attitude. For example:

People who come to Sheffield say it's an amazing place to live (Extracted from USS72).

People	who come to Sheffield	say	it's an amazing place to live
Sayer		Neutral Verbal process	Verbiage

Professor Thorne told the stories behind the screen to the Chinese fans (EXTRACTED FROM CFH28).

Professor Thorne	told	the stories behind the screen	to the Chinese fans
Sayer	Neutral verbal process	Verbiage	Receiver

Both of the two examples utilise the neutral verbal process to describe verbal action without any additional attitude.

The positive verbal process type was the second most frequently encountered verbal process. This arose from the fact that all of the universities sought to positively promote themselves to their audience. For example:

'This is an important finding,' co-lead researcher Professor David Murray explains (Extracted from UOH3).

This is an important finding	co-lead researcher professor David Murray	explains
Verbiage	Sayer	Positive verbal process

Zhejiang University is proud to announce that four projects... (Extracted from CZH16).

Zhejiang University	is proud to announce that	four projects
Sayer	Positive verbal process	Verbiage

The above examples used *explain* and *announce* respectively to give a positive impression about the sayer.

- Differences:

Actor Choice When Using the Material Process. During deeper analysis of the most frequently used process types the research found that there was a notable difference in the actor choice in the material process of Chinese and UK universities. In particular, it was revealed that Chinese universities preferred government-related nouns as the actor choice in the material process. By linking this to the prevailing ideology in China, i.e., that of socialism with Chinese characteristics, it is suggested that this phenomenon arises because Chinese universities' wish to display their close relationship with the government and to demonstrate their authority to their audience. For example:

...the National Government's Administrative Department ratified changing Fudan from private to state-run...(Extracted from CFA26).

the National Government's Administrative Department	ratified changing	Fudan from private to state-run
Actor	Material process	

In this example, the Chinese government department is the actor of the process. This is designed to achieve the effects mentioned above. However, UK universities are totally different in that they want to keep distance from the government and therefore tended not to adopt government related actors in the material process.

Single vs multiple phenomena. Chinese universities tended to use long sentences with multiple phenomena in the existent and often provided no additional explanation, while UK universities tended to prefer single phenomena with additional explanation. Because of the wider social context and the ideology imposed on them, Chinese universities must act principally as a propaganda channel for the Chinese government. They therefore pay less attention to making their website texts easy to understand and instead prioritise keeping distance with their audience and maintaining the appearance of authority. Take, for example, the following sentence where several different pieces of information are packed into one existential process:

There are 11 Level I national key academic disciplines and 19 Level II national key academic disciplines (Extracted from CFA25).

There	are	11 Level I national key academic disciplines and 19 Level II national key academic disciplines
	Existential process	Existent

In contrast, UK universities try to make their websites texts friendly and easy to follow. This can also be traced to the prevailing ideology of the UK where, because of neoliberalism and marketisation, universities have to attract more prospective students and funding from a wide range of sources. The resulting preference for simple and easy to understand language can be seen in the following example, where there is only one phenomenon in the existential process:

There are 38 Oxford colleges...(Extracted from UOA1).

There	are	38 Oxford colleges
	Existential process	Existent

B. Theme Analysis

- Similarities:

'Others' as the Topical Theme. Of the five theme categories identified in this research - personal pronoun, other pronoun, possessive determiner plus noun, dependent clause and others - both Chinese and UK universities most commonly employed topical themes that fell into the 'Others' category. This choice is in line with the nature of the texts which focus on introducing different aspects of the universities.

Unmarked Theme. For both Chinese and UK universities, the unmarked theme was the most common theme choice.

- Differences:

Personal Pronoun as the Topical Theme. UK universities were more likely to use the personal pronoun as the topical theme than Chinese universities. To be more specific, when referring to themselves, UK universities preferred *we* as the topical theme, while Chinese universities preferred to use the full name of the university. This is shown in the following examples:

Tsinghua University was established in 1911, originally under the name “*Tsinghua Xuetaang*”
(EXTRACTED FROM CTA1).

Tsinghua University	was established in 1911, originally under the name Tsinghua Xuetaang
Topical Theme	RHEME

We are a place that inspires ambitious people to succeed (EXTRACTED FROM UGA55).

We	are a place that inspires ambitious people to succeed.
Topical Theme	RHEME

A plausible explanation for this difference is that UK universities adopt the personal pronoun *we* in an attempt to identify with the audience and shorten the distance between the university and the audience. In contrast Chinese universities prefer to use the lengthy nominal group to display their authority and keep distance between them and their audience. Similar to the above, this phenomenon is also in line with the ideologies that are imposed on the universities: socialism with Chinese characteristics for China and neoliberalism and marketisation for the UK.

Marked Theme. Chinese universities are more likely to use the marked theme to emphasise special intentions, like the time, location and so on, while UK universities try to introduce themselves through other ways to make their texts more friendly and easy to understand. Chinese universities prefer to apply the marked theme to emphasise certain points in line with the pressures they face arising from the ideology of socialism with Chinese characteristics. In contrast, UK universities do so much less to make their texts more friendly and less formal. As before, this choice can equally be linked to the different ideologies that have been imposed on

them. This point concerning marked theme is illustrated with an extract taken from the website of China’s Sun Yat-sen University:

With five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten affiliated hospitals, the University is striving to become a world-class university and global centre of learning (EXTRACTED FROM CSA19).

With five Campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten hospitals,	the university is striving to become a world-class university and global centre of learning.
Topical Theme	RHEME
Adjunct: Circumstantial	

C. Mood and Modality Analysis

- Similarities:

Declarative Mood Structure. In the mood structure analysis, for both Chinese and UK universities, the declarative mood structure was the most frequently encountered grammatical pattern. Typically this is a grammatical pattern of written language. This is in line with the nature of the texts, i.e., written texts to provide information to the audience. For example:

Oxford has a distinctive collegiate structure (EXTRACTED FROM UOA1).

Oxford	has		A distinctive collegiate structure
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

The name “National Tsinghua University” was adopted in 1928 (EXTRACTED FROM CTA1).

The name “National Tsinghua University”	was	adopted	in 1928
Subject	Finite	Predicator	Adjunct
MOOD		RESIDUE	

In the modality analysis, there was no major difference between Chinese and UK universities.

The majority of the texts did not apply modality.

- Differences:

Interrogative Clauses. Although in the mood analysis the declarative mood structure was the majority choice for both countries’ universities, UK universities tended to use more interrogative structures than Chinese universities. This helped the UK producers make their texts more interactive and created the impression of a conversation which made the texts more friendly and easier to understand. As before, this phenomenon can also be traced to the broader societal ideologies described above. The following extract from Warwick University, illustrates this phenomenon with the text proposing a rhetorical question that is then answered in the following sentences:

So how will we address this issue? (EXTRACTED FROM UWA50).

So	how	will	we	address	this issue?
Adjunct	WH/ Adjunct	Finite	Subject	Predicator	Complement
RESIDUE		MOOD		RESIDUE	

High vs Medium Degree of Modality. In the modality analysis, it was found that Chinese universities preferred a high degree of modality, while UK universities preferred a medium degree of modality. Because Chinese universities are representatives of the Chinese government it means that they have to retain a position of authority in relation to their audience, while UK universities seek to appear friendly and easy going. In the following example, the producer employed *always* to achieve a high degree of modality:

XJTU has always made commitments to their work, life and learning (EXTRACTED FROM CXA56).

XTJU	has	always	commitments	to their work, life and learning
Subject	Finite	Adjunct:mood	complement	Adjunct: circumstance
MOOD			RESIDUE	

So to conclude, there are several similarities and differences in the ways that Chinese and UK universities present themselves on their websites. The following table presents an overview of these similarities and differences.

Table 75: Summary of the Similarities and Differences between Chinese and UK Universities’

Online Discourse

Similarities	Differences
1. Material process is the dominant process	1. Government related actors are a more popular actor choice for Chinese universities
2. Neutral and positive verbal process are the first and second most common verbal process for both groups	2. Multiple vs single phenomenon and the inclusion or lack of additional explanation
3. ‘Others’ are the dominant topical theme choice	3. Personal pronoun is a more popular topical theme choice for UK universities

4. Unmarked theme choice is the dominant theme choice	4. Marked theme choice is more popular for Chinese universities
5. Declarative is the dominant mood structure	5. High degree of modality is a popular choice for Chinese universities
6. Modality is not the dominant choice	6. Interrogative is more popular mood structure for UK universities

Having established what similarities and differences exist the next research question was:

4. What lies behind these similarities and differences and can a correlation be made with the ideologies imposed on the universities?

In answering this question, the research also addressed the next research question:

5. What is the historical and cultural context for university education in China and the UK and how does this influence higher education?

- Chinese universities

Modern universities were first established in China towards the end of Qing Dynasty. In 1885 the first modern university - Bei Yang Gongxue, the forerunner of Tianjin University, was established. In 1886, Nan Yang Gongxue, forerunner of Shanghai Jiao Tong University, and Imperial University, forerunner of Beijing University, were established. In this period of time, higher education's main purpose was to make the country rich and strong to prolong the Qing regime. 1911 was another important year for the development of Chinese universities. With the overthrow of the Qing dynasty in that year and the establishment of the Republic of China several further modern public and private universities were established. The purpose of higher

education also changed from serving the needs of the ruling regime to cultivating advanced learning and scholarship to serve the needs of the country as a whole. In 1949 the People's Republic of China was established and three years later the Chinese government transferred all universities into the public sector. As such, they all came under central government control under the direct leadership of the Chinese Communist Party. In the following decades Chinese universities went through several more significant changes. In particular, the 1960s and 1970s saw the Cultural Revolution when many of China's universities were shut, and then the Reform and Opening Up era has seen the transformation of higher education from elite to mass education. Under the leadership of the Chinese Communist Party the purpose of higher education changed again to serving the cause of socialist modernization, which remains one of its primary purposes up to the present day.

- UK universities

The Universities of Oxford and Cambridge are the two oldest universities in the UK, founded in the 11th and 13th centuries respectively. For several centuries, Oxford and Cambridge universities mainly focused on the study of religion and law and both had a high degree of autonomy. In 1828 the University of London was established as the first secular university in England admitting students without consideration of their religion. In the 19th century, because of the Cambridge University Extension Movement, a scheme designed to bring university teaching to the large towns and cities of England, several civic universities emerged. These included Owens college, which was the forerunner of the University of Manchester and Firth College, which was the forerunner of the University of Sheffield. Then, in 1963, the Robins Report was published. This led to the expansion of universities and the transformation of many advanced technology colleges into universities. After that, many new universities were

established in the UK, such as the University of Warwick. 1992 then saw the abolition of the so-called 'binary divide' between universities and polytechnics with the Further and Higher Education Act of that year leading to polytechnics and the Scottish central institutions becoming universities. Then in 1997, the Dearing Report was published. This ushered in several major changes to UK higher education. For example, undergraduate tuition went from being funded entirely by grants from the government to a mixed system that included tuition fees and there was also the expansion of sub-degree courses and so on. The purpose of higher education in the UK has evolved significantly over time from when it first came into existence and focused only on religion and law, to seeking to inspire and enable many more individuals in society to develop following the recommendations of the Robbins Report in the 1960s, to the present day where serving the needs of the knowledge-based economy has been increasingly prioritised.

With such different purposes, it is unsurprising that universities from the two countries choose to present themselves differently on their websites.

To answer research question 4, however, another question needed to be answered:

6. What are the underlying ideologies in China and the UK which influence higher education?

- For Chinese universities:

According to the existing literature, socialism with Chinese characteristics is the dominant ideology in China and it influences every aspect of Chinese society. Put simply, socialism with

Chinese characteristics is Marxism tailored for Chinese conditions. The influences of the socialism with Chinese characteristics in Chinese higher education are:

The Chinese Political System. One of the most significant influences of socialism with Chinese characteristics has been on China's political system. The Chinese Communist Party is at the heart of the system. Unlike Western countries, where the state and political parties are separate, the Chinese Communist Party and the state are effectively fused. This means that that all public organisations, including universities, are under its direct control and must support its goals and objectives.

The Purpose of Higher Education. Because of socialism with Chinese characteristics, the principal purpose of higher education in China is to serve the socialist cause.

The Governance of Chinese Universities. Chinese universities are under the direct leadership of the Chinese Communist Party, which means that the Chinese government exerts direct control over all Chinese universities.

The Admission System of Chinese Universities. In China, university admissions are managed mainly through the unified examination and enrolment systems. The core part of these systems is the unified examination, known as Gaokao, or the National Higher Education Entrance Exam. The key characteristic of this system is that one student can only receive one offer from one university every year. This means the power relations within the system are balanced heavily towards universities and against students.

Students and Teachers at Chinese Universities. It is compulsory for students in Chinese universities to take modules relating to socialist ideology. For teachers, strict guidelines have been issued that ban the teaching of Western political ideology in classes.

- For UK universities:

According to the existing literature, unlike China, there is no single dominant ideology in the UK. However, neoliberalism and marketisation are widely identified to have had a great influence on higher education in UK. Neoliberalism is a political-economic philosophy, whose major concern is to emphasise the role of the market while weakening the role of the state in economic and social development. One of the key features of neoliberalism is marketisation. The influences of neoliberalism and marketisation on UK higher education are:

Governance and Management. Traditional universities have been transformed into entrepreneurial universities, which means that higher education institutions are increasingly professionally managed like business corporations, with a high degree of autonomy.

Funding. The proportion of funding allocated to UK universities by the government has been cut significantly in recent years. This has forced universities to try to attract funding and to generate other income from a wide range of sources. The effects can be seen in universities increased use of promotional discourse to attract both domestic and international students.

Students. Tuition fees for English students have increased dramatically. This has forced students to be more like consumers and created a mindset that university education should be

treated as instrumental process for attaining a well-paid job, instead of a process to develop ones' intellectual perspective.

Teachers. Teachers are increasingly seen as service providers rather than subject experts.

Knowledge. Knowledge is increasingly treated like a commodity rather than a good in itself.

The argument of this thesis is that the very different ideologies that influence universities in China and UK can account for many of the differences in the ways in which Chinese and UK universities present themselves through written texts on their websites. Chinese universities are required to keep their distance from their audience and maintain their authority by adopting government related actors, multiple existents and marked themes in their written texts. UK universities, on the other hand, are forced by the market to make their text friendly and easy to follow by more frequently adopting personal pronouns as the topical theme and more interrogative structures in their written texts.

8.3 Analytical Model

The key logic of this study is that discourse is the main medium for ideology, because ideology is embodied in language, and language is established on the basis of fundamental principles and assumptions about the world, which are themselves immersed in ideology. Hence, ideology is both learnt through language and reinforced in the language used. By using the Halliday's functional grammar, the author conducted analysis of the written texts from Chinese and UK universities' websites. During the course of this research, an analytical model has been developed that this researcher contends could be useful for future related analysis. The

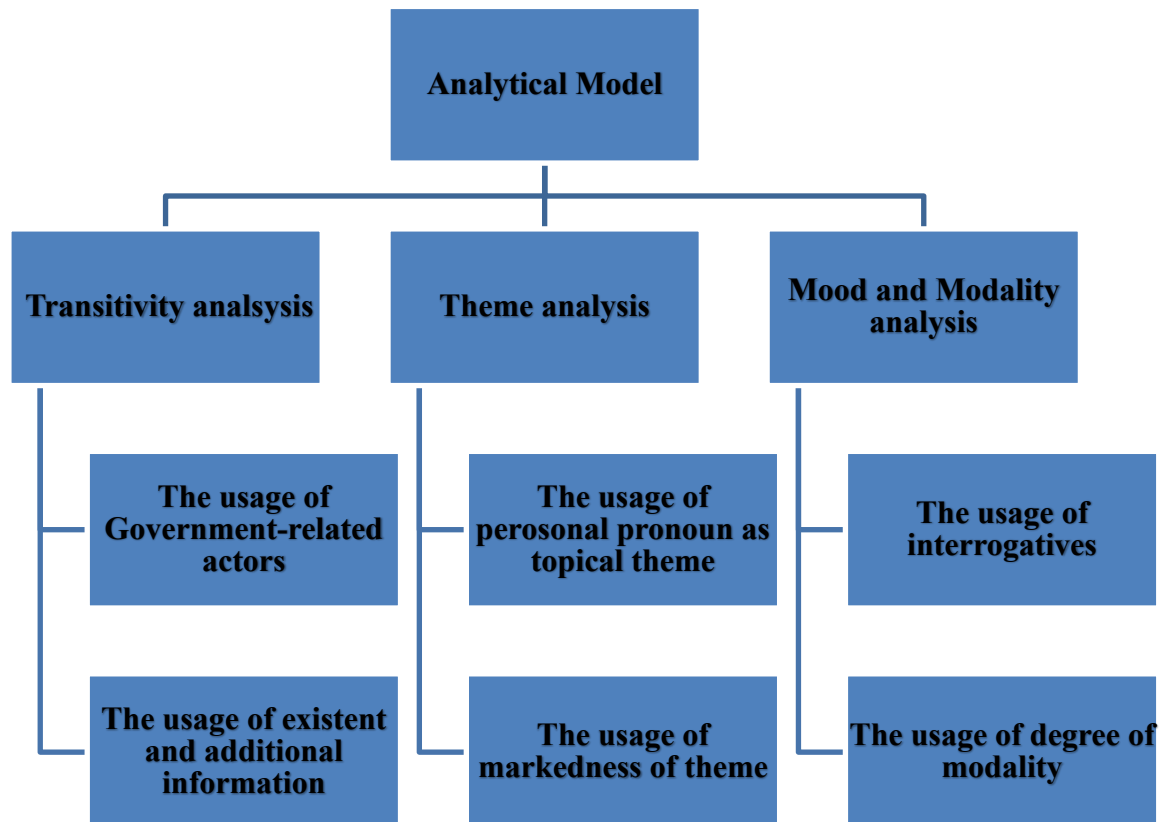
analytical model comprises three layers which correspond to Halliday's functional grammar, the Transitivity layer, the Theme layer and the Mood and Modality layer.

In the Transitivity layer, the material process and existential process are the key aspects of analytical focus. To be specific, in terms of the material process, key issues are whether government related actors are a popular choice for the material processes used in text. This is a key tool to identify whether the ideology imposed on a text is socialism with Chinese characteristics or not. In the existential process, whether there are single or multiple phenomena and whether additional explanation is provided or not are other important tools to identify whether the wider social context imposed on a text is socialism with Chinese characteristics or not.

In the Theme layer, the choice of topical theme and the markedness of theme are the key aspects of analytical focus. To be specific, whether personal pronouns are a popular choice of topical theme is a key tool to identify whether the wider social context imposed on a text is neoliberalism/ marketisation or not.

In the Mood and Modality layer, the mood structure and the degree of modality are the key aspects of analytical focus. To be specific, whether the usage of interrogative structures in written texts is a popular mood structure is one of the keys tools to identify whether the wider social context imposed on a text is neoliberalism/ marketisation or not.

Chart 5: The New Analytical Model



8.4 Impact of this Study

Methodologically speaking, while critical discourse analysis is a relatively young approach, it is undoubtedly very useful for social science research in studying all kinds of issues and ideas. However, a drawback of the approach is that there is a lack of practical analytical tools available to conduct the analysis. Therefore, one of the major contributions of this research is the effective application of an innovative methodology to the analysis of written texts in university websites. The analytical model developed here could, if maintained, be useful for other similar analyses in future, including exploring the specific situation pertaining to the influence of ideology on Chinese and UK higher education. This research has sought to explore this issue from a different methodological angle by adopting analytical tools derived from Halliday's functional grammar to identify an analytical model for discourse analysis.

Theoretically speaking, this study has explored the philosophical foundation of critical discourse analysis. It has traced the history and implications of the ideologies which are imposed on the Chinese and UK higher education systems. Finally, the results of this research could lead to suggestions for how Chinese universities could improve the English versions of their websites if they wish to make their sites more engaging and user-friendly in future.

8.5 Limitations of this Study

It is important to note, there are certain limitations to this study. These indicate where future research should focus. The literature about the ideology which is imposed on and influences higher education in China and UK is extensive and this research has mainly concentrated on socialism with Chinese characteristics and neoliberalism and marketisation. Future research could dig deeper into how other ideologies influence higher education in China and UK. Furthermore, although this study adopted analytical tools derived from Halliday's functional grammar, there are many other aspects to this theory, other than those used in this research (i.e., transitivity, theme and mood) which are worth exploring. Indeed, Halliday's functional grammar is a very broad and complex theory, which is undoubtedly able to offer further insight to discourse analysis.

Furthermore, this research, because of constraints on time and to ensure appropriate specificity, limited its scope of inquiry. Future analysis could focus on aspects that were out of the scope of this research. This includes issues such as:

- Transitivity analysis – the mental and relational processes are also worth exploring in future studies, which could shed more lights on how universities describe and conceptualise the outside world. Using these additional tools would complement this

research which focussed on the material process, the verbal process and the existential process only.

- Mood and modality analysis - modality is an interesting area that would be worth exploring in greater detail in future analysis. Deeper analysis in this area would likely reveal more interesting data about the attitudes of universities.
- Theme analysis – to complement the analysis of this research the usage of textual theme and interpersonal theme would also be worth exploring in future studies.
- 144 texts were analysed in a brief way to reach the data. However, some of the texts could analysed in more detail to conduct a comparative study to shed further light on this topic.
- Future research could seek to analyse a larger sample which would likely produce more comprehensive findings.

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Appendices

Appendix 1: UK Sample Texts

Code:	UOA1
Name:	Organisation
From:	https://www.ox.ac.uk/about/organisation?wssl=1
Word count:	469

Organisation

Oxford has a distinctive collegiate structure. Students and academics benefit from belonging both to the University, a large, internationally-renowned institution, and to a college or hall, a small, interdisciplinary academic community.

The colleges and halls

There are [38 Oxford colleges](#), which are financially independent and self-governing, but relate to the central University in a kind of federal system. There are also six permanent private halls, which are similar to colleges except that they tend to be smaller, and were founded by particular Christian denominations. The colleges and halls are close academic communities, which bring together students and researchers from different disciplines, cultures and countries. This helps to foster the outstanding research achievement that has made Oxford a leader in so many fields.

The colleges and the University work together to organise teaching and research, and many staff at Oxford will hold both a college and a University post.

If you are interested in undergraduate study at Oxford, please consult our [information on colleges for prospective undergraduates](#).

The central University

The central University is made up of many different sections, including academic and administrative departments, [libraries](#) and [museums](#).

There are roughly 100 major academic departments, which are overseen by the four academic divisions: [Medical Sciences](#); [Mathematical, Physical and Life Sciences](#); [Humanities](#) and [Social Sciences](#).

Each department organises teaching and research in a different subject area, from Anthropology to Zoology. There are also many smaller, specialist research centres and sub-departments.

The [Department for Continuing Education](#) offers part-time, flexible courses and programmes for adult learners. It offers more than 1,000 courses each year, including weekly classes, online courses, day, weekend and summer schools, undergraduate and postgraduate qualifications, and continuing professional development courses.

The role of the colleges and halls and the University in student life

Almost every student at Oxford is a member of a college. Most colleges admit both graduate and undergraduate students.

Admissions

- The undergraduate admissions process is co-ordinated by the University, but colleges are ultimately responsible for selecting and admitting their undergraduate students.
- The University admits graduate students, but once they have been offered a place by the University, graduate students are also selected by a college.

Facilities and resources

- Colleges provide accommodation, catering, social spaces, pastoral care and other facilities for their students.
- The University provides centralised student services, including careers and counselling, as well as resources such as libraries, laboratories and museums.

Teaching

- Colleges organise tutorial teaching for undergraduates. Tutorials are central to studying at Oxford, giving students an opportunity to discuss and explore their subject in small groups with an expert in the field.
- The University supervises graduate students and examines graduate theses.
- The University determines the content of degree courses, and organises lectures, seminars and lab work for both undergraduate and graduate students.
- The University sets and marks examinations, and awards degrees to students.

Code:	UOA2
Name:	Introduction and history
From:	https://www.ox.ac.uk/about/organisation/history?wssl=1
Word count:	604

Introduction and history

As the oldest university in the English-speaking world, Oxford is a unique and historic institution. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

In 1188, the historian, Gerald of Wales, gave a public reading to the assembled Oxford dons and in around 1190 the arrival of Emo of Friesland, the first known overseas student, set in motion the University's tradition of international scholarly links. By 1201, the University was headed by a *magister scholarum Oxonie*, on whom the title of Chancellor was conferred in 1214, and in 1231 the masters were recognised as a *universitas* or corporation.

In the 13th century, rioting between town and gown (townspeople and students) hastened the establishment of primitive halls of residence. These were succeeded by the first of Oxford's colleges, which began as medieval 'halls of residence' or endowed houses under the supervision of a Master. University, Balliol and Merton Colleges, which were established between 1249 and 1264, are the oldest.

Less than a century later, Oxford had achieved eminence above every other seat of learning, and won the praises of popes, kings and sages by virtue of its antiquity, curriculum, doctrine and privileges. In 1355, Edward III paid tribute to the University for its invaluable contribution to learning; he also commented on the services rendered to the state by distinguished Oxford graduates.

From its early days, Oxford was a centre for lively controversy, with scholars involved in religious and political disputes. John Wyclif, a 14th-century Master of Balliol, campaigned for a Bible in the vernacular, against the wishes of the papacy. In 1530, Henry VIII forced the University to accept his divorce from Catherine of Aragon, and during the Reformation in the 16th century, the Anglican churchmen Cranmer, Latimer and Ridley were tried for heresy and burnt at the stake in Oxford.

The University was Royalist in the Civil War, and Charles I held a counter-Parliament in Convocation House. In the late 17th century, the Oxford philosopher John Locke, suspected of treason, was forced to flee the country.

The 18th century, when Oxford was said to have forsaken port for politics, was also an era of scientific discovery and religious revival. Edmund Halley, Professor of Geometry, predicted the return of the comet that bears his name; John and Charles Wesley's prayer meetings laid the foundations of the Methodist Society.

The University assumed a leading role in the Victorian era, especially in religious controversy. From 1833 onwards The Oxford Movement sought to revitalise the Catholic aspects of the Anglican Church. One of its leaders, John Henry Newman, became a Roman Catholic in 1845 and was later made a Cardinal. In 1860 the new University Museum was the scene of a famous debate between Thomas Huxley, champion of evolution, and Bishop Wilberforce.

From 1878, academic halls were established for women and they were admitted to full membership of the University in 1920. Five all-male colleges first admitted women in 1974 and, since then, all colleges have changed their statutes to admit both women and men. St Hilda's College, which was originally for women only, was the last of Oxford's single sex colleges. It has admitted both men and women since 2008.

During the 20th and early 21st centuries, Oxford added to its humanistic core a major new research capacity in the natural and applied sciences, including medicine. In so doing, it has enhanced and strengthened its traditional role as an international focus for learning and a forum for intellectual debate.

Code:	UOH3
Name:	Partial knee replacements better for many patients and cheaper for NHS
From:	http://www.ox.ac.uk/news/2018-05-02-partial-knee-replacements-better-many-patients-and-cheaper-nhs
Word count:	583

Partial knee replacements better for many patients and cheaper for NHS

Researchers at the Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences (NDORMS) have found that many more patients could be given a partial knee replacement instead of a total knee replacement, resulting in improvements in their quality of life and lower costs for the healthcare system.

The team used routinely collected data from the National Joint Registry (NJR) and found that partial replacements, also known as unicompartmental replacements (UKR), are better for patients who have only part of their knee affected by arthritis and could therefore have either a partial or a total replacement.

The procedure is less invasive, allows for a faster recovery, carries less post-operative risks and provides better function. It is also a cheaper intervention for the NHS, in both the short and long term.

"The main strength of this study is that we were able to use real data, from very large numbers of people, about their actual operations, their GP visit, and their own reported quality of life outcomes in a way that is not always possible," says co-lead researcher and NDORMS Senior Health Economist Dr Rafael Pinedo-Villanueva, who is funded by the National Institute of Health Research (NIHR) Oxford Biomedical Research Centre (BRC) and the Medical Research Council.

"This has allowed us to provide strong proof that partial knee replacements are both better for patients and cheaper for the NHS," he added.

The research published in *BMJ Open* compared people who had a partial knee replacement with those who had a total knee replacement, but could have had a partial replacement.

The main reason for knee replacement surgery is osteoarthritis and about half of the patients needing knee replacement could be suitable for a partial replacement, a procedure where only the affected part of the knee joint is replaced. However, according to data from the NJR, of the 98,147 knee replacements undertaken in 2016, only 9% were partial.

The use of partial replacement varies greatly between different surgeons. Partial replacements done by surgeons using them for a small proportion of knee replacements provide worse outcomes than total replacements. Whereas partial replacements done by surgeons using them for a high proportion of knee replacements provide better outcomes and are cheaper for the NHS than total replacements.

'This is an important finding,' co-lead researcher Professor David Murray explains. 'If surgeons aim to use partial knees in a quarter or more of their knee replacements this will substantially improve the results of knee replacement and will save money. In addition more partial knee replacements will be done and more patients will benefit from this procedure.'

The new study provides clear evidence of the lifetime benefits for patients over 60, for whom partial knee replacements are better and cheaper. Whilst partial replacements are still cheaper for patients under 60, the long-term health benefits of this intervention are less clear, compared to those of total knee replacements. However, for surgeons using partials in a high proportion of their knee replacements, partials should provide better long-term health benefits than totals even in these younger patients.

'For patients and the NHS to see the benefits of partial replacements, we need the buy-in of surgeons, who would need to feel comfortable performing a greater proportion of their knee replacements as partials,' the paper's first author, Ed Burn, explains.

'If we see surgeons carrying out this procedure more often the proportion of knee replacements that are partials would increase from the current figure of nine per cent and we would see an increase in future economic and population health gains.'

Code:	UOH4
Name:	Oxford University's newest start-up accelerator welcomes its first cohort
From:	http://www.ox.ac.uk/news/2018-05-01-oxford-university%E2%80%99s-newest-start-accelerator-welcomes-its-first-cohort
Word count:	527

Oxford University's newest start-up accelerator welcomes its first cohort

The ten teams will be supported by the Foundry through the L.E.V8 programme for a six month period, ending in September 2018.

The Oxford Foundry (OXFO) is a new entrepreneurship centre at the heart of Oxford University, an initiative led by Professor Peter Tufano, the Dean of Saïd Business School, with a founding donation from Reid Hoffman, Founder of LinkedIn. The call for applications was only open for two weeks, but in that period more than 130 early-stage start-ups applied to the Foundry's OXFO L.E.V8 accelerator programme, each of whom have at least one Oxford University-affiliated person on their founding team. The Foundry takes no equity, and requires no transfer of IP from the ventures it supports through L.E.V8, and the package of support is estimated to have a value of £60k per team.

The final 10 teams selected for the L.E.V8 programme comprise 30 entrepreneurs, from 11 different nationalities. They will benefit from a range of support including bespoke masterclasses, practical advice and support to develop and scale their businesses, and access to advisors, industry experts and investors. All the ventures will have a designated workspace within the Amersi Foundation Accelerator at the Oxford Foundry's central Oxford location for the six months of the programme. The teams will finish their six month residency at L.E.V8 with a demo day in September, where they will showcase their businesses to an audience of invited guests, including investors and members of the Press. Further details of the demo day will be announced in June 2018.

As Reid Hoffman, Founder of LinkedIn and senior advisor to the Foundry, explains: 'The calibre of these ventures is impressive, with over half of them having already raised some initial funding and product partnership traction before joining the accelerator. Each member of the cohort has the potential to be a talented entrepreneurial leader, and this individual potential will be nurtured and developed through the L.E.V8 programme. It is our hope that the teams will pay the learnings forward, enriching and contributing to society and the economy, be that with their current ventures or as they form or join new companies in the future.'

The diversity of the L.E.V8 teams reflects the sector-agnostic nature of the Foundry, including students of Medical Anthropology, Physics, Population Health and more. The ventures cover a range of industry sectors including medtech, sustainable energy, fintech and education.

Ana Bakshi, Director of the Oxford Foundry, commented: 'Each of our ventures is working on impact-driven and purpose-led solutions to global issues, from supporting asset managers in making successful, social impact-led investment decisions, to providing transparency and better accountability in the pharmaceutical industry supply chain through blockchain technology, to providing business solutions in energy conservation. OXFO L.E.V8 connects our ventures to a valuable ecosystem of peers, experts and advisors, all of whom will accelerate them on their journey to scale. The L.E.V8 tailored learning programme will support each participant as they evolve into resilient, empathic entrepreneurial leaders, strong communicators and strategic thinkers. We are creating a collective, a family of Oxford Foundry entrepreneurs who contribute to, and benefit from, an evergreen cycle of support.'

Code:	UOR5
Name:	Why Oxford archaeologists dream of seeing the Palmyra Arch rebuilt by Syrians.
From:	http://www.ox.ac.uk/oxford-heritage-projects/oxford-heritage-conflict
Word count:	246

Why Oxford archaeologists dream of seeing the Palmyra Arch rebuilt by Syrians.

As Islamist militants are driven finally out of their captured strongholds, Oxford archaeologists have urged that the restoration of damaged historic sites be made a priority.

Monuments and buildings such as the Palmyra Arch or the Great Mosque in Aleppo should be rebuilt with Syrian expertise and materials not only because of what they say about the ancient world, but also because of what they can do for the economic and spiritual well-being of local people.

When so-called Islamic State (IS) seized Palmyra in 2015, its militants beheaded the Syrian city's 82-year-old archaeologist Khaled el-Asaad and destroyed the Temple of Bel that had stood there for 2,000 years, followed by the 1,800-year-old Roman Arch of Septimius Severus nearby. As international public outcry seemed to condemn the iconoclastic destruction more than the murder, 'compassion fatigue' was blamed. It is a debate that resurges every time historic heritage is blasted by war. But Oxford archaeologists and historians argue that it is misguided to weigh lives and buildings against each other like this.

'The built environment is part of people's identity,' said Oxford classical archaeologist Dr Judith McKenzie. 'Historic buildings are part of people's culture, history, and memories. And handing down cultural heritage from past to future generations reaffirms identity.' This is not a matter simply of bricks and mortar, but what she called 'intangible heritage' – the value that people and buildings have mutually generated across time.

Code:	UOS6
Name:	Travel
From:	https://www.ox.ac.uk/students/life/travel?wssl=1
Word count:	444

Travel

While most students walk or cycle while in Oxford, you can take advantage of a range of discounted bus services providing quick travel around the city as well as regular connections to London and major airports.

Cycling

Cycling is a very popular way of getting around Oxford. Be aware that bike theft occurs regularly. You can register your bike for free with the University Cycle Registration Scheme. Doing so will help the police to get your bike back to you if it is stolen.

Bicycles, including electric bikes, can be hired from docking stations across the University. For more information visit the [Oxonbike website](#).

Bus/coach

The two main bus companies in Oxford are Stagecoach and the Oxford Bus Company. You can find the times of your next bus by using Mobile Oxford. Mobile Oxford provides travel information from across the University and city to your mobile phone.

The University offers an up to 10% (off the standard price) Discounted Bus Pass Scheme covering 13 or 52 week season tickets from the Oxford Bus Company (including Thames Travel) and Stagecoach Oxford Tube. Bus passes can be ordered online from the [Estates Services Travel](#) website, by clicking on the price links in the table and completing the online form. Orders will be acknowledged with an email containing a link to the Oxford University payment store to submit your payment in full. Your bus pass will be sent to the Oxford

University Students Union, 2 Worcester Street, OX1 2BX, for collection. You will need to present your University card to the receptionist at point of collection.

X90: Oxford - London: A student discount is available on fares with a valid student card.

Oxford Tube: A student discount is available on fares with a valid student card.

A student discount is available on National Express coaches.

Science Transit Shuttle: a frequent express minibus service connecting the Science Area with Old Road Campus in Headington and Harwell Campus near Didcot. For more information visit the [Science Transit Shuttle website](#).

Rail

[Railcards](#) which give one third off ticket prices are available to 16-25 year olds, and full-time students over the age of 25.

Students can also use the 16-25 Railcard (even if you're over 25, provided that you're still a full-time student) for discounts on London travel, including using the London Underground.

Transport for London also run a discount scheme called the [18+ Student Oyster Photocard](#).

Please be aware that eligibility for this scheme is very restricted and the £20 application fee is non-refundable. **You are therefore advised to read through the Transport for London explicit [Terms and Conditions](#) or contact [Student Information](#) before applying, to check your eligibility.**

Code:	UCA7
Name:	Structure
From:	http://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/structure
Word count:	195

Structure

The University is a confederation of Schools, Faculties, Departments and Colleges. The Colleges are governed by their own statutes and regulations, but are integral to the make-up of the University of Cambridge.

Colleges

Students live, eat and socialise in one of the University's 31 autonomous Colleges.

Undergraduates receive College supervisions – small group teaching sessions – regarded as one of the best teaching models in the world.

Each College has its own internal procedures. They select their own students, subject to University regulations, and most admit both undergraduate and postgraduate students.

College representatives sit on the University Council and Finance Committee.

Schools

There are six Schools, which each form an administrative grouping of Faculties and other institutions. They are: Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, and Technology.

There is a Council of each School – including representatives of its Faculties and Departments. The Schools are represented on the General Board.

Faculties and Departments

University Faculties organise teaching and research into individual subjects or groups of subjects. Their work is normally organised into sub-divisions called Departments.

Centres of studies are controlled by committees of management, bringing together representatives from several disciplines.

Code:	UCA8
Name:	People
From:	http://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/people
Word count:	282

People

The University has a central senior administrative team, responsible for the management of the University. Academic, research and support staff work throughout the University and Colleges; they are crucial to the University's success and reputation.

The Chancellor and Vice-Chancellor

The Chancellor is elected for life as the constitutional head of the University although the role is now largely ceremonial. The Chancellor is elected by the Senate, which comprises all senior graduates of the University. In modern times, the Chancellor's principal public role has been the conferment of Honorary Degrees at an impressive annual ceremony, but this is only a small aspect of his continuous overall involvement with the University.

HRH The Duke of Edinburgh stood down as Chancellor at the end of June 2011 having served since election in 1976. An election for his successor took place in Cambridge on Friday 14th and Saturday 15th October 2011.

The Vice-Chancellor is appointed for a period of seven years and is the University's main academic and administrative officer.

Pro-Vice-Chancellors

Five Pro-Vice-Chancellors are appointed to support the Vice-Chancellor. Their responsibilities are determined by the Vice-Chancellor and the Council – the University's main executive and policy-making body – and currently include planning and resources, research and education. The office of Pro-Vice-Chancellor is limited to six years.

The Registry

The Registry, reporting to the Vice-Chancellor, is the principal administrative officer of the University and head of the Unified Administrative Services, which is divided into functional divisions for the day to day management of the University.

Proctors

Two Proctors are elected annually on the nomination of the Colleges. They are primarily disciplinary and ceremonial officers, responsible for maintaining good order in the University. They are supported by four Pro-Proctors.

Code:	UCH9
Name:	Professor Lynn Gladden named Executive Chair of Engineering and Physical Sciences Research Council
From:	http://www.cam.ac.uk/research/news/professor-lynn-gladden-named-executive-chair-of-engineering-and-physical-sciences-research-council
Word count:	422

Professor Lynn Gladden named Executive Chair of Engineering and Physical Sciences Research Council

Professor Gladden is currently Shell Professor of Chemical Engineering at the University of Cambridge. She is internationally recognised for her work on magnetic resonance imaging (MRI) methods which have benefited a wide array of industrial processes and contributed to a range of products and process technologies across multiple sectors.

UK Research and Innovation (UKRI) is the main mechanism that promotes the UK's strengths in research and innovation both at home and around the world and ensures that the UK continues to make the most of its world-leading R&D sector and provide support for researchers and scientists.

EPSRC is the UK's main funder for research across the engineering and physical sciences. It supports excellent, long-term research and high-quality postgraduate training, in order to contribute to the economic competitiveness of the UK.

“EPSRC science delivers world-leading, original thinking in mathematics, physical sciences and engineering that transforms the world we live in, and I am honoured to have been selected to be its new Executive Chair,” said Professor Gladden. “This is an exciting time to lead EPSRC. In particular, the formation of UKRI offers opportunities for EPSRC science and thinking to expand into new fields through collaboration with partner Councils, and to explore new ways of working to deliver the UK's Industrial Strategy.”

Sir Mark Walport, UKRI CEO, said: “Professor Lynn Gladden is a world-leading chemical engineer. Her ground-breaking work in academia coupled with her strong collaborations with industry makes her the ideal candidate to lead EPSRC and ensure the wider success of UK Research and Innovation.

Lynn will build on the successes of her predecessor, Professor Philip Nelson, who I would like to thank for his exceptional leadership of EPSRC over the last four years and the crucial role he has played in the creation of UK Research and Innovation.”

Professor Gladden is Shell Professor of Chemical Engineering in Cambridge’s Department of Chemical Engineering & Biotechnology, and a Fellow of Trinity College. Her research has focused on advancing magnetic resonance imaging techniques, originally developed for use in the medical environment, and using them in engineering research to gain a greater understanding of the physical and chemical phenomena that determine the performance of chemical processes and their resulting products. In addition to her own research, Professor Gladden has held a number of research oversight roles in the UK and abroad, including Pro-Vice-Chancellor for Research at Cambridge from 2010 to 2016. She is currently a Judge for the Queen Elizabeth Prize for Engineering.

Code:	UCH10
Name:	University of Cambridge wins Boeing Innovation Award
From:	http://www.cam.ac.uk/news/university-of-cambridge-wins-boeing-innovation-award
Word count:	549

University of Cambridge wins Boeing Innovation Award

The University was presented with [Boeing's](#) Innovation Award at a gala held in Portland, Oregon, on Wednesday 11 April. The award was given for the University's 'outstanding performance in research and development efforts, instrumental in the introduction of new products to meet Boeing's current and future business needs'.

Accepting the award on behalf of the University were Philip Guildford, Professor Bill O'Neill and Dr John Durrell from the Department of Engineering.

"We thought working with Boeing engineers on such exciting research for the last 15 years was already prize enough, but now Boeing has topped this wonderful experience with its most prestigious award – we are thrilled," said Guildford.

[Professor David Cardwell](#), Head of the Department of Engineering, coordinated the Boeing partnership for Cambridge for many years, a role which was taken over in 2017 by [Professor Duncan McFarlane](#).

Researchers from the [Institute for Manufacturing \(IfM\)](#) have been working with Boeing since 2005, finding intelligent solutions to some challenging industrial problems. DIAL, headed up by McFarlane, has worked with Boeing on seven major projects to date, addressing three key challenges: how to manage supply chains more effectively, how to improve production resilience and how to make airports and airlines more efficient and robust. The lab is currently implementing a production quality tracking system in one of Boeing's US facilities.

Researchers in the [Bulk Superconductivity Group](#), supported by Boeing, set a new [Guinness World Record in 2014](#) for the strongest magnetic field trapped in a superconductor (17.6 tesla - roughly 100 times stronger than the field generated by a typical fridge magnet), beating a record that stood for more than a decade. They have since demonstrated a portable superconducting magnetic system that can act as [a high-performance substitute for a conventional permanent magnet](#) and can attain a 3-tesla level for the magnetic field.

The team, led by [Dr John Durrell](#), are planning further testing for more magnetic power and overall efficiency. The group aims to enhance both the fundamental performance of superconducting bulks and to tailor them for specific applications.

And [Bill O'Neill, Professor of Laser Engineering](#), is working with Boeing on a new generation of laser-based manufacturing technologies aimed at improving quality and productivity.

As part of its 2017 Supplier of the Year Awards, Boeing recognised 13 companies for the high-quality products, services and value they create for Boeing as well as its commercial airplanes, services, and defence, space and security customers.

The aerospace company said its award-winning suppliers had helped it achieve a 'record year' in its commercial airplane deliveries, growth in its services business and solid defence, space and security performance.

Boeing Chairman, President and CEO Dennis Muilenburg said: "Our continued success in an increasingly challenging business environment is driven in large part by having the aerospace industry's best team and talent – and that includes the world's best supply chain.

“The 2017 Supplier of the Year Award recipients all share a passion for innovation, collaboration and sustained exceptional performance – qualities we look for in all of our industry partners.”

Jenette Ramos, Boeing Senior Vice President, Supply Chain and Operations, added: “The winners are among the best aerospace suppliers the world has to offer, and with their help, we will continue to lead the market by delivering value throughout Boeing’s second century.”

Code:	UCR11
Name:	Trumpington Cross goes on display for the first time
From:	http://www.cam.ac.uk/trumpingtoncross
Word count:	799

Trumpington Cross goes on display for the first time

Extremely rare, early Christian gold cross, gifted to Museum of Archaeology and Anthropology

The Trumpington Cross, made of gold and garnet, was found on the skeleton of a 14-18-year-old female laid to rest in the extremely rare ‘bed burial’ ceremony.

Only a handful of Anglo-Saxon bed burials have ever been discovered in the UK – and the pectoral cross is only the fifth of its type found to date.

The 3.5cm diameter Trumpington Cross comes from one of the earliest Christian burials in Britain, probably dating between AD650-AD680. Because the earliest Anglo-Saxon converts to Christianity were from noble families, with its adoption filtering down through the social hierarchy, the teenager buried at Trumpington Meadows was undoubtedly of aristocratic or even royal status.

Although buried with treasured possessions including gold and garnet pins, an iron knife, glass beads and a chain which would have hung off her belt, it was the unexpected presence of the cross –which marks the teenage girl as an early convert to Christianity – which most excited Cambridge University archaeologists.

Thought to be worth in excess of £80,000, the cross has been generously gifted, under the 1996 Treasures Act, to Cambridge University’s Museum of Archaeology and Anthropology (MAA).

It has been donated by Grosvenor, the owners of the land upon which Cambridge University archaeologists discovered the burial site in 2011.

Jody Joy, Senior Curator at the museum, said: “MAA has one of the best collections of Anglo-Saxon artefacts in the British Isles – and we are indebted to Grosvenor for their generosity in allowing this beautiful, mysterious artefact to remain in Cambridge.

“The Trumpington Cross and other material recovered from the dig are of international quality and significance – but with the strongest connections to Cambridge and the surrounding settlements.

“Taking pride of place in our galleries, the cross will allow us to tell the story of the coming of Christianity to the region and some of the history of this previously unknown Anglo-Saxon settlement – as well as the very early years of the English church after St Augustine was dispatched to England by the Pope in 597AD to convert the pagan Anglo-Saxon kings.”

Fashioned from gold and intricately set with cut garnets, the cross would have made a spectacular dress accessory. The gold and garnet construction was reserved for the highest levels of society posing the intriguing question about what position the teenage girl held in her settlement and the wider region.

The bed consisted of a wooden frame held together by metal brackets, with further pieces of looped metal fixing the cross-slats to create a suspended bed base, similar to modern beds, but with a straw mattress. The body was then placed on the bed, probably when it was already in the grave.

The cross and other grave goods from the very rare bed burial will be put on temporary display while a new bespoke display case is created to show off the cross to its full advantage.

The Museum also hopes to host public lectures at which the context and significance of the cross will be explained.

“Our ultimate goal is to ensure that the importance of this magnificent and mysterious cross is recognised locally, nationally and internationally through research, exhibition and publication,” added Joy.

“The Trumpington Cross offers unique insights into the origins of English Christianity and we feel very lucky to be able to put it on display at the Museum of Archaeology and Anthropology just a few, short miles away from where this beautiful artefact was discovered.”

Alex Robinson, Development Director, Grosvenor Britain & Ireland, said: “We were delighted to donate the ‘Trumpington Cross’ to the Museum of Archaeology and Anthropology. Our long-standing commitment to Cambridge and our long-term investment in the growing neighbourhood of Trumpington Meadows demanded no less. The museum’s publicly-available exhibitions are an incredibly effective and moving confirmation of our shared past and our common interest in sustaining a lasting legacy.”

Was this teenage girl an early Christian convert, a standard-bearer for the new God?

“Christian conversion began at the top and percolated down,” said Dr Sam Lucy, a specialist in Anglo-Saxon burial from Newnham College, Cambridge.

“To be buried in this elaborate way with such a valuable artefact tells us that this girl was undoubtedly high status, probably nobility or even royalty. This cross is the kind of material culture that was in circulation at the highest level of society. The best known example of the pectoral cross was that found in the coffin of St Cuthbert now in Durham Cathedral.”

“That this is a bed burial is remarkable in itself - the fifteenth ever uncovered in the UK, and only the fourth in the last twenty years - add to that a beautifully made Christian cross and

you have a truly astonishing discovery,” said Alison Dickens, who led the excavation for the University’s Archaeological Unit.

Code:	UCS12
Name:	A global community
From:	https://www.undergraduate.study.cam.ac.uk/international-students
Word count:	366

A global community

The University of Cambridge is one of the oldest and most distinguished universities in the world. We've been teaching here since 1209 and today more than 13 per cent of our undergraduates (around 1,600 students) are from overseas (outside the EU), representing more than 60 countries. It's a great place to be a student and has a truly diverse community so wherever you're from, you'll quickly start to make friends and feel at home. With everything that's on offer, you'll soon wonder how you're going to fit it all in!

- **Academic excellence.** Cambridge is consistently rated among the top institutions in international league tables for the quality of our teaching and research and offers undergraduate degree courses in the arts, social sciences, sciences, engineering and medical sciences.
- **Teaching.** Cambridge is one of the best universities in the world – our teaching staff includes many national and world subject leaders; and as well as lectures, seminars and practicals, you receive more personal tuition through the supervision system. There's more information about the [structure of our courses](#), and [how you're taught](#) and [assessed](#) in the courses section of this website and in [individual course outlines](#).
- **The Colleges.** Cambridge is a '[collegiate](#)' university which means that it comprises various faculties and departments in different academic subjects and a number of Colleges.
- **Facilities.** We admit the most academically able and motivated students to our courses and provide them with inspiring teaching that's respected the world over. In

order to support your studies, you have access to wide-ranging [learning resources and up-to-date facilities](#), including more than 100 libraries and nine specialist museums and collections.

- **Support.** Our extensive system of [welfare and support](#) means that your individual needs can be recognised and met. As a result, we consistently have one of the highest student retention rates in the UK.
- **Careers.** Cambridge graduates from all disciplines go into a very wide range of occupations, and are highly employable and greatly sought after due to the key transferable skills you develop and hone here – in fact, the University is regularly in the top three in the world for employer reputation in the QS World University Rankings.

Code:	UIA13
Name:	Facts and figure
From:	http://www.imperial.ac.uk/about/introducing-imperial/facts-and-figures/
Word count:	1515

Facts and figure

- Imperial is home to **17,000 students** and **8,000 staff**.
- Over **6,700 degrees** are awarded by Imperial College London every year.
- We are an international community, attracting undergraduates from more than **125 countries**.
- The College focuses on the four main disciplines of **science, engineering, medicine and business** and is renowned for its application of these skills to industry and enterprise.
- Excellence in education is at the core of Imperial's ethos and is reflected in UK and international rankings. [Find out how Imperial performed this year.](#)
- Imperial is home to the greatest concentration of **high-impact research** of any major UK university. [More about how the College performed in Research Excellence.](#)
- Imperial holds a [Silver Athena Swan award](#), which recognises advancing women's careers in science, technology, engineering, maths and medicine in academia.
- Distinguished members of the College have included **14 Nobel laureates** and **three Fields Medallists**. [Read more about our people.](#)

Code:	UIA14
Name:	The College crest
From:	http://www.imperial.ac.uk/about/history/the-college-crest/
Word count:	176

The College crest

Imperial College London was assigned a coat of arms on 6 June 1908 by royal warrant. The motto is '*Scientia imperii decus et tutamen*' which can be translated as '***Scientific knowledge, the crowning glory and the safeguard of the empire***'.

The College arms are simple, confined to a shield, and display the Royal Arms together with a book representing knowledge.

The College's coat of arms is an important part of the graphic identity of Imperial College London. It is reserved for uses which promote the heritage and history of the College, such as degree certificates, invitations to formal College events, and sports team apparel and merchandise.

Coats of arms find their origins in the twelfth century and since then have been borne as marks of identification by both individuals and corporates. Corporate bodies that bear arms must be well-established, of sound financial standing, and be leading or respected bodies in their respective fields. The organisation which bears arms can be incorporated by Act of Parliament, by Royal Charter, or under the Companies Acts.

Code:	UHH15
Name:	Four ways Imperial's Faculty of Medicine is helping asthma sufferers
From:	
Word count:	754

Four ways Imperial's Faculty of Medicine is helping asthma sufferers

1. Our researchers are working with the public to investigate the science of childhood asthma [Breathing Together](#) is a five-year research and engagement project currently run by a consortium of clinicians and scientists from the UK and Australia, including Imperial. The project aims to understand how asthma and breathing problems develop in young children – asthma is one of the most common chronic conditions affecting children.

At this year's Imperial Festival, Breathing Together held its first public event in London. The interactive exhibit was led by some of the world's top researchers and [OKIDO](#) – the people behind the popular CBeebies TV programme, [Messy Goes to OKIDO](#). It featured characters including Messy Monster who joined forces with his creators and leading UK scientists to make the science of healthy breathing fun. Some of the activities which formed part of the event at Imperial Festival included a series of games exploring the theme of regulating breathing and a lively performance from Messy Monster.

Professor Andy Bush, lead researcher on the Breathing Together project said: “This event at Imperial Festival aims to highlight some very important health messages in a fun and engaging way. Together we want to understand why some infants develop wheezing and lung damage which stays with them for life, and to stop this happening.”

2. The potential of stem cell-based treatment for asthma are being explored

In September 2017, early stage trials showed promise for a cell-based therapy for treating lung tissue damaged by respiratory diseases, such as asthma. The trial in a collaboration

between Imperial and [Hong Kong University \(HKU\)](#), showed that stem cells can reduce some of the damage seen in human lung cells exposed to cigarette smoke in the lab, as well as reducing similar effects in the lungs of mice.

According to the lead author, NHLI's [Professor Sebastian Johnston](#), as the lungs of asthma patients can show similar cellular damage to that in COPD, a cell-based treatment has the potential to help both groups of patients.

The group have secured funding to further explore how the mitochondria move from the stem cells into lung cells – a better understanding of which could help to improve future cell-based therapies.

3. Our researchers secured prestigious Asthma UK Fellowships

In November 2017, NHLI researchers [Dr Louise Fleming](#) and [Dr Adam Byrne](#) were both awarded [Asthma UK](#) Fellowships to further their work on asthma. Dr Louise Fleming was awarded the fellowship to help further her research interests of distinguishing children with true severe asthma from those whose asthma is worsened by poor asthma control. At present, we use a “one size fits all” approach to treatment, so Louise’s research looks to tailor management strategies, including non-pharmacological interventions to the individual.

On receiving the award, Louise said: “Having an Asthma UK fellowship means a great deal to me. I have worked closely with Asthma UK for a number of years and know first-hand the great work they do in patient support and advocacy.”

Dr Adam Byrne’s research is about understanding how asthma and metabolism are linked. Asthma does not always happen in the same way, but is basically an umbrella term for various ‘strains’ of the condition. Therefore, his research looks at how cellular metabolism

works for each permutation. Part of his work will be investigating if there is a potential for a currently available drug to improve asthma by correcting defective metabolic pathways.

4. Our scientists are uncovering the mechanism behind how diesel fuels could potentially worsen asthma

In May 2017, a study led by researchers from NHLI, was the first to demonstrate a mechanism by which diesel exhaust particles – a major component of air pollution in European cities – directly affect the lungs to initiate symptoms such as a tightening of the airways and cough.

The findings may provide a key link between exposure to air pollution on city streets and respiratory symptoms which can lead to hospitalisation for people at higher risk, such as those with asthma.

Previously, scientists showed that the effects of air pollution on the lungs of asthmatics correlated with the concentration of small, ultrafine particles inhaled. These tiny particles can get deep into lungs and are so small that cells recognise them as biological molecules which can be absorbed and processed, possibly accounting for their adverse health effects.

However, the new findings suggest a more complicated mechanism. The study found that it was chemicals on their surface (the PAHs) which directly stimulated nerves, while the central carbon particles did not.

Code:	UIH16
Name:	Your smartphone could help to speed up cancer research while you sleep
From:	http://www.imperial.ac.uk/news/186028/your-smartphone-could-help-speed-cancer/
Word count:	757

Your smartphone could help to speed up cancer research while you sleep

A new research project aims to speed up the delivery of personalised cancer treatments by using smartphones to crunch data while their owners sleep.

Researchers at Imperial College London are working with the [Vodafone Foundation](#) to recruit people to donate the power of their smartphones and run a simple app, which can help to carry out research overnight.

The project will harness the processing power of thousands of smartphones which, when combined, can analyse huge volumes of data in less time than it would take a supercomputer, and at a fraction of the cost of cloud computing platforms.

Smartphones contain a huge amounts of computing power needed to run everything from email to music and video streaming apps, but they are mostly dormant while users plug in their phones to charge overnight.

Drugs project

As part of the “DRUGS” (Drug Repositioning Using Grids of Smartphones) project, a team led by [Dr Kirill Veselkov](#) in the Department of Surgery & Cancer at Imperial has designed an algorithm that breaks down enormous datasets into small chunks which can be analysed.

Users download the [DreamLab app](#) onto their phone and run it for six hours overnight as the phone charges.

While they sleep, the app downloads a small bite-sized packet of data* – roughly 5 MB in size – and uses the phone’s processors to run millions of calculations, before uploading the results and clearing the data.

The app has already been used by [researchers in Australia](#) to crunch data for pancreatic cancer, but this project will be the first time it has been used in the Europe.

By using the crowd-based approach to work on publicly available data on cancer genes and drug interactions, the Imperial researchers hope to significantly speed up cancer research by identifying new combinations of drugs that may be more effective in fighting cancers in individual patients.

Ultimately, using this mobile cloud-based computing approach could drastically reduce the time taken to analyse such vast amounts of data. A desktop computer with an eight-core processor running 24-hours a day would take 100 years to process the data. But a network of 100,000 smartphones running six hours per night could do the job in just three months.

[Professor David Gann](#) CBE, Vice President (Innovation) at Imperial College London, said:

“Through harnessing distributed computing power, DreamLab is helping to make personalised medicine a reality.

"This project demonstrates how Imperial’s innovative research partnerships with corporate partners and members of the public are working together to tackle some of the biggest problems we face today, generating real societal impact.”

Andrew Dunnett, Director at the Vodafone Foundation, said: “We want to encourage people across the UK to become overnight heroes in the fight against cancer.

"Vodafone customers and users of other networks can use their smartphones to enable huge volumes of data to be processed.

"This means that Imperial College London will be able to speed up much-needed cancer research in the UK."

Genetic mutations and cancer

The hope is that rather than a trial and error approach of testing cancer drug combinations to see which work best for a patient, data-led approaches such as this could help to identify combinations of drugs to use based on the genotype of the cancer itself.

Dr Veselkov said: "We are currently generating huge volumes of health data around the world every day, but just a fraction of this is being put to use. By harnessing the processing power of thousands of smartphones, we can tap into this invaluable resource and look for clues in the datasets.

Exploring the connections

The algorithm also crunches data for known interactions for thousands of registered drugs, showing which genes and proteins they interact with – for instance, some drugs may downregulate a protein which is known to be upregulated by a specific cancer mutation.

Dr Kirill Veselkov, Department of Surgery & Cancer

This data includes cancer drugs as well as repurposed drugs initially designed for another indication. One example is sildenafil citrate, a compound which was originally designed as a cardiovascular drug but is now used to treat erectile dysfunction.

By overlaying the results, the team hope to build up a clearer picture of which drug combinations are most suited to patients, based on their mutations.

In future, the approach could include pharmacological data on the effects of the drugs and drug-drug interactions, to generate even more detailed information on which drug combinations and doses may work best for patients.

Dr Veselkov added: "Every cancer patient in the UK could have DNA tested within the next decade. The challenge is how to use patients own data for more personalized therapy selection.

"In this exciting collaborative project with Vodafone, we have implemented and deployed the machine-learning algorithms on mobile phones to simulate the effect of cancer mutations and drugs on intracellular molecular circuits.

"The outcomes will shed light on possible multi-drug therapies against disrupted molecular networks rather than specific mutations in individual cancer patients."

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* Data download charges may apply for non-Vodafone customers and those outside of the UK

** Data is drawn from several publicly available sources.

Code:	UIR17
Name:	Animal research at the Imperial Festival 2018
From:	http://www.imperial.ac.uk/news/186068/animal-research-imperial-festival-2018/
Word count:	197

Animal research at the Imperial Festival 2018

The Central Biomedical Services department (CBS) participated in the Imperial Festival weekend for the third year running.

Once again, visitors had the opportunity to go behind-the-scenes to have a look to the different type of cages in which animals are housed, and to learn how to perform an accurate health check on fluffy toy animals.

Not only rodents

For the 2018 edition of the popular festival, CBS also teamed up with research groups to highlight Imperial's commitment towards the use of alternative models for research.

Saturday was the turn of the Drosophila team (Christopher and Laura, from [Professor Irene Miguel-Aliaga](#)'s lab, Cecilia and Laura from [Dr Susumu Hirabayashi](#)'s lab, and Lucie from [Dr Helena Cocheme](#) lab). Together they showed curious visitors of all ages how the fruit flies – which for the occasion were partying in a jar of rotting bananas – can complement mice studies in developmental biology research.

On Sunday, instead, fish experts Madina and Dorottya ([Professor Maggie Dallman](#) lab) showed the similarities between zebra fish and the human body and why this tiny little fish is a precious source of information for biomedical research. Floods of excited and interested children and their parents were delighted to see the fish swimming around in the tanks.

Walk-in into a real animal facility

Despite efforts to replace the use of animals in research, we cannot always avoid it. Therefore our CBS department is here to look after the animals used by research groups at Imperial, using the highest possible standards.

The Festival was not only a good opportunity to showcase to the public all the advanced technologies used in our facility, but also there was the opportunity for people to have a look into a real Imperial Animal Facility, thanks to the [Google expedition interactive tour](#).

Visitors of all ages got to walk around the Cure-iosity zone, with their virtual reality glasses on, as if they were inside Imperial's animal research labs while a CBS volunteer explained to them more about the work that goes on in each room.

‘That’s an amazing opportunity to learn about animal research’ – one of the comments collected on the weekend. ‘We’re having so much fun with virtual reality!’

Once again being part of the Festival gave the opportunity for everybody to realize the College’s commitment to animal welfare, as [‘Happy animals make good science’](#) (Trevor Poole).

Code:	UIS18
Name:	Student life
From:	http://www.imperial.ac.uk/study/pg/why-imperial/student-life/
Word count:	656

Student life

It's not all work and no play at Imperial! Whether you want to master a new skill, take up a new sport or embrace a new challenge, we'll encourage you to make the most of all we've got to offer, so don't be afraid to take the plunge and discover the world of opportunities waiting for you beyond the classroom.

Societies and clubs at Imperial explained

Student societies

With over 350 clubs and societies covering all kinds of sports, arts, culture, departmental and charitable activities, Imperial is home to one of the largest student activities programmes in the UK.

Getting involved is a great way of meeting new people, learning a new skill, or simply having fun!

Imperial College Union

Our students are the creators of life on campus; [Imperial College Union](#) is there to help it happen.

As well as overseeing and funding our 350+ student clubs, societies and projects, the Union provides representation, support and space in its dedicated building on campus. The Union building includes two bars, a nightclub, new media facilities, and a student-run cinema.

Every penny raised in Union outlets is reinvested into their services for the benefit of the entire student body.

Music

Musicians at Imperial will find their talents are well catered for. Just some of the opportunities offered here include:

- four orchestras, six choirs, a wind band, a jazz big band and a musical theatre society that you can join, as well as many smaller ensembles
- a [free lunchtime professional concert series](#), attracting such world class performers as the Belcea, Maggini and Tippett Quartets; pianists Noriko Ogawa and Charles Owen; and period instrument ensemble, Florilegium
- [music bursaries](#) for current students worth £400 per year towards instrumental or vocal lessons
- 10 [music practice rooms](#) in the [Blyth Centre](#) at our South Kensington Campus, which you can book free of charge. If you're a pianist, a violinist or a singer, there are also a number of teachers within the Centre who give [lessons](#)

Art

There is an [art gallery](#) on campus which hosts regular exhibitions from College societies and clubs, staff and visiting professional artists. We also have an art studio which can be used to make your own artwork, as well as for workshops and exhibitions.

If you're interested in developing as an artist the gallery hosts a free programme of [practical fine art workshops](#) taught by a variety of professional artists. Each session – suitable for all

abilities – is taught to a small group making it easy for you to get one-to-one advice from the tutor.

Theatre

London is world famous for its theatre. Musicals are a mainstay of the city's theatreland, but its dramas and comedies have recently attracted such famous names as Benedict Cumberbatch, Martin Freeman, Keira Knightley and Judi Dench.

Back on campus, our students are keen to uphold the city's dramatic tradition, with **Imperial College Dramatic Society (DramSoc)** staging a major production in each of the autumn and spring terms, and the **Musical Theatre Society** singing and dancing its way through an annual musical performed in the Union's Concert Hall.

Sport

The aim of sport at Imperial is to be as inclusive as possible. That's why we offer free access* to gym and swimming facilities in our [flagship sports centre Ethos](#), right in the heart of our South Kensington Campus, and plenty of encouragement to help you stay active all year round. The facilities at Ethos – including a 9-metre climbing wall – are of such a high standard that it regularly plays host to professional sports teams. Year-round fitness classes and regular sports events are just some of the options available to keep you motivated.

We also have a [wide range of sports clubs](#) available, spanning both modern and traditional sports as well as over 10 different martial arts, and welcoming people of all levels.

* A one-off fitness orientation fee applies (£40 in 2017–18) before you can use our high-spec gym equipment.

Code:	ULA19
Name:	UCL vision, aims and values
From:	https://www.ucl.ac.uk/about/what/vision-aims-values
Word count:	154

UCL vision, aims and values

UCL's founding principles of academic excellence and research aimed at addressing real-world problems continue to inform our ethos to this day.

UCL is one of the world's leading multi-disciplinary universities. We operate in a global context and are committed to excellence, innovation and the promotion of global understanding in all our activities: research, teaching, learning, enterprise and community engagement.

Vision

Our distinctive approach to research, education and innovation will further inspire our community of staff, students and partners to transform how the world is understood, how knowledge is created and shared and the way that global problems are solved.

Mission

London's Global University: a diverse intellectual community, engaged with the wider world and committed to changing it for the better; recognised for our radical and critical thinking and its widespread influence; with an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity.

Code:	ULA20
Name:	Research
From:	https://www.ucl.ac.uk/about/what/research-and-impact
Word count:	149

Research

Insights from UCL research address the great challenges facing the world – bringing benefits in health, culture, policy, business and beyond.

Individually and in collaboration, UCL experts develop insights relevant to humanity's major problems. Society reaps many benefits from their excellent research, some of which occur immediately, while others develop over years or generations.

UCL is the top-rated university in the UK for research strength in the Research Excellence Framework (REF), published in December 2014, by a measure of average research score multiplied by staff numbers submitted.

We submitted more than 2,500 staff to be assessed in REF 2014, and our researchers received a 'grade point average' of 3.22 (out of 4), giving UCL an overall research power greater than both the University of Oxford and the University of Cambridge. We also had the greatest 'impact power' (impact 'grade point average' x number of staff submitted) of any university.

Code:	ULH21
Name:	Office to residential developments providing 'poor quality housing'
From:	http://www.ucl.ac.uk/news/news-articles/0518/01052018-office-to-residential-developments
Word count:	678

Office to residential developments providing 'poor quality housing'

1 May 2018

Research co-led by UCL highlights the benefits and detriment to residential housing, along with the implications for public authorities and local communities, following a series of changes to permitted development rights.

The Royal Institution of Chartered Surveyors (RICS) has published a report, *Extending Permitted Development Rights in England*, looking at the effects of expanding the policy.

Significant extensions to permitted development (PD) rights occurred in 2005, 2010, 2013 and 2015*. The outcome of these changes, means scores of building conversions are proceeding in England, without the need for full formal planning, impacting oversight and regulation.

Commissioned by RICS, researchers from the UCL Bartlett School of Planning, examined five local authorities with high rates of permitted development (PD) schemes, namely Camden, Croydon, Leeds, Leicester and Reading.

Site visits to 568 buildings found an inconsistency in the quality of developments, with only 30% of units delivered through permitted development meeting national space standards.

While examples of extremely high-quality housing conversions had been found, there were also examples that had no amenity space, low quality design and were poor locations for residential amenity.

The research indicated that office-to-residential conversions, developed under PD rights, had produced a higher number of poor quality housing, than those governed through full planning permission. In Glasgow, where the conversions require full planning permission, the report found higher quality residential schemes maintained with better space standards.

The potential impact on local publicly-funded infrastructure was also assessed by UCL. As the schemes were not making Section 106 contributions, local authorities were subject to further losses of £4.1 million due to reduced planning fees and a potential loss of £10.8 million (as well as 1,667 affordable housing units).

Separately, researchers from the University of Sheffield looked at how PD, generally, has grown across England since 2000. This research assessed the number of schemes, any patterns and the financial consequences of permitted development across England.

Developers and agents from the 30 stakeholders interviewed during the research cited many policy benefits including delivering more housing units, regeneration of town and city centres, and quicker implementation

However, with the benefits of speed and efficiency, brought concerns including:

- Removing opportunity for local authorities to weigh up costs/benefits of a specific development and refuse permission if necessary
- The impact on the quality of housing and evidence of the reduction of affordable housing contributions in the case of office-to-residential conversions
- Rural residential developments not being sustainable due to added road traffic – in the past local authorities could block agricultural-residential conversions

- Impacts that are not immediately apparent e.g. PD rights diminishing ability of local government to promote long-term economic development through planning adequate office space

The report makes a number of recommendations, including:

- Amending Community Infrastructure Levy (CIL) regulations so that all development creating new residential units are liable
- Government reregulation, or introducing safeguards to the prior approvals process. For example, adding minimum space standards
- Developers giving careful consideration to the wider implications of their schemes on communities and people's everyday quality of life.

Lead researcher, Dr Ben Clifford, (UCL Bartlett School of Planning), said: “The idea of reusing vacant office space as housing is a good one. The way this is currently governed as ‘permitted development’ in England is, however, highly problematic. Whilst we saw some high quality conversions of office buildings to residential use during our detailed case study research, we also saw many other examples of very poor quality housing.

“These issues included problems over external design, location, residential amenity and the size of the housing units leading to strong concerns about the quality of life for residents.

Furthermore, there were examples of adverse impacts for local businesses from the conversion of occupied office space to housing, and none of these conversions were contributing properly towards local affordable housing need, the costs of public infrastructure associated with the additional housing units, or the costs of local authority monitoring of these schemes.

"We believe there is a need for a better regulatory approach to the change of use of office space to housing."

Code:	ULH22
Name:	Artist creates paint pigments from coal mine sludge
From:	https://www.ucl.ac.uk/news/news-articles/0418/250418-coal-mine-paint
Word count:	667

Artist creates paint pigments from coal mine sludge

25 April 2018

An innovative UCL artist has hit a rich seam of life in old coal mine water and created five new commercial fine art paint colours, which will be launched at a ground-breaking exhibition this month (April).

Visual artist Onya McCausland (UCL Slade School of Fine Art) has teamed up with the Coal Authority to create a series of new British earth pigments from ochre sludge that will help to change perceptions about our industrial past.

On Thursday 26 April, the artist will be opening *Five Colours / Five Landscapes*, an exhibition of wall paintings in the UCL cloisters, featuring the five new colours that derive from mine water treatment schemes across five former coalfields in Scotland, Lancashire, Yorkshire and South Wales.

The new pigments have been given the seal of approval from the paint producers. Artist paint manufacturer Winsor & Newton have said that the ochre materials compete in quality with currently available commercial artists' paints.

The Slade School graduate discovered the new natural pigments after visiting a number of the Coal Authority's mine water treatment schemes sited across five former British coalfields. The Coal Authority has 75 mine water treatment schemes which prevent 4,000 tonnes of iron solids from entering and polluting local watercourses and drinking water aquifers.

Once treated, the clean water enters local watercourses, and leaves behind iron solids at the treatment scheme that would stain riverbeds orange if left untreated. This is the ochre (or ferric oxy-hydroxide) by-product which Onya is using to prepare new pigments for use in paint.

Onya travelled around the country collecting samples of ochre to take back to the laboratory and then her studio, where, through painting, she discovered striking differences between the colours depending on their geographic location.

Working with chemists from UCL and the Coal Authority the artist has been carrying out various trials on the ochre. It has been milled and burnt; examined under electron microscopes; and subjected to light fastness tests to fully develop the potential of each colour.

The exhibition in the UCL cloisters, together with other further events, will be the culmination of three years' work for the artist, who was recently awarded a PhD from the Slade School on the origins of earth colours and their contemporary significance in painting.

A formal agreement between the artist and the Coal Authority is being arranged, which will result in the mine water treatment schemes where the selected ochres are produced being promoted as 'Public Works of Art' in their own right.

It means that Cuthill in West Lothian, Scotland; Deerplay in Bacup, Lancashire; Saltburn in East Yorkshire and two in South Wales - Six Bells and Tan-y-Garn, will become the first-ever functioning industrial sites to become public works of art. By doing this, the sites, and their colour, will be recognised and acknowledged as part of Britain's cultural, social and industrial history.

“The work requires an examination of materials from different perspectives, view points and across various scales - it is not only about discovering new colours, but also considering alternative ways of perceiving.

“These pigments and art works have come into existence thanks to human activity and are not only beautiful but also highlight the intricate relationship between humans and the way they exploit the local landscape. The mine water treatment schemes are the really important link between the colour, the material, and the place,” said Onya McCausland.

“This is a very exciting ‘first’ for the Coal Authority. Seeing our ochre turned into pigments that are 100 per cent natural and highly desirable within the artistic world is fantastic,” said Jon Aumônier, Innovation Project Manager (Coal Authority).

The project has been funded and supported by a UCL Knowledge Exchange and Innovation award from UCL Innovation & Enterprise. The project is also supported by Dr Steven Schooling UCLB, UCL Culture and the Material Research Project which is co-led by Jo Volley, Deputy Director (Projects) at the UCL Slade School of Fine Art.

Code:	ULR23
Name:	Our Vision & Strategy
From:	http://www.ucl.ac.uk/research/vision-strategy
Word count:	277

Our Vision & Strategy

Consultation on the draft 2018 UCL Research Strategy

We strongly encourage members of the UCL community to consider the draft 2018 UCL Research Strategy, Framework for Delivery and Proposed Short-Term Priorities, and provide feedback by 11 April 2018.

The Strategy provides a vision for the nature of UCL's research over the next ten years. It proposes a set of activities through which we can sustain and add value to the expertise of UCL researchers, thus helping UCL research to fulfil its potential.

For each of the 34 Objectives in the Strategy, the Framework for Delivery suggests what we need to do to achieve it, and proposes how we might do so.

Download the:

- [draft 2018 UCL Research Strategy](#)
- [draft 2018 UCL Research Strategy Executive Summary](#)
- [draft Framework for Delivery](#)
- [proposed Short-Term Priorities](#)

We wish to draw on the UCL community's experience and insights. Please contribute your thoughts by [completing our short survey](#). You can also contact us directly (ovpr@ucl.ac.uk).

The survey is open until 11 April 2018.

2011 Research Strategy

The UCL Research Strategy sets out our vision for how we will support the delivery of world-class research at UCL.

We strongly believe in the importance of curiosity-driven research, rooted in academic excellence and supported through strong leadership. In order to nurture and celebrate a culture of expertise that delivers benefits to our society, we have developed the UCL Research Strategy which sets out our path.

The key themes of the UCL Research Strategy are:

- Nurturing leadership grounded in excellence
- Expanding the distinctive **cross-disciplinarity** of our research, collaboration and partnerships
- Increasing the **impact** of our global university's research, locally, regionally, nationally and internationally

Code:	ULS24
Name:	Why UCL
From:	http://www.ucl.ac.uk/prospective-students/undergraduate/student-life/why-ucl
Word count:	425

Academic excellence

- We are one of the world's very best universities, consistently placed in the global top 20 in a wide range of world rankings. Currently we are 7th in the [QS World University Rankings \(2018\)](#) and 3rd in Europe in the [Shanghai Jiao Tong Academic World Rankings \(2017\)](#).
- We are a world-leader in research, with outstanding results in the latest [Research Excellence Framework \(REF\) 2014](#).
- UCL is a multi-disciplinary university, home to centres of teaching excellence in subjects from medicine to languages, law to engineering and history to astrophysics. We encourage interdisciplinary study and believe that all areas of study can inform and enrich each other.
- We have found that intellectually curious students learn best when they experience first-hand the challenges of conducting research - so initiatives like the [Connected Curriculum](#) scheme aim to ensure that our students can take an active part in the thriving research culture at UCL.
- There has been at least one [Nobel Laureate from the UCL community](#) every decade since the establishment of the prizes in 1901.

In the heart of London

- Our central London location gives our students access not only to the best in entertainment and nightlife, but also to [cultural and academic resources](#). We are close

to, and have teaching and research links with, countless hospitals, museums, galleries, libraries and professional bodies.

- Explore UCL's campus on the [UCL Maps](#) site.

Global outlook

- Around 41% of our students come from over 145 countries worldwide, and UCL has a friendly and cosmopolitan atmosphere. We work hard to embed a global perspective in all our teaching.
- There are plenty of opportunities to [study abroad for a term or a year](#) - around 25% of our students spend some time in another country as part of their degree programme.
- Our innovative [Global Citizenship programme](#) gives our students the chance to learn new skills, working on interdisciplinary projects based on our [Grand Challenges](#).

Supporting your ambitions

- [UCL Careers](#) offers professional help and advice to students seeking employment, work experience placements or further study, and our [Alumni Relations office](#) facilitates networking to help UCL graduates in their chosen careers.
- [UCL Innovation & Enterprise](#), our centre for entrepreneurship, offers training, networking, competitions and business support for UCL students seeking to start their own business.

Life after study

- Around 90% of UCL graduates enter work or further study within six months of graduating (data taken from the 'Destinations of Leavers from Higher Education')

survey undertaken by the Higher Education Statistics Agency (HESA), looking at destinations of UK and EU graduates in the 2016 cohort).

Code:	UEA25
Name:	Our history
From:	https://www.ed.ac.uk/about/our-history
Word count:	282

Our history

With our rich history, noted alumni and distinguished scholars, we have much to be proud of in our many centuries as a world-renowned university.

From Nobel laureates and Olympic champions to space explorers and prime ministers, the University of Edinburgh has been influencing history since it opened the gates to its first students in 1583.

Ground-breaking thinkers

Following the Scottish Enlightenment of the 18th century, the University was positioned at the forefront of academia and critical thinking.

Due to the determination and perseverance of a group of Edinburgh intellectuals, established facts about the world were being boldly and consistently challenged.

Amid this group was David Hume, philosopher, economist and essayist known for his philosophical skepticism and empiricism; Joseph Black, the chemist behind the discovery of latent heat and carbon dioxide; and James Hutton, the ‘Father of Modern Geology’.

Shaping the past, the present and the future

We are the home of Britain’s oldest literary awards, the James Tait Black Prizes and Dolly the sheep, the first animal to be cloned from an adult somatic cell.

It was also here at the University of Edinburgh that Sir Arthur Conan Doyle was inspired to create his notorious character, Sherlock Holmes and James Young Simpson pioneered anaesthetics through his discovery of the properties of chloroform.

More recently, theoretical physicist and Professor Emeritus Peter Higgs was jointly awarded the Nobel Prize in Physics for his 1964 prediction of the Higgs Boson.

Through the many achievements of its staff and students, the University has continued to present cutting-edge research, inspirational teaching and innovative thinking as its central ethos, attracting some of the greatest minds from around the globe.

Code:	UEA26
Name:	Mission
From:	https://www.ed.ac.uk/about/mission-governance/mission
Word count:	136

Mission

The University's mission is the creation, dissemination and curation of knowledge.

As a world-leading centre of academic excellence we aim to:

- Enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards
- Provide the highest quality learning and teaching environment for the greater wellbeing of our students
- Produce graduates fully equipped to achieve the highest personal and professional standards
- Make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing.

As a great civic university, Edinburgh especially values its intellectual and economic relationship with the Scottish community that forms its base and provides the foundation from which it will continue to look to the widest international horizons, enriching both itself and Scotland.

Code:	UEH27
Name:	Spinout deal offers dialysis hope
From:	https://www.ed.ac.uk/news/2018/spinout-deal-offers-dialysis-hope
Word count:	505

Spinout deal offers dialysis hope

An Edinburgh spinout whose innovation could save kidney patients' lives is the first to benefit from a new funding deal.

Dialysis technology company Invizius has secured £500,000 from Mercia Fund Managers, which formed a partnership agreement with the University in November 2017.

Invizius stems from years of research by biochemist Andy Herbert and his Edinburgh team.

Reducing risk

The researchers believe they have found a way to reduce the risk of cardiovascular disease among patients undergoing long-term dialysis.

The investment will allow the company to build its team and take the product to the next stage of development in preparation for clinical trials.

Exciting partnership

Edinburgh's partnership agreement with Mercia included hosting Mercia staff on campus.

Mercia earmarked funding for investment in technologies and business opportunities developed by the University.

It is wonderful to see the first fruits of this exciting collaboration. The investment reflects the great potential of this technology to change many people's lives. It is typical of the innovation emerging from our research.

Hugh Edmiston Director of Corporate Services

Dialysis treatment

Despite improvements in dialysis therapy, cardiovascular disease remains the leading cause of death for dialysis patients.

Today, almost half of all dialysis patients die from cardiovascular complications, and life expectancy on dialysis is one-third of that for the general population.

The patient's immune system sees the dialysis filter as a foreign body, creating inflammation that damages the cardiovascular system over time.

Immune response

Invizius's H-Guard product is a powerful anti-inflammatory used as a primer to coat the filter surface. When mixed with the patient's blood, it makes the surface seem less foreign to the patient's immune system.

Unlike some other proposed solutions, H-Guard does not shut down the immune system but instead effectively 'hides' the device from it to prevent an immune response.

While the first product is aimed at kidney dialysis, there is also potential to use the technology with other devices or procedures such as catheters, stents, organ transplants and vascular grafts.

Invizius is led by Chief Executive Officer Richard Boyd, who previously founded VueKlar Cardiovascular, with Dr Herbert as Chief Technology Officer.

The team has spent six years developing the technology with support from world-leading dialysis manufacturers, Kidney Research UK, and £600,000 from Scottish Enterprise's High Growth Spin Out Programme.

Industry engagement

Edinburgh Innovations, which manages industry engagement for the University of Edinburgh, has supported the researchers throughout the commercialisation process.

Staff, students, businesses and other organisations can contact Edinburgh Innovations to explore linking the University's work with industry's and society's needs.

I'm delighted to see this substantial investment in a University spinout, whose work holds such promise. Edinburgh Innovations looks forward to working with Mercia and our researchers to support further such opportunities.

Dr George Baxter Chief Executive Officer, Edinburgh Innovations

Invizius is an excellent choice for our first investment under our partnership with the University. This technology could revolutionise kidney dialysis and the funding will take the company one step closer to bringing it to market.

Dr Nicola Broughton Head of Universities at Mercia

Code:	UEH28
Name:	Royal launch for sculpture by Kelpies' creator
From:	https://www.ed.ac.uk/news/2018/royal-launch-for-sculpture-by-kelpies-creator
Word count:	513

Royal launch for sculpture by Kelpies' creator

Her Royal Highness The Princess Royal has unveiled a new sculpture by the creator of The Kelpies at the University of Edinburgh's Royal (Dick) School of Veterinary Studies.

The 15 foot steel sculpture of a horse's head forms the centre piece of the landscaped entrance plaza to a new hub for staff and students.

Vet school

The Princess Royal, who is Chancellor of the University and Patron of the Royal (Dick) School of Veterinary Studies, unveiled the piece at the opening of the new building.

Her Royal Highness also opened the School's newly expanded equine hospital.

Steel structure

Canter has a similar composition to the Kelpies but creator Andy Scott said he wanted to produce something more animated, with a long flowing mane.

Weighing in at around a ton and a half, the steel structure took one year from initial sketches to completion.

I chose a heavy horse to reflect the original intent of the School, which was set up to help workhorses in the early 19th Century. I am delighted with how it fits into the environment, blending with the unique architectural features of the building and the stone plinth.

Andy Scott Sculptor

Equine expansion

As part of the visit, The Princess Royal toured expanded facilities in the equine hospital. These include new diagnostic and surgical suites, a critical care unit with 24 hour video monitoring and many features that enhance teaching.

Her Royal Highness met 2017 Grand National winner One For Arthur who has undergone a routine heart scan as part of a research study into the hearts of elite athletic horses.

The opening of the new expanded Equine Hospital represents a major step change in how we treat horses and we are delighted that The Princess Royal was here today for this event. We are also delighted with “Canter” by Andy Scott, an incredible piece of art and fitting for a veterinary school that was originally established to support the treatment of working horses.

Professor David Argyle Head of the Royal (Dick) School of Veterinary Studies

Campus hub

The new building has been named after the former Principal of the Royal (Dick) Veterinary College, Orlando Charnock Bradley.

It houses new vet school facilities including a gym and a public outreach centre.

Outreach centre

It is also home to the Roslin Innovation Centre, which provides laboratory and office space for animal and veterinary science start-up companies.

Her Royal Highness toured the new building and met local school students taking part in laboratory science experiments at the outreach centre.

Surgery celebration

Earlier in the day, she visited Edinburgh Medical School for the official launch of a major new initiative in global surgery aimed at improving care for cancer patients.

Engineering

The Princess Royal also visited the School of Engineering to celebrate 150 years since Queen Victoria bestowed the UK's first Regius Chair of Engineering to the University.

As well as meeting with leading staff and students, Her Royal Highness was given a demonstration of Professor Harald Haas' pioneering Li-Fi technology, which transmits internet data through LED lights.

Code:	UER29
Name:	Research Excellence Framework (REF) 2014
From:	https://www.ed.ac.uk/research/assessment/ref
Word count:	447

Research Excellence Framework (REF) 2014

Edinburgh's position as one of Britain's leading research universities has been reaffirmed by the results of the 2014 Research Excellence Framework.

The REF also placed the University as Scotland's top-ranked research institution.

Quality and breadth

The results reveal that 83% of the University's research activity is in the highest categories - 4* and 3*- which are classified as 'world leading' or 'internationally excellent'.

Based on the quality and breadth of its research, Edinburgh has been rated fourth in the UK and by far the most successful university in Scotland. Its submission was one of the largest and most comprehensive in the UK.

World-leading research

Each of the University's three Colleges has at least one research area ranked top in the UK.

Edinburgh research in Sociology, in Earth Systems and Environmental Sciences (including geography) and in Computer Science and Informatics was rated the best in the UK, based on breadth and quality of research.

Also coming top were joint submissions in Agriculture, Veterinary and Food Science with Scotland's Rural College (SRUC); and in General Engineering with Heriot-Watt University.

Edinburgh is also one of a select group of British universities to achieve outstanding results when demonstrating the impact of its research on wider society. More than half of its research in this category has been classed as 'world leading'.

Video

The Principal of the University, Professor Sir Timothy O'Shea, described the results as "an exceptionally strong performance across the whole of the University's research activity".

He also praised the University's strong performance in six joint REF submissions.

Strong performance

The outcomes reinforce Edinburgh's position as one of the world's top universities, building on recent strong showings in the Times Higher Education, QS and Shanghai global rankings.

A total of 1,852 individuals - 83% of the institution's academic workforce - had their research assessed across 31 disciplines, with more than two thirds of those in top five-rated subject areas.

The results also indicate that the University is home to more than 35% of Scotland's 4* research.

Research at the University is constantly expanding the depth of human knowledge and making an impact on the wider world – whether it be improving the effectiveness of youth justice policy and practice, or shaping the technologies used to manage the world's data. Our outstanding researchers enable us to forge links with charities, businesses, policy makers and

other universities, so that together we can tackle long-standing challenges at home and overseas.

Professor Sir Timothy O'Shea Principal of the University of Edinburgh

In addition to the top-rated joint submissions in Agriculture, Veterinary and Food Science and General Engineering, there were further outstanding returns, based on the volumes of internationally and world-leading research.

Code:	UES30
Name:	We're investing
From:	https://www.ed.ac.uk/students/inspiring-students/we-are-investing
Word count:	656

We're investing

The University is investing £200 million over the next eight years to dramatically improve facilities for students.

The investment will enhance the “Edinburgh experience” by delivering an extensive range of benefits.

These include expanded and improved teaching and study spaces, a major new Student Centre, a Health & Wellbeing Centre and enhanced sports facilities.

Student Centre

The Pleasance recently reopened following a £6 million renovation with improved facilities for student societies and groups. These include a revamped Pleasance Café & Bar, new events spaces and improved disabled access.

Looking ahead, Teviot Row House – the oldest purpose-built students’ union in the world – is to be completely refurbished and made fully accessible while keeping its unique character.

It will connect by bridge with a new student services building adjacent on George Square, meaning student services from the University and the Students’ Association will be brought together for the first time.

Completing this £82 million development will be a new pedestrianised, café-lined walkway running along Charles Street Lane. This will create a completely new environment for students, staff and the public to enjoy.

Major revamp

Greatly improved facilities for the Counselling and Disability Services will be coalesced in 7 Bristo Square, following an £8.4 million revamp.

This will create a state-of-the-art Health and Wellbeing Centre across from the new Student Centre, bringing together the University Health Centre, Counselling and Disability Services and an expanded University Pharmacy in one location.

The University will also be investing a further £15 million in improving the accessibility of many buildings across its estate.

Transformation complete

The first phase of the splendid new £12 million Lister Learning & Teaching Centre is now complete and Appleton Tower has been transformed under a £25 million refurbishment that includes teaching and study spaces.

This is on top of the £3.6 million which has been spent over the past two years upgrading and refurbishing nearly 100 existing teaching spaces.

As well as the Main Library now being open round the clock, more than 350 extra study spaces have been created. Further work is planned to increase the number of study spaces centrally and across the estate.

The recently opened postgraduate accommodation at O'Shea Hall will soon be embellished with a new £7 million postgraduate centre in the Old Kirk. This will offer flexible space for postgraduates from across the university to interact, undertake group study and host social events.

Rolling out

The Media Hopper Replay lecture recording system is being rolled out across all 400 general teaching spaces over the next three years.

We have already recorded more than 6,000 lecture events in Replay and this semester students have watched almost 200,000 hours of content.

Work is now under way on the Murchison House project at King's Buildings. This will deliver a new student-facing learning and teaching hub in 2019, integrating student services and café provision.

Sports support

More than £30 million is to be invested as part of the University's Masterplan for Outdoor Sport.

Work has begun on new all-weather pitches at the Peffermill sports complex.

Funding has also been approved for enhancement of the University's rowing facilities at Strathclyde Park in Lanarkshire.

Both of these are intended to offer 'sports for all', supporting both elite and recreational student use.

Meanwhile, the University's first satellite gym at Easter Bush is providing students and staff with world-class facilities. Other gyms are already planned.

The University of Edinburgh is very proud of our outstanding students and their magnificent attainments in all domains of life. It is a privilege to provide our students with exceptional teaching and learning spaces, a brilliant library, as well as some of the very best social and sports facilities anywhere in the UK. I am delighted to announce this major investment of more than £200 million in our student-facing facilities. It is already transforming the student experience of our fine university and our fabulous city.

Professor Jonathan Seckl Vice-Principal Planning, Resources and Research Policy

Code:	UKA31
Name:	King's Strategic Vision 2029
From:	https://www.kcl.ac.uk/aboutkings/strategy/index.aspx
Word count:	116

King's Strategic Vision 2029

Our vision is to make the world a better place.

Since our foundation in 1829, our students and staff have dedicated themselves in the service of society.

Our Strategic Vision, launched in January 2017 takes us to our 200th anniversary in 2029 and builds upon our history of making a full contribution to society.

We will continue to focus on world-leading education, research and service and will have an increasingly proactive role to play in a more interconnected, complex world.

We will continue to expand the huge contribution King's makes to London and through that a national contribution within the UK, and beyond that to an international community that serves the world.

Code:	UKA32
Name:	Overview
From:	https://www.kcl.ac.uk/aboutkings/history/overview.aspx
Word count:	126

Overview

King's College London was founded by King George IV and the Duke of Wellington (then Prime Minister) in 1829 as a university college in the tradition of the Church of England. It now welcomes staff and students of all faiths and beliefs.

King's professors played a major part in nineteenth-century science and in extending higher education to women and working men through evening classes.

The university has grown and developed through mergers with several institutions each with their own distinguished histories. These include:

- United Medical and Dental Schools of Guy's and St Thomas' Hospitals
- Chelsea College
- Queen Elizabeth College
- Institute of Psychiatry.

Archives

[Archives & Special Collections](#) at King's College London hold a unique, internationally significant and continually expanding range of archival and printed sources.

Code:	UKH33
Name:	Global cost of diabetes set to double by 2030
From:	https://spotlight.kcl.ac.uk/2018/03/23/global-cost-diabetes-set-double-2030/
Word count:	328

Global cost of diabetes set to double by 2030

The global cost of diabetes is set to almost double to \$2.5 trillion by 2030 finds research from King's College London. It suggests that even if countries meet internationally set targets, the global economic burden from the disease will still increase by 88%.

Diabetes is a major global health threat and the number of cases is rapidly increasing. Recent estimates suggest that the number of people with diabetes across the world will increase from 415million in 2015 to 642million by 2040.

Researchers from King's, in collaboration with colleagues from The University of Gottingen, have now estimated future economic burden of the disease. This is calculated by looking at costs from medical care and costs incurred through loss of productivity and earnings in 180 countries across the world.

You may also be interested in:

- [*Childhood obesity linked to quadrupled risk of developing diabetes*](#) 2 May 2017
- [*Surgery: a 'radical departure' to tackle the global diabetes epidemic?*](#) 6 September 2016
- [*Who was Florence Nightingale, 'heroine of the Crimea'?*](#) 12 May 2017

They did this by assuming three different scenarios. First the prevalence and death rate associated with diabetes increasing in line with urbanisation and an ageing population, secondly the (even greater) increase if previous trends continue, and thirdly if global targets set to diabetes burden are achieved.

The team found that, under all three scenarios, the economic cost of diabetes is predicted to increase significantly by 2030.

They also found that a large economic burden isn't limited to high-income countries in the West but is widely dispersed throughout the world.

Justine Davies, [Centre for Global Health](#), who co-led the paper, says: 'It is imperative that actions are taken to reduce some of the risk factors for diabetes, for instance obesity and physical inactivity, to ensure costs do not rise further.'

'Policy makers also need to take urgent steps to prepare health and social security systems to mitigate the effects of diabetes.'

Code:	UKH34
Name:	We invite you to join us for the 15th annual Alumni Weekend!
From:	https://alumni.kcl.ac.uk/alumniweekend2018
Word count:	262

We invite you to join us for the 15th annual Alumni Weekend!

This is the perfect opportunity to reconnect with the King's community, host a reunion group and enjoy a stimulating programme of workshops, exhibitions and special activities.

Join the debate

King's is renowned for its outstanding history of pioneers. No fewer than twelve people who studied at King's or its institutions have been awarded the Nobel Prize, with many more making major contributions to science and public life. In-keeping with the theme of this year's event – *Revolutionary* – we're celebrating innovative individuals.

All events will be based in the stunning Grade II listed Bush House, former home of the BBC World Service and now part of the Strand Campus of King's.

Tickets

This year, booking is easier than ever with the launch of new bundled tickets. You can purchase a **Saturday and Sunday Bundle**, granting you access to all of the events at one fixed price.

The annual Engineers' Lunch will be held on Friday 8 June on the 8th floor of Bush House. Tickets for this event should be purchased separately.

[Click here to purchase tickets](#)

*Please note that tours have limited capacity. You will be invited to sign up for tours during registration on Saturday 9 June. Places will be allocated on a first-come, first-served basis. Most tours will run more than once so we are confident you will have the opportunity to enjoy all elements of Alumni Weekend.

Share your Alumni Weekend story using **#ForeverKings**

If you're interested in organising a reunion, we can help. Get in touch: reunions@kcl.ac.uk

Code:	UKR35
Name:	New animation enhances support for women with eating disorders during pregnancy
From:	https://www.kcl.ac.uk/ioppn/news/records/2018/february/New-animation-enhances-support-for-women-with-eating-disorders-during-pregnancy.aspx
Word count:	609

New animation enhances support for women with eating disorders during pregnancy

Researchers at King’s College London are translating research on eating disorders during pregnancy and motherhood into practical training resources, helping healthcare professionals provide the best care for pregnant women and mothers. Launching today at the start of Eating Disorders Awareness Week 2018, the resources include an animation co-designed by the research team, women with lived experience, healthcare professionals and key organisations.

Currently there are very limited resources available for healthcare professionals, despite previous research finding that approximately 7.5% of women may be suffering from an eating disorder during pregnancy. The animation aims to raise awareness that eating disorders are serious mental illnesses that can impact on pregnancy and beyond, and highlights the importance of a trusting relationship between women suffering from eating disorders and healthcare professionals.

‘Women with eating disorders are often reluctant to disclose their illness to healthcare professionals, possibly due to a fear of stigma, and healthcare professionals may be unsure about how to identify women with eating disorders or what support they need,’ says Dr Abigail Easter, Senior Postdoctoral Fellow in Improvement Science at King’s College London’s Institute of Psychiatry, Psychology & Neuroscience (IoPPN).

Recent guidance from the National Institute for Health and Care Excellence ([NICE, 2017](#)) has recommendations for enhanced monitoring and support for women with eating disorders before, during and after pregnancy. However, barriers can exist which prevent healthcare professionals from implementing current NICE guidelines in practice.

Melita Walker, Mental Health Lead at the Institute of Health Visiting says ‘Having these resources available will help fill the current gap, enabling healthcare professionals to be more aware of eating disorders and understand how to work in partnership with mothers to ensure they get the right help at the right time.’

Caroline Price, Director of Services at the charity Beat, says ‘pregnancy is often a difficult time for someone suffering with an eating disorder. However, being pregnant also provides an opportunity for a positive impact on recovery, so it is vital that both women and their midwives are aware of the signs and symptoms of eating disorders.’

The animation will be hosted online at eatingdisordersandpregnancy.co.uk alongside additional training resources, and will be presented at a [training event](#) at the IoPPN on Tuesday 27th March. The project was funded through the Health Foundation’s [Evidence into Practice](#) programme, and Dr Easter is supported by King’s Improvement Science, part of the Centre for Implementation Science within NIHR Collaboration for Leadership in Applied Health Research and Care (CLAHRC) South London.

The following charitable organisations have contributed to the development of this animation: Beat, the Institute of Health Visiting, NCT (National Childbirth Trust) and Tommy’s.

Case study

Christina Kelly is married with three children. Christina has struggled with an eating disorder since she was a teenager and had to be admitted to hospital while she was studying at university. Throughout her twenties she sought help through counselling and support groups and managed to live with her eating disorder symptoms.

In her late twenties, Christina became pregnant with her first child and quickly found her eating disorder increased in severity. This was the case throughout each of her pregnancies, resulting in inpatient admission to a specialist eating disorder unit during her first and second pregnancy. She struggled with low mood and feelings of guilt and isolation during each pregnancy, struggling to find support that brought together her needs as a pregnant woman, a mother and someone needing support for an eating disorder.

Christina now works in a mental health crisis service providing peer support to people in distress, working with compassion and using her own experiences to help others.

Code:	UKS36
Name:	Clubs and societies
From:	https://www.kcl.ac.uk/study/student-life/clubs-and-societies.aspx
Word count:	262

Clubs and societies

Whether you've been doing it for years or feel like trying something new, there are an enormous variety of opportunities where you can get involved, make new friends, have fun and be part of the student community. These include:

- sports clubs
- societies
- volunteering opportunities
- student media
- campaigning groups.

[King's College London Students' Union \(KCLSU\)](#) provides both financial and logistical support to help activities run smoothly, but it is up to you how these activities are organised.

KCLSU can also help you get your own student activity group up and running.

Sports teams

Please visit the [King's Sport](#) webpages for information on our sports teams.

Interest societies

There are over 100 societies you can join, varying from politics and debate, to comedy, musical theatre and everything in between.

The Greenwood Theatre is one of the many facilities available for society use. The events each society organises are in the social calendar.

King's Diwali Show

The King's Diwali Show is now in its 17th year and is the biggest student event in the UK.

Student media

There are opportunities to get involved with student media at King's:

- students produce a monthly newspaper, Roar, and other independent publications
- the podcasting society regularly produces audio content for King's students.

For information visit the [KCLSU student media pages](#).

Volunteering

[Student volunteering](#) provides opportunities to get involved with local community groups and bigger organisations.

Campaign

KCLSU works closely with groups of all kinds to campaign for and achieve their goals with the aid of resources available to all. [Find campaign groups on the KCLSU website](#).

Code:	UMA37
Name:	Global reputation
From:	https://www.manchester.ac.uk/discover/global/
Word count:	388

Global reputation

The University of Manchester is a truly global institution, with a reputation for education and innovation that resonates across the world.

International businesses, charities, governments and universities turn to Manchester for our expertise. Whether it's leading the European renaissance in industrial biotechnology or helping to train midwives in developing countries, we provide the spark for positive change.

Our research engages with the world's biggest questions – that's why we bring together the best people in these fields to help us to find the answers. We've a history of attracting world-leading minds to work with us, from Niels Bohr and Arthur Lewis to our latest Nobel laureates Andre Geim and Kostya Novoselov, whose pioneering work with the one-atom thick wonder material graphene has established Manchester not just as the centre of research into its application.

More international students study with us than at any other UK university, with 160 nationalities coming together on campus, making us one of the [world's most international universities](#). We work closely with overseas agents and foundation course providers, and tour the world to meet prospective students face to face. Offering outstanding English language support and orientation programmes, as well as courses and careers advice designed with employability in mind, we're a springboard for tomorrow's leaders. And our teaching goes beyond our campus – our range of postgraduate distance-learning courses and MOOCs enable a global audience to benefit from a Manchester education.

Our graduates are highly sought after by top graduate employers all over the world, able to offer work-ready knowledge and experience as well as a high quality academic qualification, thanks to skills development built into our degree programmes and further personal and professional development opportunities offered to all students through [Stellify](#).

We're at the heart of Manchester, a world-class city that shares our pioneering, boundless spirit – indeed, Manchester was the 2016 European City of Science, and hosted the EuroScience Open Forum in the summer of that year.

Manchester's industrial and cultural heritage is mirrored by the achievements of some of the University's most celebrated names: Rutherford, Turing and Burgess to name but a few.

Today, we're among the [world's most innovative universities](#), and we're making one of the largest [investments in facilities](#) ever seen at a UK university, with £750 million spent so far and a further £1 billion to follow by 2022.

Code:	UMA38
Name:	Why Manchester?
From:	http://www.manchester.ac.uk/study/international/why-manchester/
Word count:	198

Why Manchester?

International students play a huge part at The University of Manchester – our student population hails from 160 countries.

The welcoming, accessible and [multicultural environment](#) that is the [city of Manchester](#) provides the ideal base for your time [studying in the UK](#).

Choose Manchester and you'll put yourself ahead of the competition when the time comes to begin your career. With an award-winning careers service and courses built with your [employability](#) in mind, it's no surprise that 94% of our graduates go straight into jobs or further study.

We're part of the prestigious Russell Group of universities and our [research](#) and [teaching quality](#) is recognised across the globe, but our [support for international students](#) is just as important to us. We'll help you at all stages, from before you apply to when you arrive – and you'll be supported at all times while you're here.

We also encourage you to become the best you can be by participating in [Stellify](#) – a journey through Manchester's most transformational experiences, giving you a unique opportunity to experience true personal and professional growth during your time with us.

We'll give you an experience that will prepare you for a lifetime of achievement.

Code:	UMH39
Name:	Discover Days
From:	http://www.manchester.ac.uk/study/undergraduate/aspiring-students/discover-days/
Word count:	508

Discover Days

The University of Manchester's Discover Days are informative, interactive events for aspiring undergraduate students who are interested in certain subject areas, but may not know exactly which course to choose. They are ideal for Year 12 students, or for other people applying to university through UCAS and considering Manchester.

Discover Days give you real, in-depth insight into the unique features and opportunities of degree courses that you might study at Manchester. You'll gain first-hand experience of university study, learn more about Manchester student life and be able to make informed decisions about your university choices before the UCAS application process starts.

Who should sign up for a Discover Day

These events will be of most benefit to learners who are seriously considering pursuing the subjects covered at degree level and who want more in-depth knowledge about what we offer. Discover Days are for learners in Year 12, or other people who are in the process of applying to university through UCAS and think they might want to apply for a course at Manchester.

You can register individually for the days once registration opens. Teachers do not need to accompany students but are welcome to attend the events once registered in advance.

Registration

Registration for our summer 2018 Discover Days is now open.

Participants should register for the days themselves using the relevant individual registration form. Teachers do not need to accompany students but are welcome to attend the events if they wish.

Upon completing the registration form, you'll receive a brief, automatic confirmation that your booking has been submitted. Following this, we'll email you to confirm whether a place has been allocated to you. Discover Days are usually very popular; therefore please be mindful that if you book a place on a Discover Day, and you receive confirmation from us that you have been allocated a place, we'll be expecting you to attend on that day.

[Find out more](#) about registration.

Programme of events

Each day follows a similar format, with some variations depending on the nature of the subjects covered. Events will include:

- overview of relevant degree course(s);
- career prospects talk;
- mini-lecture on the subject;
- choice of interactive workshops, delivered by academic staff or postgraduate students;
- possible lab work (for certain science subjects only);
- campus and departmental tour led by current students;
- time for you to put your queries to Manchester staff and current students.

Find out more

Teachers and advisers

If you're a teacher or school/college adviser you can [sign up to our mailing list](#) to be informed of forthcoming Discover Days and other University of Manchester events for Year 12 and 13 students.

Year 12 and 13 students

If you're a student and would like to know more about Discover Days, why not join UMASS, our University of Manchester Aspiring Student Society? As part of UMASS you will receive a monthly newsletter and details of many events for Year 12 and 13 students. UMASS also gives support with the application process, an insight into student life and helps prepare you for university study.

Code:	UMH40
Name:	Stellify
From:	http://www.manchester.ac.uk/study/experience/stellify/
Word count:	436

Stellify

Stellify enables you to do more and be more during your time at university, with a select package of activities containing some of Manchester's most exciting and transformational student experiences – and the chance to earn a prestigious University award.

Why Stellify?

'Stellify' means 'to change, or be changed, into a star'. We want all our students to 'stellify' themselves at Manchester – to take on fresh challenges, meet and work with a wide range of people and perspectives, contribute to local and global communities, tackle issues of global importance and gain new skills through hands-on activities, in order to become the best graduate they can be.

By participating in your own unique combination of Stellify activities, you'll gain more than a world-class degree. You'll have the chance to experience true personal and professional growth, consider your place in the world and how you can make a difference to others, and develop the distinctive attributes of a Manchester graduate.

Five points of action

Manchester graduates are highly sought-after by the UK's top graduate employers, known for their work-ready skills and experience as well as the quality of their academic ability.

Stellify activities are grouped around five points of action that will help you to develop the attributes demonstrated by our most successful graduates.

You'll be able to:

- learn without boundaries – broadening your horizons with fresh perspectives from working across disciplines and in new environments;
- understand the issues that matter in contemporary local and global societies and workplaces;
- make a difference through socially responsible awareness and actions;
- step up and lead, taking on fresh challenges, responsible roles and ethical management; and
- create your future through proactive personal planning and career development.

Stellify activities

You'll find an incredible variety and quality of student experiences at Manchester, thanks to our considerable size and scope, world-class facilities, positive relationships with local and global communities, our central commitment to social responsibility and our location in the dynamic and innovative city of Manchester.

Examples of Stellify activities include:

- [the Manchester Leadership Award](#) – our most prestigious extra-curricular accolade for undergraduate students, for which you'll tackle [Ethical Grand Challenges](#) relevant to global societies and contemporary workplaces, while undertaking community volunteering and leadership experiences.
- optional course units from our [University College of Interdisciplinary Learning](#), incorporating interdisciplinary and international learning from world-leading minds into your degree.

- thousands of [student volunteering](#) opportunities and ideas, enabling you to gain hands-on skills and experience while contributing to communities at a local, national and global level.

You could also gain knowledge and experience in 21st-century enterprise, cross-cultural communication, student leadership, work experience, professional networking, study abroad, peer mentoring and much more.

Code:	UMR41
Name:	Research beacons at The University of Manchester
From:	https://www.manchester.ac.uk/research/beacons/
Word count:	178

Research beacons at The University of Manchester

The University of Manchester's research beacons are examples of pioneering discoveries, interdisciplinary collaboration and cross-sector partnerships that are tackling some of the biggest questions facing the planet.

Global challenges, Manchester solutions

Research beacon breakthroughs

Find out how world-class academic research is commercialised by scientists, engineers, medical professionals, business leaders and policymakers at Manchester.

At The University of Manchester we conduct a wide range of high-quality research that is rivalled by few other universities, as demonstrated by our submission to the [Research Excellence Framework 2014](#). Much of this research combines expertise from across disciplines, making the most of the opportunities that our size and breadth of expertise affords.

Our research beacons show how this approach is improving the lives of people around the world. These areas of investigation feature a unique concentration of high-quality research activity. They allow us to bring the best minds together to find new ways forward.

The researchers in these fields are at the forefront of the search for innovative solutions to some of the world's biggest challenges.

Code:	UMR42
Name:	The city of Manchester
From:	http://www.manchester.ac.uk/study/experience/student-life/city/
Word count:	448

The city of Manchester

We're proud to be close to the centre of Manchester, the UK's most popular student city.

Originally shaped by its success during the industrial revolution of the 19th century, Manchester's strong, pioneering character endures today – only now its achievements also include shaking up the music scene, nurturing artistic creativity and hosting international sporting events.

Never content to live on past glories, Manchester is a city that looks to the future with a passion for progress, and warmly invites you to share in its vision and vitality.

And this warmth is one of Manchester's trademarks: voted [one of the ten friendliest cities in the world](#) by *Rough Guides* readers, there's not a moment to lose to go out and explore this busy, buzzingThe city centre

Here are some of the main areas of the city centre that you'll get to know while living in Manchester.

Albert Square

The impressive 19th-century Town Hall building dominates the square which forms the centre of many of Manchester's biggest festivals, including the Manchester International Festival and the Christmas markets.

Castlefield

An inner-city conservation area where you will find a Roman fort, the world's oldest industrial canal, cobbled streets and brick warehouses – it's one of the most peaceful areas of the city.

Chinatown

Manchester's Chinatown is an ever popular destination with countless restaurants, Asian supermarkets, events and festivals all year round.

Deansgate

A busy street running through the heart of the city, Deansgate is home to countless shops, food and drink hotspots, and Manchester landmarks, such as the huge Beetham Tower and our own John Rylands Library. The Great Northern is a particular draw with its restaurants, bowling and cinema.

Market Street, the Cathedral Quarter and Manchester Arndale

At the indoor Arndale mall you can shop until you drop at over 240 shops and department stores. Stepping outside, you'll be met by everything from premium department stores such as Harvey Nichols and Selfridges to high street favourites – you are sure to find what you are looking for.

Northern Quarter

Vintage fashion boutiques, independent cafes, fashionable bars, music venues and the indoor markets at Afflecks make this the perfect place for chilled-out days and alternative nights out.

Piccadilly

A great place to start your explorations of the city. You will find the main train, bus and tram stations here as well as the Visitor Information Centre and the Wheel of Manchester.

Spinningfields

The business district of the city is home to some of the biggest names in finance and professional services including Barclays, Deloitte and Guardian Media Group. But it's not all about work – you'll also find some of the trendiest cocktail bars, restaurants and pricey designer shops here.

and modern metropolis.

Code:	UBA43
Name:	Our research
From:	http://www.bristol.ac.uk/university/research/
Word count:	151

Our research

The University of Bristol is at the cutting edge of global research. We have made innovations in areas ranging from cot death prevention to nanotechnology.

The University has had a reputation for innovation since its founding in 1876. Our research tackles some of the world's most pressing issues in areas as diverse as infection and immunity, human rights, climate change, and cryptography and information security.

The University currently has [40 Fellows of the Royal Society and 15 of the British Academy](#) – a remarkable achievement for a relatively small institution.

We aim to bring together the best minds in individual fields, and encourage researchers from different disciplines and institutions to work together to find lasting solutions to society's pressing problems.

We are involved in numerous international research collaborations and integrate practical experience in our curriculum, so that students work on real-life projects in partnership with business, government and community sectors.

Code:	UBA44
Name:	The student experience
From:	http://www.bristol.ac.uk/university/experience/
Word count:	265

The student experience

We aim to equip our students with the knowledge and skills to succeed in their chosen career in a competitive global market.

We attract students from all over the world, creating a rich and exciting international community. We are also lucky to be located in a vibrant, dynamic city with a reputation for creativity and sustainability.

With a choice of over 200 degree courses covering a broad range of subjects, our students engage with intellectually challenging courses that encourage independence of mind.

A Bristol degree is highly attractive to employers: we offer our students a high-quality, research-led education, and enhance our global reputation by recruiting the best academics.

Bristol is ranked third in a list of universities targeted by leading graduate employers (source: [The Graduate Market in 2017](#), High Fliers Research).

Our courses are shaped by the very latest thinking, and our students work on real-life projects with academics who are experts in their field. As well as teaching the facts, our researchers pass on their knowledge, enthusiasm and experience.

Bristol is small enough to feel warm and friendly, with personal tutors, student health and welfare services, and accommodation wardens to support students, but big enough to provide outstanding extracurricular opportunities.

We continually invest in new and existing facilities, training and technology.

Our libraries, IT facilities and informal study spaces keep students connected and support independent learning. We have a comprehensive network of support services to ensure that our students can get help and advice on all aspects of university life – academic, personal, financial and practical – if and when they need it.

Code:	UBH45
Name:	Luke Skywalker's hand inspires scientists to create robotic skin
From:	http://www.bristol.ac.uk/news/2018/may/star-wars.html
Word count:	481

Luke Skywalker's hand inspires scientists to create robotic skin

Scientists at the University of Bristol are engineering human skin on artificial robotic muscles that can stretch and bend the tissue just like in the real world. This living and moving skin equivalent represents a much more realistic model of human skin and it could have potential applications for burns patients needing skin grafts.

Currently, skin models are flat and static because they are grown on a rigid plastic membrane and there is no laboratory model of moving skin. Now a team, led by Dr Sara Correia Carreira from the University of Bristol, are combining their expertise in biology, robotics and bio-engineering to create a realistic model of skin which could also improve the mechanical properties of bioengineered tissue.

The team plan to replace the rigid membrane with something stretchy that will mimic the muscles underneath real skin. This way, natural movements can be applied to the engineered skin, which could improve the mechanical properties of the tissue so that it closely matches the characteristics of real skin.

The skin model will be used to test the penetration of topically applied medication as skin moves, and to evaluate if it will offer a more realistic and life-like alternative to current static models.

Interfacing bioengineered skin with robotic muscles also has the potential to revolutionise healthcare because skin grafts needed to treat burns and wounds could be engineered under

more life-like conditions. This could make them more successful transplants, which are less likely to tear or be rejected because their structure more closely resembles that of real skin. However, the biggest challenge for the team will be finding a way of growing the skin on the robotic muscles underneath, which is what has never been done before and is uncharted territory.

Dr Sara Correia Carreira from Bristol's [Faculty of Health Sciences](#), said: "As a child I remember being fascinated by the robotic hand of Luke Skywalker in Star Wars - *The Empire Strikes Back*. Interfacing the living with the non-living to restore function or create something entirely new seemed a tremendously exciting idea.

"In this project, robotic muscles will help us to include natural movements in our laboratory models of human skin, and they will also be a mechanism to engineer better replacement tissues for transplantation. This could be a real game-changer in healthcare."

The three-year ground-breaking study began on 1 March 2018 and is being funded through the University of Bristol's first cohort of 12 Vice-Chancellor's Fellows, which started in the current academic year 2017-18, and to date one of the Fellowships has been fully philanthropically funded. Alumni funding for a further four Fellows for 2018-19 has been secured, to bolster the cohort of 14 funded by the University. For more information about the Vice-Chancellor's Fellowships visit www.bristol.ac.uk/vc-fellows/

An article about Dr Sara Correia Carreira's research appears in this month's [Nonesuch magazine](#).

Code:	UBH46
Name:	PhD student awarded the prestigious Herbert Tabor Young Investigator Award
From:	http://www.bristol.ac.uk/news/2018/may/herbert-tabor-award.html
Word count:	372

PhD student awarded the prestigious Herbert Tabor Young Investigator Award

Dr Catherine Back has been awarded the prestigious Herbert Tabor Young Investigator Award for her publication describing the structure and the ‘catch-clamp’ binding mechanism of the protein “CshA” involved in life-threatening infections of the heart.

Herbert Tabor Young Investigator Awards are presented to early career investigators who have published the best articles in The Journal of Biological Chemistry (JBC), a high profile American journal.

This year Dr Catherine Back has been honoured for her article published in 2017 exploring the structure and binding mechanism of the protein “CshA” (expressed by the oral bacterium *Streptococcus gordonii*) to human fibronectin. Understanding how CshA binds to fibronectin is important as this mechanism may promote *S. gordonii* colonisation of damaged cardiac tissues, which is implicated in infective endocarditis, a life-threatening infection of the heart.

Dr Catherine Back, currently a BrisSynBio post-doctoral researcher, worked on the paper during her PhD in the labs of Angela Nobbs and Howard Jenkinson at Bristol’s Dental School. This was undertaken in collaboration with Dr Paul Race from the School of Biochemistry who provided access to the world class facilities needed to analyze the structure of CshA. This highlights how collaborations between schools can lead to high impact interdisciplinary research.

Dr Angela Nobbs said:

"This is a highly prestigious award, recognising the top five early career researchers from across the globe that have published the best articles in the *JBC* over the past year. The project itself was not an easy one and to receive such an accolade is testament to the dedication that Cat gave to this study. We are delighted that this research has been highlighted for its impact in the field and are very proud to have supervised such a talented young investigator."

The five awardees will be flown out to the Annual Meeting of the American Society for Biochemistry and Molecular Biology (ASBMB) in San Diego in April 2018 to receive their prestigious awards. Whilst there they will make a short presentation about their work in a special seminar session.

Catherine Back said:

"I am very honored and pleased to have this work acknowledged and am looking forward to presenting this work at the ASBMB in San Diego."

Code:	UBR47
Name:	'Augmented biology': Exploring new avenues in biofuel production
From:	http://www.bristol.ac.uk/research/impact/augmented-biology/
Word count:	637

'Augmented biology': Exploring new avenues in biofuel production

Researchers in the Schools of Biochemistry and Chemistry are working to boost cellular productivity of biofuels at a fundamentally scientific level in order to create innovative, sustainable solutions to our global energy needs.

The challenge

There is an increasing need to move away from our reliance on fossil fuels – not only are they a rapidly declining resource, the damage they are doing to our environment is irrevocably clear.

Added to that, rising oil prices and global warming mean there is a drive towards finding alternative, renewable sources of energy that will not only reduce but also counter carbon dioxide emissions, one of the major contributors to climate change.

While biofuels have been around for centuries, the availability of oil and gas has, to date, proved a much more popular and less-expensive choice.

Now, biofuels are steadily regaining popularity, with scientists exploring new and innovative ways to create a sustainable solution to our global energy needs.

What we're doing

Synthetic biology is an emerging field of research that has the potential to create more efficient, reliable and responsible solutions to some of the world's most pressing challenges.

This is the core focus of the Bristol BioDesign Institute (BBI), where researchers have been working in the Schools of Biochemistry and Chemistry on boosting the cellular productivity of biofuels at a fundamentally scientific level.

Collaborating with scientists from the University of Kent and Queen Mary London, the research team has developed a new way of designing entirely new synthetic protein molecules that operate within living bacterial cells called *E. coli*.

Using sophisticated techniques in bioengineering, the researchers have generated protein nanotubes – which are miniature tube-like structures – that assemble to form scaffolding inside the cell. Whilst some bacteria do have internal scaffolds they are not very extensive. The advantage of adding these scaffolds to bacterial cells is that they can then be used to support clusters of other protein molecules called enzymes to manufacture biofuels in the bacteria.

To make the links between the scaffolds and the enzymes— which could be thought of as bolts - the team also engineered protein-based ‘Velcro’ from first principles. In other words, the scaffold was decorated with one half of the Velcro strip and the enzymes with the other. When produced together in the cells, the scaffolds and the enzymes combine to make what are termed nanofactories.

The team demonstrate this concept by adding two enzymes for ethanol production, which *E. coli* normally does not produce. In this way they were able to make this particular biofuel in the bacterium.

How it helps

By applying this new technology to enzymes used in the production of ethanol - an important biofuel - the researchers have already proven that it can significantly boost biofuel

production. In the case of ethanol, the technique increased alcohol production by more than 200 per cent compared with having the enzymes alone and without the scaffold.

Professor Dek Woolfson, Director of the Bristol BioDesign Institute, said: “This is very exciting for us because until now most of our protein design work has been done in the test tube. By taking this ability to design new proteins from scratch into bacteria for the first time, we can harness the full power of biology. This could include the manufacture of protein molecules and enzymes needed to make new biofuels, drugs and so on inside cells that divide and grow quickly allowing the whole process to be scaled up massively.”

Next steps

The team is now building on this process, which it calls “protein design in the cell” or “augmented biology”, to test what might be possible in combining synthetic, or so-called de novo proteins, and living cells. The hope is that the production of biofuels, drugs molecules and biomaterials may all be improved by this technology.

Code:	UBS48
Name:	Looking after your wellbeing
From:	http://www.bristol.ac.uk/study/postgraduate/student-life/wellbeing/
Word count:	450

Looking after your wellbeing

We want you to get the most out of your time at university. Our student services are there to provide academic, personal and practical support for you.

Accessing support when you need it

The first place to seek support is usually your tutor or supervisor in your academic school. If you opt to live in one of our residences, there is [pastoral help](#) available there, too.

Looking after your health

We provide a full [National Health Service \(NHS\) general practice service](#).

The practice is run by a team of doctors, nurses and support staff who have a lot of experience working with students and their dependants.

Student Counselling Service

Our [Student Counselling Service](#) is a safe place for you to talk through any problems. It offers a wide range of free and confidential services. These include:

- a well-stocked resource library
- workshops covering issues such as how to cope with stress
- individual counselling
- therapeutic group sessions.

We also offer [Big White Wall](#), which provides round-the-clock support for your mental health, with counsellors online at all times.

Disability support

Our [Disability Service staff](#) are experienced in supporting a wide range of disabilities.

The team will work with you to help with your individual requirements.

They can also help with matters such as funding applications and arranging needs assessments.

They offer a range of services. This includes providing British Sign Language interpreters or notetakers for lectures.

early in your application process so we can plan the support you will need.

Childcare

We have a [nursery](#) for children aged three months to five years. It is based on the main campus, and is open weekdays from 8.30 am to 5.30 pm throughout the year.

Faith and spiritual support

The [Multifaith Chaplaincy](#) is a place for prayer and reflection for everyone regardless of your belief or background.

The Chaplaincy hosts many worship and meditation groups following various faith traditions.

It also hosts lunches and [other events](#) to explore issues of faith and spirituality.

A safe environment

The University is a police-certified secured environment and we have a police officer on site.

We are committed to providing a safe and fair environment for our students, where bullying, harassment and victimisation are not tolerated.

[Bristol has been awarded the Purple Flag](#), signifying that our city is a safe place to enjoy a night out.

If you are in university accommodation, you will receive a free bus pass for travel to and from your hall.

Our Students' Union has an arrangement with a taxi company to ensure students can get home, even if they have no money.

Our Safety and Health Services team provide [support and advice to maintain a safe and healthy environment](#).

Code:	UWA49
Name:	ABOUT
From:	https://warwick.ac.uk/about
Word count:	166

ABOUT

We're a world-leading university with the highest academic and research standards. But we're not letting the story end there.

That's because we're a place of possibility. We're always looking for new ways to make things happen. Whether you're a dedicated student, an innovative lecturer or an ambitious company, Warwick provides a tireless yet supportive environment in which you can make an impact.

And our students, alumni and staff are consistently making an impact - the kind that changes lives, whether close to home or on a global scale.

It's the achievements of our people that help explain why our levels of research excellence and scholarship are recognised internationally.

It's a prime attraction for some of the biggest names in worldwide business and industry.

It's why we're ranked highly in the lists of great UK and world universities.

All of this contributes to a compelling story, one that's little more than 50 years old. But who said youth should hold you back from changing the world?

Code:	UWA50
Name:	Looking Forward
From:	https://warwick.ac.uk/about/strategy/
Word count:	354

Looking Forward

Our vision is to be a world-class university. One with a dynamic, enterprising approach to solving global challenges; one that enables students to create their place in the world; one that defines the university of tomorrow.

Warwick has made outstanding progress in a very short time. We've secured a unique reputation through our ability to combine excellence, creativity and intellectual rigour with agility, professionalism and sustainability.

Of course, the next decade will present very different opportunities and challenges to those we've faced so far, but our commitment to securing Warwick's position as a leading global higher education institution remains undimmed.

We are proud to fulfil our social obligations to educate, work at the frontiers of knowledge and inculcate enlightenment values. Our university is also committed, in a way that few others are, to generating economic growth for our city, region and the broader national economy in ways that will create more employment, educational opportunities, and resources.

It is clear, however, that the current UK university business model is under stress; it cannot continue in its current form.

The state is no longer willing to fund higher education in the way it has before, meaning that most of the traditional activities in which universities have been involved are reaching their financial limits.

So how will we address this issue? We will, of course, retain a strong core of traditional academic activities. But we will add to this core a number of new activities that can produce new financial possibilities and exciting new obligations, some of which in time may become more central.

It is by no means an easy time in which to operate, never mind launch, an ambitious strategy, but we have a responsibility to lead by example.

Therefore, this strategy builds upon our core strengths whilst recognising the significant challenges facing our sector. It outlines the steps we will take and the options we will explore to ensure that the ambitions and aspirations of students, staff, alumni and supporters of Warwick drive and guide our actions in the years ahead.

Professor Sir Nigel Thrift,

Vice-Chancellor and President (2006 - January 2016)

Code:	UWH51
Name:	Shakespeare's View of the World
From:	https://warwick.ac.uk/newsandevents/knowledge/socialscience/shakespearesworld
Word count:	661

Shakespeare's View of the World

Even 402 years after his death, Shakespeare still has much to say on modern issues. Stuart Elden is Professor of Political Theory and Geography at the University of Warwick and is using Shakespeare's works to further the understanding of one evergreen issue in human geography: Territory.

State of flux

Looking at geological maps of the world you can see how much it has changed physically. One giant lump of landmass on the earth's surface has spread out over geological time due to the movement of the plates in the earth's crust. It has come to a relative standstill as what we now recognise as the face of the earth. We still get new bits every so often – for example the island of Surtsey, off Iceland, didn't exist until volcanic activity in 1963; climate change is transforming coastlines and glaciers. But generally the physical map remains much the same. The political map however is different. The face of the earth is divided up by borders into territory and this is in a constant state of flux.

Professor Elden explains: "How did the earth's surface become partitioned into bits that are controlled by different people? Who decided how it is divided, controlled, and administered? Who determined the relationship between where we are and the political rule we are subject to? These are all the concerns of territory.

"As well as obviously being a geographical and political issue, territory should also be understood through economic, strategic, legal and technical concerns. Using this approach is

not to provide a better single definition of territory, but to identify the aspects which would need to be investigated to understand how territory has been interpreted, contested and practiced in different times and places.

“Shakespeare seems to me to be an interesting figure to use to explore these, and other questions in relation to territory.”

Concept

Professor Elden continues: “The concept of territory as we understand it today really only emerged around the 17th century and crucial debates about it were going on at the very time William Shakespeare was writing. So, he becomes more than simply a dramatist and poet, he can be seen as an observer of conceptual and technological change and he comments on what he sees.

“While he only uses the words ‘territory’ and ‘territories’ rarely in his plays, the concept and practice is not at all marginal to his work. A number of his plays are structured around questions of exile, banishment, land politics, spatial division, contestation, conquest and succession.

Shakespeare exhibits a profound geographical imagination and his plays and poems raise a whole host of geographical questions. We can use them to shed light on the concept of territory as we understand it now.”

Shakespearean Territories

Professor Elden has written a book – *Shakespearean Territories*, which will be published later this year by University of Chicago Press – revealing just how much Shakespeare’s unique historical position, combined with his imagination and political understanding, can teach us about territory.

Prof Elden says: “Throughout his prolific career as a playwright, Shakespeare dramatized a world filled with technological advances in measuring, navigation, cartography, military operations, and surveying. His tragedies and histories—and even several of his comedies—open up important ways of thinking about strategy, economy, the law, and the colonial, providing critical insight into a significant juncture in history.

“Shakespeare’s plays explore many territorial themes: from the division of the kingdom in *King Lear* to the relations among Denmark, Norway, and Poland in *Hamlet*; from the Salic Law in *Henry V* to questions of disputed land and the politics of banishment in *Richard II*. We can see how Shakespeare developed a nuanced understanding of the complicated concept and practice of territory and, more broadly, the political-geographical relations between people, power, and place.

“Many of the themes he covers we can see recurring in modern disputes over borders, territory, power and politics. This is of course what contributes to Shakespeare’s enduring appeal.”

Code:	UWH52
Name:	Archbishop Welby visits WMG, University of Warwick
From:	https://warwick.ac.uk/newsandevents/pressreleases/archbishop_welby_visits/
Word count:	242

Archbishop Welby visits WMG, University of Warwick

The Archbishop of Canterbury, the Most Reverend Justin Welby, visited WMG at the University of Warwick today (4 May 2018), as part of his ‘homecoming’ tour around Coventry, the city where he was first ordained.

During his visit to WMG, Archbishop Welby toured world-class automotive research facilities, including the Energy Innovation Centre and the new £150m National Automotive Innovation Centre (NAIC) with WMG Chairman Professor Lord Bhattacharyya.

The NAIC will be the largest research facility of its kind in Europe, and is due to open later this year.

He also joined a small group of business leaders to discuss the future of smart, connected and electrified vehicles, and the renaissance of the automotive industry in the West Midlands—topics which are at the heart of WMG research and development.

The Archbishop was keen to discuss the recently announced UK Battery Industrialisation Centre and explore its significance for the region and further afield.

Archbishop Welby was ordained at Coventry Cathedral in 1992, and worked for a number of years as an executive in the oil industry before starting his ministry. He is still very much interested and informed about UK industry and economics.

Professor Lord Bhattacharyya, founder and Chairman of WMG at the University of Warwick, commented:

“I was delighted to welcome the Archbishop of Canterbury to WMG and to show him the part we play in the resurgence of automotive in the region and globally.”

Code:	UWR53
Name:	Research Excellence
From:	https://warwick.ac.uk/research/excellence/
Word count:	303

Research Excellence

We strive to break new ground every day.

Keeping up this momentum is a challenge but, by maintaining our research excellence, we continue to go beyond boundaries. That's why we're proud of our strong performance in the Government's Research Excellence Framework (REF) 2014, for both overall grade point average (GPA) and intensity.

We've strengthened our position amongst the UK's ten best research universities. Warwick's intensity also achieved a top ten ranking, signifying the strength-in-depth of our exceptional body of research staff.

**GPA: Grade Point Average

**Comprised of our departments of Mathematics and Statistics

The ranking exercise known as the "Research Excellence Framework (REF)" is run by the UK's higher education funding bodies, to assess the quality of UK research and to inform the distribution of public funds for research until the next ranking exercise in 2020.

The REF 2014 results were compiled using a Quality profile which identifies the proportion of activity reaching each of five Quality levels – four ranked and defined 'starred' Quality levels and unclassified:

- 4* Quality that is world-leading in terms of originality, significance and rigour.
- 3* Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.

- 2* Quality that is recognised internationally in terms of originality, significance and rigour.
- 1* Quality that is recognised nationally in terms of originality, significance and rigour.
- Unclassified Quality that falls below the standard of nationally recognised work or work which does not meet the published definition of research for the purposes of this assessment.

Our 4* research has risen from 21% to 37% and a total of 87% of the University's research activity was ranked at a Quality level of either 3* or 4*. Warwick did not receive any unclassified rankings in REF 2014.

Code:	UWS54
Name:	What drives you?
From:	https://warwick.ac.uk/study/why/
Word count:	419

What drives you?

Perhaps it's the joy you feel in learning something new, your passion for your subject and your enthusiasm to explore what you're capable of.

If so, you'll want to be somewhere that challenges you academically, where your curiosity is encouraged and you have opportunities to pursue your own research as an undergraduate. You'll want teaching staff who will inspire and support you in equal measure. And you'll relish the chance to work with friends and fellow students, who can offer fresh insights to extend your understanding.

Maybe it's your ambition to be a front-runner in a fast-moving world that sets you apart. If you're determined to reach the top of your field, you can make it easier by giving yourself the best start – a Russell Group university, for example. An institution that's constantly present in the rankings of the UK's and the world's greatest universities.

You may see yourself making an impact on the world around you, motivated by the need to change things for the better. With the backing of a university committed to tackling the toughest global challenges through collaborative research and unbounded thinking, you can harness your frustration at the state of the world into a positive drive for change.

Looking ahead, you'll want well-signposted access into prestigious global and national learning, research and employment networks. And to fulfil your career ambitions, you'll welcome the mark of quality provided by an institution that is among the world's most highly regarded universities by employers.

If you need the space to be an individual, a warm and welcoming campus will help you feel at home. Especially one that's safe and supportive yet always surprising. You'll appreciate belonging to a truly cosmopolitan student community and having access to more than 300 student-run clubs and societies. If you have top sporting facilities, a major arts centre, outdoor spaces to relax and unwind, and a hugely active Students' Union on your doorstep too, you'll benefit from an environment that helps you enjoy a full life outside of the lecture theatre.

Whoever you are, there will be a subject or interest that evokes the strongest of feelings. So be somewhere where you can embrace that emotion.

We want you to be excited. To be analytical. To be creative. And, if there are occasions when you're unsure, we want you to feel supported and cared for.

We want you to be proud of what you achieve but, just as importantly, to enjoy the experience along the way.

Welcome to Warwick

Code:	UGA55
Name:	Changing the world since 1451
From:	https://www.gla.ac.uk/explore/meetglasgow/inspiring/
Word count:	316

Changing the world since 1451

Our people have always been at the forefront of innovation

- **James Watt** gave power to the industrial revolution.
- **Adam Smith** laid the foundations of modern economics.
- **Lord Kelvin** proposed an absolute scale of temperature, now called the Kelvin Scale.
- **Joseph Lister** gave us antiseptic in surgery.
- **Frederick Soddy** discovers isotopes.
- **Ian Donald** showed us the first ultrasound image of a foetus.
- **Jocelyn Bell Burnell** discovered radio pulsars.
- **Graham Teasdale** and **Bryan Jennett** create the Glasgow Coma Scale.
- **Sheila Rowan** led the Glasgow team that first detected gravitational waves.

Glasgow Research Beacons

Today, our inspiring people continue to change the world for the better. Our six crossdisciplinary areas of world-class research are shining examples of what we do best at Glasgow, each one combining a drive for pushing the boundaries of knowledge with a commitment to making a positive impact on the world:

- addressing inequalities

- cultural & creative economies

- precision medicine &

- chronic diseases

- one health

- future life

- the nano & quantum world.

Changing the world is not only about making discoveries and creating new technologies.

Informed leaders, creative thinkers and bold business minds have honed their skills at Glasgow. The talents of some of the UK's most influential political figures have been nurtured here. Award-winning writers have developed their craft. Human rights activists have gained their voice.

We are a place that inspires ambitious people to succeed. A place where inquiring minds can develop their ideas. A place where talented people are given the space to realise their dreams.

Most importantly, we are open to the world. Our doors are open to the brightest minds, regardless of background, who wish to study at university. We are open to collaboration and the exchange of knowledge with other universities, government and business.

To continue to be a world-class and progressive university, we are dedicated to bringing inspiring people together to change the world.

Code:	UGA56
Name:	Connecting globally
From:	https://www.gla.ac.uk/explore/meetglasgow/global/
Word count:	369

Connecting globally

We are continuing our tradition of world-changing scholarship by working in partnership with others across the globe.

The University has often been the starting point for significant journeys of discovery and collaboration. For over five centuries we've inspired people who have gone on to shape other great educational institutions around the world, and we maintain strong relationships with many of them to this day.

Through our strategic university partnerships, research collaborations, joint degrees, and student exchange and study abroad programmes we are creating the opportunity for the sharing of knowledge and new ways for learning.

Strategic partnerships with the Universities of Columbia, Hong Kong, McGill and Sydney bring our inspiring people together, while unique partnerships with the Singapore Institute of Technology, Nankai University and the University of Electronic Science & Technology of China (UESTC) mean that we continue to extend our global footprint through innovative transnational education.

We currently have 420 study abroad and exchange partners. Our students are more internationally mobile than ever before, while we work hard to internationalise the experience of gaining a Glasgow degree for all of our students.

We are proud to be founding members of the university networks Universitas 21 and The Guild of European Research Intensive Universities, which are growing our international

reputation and reach and providing a platform for engaging in new collaborations and influencing sector-wide policy.

We have invested heavily to help new international partnerships to flourish, and in 2017 the *Times Higher Education* World University Rankings placed the University in the top 20 of the world's most international universities, as a result of the proportion of international staff and students, and research papers published with at least one co-author from another country.

The best institutions in the world are those that are deemed truly global, and we are proud to be one of them. Expect more inspiring discoveries and innovations as we continue to expand our international connections and impact.

- **39,000 alumni** are living in **177 countries** outside of the uk
- **OVER 900 degrees** awarded to students at the **University of Glasgow Singapore**, our first subsidiary outside of Scotland
- **26,000 students** from **140 countries**
- **OVER 1,200 students in China** studying joint degrees with **NANKAI University** and **UESTC**

Code:	UGH57
Name:	Nanoscale measurements 100x more precise thanks to two-photon technique
From:	https://www.gla.ac.uk/news/headline_584380_en.html
Word count:	581

Nanoscale measurements 100x more precise thanks to two-photon technique

The precision of measuring nanoscopic structures could be substantially improved, thanks to research involving the University of Warwick and QuantIC researchers at the University of Glasgow and Heriot Watt University into optical sensing. QuantIC is the UK Quantum Technology Hub in Quantum Enhanced Imaging and part of the UK National Quantum Technologies Programme.

Using pairs of photons, fundamental components of energy that make up light, the researchers have devised a way to measure the thickness of objects that are less than a 100,000th of the width of a human hair.

The new technique involves firing two near identical photons onto a component known as a beamsplitter, and monitoring their subsequent behaviour – with some 30,000 photons detected per second, and 500bn in use throughout a full experiment.

Because of the tendency of identical photons to ‘buddy up’ and continue travelling on together -- the result of a delicate quantum interference effect – the researchers’ newly developed setup offers the same precision and stability as existing one-photon techniques that, due to the equipment required, are more costly

Offering a range of potential uses, including research to better understand cell membranes and DNA, as well as quality control for nanoscopic 2D materials of a single atom’s thickness,

such as graphene, the new research is also a marked improvement on current two-photon techniques with up to 100x better resolution.

To measure the thickness of a transparent object (any object through which a photon is able to pass), each of a pair of identical photons are fired along separate paths:

- Photon A then continues into a beamsplitter, whilst Photon B is slowed down by a transparent object before entering the same beamsplitter.
- The likelihood that the photons exit the beamsplitter together is then recorded allowing researchers to measure the thickness of the transparent object Photon B passed through.

As the thickness of the sample is increased, the photons are more likely to exit the beamsplitter separately.

Dr George Knee of the University of Warwick's Department of Physics, who developed the theory behind the new method, said:

“What’s really exciting about these results is that we can now investigate objects down at the nanoscale with an optical sensor operating on a fundamentally different physical effect.

“Until now, so-called two-photon interference has not been able to achieve such great resolution, meaning that we are stuck with some of the downsides of the established methods based on single-photon interference – which requires more expensive technology than our new two-photon technique.

“We have managed to get a big improvement by tuning the interferometer into a more sensitive operation mode and removing slow drift by repeatedly switching the sample in and out.

“The advantages of being impervious to phase fluctuations and having large dynamic range mean that sensors such as ours could have a big impact on biological imaging and the associated research that it feeds into.”

QuantIC co-investigator and lead researcher on the project at the University of Glasgow, Professor Daniele Faccio, whose two photon sensing technology was used to generate the data said:

“The results of our collaboration with the University of Warwick offer a range of potential uses in areas such the life sciences, optics and nanofabrication. We are excited to be advancing quantum imaging and helping to maintain the UK’s position in the development of new quantum technologies.”

The research, which was led by Professor Daniele Faccio of the University of Glasgow, Attosecond-Resolution Hong-Ou-Mandel Interferometry, is published by Science Advances.

Code:	UGH58
Name:	UofG to lead major European network aimed at training the next generation of animal scientists
From:	https://www.gla.ac.uk/news/headline_584110_en.html
Word count:	490

UofG to lead major European network aimed at training the next generation of animal scientists

The University of Glasgow's is to lead a European network whose mission is to provide a European Double Doctorate level training programme on innovative technologies applied to animal science and nutrition.

The four-year European Joint Doctorate in Molecular Animal Nutrition (MANNA) is a partnership between academic and industrial institutions in the UK, Italy, Germany, Spain, Croatia the Slovak Republic, Belgium and France. The network will be run from Glasgow's Institute for Biodiversity, Animal Health and Comparative Medicine (IBAHCM).

The MANNA programme will offer research and career development opportunities to 11 specially-selected young animal and veterinary scientists, called early stage researchers (ESRs), to give them the chance to perform top-level and high impact research through mentorship by some of Europe's leading academic and industrial scientists. Each ESR will be supervised by two of the universities in the consortium and will graduate with a PhD degree from both universities, a Double Degree.

The ESRs will acquire in-depth experience in animal and veterinary sciences, proteomics, metabolomics, genomics and bioinformatics including statistical and computational approaches as well as wider management and communication skills such as intellectual

property, gender issues, research integrity, entrepreneurship, emotional intelligence and how to communicate clearly.

MANNA will prepare research leaders with the capability to address the present and future needs of both industry and academia in the complex and expanding field of animal science.

The research is led by David Eckersall, Professor of Veterinary Biochemistry at IBAHCM who said: “The MANNA project will enable the application of advanced analytical technologies of proteomics, metabolomics and genomics to be applied to the study of animal nutrition in order to improve animal health and welfare.

“These technologies have brought major benefit to the study of human biology but proteomics and metabolomics in particular have had limited applications in animal science.

“There is tremendous scope for this approach, especially when allied with investigations in nutrition which are designed to improve the diet of animals in order to improve their health and welfare during production. For example, we will be assessing the benefits of including probiotics, anti-oxidants and immune-modulators to improve the natural defenses against infection and, in so doing, reduce the use of anti-microbials in farming. This will aid in reducing anti-microbial resistance.”

The consortium won funding from the Horizon2020 Marie Skłodowska-Curie European Joint Doctorate scheme which is part of the Innovative Training Networks programme funded by the European Commission. Running from 2014 to 2020, the Horizon2020 research and innovation programme is making almost 80 billion Euros available to help stimulate research breakthroughs and discoveries in many research disciplines across Europe.

The MANNA consortium members include the University of Glasgow (Coordinator), whose IBACHM is one of the U.K.’s leading animal science establishments, the Universities of

Milan, Bonn, Barcelona, Zagreb, Kosice, Leibnitz Institute, INRA, PortoConte Ricerche, Life Diagnostics, Acuvet Biotech, ABAgri, Evonik, BASF, RAFT Solutions, MetLabs, Nutrition Sciences and Sprim.

Code:	UGR59
Name:	Pioneering new treatments for chronic diseases
From:	https://www.gla.ac.uk/research/beacons/precisionmedicine/
Word count:	301

Pioneering new treatments for chronic diseases

Scotland has a high incidence of chronic disease, with rising numbers of people living with multiple long-term disorders, impacting on quality of life and increasing costs to the NHS. Our world-leading biomedical researchers are at the forefront of developing new treatments and diagnostics for chronic diseases including cancer, cardiovascular disease, diabetes, arthritis and stroke, and our research informs policies and practices to improve individual and population health, and reduce inequalities.

The University's **Clinical Innovation Zone** at the **Queen Elizabeth University Hospital (QEUE) campus** is now Scotland's focal point for the implementation of precision medicine, with the Stratified Medicine Scotland Innovation Centre (SMS-IC) located there. Precision Medicine is an innovative new approach which enables doctors and researchers to identify and develop treatments that are effective for particular groups of patients using advanced new genomic, imaging and information technologies. Precision medicine will ensure that the right patient gets the right treatment at the right time, and will provide safer and more cost-effective treatments.

Partnering with NHS Greater Glasgow & Clyde, the University of Glasgow has driven Scotland's vision in precision medicine, including the development of over £80m infrastructure to support precision medicine clinical trials at the QEUE. Our new £32m **Imaging Centre of Excellence (ICE)** includes Scotland's only **7 Tesla MRI scanner**, an ultra-high resolution scanner, which is the first of its kind fully integrated within a clinical site in the UK. ICE will drive the development of imaging technology to understand and benefit diseases such as stroke, brain tumours and multiple sclerosis.

Our short-term ambition is to be a **global centre of excellence for chronic disease, precision medicine and imaging**, capitalising on our investment in infrastructure and biomedical researchers to drive international research excellence and patient benefits, and deliver economic benefit for Scotland and the UK.

Code:	UGS60
Name:	Why Scotland?
From:	https://www.gla.ac.uk/study/studentlife/scotland/
Word count:	419

Why Scotland?

As well as having a world-renowned education system and more world-class universities per head of population than anywhere else in the world, Scotland has lots to offer.

With Glasgow as a base, you'll be in the ideal location to explore the length and breadth of the country. From spectacular scenery and adventure sports to breathtaking castles and some of the world's best-loved cultural festivals, there are plenty of attractions to experience.

Neighbouring cities

Glasgow's location in the Central Belt makes it easy to explore Scotland's other cities.

Whether you fancy checking out the world's largest arts festival in Edinburgh, uncovering Scotland's finest concentration of historic buildings in Stirling, or even trying to catch sight of the Loch Ness Monster near Inverness, you'll be well placed to tour our beautiful country.

Loch Lomond

Magnificent Loch Lomond is the focal point of Scotland's first national park and is the largest land-locked body of water on the UK mainland. Located just 40 minutes from Glasgow, it's a popular day-trip destination thanks to the various opportunities for water sports, fishing, golf, walking, hiking and camping.

Outdoor activities

If you fancy exploring on foot, there are trails, routes, hill climbs and mountain adventures to suit walkers of all levels. Scotland's iconic Munros (mountains over 3,000 feet) offer many rewarding opportunities to explore some of the most beautiful and remote habitats in Europe.

Culture and architecture

Scotland has a thriving arts and culture scene, from its eclectic range of theatre and dance to its many blockbuster movie locations and captivating art and literary scene.

Architecture fans are spoilt for choice with Scotland's rich legacy of striking and unique architecture. There are plenty of architectural gems to discover such as castles and Victorian tenements, right up to the cutting-edge designs of today such as the iconic Clyde Auditorium, known locally as 'the Armadillo'.

Beaches

As part of an island, Scotland is surrounded by plenty of beautiful beaches, many of which have won awards from Keep Scotland Beautiful and the world organisation Blue Flag.

Whether you decide to take part in watersport activities or just go for a relaxing walk, keep your eyes peeled for marine life in the waters and seabirds flying overhead.

Parks and gardens

Scotland is home to a wide variety of stunning parks and gardens in the cities, countryside and castle grounds. Discover exotic species in one of Scotland's many botanic gardens, enjoy the tranquillity of city parks, stroll in the gardens of ancient castles or wander through beautiful woodland gardens.

Code:	UDA61
Name:	About Durham University
From:	https://www.dur.ac.uk/about/
Word count:	135

About Durham University

"Durham, I have come to realise, has a capacity to astound out of all proportion to its size. I don't know any place that manages to be more intimate and infinite at once."

Bill Bryson, international author and former Chancellor of Durham University

Durham University is distinctive - a residential collegiate university with long traditions and modern values. We seek the highest distinction in research and scholarship and are committed to excellence in all aspects of education and transmission of knowledge. Our research and scholarship affect every continent.

We are proud to be an international scholarly community which reflects the ambitions of cultures from around the world. We promote individual participation, providing a rounded education in which students, staff and alumni gain both the academic and the personal skills required to flourish.

Code:	UDA62
Name:	Our history and values
From:	https://www.dur.ac.uk/about/shaped/
Word count:	545

Our history and values

Shaped by the past

After the Dark Ages in Europe, the 7th Century saw a flowering of thought and culture in the North East of England. Bede - poet, scientist, historian and the greatest European scholar of the 7th century - is buried in Durham, as is St Cuthbert, who established 'English' Christianity from its Celtic and Roman roots.

[The Lindisfarne Gospels](#), 'one of the great landmarks of human cultural achievement', were produced nearby and resided in Durham with the body of St Cuthbert until the 16th century when they were removed to London - our 'Gospel Book' returned to Durham in 2013 for a major exhibition. The 'Cuthbert Community' became one of the richest in Europe, with lands extending from the Tyne to the Tees and beyond. This scholarly, monastic community was a precursor of the modern University tradition which spread across Europe and around the world.

Durham's 11th-century Norman Cathedral was built between 1096 and 1130 and is one of the world's truly great buildings. Durham Castle, now part of the University, dates from 1072 and was the seat of the all-powerful Prince-Bishops who wielded secular and religious power over much of the North of England, with their own armies, system of taxation and coinage - until the end of the Prince-Bishopric in 1832 Durham was effectively a state within a state.

Durham became one of England's leading centres of medieval scholarship, along with Oxford and Cambridge. Indeed, three Colleges - now part of Oxford University - were founded from Durham (University College and Balliol College, and in 1286 Durham College was run from

Durham to train scholars for Durham for 300 years until it became incorporated into the University of Oxford as Trinity College).

Henry VIII and Oliver Cromwell's attempts to formally establish a University for the North in Durham were subsumed by politics and North-South rivalries, and it was not until 1832, as the Prince-Bishopric declined lost his powers, was Durham finally endowed with the Castle and lands and granted degree awarding powers by the king as England's third University. Durham University is the inheritor of a continuous line of learning and scholarship dating from Bede and Cuthbert to the present day.

Creating the future

Durham has always been a modern, forward-looking University. With a [medieval World Heritage Site](#) at our heart, our new buildings continue the tradition of important and innovative architecture.

Durham was one of the first universities to admit women on an equal footing to men (1890), to establish medical training (1834) and the first to award Civil and Mining Engineering degrees to meet regional and national needs during the industrial revolution (1838).

Durham led in the development of science and established one of the earliest observatories in England. Durham University was based in two cities for over 100 years, its medical school at King's College and other Colleges in Newcastle becoming the new and independent University of Newcastle in 1963.

Durham was also the first University to establish overseas campuses a century before the concept was reinvented: in Barbados in 1875 and Sierra Leone in 1876. In 1992 the University established a significant presence at our Queen's Campus in the heart of Tees

Valley, reinitiating medical teaching and breaking disciplinary boundaries to enhance public health and social well being.

Code:	UDH63
Name:	Durham ranked 6th in the UK
From:	https://www.dur.ac.uk/departments/support/
Word count:	411

Durham ranked 6th in the UK

Durham University is ranked 6th in the UK according to the 2019 Complete University Guide – cementing its place as one of the UK’s leading universities.

In addition to the overall ranking, two of Durham’s academic departments are ranked first for their subject. Durham’s [English department](#), top ranked in the Complete University Guide for the past six years, is joined in first place by the [Music department](#). As well as the two top ranked subjects, Durham makes the top ten for 31 of the 33 subjects offered.

Professor Stuart Corbridge, Vice-Chancellor, Durham University said: “Maintaining our ranking as one of the UK’s top universities in the Complete University Guide is fabulous news as the guide uses a range of measures to establish overall rankings including student satisfaction, graduate prospects, and investment in academic and student facilities.”

Investing in the future

Professor Corbridge added: “Our ten year University Strategy launched in 2017 delivering an investment of close to £1 billion in our staff, students and digital and physical infrastructure. We have made good progress with its implementation with several projects now underway. Our innovative new £40m [Centre for Teaching and Learning](#) is taking shape and due for completion in September 2019, and we have recently announced plans for a new building to house the [Mathematical Sciences and Computer Science](#) departments.”

“We are also investing in our wider student experience to make it the best in the UK. In March we announced an [investment of £2.4m](#) to redevelop the 150 year old Assembly

Rooms, our 220 seat theatre venue. This is in addition to our multi-million pound investment in the University's main sports facilities at Maiden Castle.

Continuing recent successes

These results follow Durham's recent success in the QS World University Subject Rankings 2018. In these the University recorded its highest ever number of subjects in the world top 50, including three that maintain their places in the World Top 10 - [Theology & Religion](#) (3rd); [Archaeology](#) (5th) and [Geography](#) (6th).

Find out more about the Durham University Strategy at www.durham.ac.uk/strategy2027 and our investment in facilities at www.durham.ac.uk/estates-developments

Complete University Guide measures

The Complete University Guide overall league table is compiled using ten measures: Student Satisfaction, Research Quality, Research Intensity, Entry Standards, Student: Staff Ratio; Spending on Academic Services; Spending on Student Facilities; Good Honours Degrees; Graduate Prospects and Completion.

The subject tables are based on five measures: Student Satisfaction, Research Quality, Research Intensity, Entry Standards and Graduate Prospects.

Code:	UDH64
Name:	Hungry birds as climate change drives food mismatch
From:	https://www.dur.ac.uk/news/newsitem/?itemno=34345
Word count:	601

Hungry birds as climate change drives food mismatch

Female pied flycatcher. Credit Tom Wallis

Warmer springs create a mismatch where hungry chicks hatch too late to feast on abundant caterpillars, new research shows.

With continued spring warming expected due to climate change, scientists, including experts at Durham University, say hatching of forest birds will be “increasingly mismatched” with peaks in caterpillar numbers.

Researchers used data collected across the UK – largely by citizen scientists – to study spring emergence of oak tree leaves and caterpillars, and timing of nesting by three bird species: blue tits, great tits and pied flycatchers.

They also tested a theory that some bird species in southern Britain may suffer most due to a greater mismatch effect – but they found no evidence of this.

Woodland birds

The findings, published in the journal [*Nature Ecology and Evolution*](#), suggest that as springs warm in the future, less food is likely to be available for the chicks of insectivorous woodland birds unless evolution changes their timing of breeding.

The research team was led by the [RSPB](#) and the universities of Exeter and Edinburgh. Along with Durham, the research also included the universities of Glasgow, Oxford, Stirling and Cardiff.

[Professor Steve Willis](#), in the [Department of Biosciences](#), Durham University, said:

“Woodland birds start to nest in anticipation of the timing of trees producing leaves, and of caterpillars emerging to eat the leaves.

“Our work suggests that birds are tending to mistime their nesting as springs become warmer, such that they miss the peak of caterpillar prey to feed their young.

“Across 200 nestboxes that we monitor in woodlands around Durham City, timing of breeding by blue tits is relatively consistent across different years, but the timing of oak leafing varies, being earlier in warmer years.

“It is difficult to know how this year’s blue tit nests will fare, given the late wintry weather and the recent fine weather this spring, but in recent years warmer springs have typically resulted in a mismatch between chick demand and caterpillar availability, sometimes resulting in very low numbers of chicks fledging.”

Climate change

Dr Malcolm Burgess, of the University of Exeter and the RSPB, said forests have a short peak in caterpillar abundance, and some forest birds time their breeding so this coincides with the time when their chicks are hungriest.

He added: “With spring coming earlier due to climate change, leaves and caterpillars emerge earlier and birds need to breed earlier to avoid being mismatched.

“We found that the earlier the spring, the less able birds are to do this.

“The biggest mismatch was among pied flycatchers – as migratory birds, they are not in the UK in winter and therefore are much less able to respond to earlier spring weather.”

The study presents the first assessment of whether the mismatch effect is greater in southern Britain than the north.

It has been suggested that northern bird populations may be “buffered” from the effects of climate change in this way.

Caterpillar-bird mismatch

Dr Ally Phillimore, from the University of Edinburgh, said: “We found no evidence of north-south variation in caterpillar-bird mismatch for any of the bird species. Therefore, population declines of insectivorous birds in southern Britain do not appear to be caused by greater mismatch in the south than the north.”

First leafing dates of oak trees were collected by citizen scientists coordinated by the Woodland Trust via Nature’s Calendar, caterpillar abundance was monitored by collecting frass (droppings) beneath oak trees, and the timing of egg laying by blue tits, great tits and pied flycatchers were recorded by the [British Trust for Ornithology's](#) long-running [Nest Record Scheme](#).

Code:	UDR65
Name:	High number of barriers in Europe's rivers could hinder fish migration
From:	https://www.dur.ac.uk/news/newsitem/?itemno=34335
Word count:	640

High number of barriers in Europe's rivers could hinder fish migration

The density of barriers in European rivers is much higher than indicated by available databases – up to one barrier in every kilometre of river, according to a new study.

Information about the location and density of smaller barriers is often unknown, but these smaller barriers present the biggest problem for the health of Europe's streams and rivers.

For the first time, scientists are now inviting citizens to help in updating information about these barriers with a newly-developed smartphone app.

A European initiative of scientists, hydropower and non-profit organisations called [AMBER \(Adaptive Management of Barriers in European Rivers\)](#) is exploring new solutions for river connectivity across the continent.

River barriers

Scientists working for the project, including experts in Durham University's department of [Department of Biosciences](#), collected all available data on river barriers from across Europe, and then validated this data by going out into the field to survey a total of 1,000km of actual river.

The researchers found that the number of barriers recorded in existing databases only amounted to three per cent of the total number of river barriers in Europe.

Based on their first observations, they estimated an average of one barrier per kilometre of river.

Researchers say there are hundreds of thousands of man-made barriers, scattered across Europe's rivers, many of which are completely obsolete. Today, these barriers can provide energy, water, fishing and leisure opportunities, and might even prevent the spread of invasive river species.

Migrating fish

However, they also present considerable obstacles to sustainable river management. Aside from presenting a potential flood hazard and subsequent costs to both the economy and the lives of local residents, barriers substantially change river ecosystems and block the natural swimways of migrating fish.

Eel, salmon and many other species all rely on complete connectivity between the sea and their upstream river habitats in order to complete their life cycle.

People are being asked to help improve connectivity of European rivers by using a smartphone app called Barrier Tracker (available on Android and IOS).

Using the app they can document or update the status of barriers that they come across along their local rivers. Information from the app is uploaded to a website (<https://portal.amber.international/>) to the barrier atlas. The smartphone app is available from [iTunes](#) and [Google Play](#).

[Dr Martyn Lucas](#) and [Dr Jeroen Tummers](#), of the Department of Biosciences, Durham University, were involved in the work. AMBER also includes members of Durham's [Department of Geography](#) and [Durham University Business School](#).

Dr Lucas said: "Researchers from AMBER were shocked to find so many barriers in most rivers.

“But the good news is that the launch of the new app will allow us to involve citizens who can help improve the situation.

“There are many examples of solutions and people who made a difference at local river stretches.”

River connectivity

One of the major reasons for the discrepancy between existing data and the data that AMBER collected from real rivers is that current databases mainly document barriers that are higher than 10m. In the field, the researchers found that many river barriers were much smaller than this.

Importantly, research suggests that these smaller barriers present a far greater problem for river connectivity – especially since they occur at such high density.

Recruiting citizens to help document small river barriers is a crucial step in maintaining healthy river systems across the continent, the researchers said.

The study was part of the EU-funded H2020 AMBER project. AMBER seeks to raise awareness of the problems posed by stream fragmentation, the pressures on freshwater ecosystems, and the need for innovative solutions to restore river connectivity.

The project is working with hydroelectric companies, water providers, NGOs, anglers and local authorities to restore river connectivity in a way that maximizes the benefits of water abstraction but reduces environmental impacts

Code:	UDS66
Name:	Shaped by the past, creating the future
From:	https://www.dur.ac.uk/study/
Word count:	104

Shaped by the past, creating the future

At Durham University we provide an education that challenges boundaries, is **research-led and transformative** and takes advantage of the latest digital technologies. We welcome talented students from all backgrounds and when you join Durham you **become part a community** of 17,000 students from over 150 different countries.

We offer one of the **broadest ranges of courses** in the UK covering the Arts & Humanities, Sciences, and Social Sciences with over 200 undergraduate and 130 taught postgraduate courses, and many research programmes.

In our environment of **educational excellence** and **intellectual curiosity**, you'll be inspired to reach your potential.

Code:	USA67
Name:	Welcome
From:	https://www.sheffield.ac.uk/vc/welcome
Word count:	299

Welcome

For over a century, the University of Sheffield has been a centre of discovery and understanding, committed to excellence in teaching and research.

Founded by public subscription and a determination to put the very highest-quality university education ‘within the reach of the child of the working man’, the University has built on a tradition of excellence and innovation, friendliness, independence of thought and a preference for action over rhetoric.

Since it was founded, Sheffield has grown to be a globally-leading University, with five Nobel Prize winners and excellence in all disciplines. It is home to world-leading Research Institutes such as the Advanced Manufacturing Research Centre and the Sheffield Institute for Translational Neuroscience.

We have over 25,000 students from around 130 countries who study in 45 academic departments in five faculties. Our 7,000 staff come from nearly 90 countries, and our annual turnover is approaching £500 million.

From Nobel Prize winners to prestigious partnerships with global companies, from life-changing research to student achievement and charitable volunteering, we continue to make a real impact for the good.

Our aim has long been to improve the world by seeking to understand it better. The University's motto *Rerum Cognoscere Causas* means 'to know the causes of things'. We

remain committed today to our original mission of changing the world for the better through the power of ideas and knowledge.

From Nobel Prize winners to prestigious partnerships with global companies, from life-changing research to student achievement and charitable volunteering, we continue to make a real impact for the good of humanity.

It is a privilege to be part of the University's continuing success, and I look forward to working with our staff, students, graduate and partners in government and industry to use what we learn to make a positive difference in people's lives.

Code:	USA68
Name:	Our public responsibility
From:	https://www.sheffield.ac.uk/about/public-responsibility
Word count:	214

Our public responsibility

The University takes its public and social responsibility seriously. We are committed to making the world a better place. This approach is embedded in everything we do, from partnerships with local and global organisations to our research and teaching.

["Our University does not exist for itself alone, and it never has. It was founded by individuals and groups who had a profound belief in the public value of universities for the economy, for health, for changes in the lives of children and of a community."](#)

President & Vice-Chancellor Sir Keith Burnett: Strategic Plan

[A CIVIC UNIVERSITY](#)

Through the work of our students, staff and our operations we make a difference locally and globally. We are a civic university for the 21st century.

[ENVIRONMENT](#)

Working with colleagues close to home and around the world, we're finding new and innovative ways to contribute to a more sustainable world.

[SOCIALLY RESPONSIBLE STUDENTS AND GRADUATES](#)

We teach the value of civic responsibility. We encourage social entrepreneurship. And we provide support for those who want to make a difference.

[WORKING ETHICALLY](#)

Ethical and sustainable procurement is a key concern for our University. We also strive to be a remarkable place to work – we're proud to be recognised as a top 100 employer by the Sunday Times.

Code:	USH69
Name:	New study improves monitoring of treatments for multiple sclerosis patients
From:	https://www.sheffield.ac.uk/news/nr/sheffield-new-study-ms-treatments-1.777442
Word count:	516

New study improves monitoring of treatments for multiple sclerosis patients

Researchers from the University of Sheffield and Sheffield Teaching Hospitals NHS Foundation Trust have developed an algorithm that, when paired with wearable sensors, provides more informative and effective monitoring of the way MS patients walk in real life.

The improved monitoring of the way MS patients walk will help clinicians more easily assess the effectiveness of existing treatments and disease progression in MS patients.

The pioneering study, Free-living and laboratory gait characteristics in patients with multiple sclerosis is published today (Tuesday 1 May 2018) in the journal, *PLOS ONE*.

Assessing the way a person walks (gait) is often used as an indicator in the early stages of MS - a chronic autoimmune inflammatory disease of the central nervous system. Mobility problems affect 75 per cent to 90 per cent of people with MS.

Up until now, gait analysis has only been carried out in laboratories. Doctors at Sheffield Teaching Hospitals approached researchers at the University of Sheffield and asked them to help find a way to measure how patients walk in ‘real life’ conditions.

Dr Claudia Mazzà, a researcher based at the Insigneo Institute for in silico Medicine at the University of Sheffield, said: “The measurements we take of people with MS in a lab may not be an accurate representation of their everyday condition. Having data from real life scenarios will help clinical staff assess a patient’s condition more accurately. For patients this will mean better treatment as a result of clinicians being more informed about their condition.

“We started off by checking that our portable sensor was accurate, comfortable and able to give the same results as a lab based sensor. We then developed an algorithm (computer program) specific to the patient’s condition (in this case MS) which processed the measurements taken from this sensor.

“We ensured this algorithm was capable of handling and processing data from complex movements outside labs. Although this is a small study, the results are encouraging and it gives us enough information to progress to a large scale clinical trial.”

Dr Sivaraman Nair, Consultant Neurologist at Sheffield Teaching Hospitals, said: “Assessing the changes in the way patients with MS walk is key to understanding the progression of disability. It is particularly important to look at these indicators at an early stage as it can also tell us about the effectiveness of the medication they are taking.

“Currently, mobility of MS patients is assessed in specialised gait laboratories. The relevant technologies can be expensive and require highly skilled personnel. The impact of this research could therefore be significant for patients as well as cost-effective.

“The potential applications of this research are not just limited to MS but could be used for other conditions that could benefit from monitoring gait, such as Parkinson’s disease.”

The next stage of the research will involve working with the National Institute for Health Research (NIHR) Sheffield Biomedical Research Centre (for Translational Neuroscience) to conduct a larger clinical study.

Innovative Medicine Initiative and pharmaceutical companies are investing €50 million in research linking digital assessment of mobility to clinical endpoints to support regulatory acceptance and clinical practice.

Code:	USH70
Name:	Sheffield hosts Insigneo Showcase to celebrate the use of innovative medicine technologies
From:	https://www.sheffield.ac.uk/news/nr/sheffield-insigneo-showcase-innovative-medicine-tech-1.779270
Word count:	557

Sheffield hosts Insigneo Showcase to celebrate the use of innovative medicine technologies

- The Insigneo Institute for *in silico* Medicine is a research institute established as a collaborative initiative between the University of Sheffield and Sheffield Teaching Hospital NHS Foundation Trust
- Insigneo is Europe’s largest centre in the emerging discipline known as *in silico* medicine (or computational medicine)

Technology that can predict hip fractures, computer models to help with effective treatment for heart disease patients and the development of virtual reality colonoscopies are just some of the innovative medical technologies being demonstrated at the annual Insigneo Showcase today (3 May 2018).

The Insigneo Institute for *in silico* Medicine is a research institute established as a collaborative initiative between the University of Sheffield and Sheffield Teaching Hospital NHS Foundation Trust. The institute develops sophisticated computer simulations of human physiology, in health and disease, in order to improve clinical diagnosis and treatment.

Insigneo is Europe’s largest centre in the emerging discipline known as *in silico* medicine (or computational medicine).

This year the keynote speaker is Professor Dame Pamela Shaw, Director of the National Institute for Health Research, Biomedical Research Centre (BRC) on Translational Neuroscience for Chronic Neurological Disorders, who will present the research of the BRC

and how the application of *in silico* medicine technologies will contribute to research into interventions for neurodegenerative diseases.

The Insigneo Institute for *in silico* Medicine has carried out some innovative research since it was founded in 2012.

The 300 delegates at this year's showcase will hear about the Insigneo Institute's latest ventures including commercial applications and developments from the institute's latest partners. At today's showcase, delegates will be able to find many of Europe's foremost medical industry organisations presenting the latest, most dynamic information on their cutting-edge developments and their interface with the world of *in silico* technology.

Professor Marco Viceconti, Executive Director of the Insigneo Institute said: "In 2005 *in silico* medicine was just the dream of a handful of researchers worldwide; in 2011 when the first prototypes were appearing, we started the Insigneo Institute here in Sheffield. Six years later we are celebrating Insigneo with a continental event. I cannot wait to see what the next six years will bring."

As part of the Insigneo Institute, University academics are developing innovative ways to apply *in silico* technologies and expertise to improve lives. Key research includes:

- The CT2S service that predicts the risk of hip fracture of osteoporotic patients simply from a CT exam;
- The VIRTUheart tool, which creates a computer model of the arteries supplying blood to a patient's heart. This model can be used to help predict the most effective treatment for patients with coronary artery disease, currently the leading cause of death worldwide.

- Research into the strength of children's bones, which could help in the design of safer car seats.
- The development of virtual reality colonoscopies, helping clinicians to detect abnormalities in the digestive system.
- Contributions to the NIHR Sheffield Biomedical Research Centre where modelling techniques are being applied to support assessments of neuro-motor function. The Insigneo researchers will combine sensor information with MRI images of the musculo-skeletal system to build virtual patients.
- The University of Sheffield is also leading the way in training a new generation of scientists to use computerised techniques to improve disease diagnosis and treatment in the healthcare sector through Insigneo's revolutionary MSc in Computational Medicine.

Code:	USR71
Name:	Arctic Ocean may have been covered by an ice shelf nearly double the size of Greenland's ice sheet
From:	https://www.sheffield.ac.uk/news/nr/sheffield-university-research-ice-sheet-1.775012
Word count:	504

Arctic Ocean may have been covered by an ice shelf nearly double the size of Greenland's ice sheet

An ice shelf over a kilometre thick once formed over the Arctic Ocean, a new study by researchers from the University of Sheffield has revealed.

The study is the first of its kind and strongly supports the theory that a floating ice shelf might have formed in the Arctic Ocean during some of the Earth's Ice Ages.

The research, led by Dr Ed Gasson, from the University of Sheffield's Ice and Climate research group published today (17 April 2017) in *Nature Communications*, used a numerical ice sheet/shelf computer model to show that an ice shelf in the Arctic Basin could only have become a kilometre thick if it covered the entire basin. This model also provided an estimate of the ice shelf's size – up to 1.7 times the size of Greenland's current ice sheet.

The study also found that the Arctic ice shelf might have increased the volume of ice sheets on land surrounding the Arctic Ocean. Its presence may also explain discrepancies in sea level reconstructions.

Dr Ed Gasson from the University of Sheffield's Department of Geography said: "The study is important because it opens up further research into what role this previously missing piece played in Earth's glacial periods. Although these periods of Earth's history have been extensively studied already there are many things that are not fully explained. What impact an Arctic ice shelf had on the climate system is a big unanswered question."

The results are consistent with a recent discovery of ice scours – a narrow ditch on a seabed caused by the movement of pack ice - on the Lomonosov Ridge, which runs across the middle of the Arctic Basin. This indicated that a floating ice shelf might have formed in the Arctic Ocean during some of the Earth's Ice Ages.

The hypothesis of an Arctic ice shelf was first put forward in the 1970s, but there was limited evidence supporting it. When ice reaches the seafloor it causes erosion. Although ice scour marks have been found on the Arctic seafloor previously, it was argued whether the keels of icebergs or an ice shelf caused the scours. However, a recent research cruise to the Arctic discovered new traces that had the tell-tale signs of a former ice shelf.

The ice shelf most likely formed during the penultimate glacial period around 140,000 years ago. There is no evidence yet that an ice shelf also formed during the Last Glacial Maximum around 20,000 years ago, when much of North America and northern Europe was covered by ice sheets. The study suggests that this could be due to differences in the Earth's orbit or because the Eurasian ice sheet did not expand as fully towards the Arctic Basin. One challenge with detecting floating ice shelves is that they can leave no traces unless they ground on the seafloor, leaving open the possibility that a thinner ice shelf also formed during the Last Glacial Maximum.

Code:	USS72
Name:	A city like no other
From:	https://www.sheffield.ac.uk/undergraduate/studentlife/a-city-like-no-other
Word count:	662

A city like no other

As a place to live and study, Sheffield is impossible to beat.

Sheffield isn't just a backdrop to your degree.

Our students play a full and active role in the life of the city. They set up home here and fall in love with the place.

The city, the people, the feeling that anything's possible – it all helps to make our graduates who they are.

A special place

- Sheffield is in the Times Higher top 10 list of [most popular student cities in the world](#)
- We're top five in the UK for best overall student experience for the eighth year in a row (Times Higher Education Student Experience Survey 2018)

Our [Students' Union](#) is number one for the tenth consecutive year (Times Higher Education Student Experience Survey 2018)

An extraordinary place

Choose the University of Sheffield and you'll discover an extraordinary place to live and study.

You're choosing a city of stunning landscapes, and a city that's creative, welcoming, stubbornly independent, rich in culture and history, but with a modern outlook and [a million things to see and do](#).

There's all the buzz and stimulation of city life, but none of the stress. Instead there's the friendly, laid-back feel of a village and some staggeringly beautiful scenery. In Sheffield you get the best of both worlds.

Green spaces

From the Winter Garden to the woodlands that dot the city, you'll find parks and green spaces throughout Sheffield. Around a third of Sheffield lies within the borders of the Peak District national park – and the city's residents certainly know how to make the most of its beautiful back garden.

You don't need to travel far to experience incredible cycling, climbing and walking routes in Sheffield.

Safe, friendly, low cost of living

Sheffield is an easy-going and tolerant place to live, and local people welcome the contribution students make to life in the city.

The UK Peace Index (PDF, 6.6MB), a study using Home Office data, measured levels of peacefulness in the UK from 2003 to 2012 and found Sheffield to be England's safest major city.

And as if all that isn't good enough, Sheffield is one of the cheapest student cities in the UK – ranked among the top 10 most affordable UK university cities in the 2017 Natwest Student Living Index.

Things to do, places to see

But there's more to it than that. Whether you're after [a bit of culture](#) or just having [fun and games](#), there's nowhere better to live than Sheffield.

If you love the great outdoors and city culture, explore running, walking, climbing and city experiences with [Sheffield: the outdoor city](#).

There's a pulsating grassroots creative arts community, a harmonious multicultural population, more parks and woodland than any other UK city, striking Victorian and modern architecture, big shopping at Meadowhall, small shopping at niche independent stores, the best pubs in Britain, dazzling public art, stylish restaurants, champion sport facilities, a legendary music scene, great cafes and coffee shops, secret parties, urban farms, Supertrams, seven hills, five rivers and two and a half million trees...

We could go on. And it's worth knowing that, after graduating, more students decide to stay on and live in Sheffield than in any other city.

The best students' union in the country

And right at the heart of campus you'll find first-rate entertainment, brand new facilities and vital support services at our award-winning Students' Union. Find out [why our Students' Union is number one in the UK](#).

Come and see us

Take a look round these pages to learn more – and then come and see for yourself. Book a place at one of our [open days](#) to look round the University, and while you're here take some time to discover our unique city. It's a city that we're proud to be part of.

People who come to Sheffield say it's an amazing place to live. Come to the University of Sheffield and you'll make this amazing place your home.

Appendix 2: Chinese Sample Texts

Code:	CTA1
Name:	General Information
From:	http://www.tsinghua.edu.cn/publish/newthuen/newthuen_cnt/about-th/about-1.html
Word count:	358

General Information

Tsinghua University was established in 1911, originally under the name “Tsinghua Xuetaang”. The school was renamed "Tsinghua School" in 1912. The university section was founded in 1925. The name “National Tsinghua University” was adopted in 1928.

The faculty greatly valued the interaction between Chinese and Western cultures, the sciences and humanities, the ancient and modern. Tsinghua scholars Wang Guowei, Liang Qichao, Chen Yinque and Zhao Yuanren, renowned as the "Four Tutors" in the Institute of Chinese Classics, advocated this belief and had a profound impact on Tsinghua's later development.

Tsinghua University was forced to move to Kunming and join with Peking University and Nankai University to form the Southwest Associated University due to the Resistance War against the Japanese Invasion in 1937. In 1946 The University was moved back to its original location in Beijing after the war.

After the founding of the People's Republic of China, the University was molded into a polytechnic institute focusing on engineering in the nationwide restructuring of universities and colleges undertaken in 1952. In November 1952, Mr. Jiang Nanxiang became the President of the University. He made significant contributions in leading Tsinghua to become the national center for training engineers and scientists with both professional proficiency and personal integrity.

Since China opened up to the world in 1978, Tsinghua University has developed at a breathtaking pace into a comprehensive research university. At present, the university has 14 schools and 56 departments with faculties in science, engineering, humanities, law, medicine, history, philosophy, economics, management, education and art. The University has now over 25,900 students, including 13,100 undergraduates and 12,800 graduate students. As one of China's most renowned universities, Tsinghua has become an important institution for fostering talent and scientific research.

The educational philosophy of Tsinghua is to "train students with integrity." Among over 120,000 students who have graduated from Tsinghua since its founding are many outstanding scholars, eminent entrepreneurs and great statesmen remembered and respected by their fellow Chinese citizens.

With the motto of "Self-Discipline and Social Commitment" and the spirit of "Actions Speak Louder than Words", Tsinghua University is dedicated to the well-being of Chinese society and to world development.

Code:	CTA2
Name:	History
From:	http://www.tsinghua.edu.cn/publish/newthuen/newthuen_cnt/about-th/about-3.html
Word count:	459

History

Located in the northwestern suburbs of Beijing, Tsinghua University was established in 1911 on the site of “Qing Hua Yuan (Tsinghua Garden)” —a former royal garden of the Qing Dynasty. Partly funded by the “Gengzi Indemnity”, also known as “Boxer Indemnity,” it functioned at first as a preparatory school called “Tsinghua Xuetang (Tsing Hua Imperial College)” for those students who were sent by the government to study in the United States.

On April 29, 1911, Tsinghua Xuetang began its first term of study, and from that year on, the Tsinghua’s anniversary has fallen on the last Sunday of April. The name was changed to “Tsinghua Xuexiao (Tsing Hua College)” after the 1911 Revolution.

In 1925, Tsinghua launched its four-year undergraduate programme. In 1928, its name was changed to “Guoli Tsinghua Daxue (National Tsinghua University),” and in the autumn of 1929 its graduate school was set up.

Following the outbreak of the War of Resistance against Japan in 1937, Tsinghua University, Peking University and Nankai University merged to form the National Southwest Associated University in Kunming. After the war, Tsinghua University moved back to its original Beijing campus.

Three years after the founding of the People’s Republic of China, a nationwide restructuring of institutes of higher education began, and in 1952, Tsinghua University became a

multidisciplinary polytechnic university specializing in training engineers. In November of that year, the Ministry of Education appointed Jiang Nanxiang as President.

Since 1978, Tsinghua University has strengthened its teaching in sciences, economic management, humanities and law. In 1999, Tsinghua opened the School of Arts and Design by merging with the Central Academy of Arts and Design. In 2012, the Graduate School of the People's Bank of China (PBC) merged into Tsinghua University as Tsinghua University PBC School of Finance. Today, Tsinghua has become a leading university: while its teaching is focused on engineering, it concurrently offers degrees in other sciences, the liberal arts, management and law.

To fully implement the “China Education Reform and Development Program,” Tsinghua University has set new development targets for the next 15 years. Educational quality and effectiveness will be improved and disciplinary structure will be readjusted. Building on our strength in engineering, the university will promote the development of science and management departments. High academic standards will also be pursued in the humanities and social sciences.

Over the past over 100 years, Tsinghua University has witnessed and shared the hardships and glories of the nation. The University’s motto of “Self-discipline and Social Commitment” has inspired many generations of Tsinghua teachers and students to struggle for the prosperity of China. Now, striving to build Tsinghua University into a world-class university by its 100th anniversary in 2011 has become the objective of each member of the teaching staff and the student body.

Code :	CTH3
Name:	The Start of the First Tsinghua Class: Studying Is the Friend of Our Youth
From :	http://www.tsinghua.edu.cn/publish/newthuen/8914/2018/20180302092904691246344/20180302092904691246344.html
Word count:	515

The Start of the First Tsinghua Class: Studying Is the Friend of Our Youth

More than a century ago, in 1911, classes officially began at Tsinghua School in April. To mark this historic beginning, Tsinghua’s anniversary was set on April the 29th. The last Sunday in April marks the homecoming celebration for all alumni. Despite China being in the midst of instability and turmoil, the students studied hard in good hope of rejuvenating the nation.

In 1909, the Qing government used funding called the “Gengzi Indemnity”, also known as “Boxer Indemnity,” and along with support from the foreign ministry, they firstly set up a preparatory school called “Tsinghua Xuetao (Tsing Hua Imperial College)”. This is for students who were sent by the government to study in the United States.

On April 29, 1911, Tsinghua Xuetao began its first term of study, and from that year on, the Tsinghua’s anniversary has fallen on the last Sunday of April. The name was changed to “Tsinghua Xuexiao (Tsing Hua College)” after the 1911 Revolution in February. In March, 468 students attended the entry exam and were all admitted. Three fifths of students were allocated in the middle division and the rest were sent to higher learning division. They became the first group of Tsinghua students.

From the beginning, Tsinghua University has established a rigorous academic style. Soon after entering the school, student were picked and eliminated. Those who did not pass the exam or attend lessons were dismissed. The learning condition, facilities, school life and

others of Tsinghua were better than most schools and living costs along with food were covered. Students only needed to spend a little bit.

Tsinghua was far away from the outskirts of Beijing, and in addition to the strict management of the school and the rigorous academic style, students' life was very simple. Plainly dressed, there was nothing extravagant and wasteful.

Among the first group of Tsinghua students, many of them held onto the idea that education will help them to save the nation. Most of them became the pillar of the country. China's modern founder of mycology and plant pathology Dai Fanglan who came to Tsinghua in April 1911 and went to study in America in 1914 recalls, "American agriculture is quite developed, it is an advanced country and can become a model for our country". After returning to China, Dai became a professor of biology at Tsinghua and led students to carry out the research of mycology which gradually gave rise to Chinese modern fungi and plant pathology.

There are also humanities experts such as Jin Yuelin, known as the first person in Chinese philosophy. Jin was admitted to Tsinghua in 1911 and went to study in the United States after he graduated in 1914. He co-founded Tsinghua's Department of Philosophy with Feng Youlan. He also wrote much theory and work on philosophy. Jin was noted for creating a new system of Chinese modern logic research and philosophy.

Since the start of the first Tsinghua class in April 1911, Tsinghua has embedded her own history in our nation's path to rejuvenation.

Code :	CTH4
Name:	One Show, One Dream - 2018 Tsinghua International Theatre Festival
From :	http://www.tsinghua.edu.cn/publish/newthuen/8914/2018/20180411094624491151388/20180411094624491151388.html
Word count:	361

One Show, One Dream - 2018 Tsinghua International Theatre Festival

Tsinghua: “The dust on my feet is constantly changing/ the scenery around me changes as well/ my feet carries me still/ every step and every footprint that I make before I become old was done out of my own will and passion”- this adaptation of the poet and teacher Ma Hua moved audiences to tears.

The release of this drama marked the beginning of Tsinghua’s International Theatre Festival. This festival hosted many outstanding drama performances, contests, workshops, lecturers as well as other activities which enable students to fully enjoy the artistic atmosphere that is also alive and evident on the campus of Tsinghua.

Tsinghua has a tradition of art and drama. This profound artistic tradition came to Tsinghua in the late 19th and early 20th centuries. A large number of artists have gone down in history as Tsinghua graduates. They are: Hong Shen, Cao Yu, Ying Ruocheng and Li Jianwu. Drama is an important part of Tsinghua. Through stage performances, it inspires thinking and the exploration of artistic value. It cultivates Tsinghua people and remains an integral part of all generations to come.

To this day, the fire of art and drama has been passed down from generation to generation. This long history and unique charm stays with all. The drama department of Tsinghua’s Student Art Troupe and continue to explore such artistic works. Performances such as The Chinese Redbud blooms and Malan Flower Blooms have gained enormous popularity.

In order to uphold the outstanding artistic and cultural tradition of Tsinghua University, drama and art has become an integral part of Tsinghua's education philosophy. The International Theatre Festival will last for three months, with more than 10 domestic and foreign dramas on show. Various artists will be at Tsinghua and share their views on drama and such beauty with the audience. The beauty of language will be fully explored in salons and lectures and contests will be launched to inject vitality to the campus. It is time for the Tsinghua youngsters to shine on stage.

“Interpreting classics, feeling life and holding onto creativity,” - Tsinghua's Drama Festival is heaven for all.

Code:	CTR5
Name:	Conferences
From:	http://www.tsinghua.edu.cn/publish/newthuen/newthuen_cnt/research/research-5-2.html
Word count:	145

Conferences

International conference is an effective platform of Tsinghua University to extend its international exchange and cooperation activities in a comprehensive range of disciplines. Faculty and students of the University quickly kept up with advanced knowledge and future development trends of the world through international conferences. These conferences also gave a strong impetus to the development of related disciplines and enhanced the academic level and international reputation of Tsinghua University, and more new ways of international cooperation were explored during the conferences.

Over one hundred and twenty international conferences were held in Tsinghua University in 2016, with around thirteen thousand and six hundred participants, among whom over four thousand came from overseas. High-level, large-scaled and influential international conferences included: 14th International Microreaction Technology Conference, Strings 2016, 2016 International Conference on Laser Applications in Life Science, and International Conference on Probabilistic Methods Applied to Power System.

Code:	CTS6
Name:	Campus service
From:	http://www.tsinghua.edu.cn/publish/newthuen/newthuen_cnt/life/life-4-4.html
Word count:	437

Campus service

Service facilities inside Tsinghua University make the life of students very convenient. The on-campus shopping center is located at Zhaolanyuan, where one can find banks, post office, super-market, bookstores, fruit and vegetable market, photo studios, restaurants, the barber's, laundries, etc. All kinds of services are also provided in the living area of students.

Banking Service

The Industrial and Commercial Bank of China, China Construction Bank and Bank of Beijing in Zhaolanyuan shopping center, Bank of China in Zijing Student Service Center (Building C) provide service for deposit and exchange of foreign currencies. US dollar, Euro, Pound, Yen can be exchanged to Renminbi. But the traveler's check is not acceptable there. Large amount of foreign currencies and traveler's check can be exchanged to Renminbi at a branch of Bank of China located at Chuangxin Plaza nearby University's East Gate. Banks open from 9:00 to 17:00 everyday.

On-campus Automated Teller Machines (ATMs) can be found at places like the Zijingyuan Dinning Hall, the Taoliyuan Dinning Hall, the Zijing Building No.4, 5 and 6, the post office, the Industrial and Commercial Bank of China, outside the Tingtaoyuan (formerly named No.10 Dining Hall), on the first floor of Guanchouyuan(formerly named Dining Plaza), the Financial Department of the University, etc.

Mailing Service

The post office located in the Student Service Center located in the west of the Zijing dormitory and Zhaolanyuan opens from 8:30 to 17:30 everyday, providing services of mailing, sending and receiving parcels, fax, telegram, distance calls, etc.

Shopping

Student Service Center

The Student Services Center is located in the student living area, and is comprised of many supporting facilities, such as a bank, post office, supermarket, copy shop, bookstore, photography studio, optical shop and barber shop. In addition, the Front Desk of the Student Dormitory is located in the Student Service Center, which provides a 24 hour "one-stop" service. The specific services include change of dormitory, selling water and electricity cards for use in the dormitory, air conditioning leasing, lending spare keys of dormitory, opening doors through the network, helping students to notify when facilities need repairing, delivering packages, receiving complaints and consultations about relevant services, etc.

Sports Facilities

The on-campus sports facilities include the following:

The indoor swimming and diving gymnasium, and the West Lake outdoor swimming pool (Open from June.1st to Sep 1st each year).

The comprehensive gymnasium (sports facilities provided: badminton, table tennis, basketball, and gymnastic apparatus).

Western gymnasium (sports facilities provided: badminton, basketball, and billiards).

The plastic tennis court, the eastern gymnasium, and the table tennis Center.

International students may use the above mentioned services with Student ID cards and pay relevant fees.

Code:	CPA7
Name:	GENERAL INFORMATION
From:	http://english.pku.edu.cn/intro_about.shtml
Word count:	205

GENERAL INFORMATION

Peking University is a comprehensive and national key university. The campus, known as "Yan Yuan" (the garden of Yan) , is situated at Haidian District in the western suburb of Beijing, with a total area of 2,743,532 square metres (or 274 hectares). It stands near to the Yuanmingyuan Garden and the Summer Palace.

Peking University is proud of its outstanding faculty, including 53 members of the Chinese Academy of Sciences (CAS), 7 members of the Chinese Academy of Engineering (CAE), and 14 members of the Third World Academy of Sciences (TWAS).

The university has effectively combined research on important scientific subjects with the training of personnel with a high level of specialized knowledge and professional skill as demanded by the country's socialist modernization. It strives not only for improvements in teaching and research work, but also for the promotion of interaction and mutual promotion among various disciplines.

Thus Peking University has become a center for teaching and research and a university of a new type, embracing diverse branches of learning such as basic and applied sciences, social sciences and the humanities, and sciences of medicine, management, and education. Its aim is to rank among the world's best universities in the future.

Code:	CPA8
Name:	History
From:	http://english.pku.edu.cn/intro_history.shtml
Word count:	161

History

Founded in 1898, Peking University was originally known as the Imperial University of Peking. It was the first national university covering comprehensive disciplines in China, and has been a leading institution of higher education in China since its establishment. It also served as the highest administration for education at the beginning of its founding.

In 1912, the university adopted its present name. At the end of the 20th century, the Chinese government put Peking University at the top of its agenda for promoting higher education, with the aim to build a world-class university in the 21st Century. After merging with Beijing Medical University in 2000, Peking University once again was strengthened in its disciplinary structure.

Peking University has continually played the essential role of pioneers in the course of China's modernization. The university's traditional emphasis on patriotism, progress, democracy, and science, together with its educational standards of diligence, precision, factualism, and innovation, have been passed down from generation to generation.

Code:	CPH9
Name:	Peking University set to hold the 42nd ACM-ICPC World Final
From:	http://120.pku.edu.cn/en/news/news1/262180.htm
Word count:	476

Peking University set to hold the 42nd ACM-ICPC World Final

2018-03-26

Peking University, March 26, 2018: Editor's Note: From April 15 to 20, 2018, Peking University will hold the World Final of the 42nd Association for Computing Machinery-International Collegiate Programming Contest (ACM-ICPC). The event will be a prologue to the 120th anniversary of Peking University. ACM-ICPC is not only the most influential but also the oldest, largest and most prestigious programming contest for college students in the world. This year, 49,935 contestants from 3,098 colleges and universities participated in the contest, representing 111 countries and regions. This year, 140 teams from 51 countries and regions stood out from the regional contests and advanced to the world final.

Peking University, Mar. 19, 2018: During the 41st ACM-ICPC world final Peking University accepted the organizer's invitation and will collaborate with China Youth Science Center to co-host the 42nd ACM-ICPC. This will be the third time that China hosts the world final of ACM-ICPC. The event, a major precursor to the 120th anniversary of Peking University, will begin on April 15, 2018. The official contest will be held on April 19.

Initiated by the Association for Computing Machinery (ACM) in 1970, ACM-ICPC is an annual, international contest designed to showcase the innovative abilities and teamwork of college students. The contestants need to program, as well as analyze and solve problems under pressure.

The contest consists of two major phases: Regional Finals and a World Final. With a duration of about 9 months, the contest attracts the participation of more than 2,000 colleges and universities from over 100 countries and regions representing 6 continents. Nearly 50,000 college students participated in the event this year.

After more than 40 years of development, ACM-ICPC has become the world's most influential computer contest for college students and is known as the Olympics of the computer software field. Aiming to promote innovation and teamwork, the contest encourages students to give full play to their creativity when building new software programs and helps to test their abilities under intense pressure.

Last year, in the of the 41st ACM-ICPC World Final, the team from PKU stood out. That team consisted of Guo Tiankui, Ji Ruyi, and Wang Wentao and their coach, Luo Guojie, a specially-appointed researcher of the PKU School of Electronics Engineering and Computer Science. Having correctly answered 9 out of the 12 questions, PKU Team did well compared to the other 133 teams and earned the silver medal in the final with a ranking of 7th place in the world. Luo Guojie also won the ACM-ICPC Coaching Award for having led the PKU team to the global finals five times.

We extend our congratulations to the team from PKU for their previous compliments but we also invite you to pay attention to the 42nd ACM-ICPC World Final hosted from April 15-20, 2018. Let's cheer for PKU!

Code:	CPH10
Name:	The Yenching Global Symposium 2018 kicks off at Peking University
From:	http://newsen.pku.edu.cn/news_events/news/focus/7024.htm
Word count:	412

The Yenching Global Symposium 2018 kicks off at Peking University

APR . 17 2018

Peking University, April 17, 2018: The Yenching Global Symposium 2018 kicked off at Peking University on April 12.

This year's symposium, with a theme of Renaissance: China's Journey in a Global Future, focuses on China's multi-faceted revival in a rapidly changing world.

Professor Yuan Ming, Dean of the Yenching Academy of PKU, gave her welcoming remarks to the attendees and elaborated on the theme of this year's YGS.

The Renaissance starts with the letters 'Ren', which in Chinese can be translated into four words: 人 (people), 认 (cognition), 任 (responsibility), and 仁 (benevolence), which represent traditional Chinese culture and philosophy, Professor Yuan said.

With the world at a crossroad, China has become an undeniable player in shaping tomorrow. The Yenching Global Symposium 2018 will be a journey to explore this global change at its nexus.

With around 200 delegates attending the four-day event, the Yenching Global Symposium aims to serve as a platform for more discussions and interactions among these change-makers from different backgrounds, so as to encourage a better understanding of China.

Wilford Mwanza, a young scholar from Zimbabwe said that PKU's Yenching Global Symposium is serving as a bridge between China and Africa, enabling the two peoples to learn from each other's experience. Speaking of his expectation from this forum, Mwanza said that his answer would be partnership.

Molly Bodurtha, a young professional from the US, is surprised by the big changes taking place in Beijing and China, though she had lived in the city for years before going back to the US. By attending this symposium, Bodurtha looks forward to hearing both the Chinese perspective and the international perspective on the country's development and projects, such as the Belt and Road Initiatives.

Each year, the symposium features prominent Chinese and international scholars and leading professionals' lectures and seminars.

This year's keynote speaker Li Shan, CEO of Silk Road Finance Corporation, delivered a speech on China's Belt and Road Initiatives, explaining it from an established practitioner's perspective and contextualizing the initiative on the global stage.

Peking University founded the Yenching Academy in 2014, as an effort to invite a global cohort of scholars into this unique intellectual environment. The Yenching Academy provides a master's program for multidisciplinary studies of China with the hope of cultivating a new generation of global leaders. The Yenching Global Symposium, as the academy's flagship event, is a continuation of this mission.

Code:	CPS11
Name:	Nature science
From:	http://english.pku.edu.cn/research.shtml
Word count:	291

Nature science

The Office of Scientific Research (OSR) is situated to the northwest of Weiming Lake at Peking University (PKU), in the "Jun Zhai" building. The mission of the OSR is to serve and manage scientific and applied science research on campus, to promote the development of scientific research, and to further create a favorable environment for the investigators of PKU in order to make PKU a world-class university.

The OSR has 6 divisions, including the Division for General Affairs, the Division for Basic Research Programs, the Division for Strategic Initiatives, the Division for Overseas Projects, the Division for Institution Affairs, and the Division for Intellectual Property Management. The staff of the office is well educated and professionally trained, with 12 members holding Ph.D.'s and 2 with Masters degrees.

The main responsibilities of the office are:

- To organize and implement basic research and applied research financially supported by the Natural Science Foundation Committee (NSFC), the Ministry of Science and Technology (MOST), the Ministry of Education (MOE) and other funding agencies; to conduct international scientific research collaboration; to encourage faculty's talents and help create a favorable environment for collaboration and development;
- To manage the publicity of the university's scientific and technological achievements, and oversee scientific and technological awards and technology related to Intellectual Property Protection (IPR);

- To formulate and implement plans for institutions built by PKU; to assist superior administrative agencies in managing scientific research institutions at PKU, including State Key Laboratories;
- To propose policies and guidelines for reform in science and technology at PKU; to determine the critical areas for scientific and technological development at PKU; to promote the establishment of scientific and technological services at PKU.

To contact the OSR, please email zhoufeng@pku.edu.cn or dial (telephone) 86-10-6275-1445 or (fax) 86-10-6275-1444.

Code:	CPS12
Name:	Taikongnaut Wang Yaping gives a lecture at PKU
From:	http://newsen.pku.edu.cn/news_events/news/campus/7047.htm
Word count:	313

Taikongnaut Wang Yaping gives a lecture at PKU

APR . 19 2018

Peking University, April 17, 2018: For celebrating the upcoming third “China Aerospace Day” and 120th anniversary of PKU, Taikongnaut Wang Yaping from Chinese People’s Liberation Army Astronaut Group was invited to lecture at Peking University Global Center for Innovation and Entrepreneurship on April 13. PKU Vice President Gong Qihuang, attended the lecture.

Themed on “Run towards dream and happiness”, Wang Yaping first expressed her pride of being a PKU alumna, and then shared her experience of chasing dreams. From applying for the Air Force Flight Academy to becoming a female astronaut, students learned how the lofty ideal of a female space hero has sprouted and been realized step by step.

“You will never know how hard the life is if you never experience it; you will never know how happy the hardship is if you never taste it; you never know what happiness means if you never own it,” said she

In her lecturing on space teaching, experiments and activities, students experienced not only the fun part of space life, but also her description that the earth is not as distant as imagined and the emotion gets more vivid in space.

At last, Wang Yaping shared with the audience her true feelings in three sentences. The first one is she is very proud of her motherland and glad to be born in a great era to realize her dream. The second, the interests of the motherland is above everything and devotion is the mission of all Taikongnauts. “We always keep it in mind that we will fly the national flag in space even though we cannot come back.” Third, hard work makes life magnificent and brings about happiness. At the end of the lecture, Wang Yaping answered questions raised by the students and took group photo with them after the lecture.

Code:	CZA13
Name:	General information
From:	http://www.zju.edu.cn/english/2016/1019/c2932a203304/page.htm
Word count:	716

General information

Located in the historical and picturesque city of Hangzhou, Zhejiang University is a prestigious institution of higher education with a long history. Qiushi Academy, the predecessor of Zhejiang University, was founded in 1897 and was one of the earliest modern academies of higher learning established in China. In 1928, the academy was named National Zhejiang University. During the war time in 1940s, Zhejiang University moved to Zunyi, Meitan and other places in succession and stayed in West China for seven years. In 1946, Zhejiang University returned to Hangzhou. In 1952, due to a nationwide restructuring of universities, Zhejiang University underwent a reshuffling of disciplines. Some departments merged into other universities and Chinese Academy of Sciences. The remaining departments were divided and developed to become 4 specialized higher education institutions, namely former Zhejiang University, Hangzhou University, Zhejiang Agricultural University and Zhejiang Medical University. In 1998, the four universities sharing the same ancestor merged to form the new Zhejiang University and set a new goal – to develop into a world-class university. In its 119-year history, Zhejiang University has always been committed to cultivating talent with excellence, advancing science and technology, serving for social development, and promoting culture, with the spirit best manifested in the university motto “Seeking the Truth and Pioneering New Trails”.

Zhejiang University is a comprehensive research university with distinctive features and a national as well as international impact. Research at Zhejiang University spans 12 academic

disciplines, covering philosophy, economics, law, education, literature, history, art, science, engineering, agriculture, medicine, management and etc. With 7 faculties and 36 colleges/schools/deptement, 1 polytechnic Institute, Zhejiang University has 14 primary and 21 secondary national leading academic disciplines.

Zhejiang University has long been holding the educational philosophy of putting people foremost, cultivating all-round competence in students, seeking the truth and pioneering new trails in search of excellence, and is committed to developing future leaders with an international perspective. Zhejiang University has turned out a large number of outstanding talents in its history. There are more than 200 alumni elected members of Chinese Academy of Sciences and Chinese Academy of Engineering. With educational thoughts advancing with the times, Zhejiang University paces the whole nation in educational reforms. Rich campus culture, advanced teaching facilities and a wide range of international exchanges create favorable conditions for students' development.

Zhejiang University focuses on assiduous study and research, and science and technological innovation. It has launched a number of international high-end academic platforms and gathered masters, scholars and high-level research teams in various disciplines. In recent years, Zhejiang University maintains a leading position in China in output indicators including publications, patents and etc., and has made abundant important achievements in science, technology, humanities and social sciences. Zhejiang University always takes initiative in catering for national and regional needs, and exerts itself to become an influential high-level source of innovation and a pool of talents. In 2016, research fund at Zhejiang University amounted to 3.518 billion yuan.

As of Dec. 2016, there are a total of 48,762 full-time students enrolled at Zhejiang University, including approximately 15,092 graduate students, 9,537 Ph.D candidates,

and 24,133 undergraduates. In addition, there are about 6,237 international students currently attending Zhejiang University. Among its approximate 3,502 standing faculty members, 1,631 faculty members have title of professor. Other important facts and figures are as follows: 19 members of the Chinese Academy of Sciences, 19 members of the Chinese Academy of Engineering, 88 experts in State '1000-elite Programs', 41 chief scientists of national 973 projects, 128 Chair Professors in Cheung Kong Scholar Program, and 130 scholars awarded with National Science Fund for Distinguished Young Scholars. With seven campuses, namely Zijingang, Yuquan, Xixi, Huajiachi, Zhijiang, Zhoushan and Haining campus, Zhejiang University encompasses an area of 4,265,678 square meters with school buildings covering 2,575,983 square meters of floor space. The university library holds a collection of more than 6.935 million volumes. In addition, Zhejiang University has 7 high-level affiliated hospitals.

As a national university standing by River Qiantang, Zhejiang University is striving to build itself into an innovative comprehensive research university with a world-class status.

Zhejiang University will be adhering to the spirit of seeking the truth and pioneering new trails, dedicating itself to creating and disseminating knowledge, inheriting and advancing civilization, serving and leading the society, and promoting national prosperity, social development and human progress.

Code:	CZA14
Name:	History
From:	http://www.zju.edu.cn/english/2016/1019/c2932a203349/page.htm
Word count:	506

History

The main root of the current Zhejiang University, Qiushi Academy, was founded in 1897 and was one of the earliest modern academies of higher education in China. Since 1901 Qiushi Academy had its name changed several times, and even was once suspended. In 1927, on the historic site of the academy, the Third National Sun Yat-sen University was established. On April 1, 1928, it was renamed Zhejiang University. Since July 1, 1928, it had been known as National Zhejiang University with three schools, namely School of Engineering, School of Agriculture and School of Liberal Arts and Science.

Since the outbreak of the War of Resistance Against Japan, Zhejiang University was forced to move to Guizhou. Under the guidance of President Chu Kochen, the famous meteorologist, geologist and educator, Zhejiang University went all the way through difficulties and adversities to establish itself as one of the leading universities in China. It was even honored as “Oriental Cambridge” by famous British scholar Joseph Needham. In 1946 Zhejiang University moved back to Hangzhou. In two years’ time, it has become a comprehensive university with 7 schools, 25 departments, 9 research institutes and 1 research center covering Liberal Arts, Science, Engineering, Agriculture, Normal Education, Law, Medicine and so on.

In 1952, universities in China underwent a nationwide reshuffling due to which the disciplines and institutes of Zhejiang University were restructured and dissociated. Some institutes were upgraded to become colleges or universities and some merged with other

universities such as Hangchow University and Zhejiang Provincial College of Medicine. Part of the School of Liberal Arts and School of Science merged with School of Liberal Arts and Science of Hangchow University and Zhejiang Education College to form Zhejiang Teacher's College. In 1958 it was merged to the newly founded Hangzhou University. The School of Agriculture was separated to form Zhejiang College of Agriculture, renamed as Zhejiang Agricultural University in 1960. The School of Medicine was merged to Zhejiang Provincial College of Medicine to form Zhejiang Medical College which was later renamed Zhejiang Medical University. After the readjustment and restructuring, Zhejiang University became a multidisciplinary polytechnical university.

The four universities with the same ancestor, Zhejiang University, Hangzhou University, Zhejiang Agricultural University and Zhejiang Medical University, all attained considerable achievements. Zhejiang University became a key national university covering a wide range of disciplines with focuses on engineering. The other three universities, with enormous potential and distinct features, also thrived in respective disciplines. These four universities made remarkable contributions to the development of Zhejiang Province and the whole nation.

With the approval of the State Council, on Sep. 15 1998, Zhejiang University, Hangzhou University, Zhejiang Agricultural University and Zhejiang Medical University amalgamated into the new Zhejiang University. The new Zhejiang University is oriented toward a comprehensive university with extensive academic capacity and cutting-edge competitiveness, and its founding has been a significant move in the reform and development of China's higher education. Now Zhejiang University is under the direct administration of China's Ministry of Education, with joint support from both the Ministry of Education and Zhejiang Provincial Government.

Code:	CZH15
Name:	University dragon boat race kicks off in Hangzhou
From:	http://www.zju.edu.cn/english/2018/0327/c4153a791638/page.htm
Word count:	164

University dragon boat race kicks off in Hangzhou

2018-03-27

The inaugural International Elite Universities Dragon Boat Race kicked off in east Hangzhou's Jinsha Lake on March 27, with 15 college teams vying for the top honors.

The 2018 dragon boat race has drawn student-athletes from 15 renowned universities, including Harvard University, Massachusetts Institute of Technology, Stanford University, the University of Oxford, China's [C9 League](#) Universities, Tongji University and the University of Macau.

The competition consists of heats, repechages, semi-finals and finals. Each team can have at most 14 members, including a team leader, a coach, a drummer, a steersperson and 10 paddlers. The final race has been scheduled to take place on the afternoon of March 28.

As a joint host of this event, ZJU has a large student body taking interest in water sports. XU Yaping, world champion in women's canoe and full-time coach at the University, has helped to bring to a new level the popularity of canoe and kayak on campus.

Code:	CZH16
Name:	ZJU shines at 46th Int'l Exhibition of Inventions of Geneva
From:	http://www.zju.edu.cn/english/2018/0419/c4151a799859/page.htm
Word count:	256

ZJU shines at 46th Int'l Exhibition of Inventions of Geneva

2018-04-19

Zhejiang University is proud to announce that four projects from the ZJU-led delegation have won a total of four awards at the prestigious 46th International Exhibition of Inventions of Geneva held in Switzerland on April 11-14.

Held annually in Geneva, the International Exhibition of Inventions is recognized as the most revered and specialized event of its kind in the world. It attracts exhibitors from around the globe who showcase their inventions and innovations to a large global audience. This year, there were more than 1,000 inventions presented in 822 exhibitions from over 40 countries and regions at the event.

The winning projects from the ZJU delegation are:

- “A Locomotive Snail—A Morphable Soft-bodied Robot in Assessment and Restoration of Pipe Flaws” invented by TU Dezhan, WANG Lixiang, JIANG Yu, JIN Qing, HUANG Zhangwei, CHEN Lvxian and HOU Dibo from [the College of Control Science and Engineering](#), winning a Gold Medal with Congratulations of the Jury.
- “Research into Clinical Effects of Reishi Mushroom Extract on Malicious Tumor Patients” conducted by LI Mingyan and YAN Weiqi from [the School of](#)

[Medicine](#), winning a Gold Medal.

- “Preparation and Application of Drugs to Improve Stroke Prevention & Treatment and Boost Intracranial Self-immunity” conducted by YAN Weiqi and ZHANG Rongxuan from [the School of Medicine](#), winning a Gold Medal.
- “A Smart Pre-diagnostic System for Pumps and Fans” invented by CHU Ning, TANG Chuanquan, YU Tianyi, NING Yue and WU Dazhuan from [the College of Energy Engineering](#), winning a Bronze Medal.

Code:	CZR17
Name:	Research Achievements
From:	http://www.zju.edu.cn/english/wesearch/list.htm#right_box_07
Word count:	125

Research Achievements

Zhejiang University attaches great importance to scientific research. With large number of achievements in both basic and applied research, the university has been making important contributions to the development of China's science and technology. In 2016, the research funds of the university reached over RMB 3,518 Billion yuan in total.

- [Annual Research Achievement Statistics](#)

- Patent

- [Research Publications](#)

- [Journal of Zhejiang University SCIENCE \(ABC\)](#)

The Journal of Zhejiang University (Science) is an English publication edited by an international board of distinguished Chinese and foreign scientists. It is aimed to present the latest development and achievements in scientific research in China and overseas to the world's scientific circles, especially to stimulate and promote academic exchange between Chinese scientists and their foreign counterparts.

Code:	CZS18
Name:	Postal office
From:	http://iczu.zju.edu.cn/english/redir.php?catalog_id=242
Word count:	217

Postal office

Students residing in the International College Building of Yuquan campus will receive your mail and parcel notice at the front desk.

Your Address: please inform your family & friends to address mail to you in the following format:

Your Name

Your Dorm Room Number

International College

P.O. Box W-99, Yuquan Campus, Zhejiang University

Hangzhou 310027, P.R. China

If you need further postal service, the following two postal offices may help you.

Yuquan Postal Office: 117 Yu Gu Road 玉泉邮局: 玉古路 117 号

Tel: 8799 2113

Business Hours: 9:00-17:00

International Postal Office: New1, Jie Fang Road 国际邮局: 解放路新 1 号

Tel: 8718 2182

Business Hours: 8:30-18:00

Express delivery service is easily available in Hangzhou. Here is some information:

China Post EMS

www.ems.com.cn

Hotline: 11185

DHL

www.cn.dhl.com/publish/cn/zh.high.html

Hotline: 800-810-8000

Fedex

www.fedex.com/cn/

Hotline: 800-988-1888(regular phone, free of charge)

400-886-1888 (mobile phone, no long distance fee)

TNT

www.tnt.com/country/zh_cn.html

Hotline: 800-820-868

The international student dormitory building has its own laundry room that is situated in the basement(floor G1)and is equipped with washing machines and dryers. The cost of one load in the washer is 3 yuan and dryer is 4 yuan. Laundry tickets can be bought from both front desk and coffee shop on the second floor.

Code:	CSA19
Name:	Overview
From:	http://en.sjtu.edu.cn/about-sjtu/overview
Word count:	809

Overview

Shanghai Jiao Tong University (SJTU), as one of the higher education institutions which enjoy a long history and a world-renowned reputation in China, is a key university directly under the administration of the Ministry of Education (MOE) of the People's Republic of China and co-constructed by MOE and Shanghai Municipal Government. Through 121 years' unremitting efforts, SJTU has become a comprehensive, research-oriented, and internationalized top university in China.

By December 2016, SJTU has had 28 schools/departments, 21 research institutions, 13 affiliated hospitals, 2 affiliated medical research institute, 12 directly affiliated units and 6 directly affiliated enterprises, with 16,195 undergraduates and 30,270 postgraduates (14,374 master degree candidates and 6,719 doctorate degree candidates), 2,401 overseas students.

The university faculty includes 2,835 full-time teachers (among which 891 are professors), 22 members of Chinese Academy of Sciences, 24 members of Chinese Academy of Engineering, 1 selected in "Thousand Talents Top Program" of the Organization Department of CPC Central Committee, 105 selected in "Thousand Talents Program" of the Organization Department of CPC Central Committee, 143 chosen in "Young Talents Program", 140 Distinguished Professors and Chair Professors of "Cheung Kong Scholar Program", 8 Cheung Kong Youth Scholar, 123 winners of China National Funds for Distinguished Young Scientists, 35 Chief Scientists of the Major State Basic Research Development Program of China (973 Program), 14 Chief Scientists of the State Key Scientific Research Program, 14

Innovation Research Groups, National Natural Science Foundation of China and 20 Innovation Teams, MOE.

Today SJTU has 64 undergraduate programs covering 9 major disciplines: economics, law, literature, science, engineering, agriculture, medicine, management and arts. Since 2000, there are 47 national higher education teaching achievement prizes (31 completed independently). With 6 National Experimental Teaching Demonstration Centers, 3 national demonstration centers of virtual simulation experiment teaching and 10 Shanghai Municipal Experiment Teaching Demonstration Centers, SJTU has 8 national-level teaching groups, 15 Shanghai Municipal teaching groups, 8 nationally renowned teachers and 36 Shanghai locally renowned teachers and owns 46 national-level quality courses, 13 national-level video-recorded open courses, 23 national-level quality resource-sharing courses, 162 Shanghai Municipal quality courses, 7 bilingual-teaching demonstration courses and 14 Shanghai higher education all-English demonstration courses. SJTU won the 1st national “double demonstration base” and established student innovative center.

Up to now SJTU has 38 first-level disciplines authorized to offer doctorate degree covering 8 fields: economics, law, literature, science, engineering, agriculture, medicine and management; 56 first-level disciplines authorized to offer master degree covering all the 12 discipline fields; 3 disciplines authorized to offer professional doctorate degree; 23 disciplines authorized to offer professional master degree; 35 postdoctoral research station, 1 national laboratory (preparing), 1 national key technology infrastructure, 8 national key laboratories, 1 national scientific research institutes, 5 national engineering research centers, 2 national engineering laboratories, 1 national research and development centers, 1 national defense key discipline laboratory, 3 collaborative innovation centers, 1 international united laboratory; 15 key laboratories of MOE, 5 key laboratories of National Health and Family

Planning Commission, 1 key laboratory of Ministry of Agriculture, 31 key laboratories of Shanghai Municipal Government, 5 engineering research centers of MOE, 5 engineering technology research centers of Shanghai, 4 Shanghai Municipal functional platforms of, 1 National Social Science Fund consultation spot, 5 innovative research bases of philosophy and Social Sciences of Shanghai Municipal, 3 Shanghai Municipal think tank, 4 decision-making advisory research bases of Shanghai Municipal Government (expert studio) , 2 Shanghai Municipal soft science bases, 1 MOE colleges and universities research base of soft science, 3 WHO collaborating centers, 1 National Technology Transfer Center, and 1 National University Science Park.

SJTU enjoys an increasingly high scientific research level and technology innovation level. Up to 2016, SJTU led the country for the 7th consecutive year in terms of both the project number and the amount of money issued by National Natural Science Foundation of China. The number of SCI included papers in terms of the Article, and Review hit a historical high with the total number of 6,027. Among them, international outstanding paper reaches 2,497. The total number of domestic SCI-cited papers reaches 26,749, ranking the first in China. 2,414 papers were regarded as "doing-a-good-job" papers, ranking the third in China. In 10 years, SCI-cited papers have reached 39,913 and 366,612 times, continue to maintain the second in China. 705 International Conference Papers, ranking second in China. 1 was elected as "2015 Chinese most influential 100 international academic papers".

With profound cultural background, an age-old tradition on education, strenuous development history, and great achievements made since the reform and opening up, SJTU has attracted wide attention both inside and outside China. Carrying the mission of preserving cultural heritage, and seeking for the truth, bearing the responsibility of invigorating the Chinese nation and developing for the benefits of mankind, today this centennial university is

sailing for the aim of becoming a comprehensive, research-oriented and internationalized world-class university.

Code:	CSA20
Name:	President's Welcome
From:	http://en.sjtu.edu.cn/about-sjtu/presidents-welcome/
Word count:	356

President's Welcome

Welcome to Shanghai Jiao Tong University!

Established in 1896 as Nan Yang College, Shanghai Jiao Tong University is one of the first national institutions of higher learning in China. The name "Jiao Tong" comes from the book Yi Jing. Literally, "Jiao" means unite and "Tong" means harmony. In the book it says, when heaven and earth unite in deep harmony, peace and blessing descend upon all living things; when leaders and people unite and combine their influences, the nation enjoys universal flowering and prosperity.

With a shining history of more than 121 years, SJTU has grown with and shared weal and woe with the country. At present, it is implementing a grand blueprint for future development and determined to make continued efforts to build itself into a first class university in the world.

SJTU, as it is fondly called, is a dynamic and comprehensive university for excellent students education, cutting-edge scientific research and social service. From the early stage of its development, SJTU took first-class talents education as its principal mission. And today, it has been developed to the talent education idea of knowledge exploration, capacity development and personality nurturing.

Whether one is Academician or newly enrolled freshman, whether one's field is mechanical engineering or contemporary literature, in the name of truth-seeking spirit, SJTU encourages its faculty and students to join a common search for answers to the fundamental and to the pressing questions that society is faced with. Members of the SJTU community are united by

this spirit to pursue intellectual excellence, and dedicated to the discovery of knowledge in the classroom, the laboratory, and the community. For its members, SJTU has become the place where their dreams start to fly.

Besides its remarkable history, SJTU is also a university famous for its honored traditions. Its tradition of gratitude and responsibilities has already been deeply rooted in the hearts of its alumni, and to some, it has become their behavior philosophy.

Thanks for your interest in SJTU and you are always welcome to visit us on campus or through the website en.sjtu.edu.cn at any time.

Lin Zhongqin

President of Shanghai Jiao Tong University

Code:	CSH21
Name:	SJTU Team Found Potential Therapeutic Target for Eradication of Leukemic Initiating Cells
From:	http://en.sjtu.edu.cn/news/sjtu-team-found-potential-therapeutic-target-for-eradication-of-leukemic-initiating-cells/
Word count:	257

SJTU Team Found Potential Therapeutic Target for Eradication of Leukemic Initiating Cells

April 19, 2018

With the generous support from Professor Chen Guoqiang, Professor Zheng Junke is the corresponding author of the paper. Dr. Zhang Yangping, Dr. Xia Fangzhen, Dr. Liu Xiaoye and Associate Professor Yu Zhuo are the first authors. The article marks another breakthrough since Professor Chen Guoqiang and Zheng Kejun revealed distinctive functions of immunosuppressive molecules on Leukemia-initiating cells (LICs) in the Journal of Clinical Investigation in 2017. Leukemia-initiating cells (LICs) are responsible for the initiation, development, and relapse of leukemia. The identification of novel therapeutic LIC targets is critical to curing leukemia. In this report, we reveal that junctional adhesion molecule 3 (JAM3) is highly enriched in both mouse and human LICs. Leukemogenesis is almost completely abrogated upon Jam3 deletion during serial transplantations in an MLL-AF9-induced murine acute myeloid leukemia model. In contrast, Jam3 deletion does not affect the functions of mouse hematopoietic stem cells. Moreover, knockdown of JAM3 leads to a dramatic decrease in the proliferation of both human leukemia cell lines and primary LICs. JAM3 directly associates with LRP5 to activate the downstream PDK1/AKT pathway, followed by the downregulation of GSK3 β and activation of β -catenin/CCND1 signaling, to maintain the self-renewal ability and cell cycle entry of LICs. Thus, JAM3 may serve as a functional LIC marker and play an important role in the maintenance of LIC stemness

through unexpected LRP5/PDK1/AKT/GSK3 β / β -catenin/CCND1 signaling pathways but not via its canonical role in cell junctions and migration. JAM3 may be an ideal without influencing normal hematopoiesis.

Code:	CSH22
Name:	SJTU Team Identifying Potential Targets for the Development of Anti-M. tuberculosis (Mtb) Drugs
From:	http://en.sjtu.edu.cn/news/sjtu-team-identifying-potential-targets-for-the-development-of-anti-m-tuberculosis-mtb-drugs/
Word count:	240

SJTU Team Identifying Potential Targets for the Development of Anti-M. tuberculosis (Mtb) Drugs

March 28, 2018

On March 27, 2018, the [EBioMedicine](#) published an online [research paper](#) identifying an Effective Inhibitor Binding Site of M. tuberculosis Ubiquitin-like Protein Ligase PafA Using Purified Proteins and M. smegmatis, done by Tao Shengce team with [Shanghai Center Systems Biomedicine](#). The EBioMedicine, aiming at promoting the transfer from Basic Medicine Study to Clinical Medicine, is an open access journal jointly supported by The Lancet, one of the four most prestigious clinical medicine journals, and Cell, a CNS journal. The research finds that Serine 119 (S119), situated within a critical, small-molecule accessible region of Mtb PafA, is a highly promising and efficient target for the development of inhibitors of M. tuberculosis drugs.

Tao Shengce, a researcher in Shanghai Center Systems Biomedicine, is the corresponding Author and Doc. Jiang Hwei is the first author for the paper. The main research interest of Tao Shengce is the development of cutting-edge technologies of protein microarray and biochip and mycobacterium tuberculosis systems biology and translational medicine. He has founded a series of technological platforms specialized in technologies of protein microarray

and biochip, based on which systematical and intensive researches related to medical research has been conducted.

The research is sponsored by the Thirteenth Five-year Plan Key Specialized Project for Protein Machine and Life Cycle Monitoring, Twelfth Five-year Plan Infectious Diseases Major Project and the National Natural Science Foundation of China.

Code:	CSR23
Name:	Overview
From:	http://en.sjtu.edu.cn/research/overview
Word count:	229

Overview

SJTU is constantly strengthening its independent scientific research innovation capability. Research fund has increased steadily, with the total funding from the National Natural Science Foundation ranking first in China, and major breakthroughs have been made in the construction of research bases and laboratories. Following winning 11 State Scientific and Technological Awards in 2010, in 2011 SJTU won 13 State Scientific and Technological Awards. The number of academic dissertations continues to be on the top in the country; quality of SCI Dissertations has greatly improved with the number of "Outstanding" dissertations ranking the 2nd in China.

Aiming to be at the forefront of modern technology and to meet the strategic requirements of national development, SJTU keeps enhancing cooperation between industry, academy, and research by establishing partnerships with dozens of large enterprises in the fields of discipline construction, scientific research, and talent cultivation. SJTU set up Shanghai Zizhu Science-based Industrial Park, together with Zijiang Holdings and the Minhang District Government, which has attracted over 100 enterprise research centers in over 10 years, such as Microsoft, Intel and Wicresoft. The establishment of Zizhu University Students & Teachers Entrepreneurship Center provides significant support for SJTU's Tech Innovation Programs and Innovative Talent Development. SJTU co-founded Shanghai Zizhu Advanced Industrial Technology Research Institute (AITRI) with Minhang District. As of now, AITRI has signed contracts with several large enterprises to establish advanced industry R&D centers.

Code:	CSS24
Name:	International Student Council
From:	http://en.sjtu.edu.cn/about-sjtu/life-sjtu/international-student-council/
Word count:	277

International Student Council

The International Student Council is the governing body of international students at Shanghai Jiao Tong University. Founded in November 2009, it is an embodiment of Shanghai Jiao Tong University's commitment to its international students and the School of International Education's dedication to excellence. It was created specifically to foster a sense of community among the international students, to bolster communication between the international students and the local students, and to provide a platform on which international students can display and develop their talents and abilities.

The International Student Council is headed by a board of six presidents elected by the students and is comprised of eight departments:

- Academics, which works tirelessly to bring competitive events, tutoring sessions, and other learning opportunities to the student body
- Arts & Culture, the organizer of major student events, most notably the traditional Christmas Banquet and the Mini Expo
- Athletics, where international students are united by their love of sports to organize various sport teams, from volleyball to basketball, from badminton to tennis
- Editorial, which documents international student events and transforms them into finely printed, full-colored volumes of the International Student Magazine, or I.S.M.

- Office, which provides behind-the-scenes support for the International Student Council
- Publicity, responsible for spreading the word on the latest international student activities and for managing the image of the international student body to the local community
- Relations, a newly established department responsible for event sponsorships, joint cooperative events, and contacting those outside of the international student community
- Volunteers, which joins forces with local student's organizations and societies to bring volunteering opportunities to international students who are eager to explore and contribute to the local community

Code:	CFA25
Name:	About Fudan
From:	http://www.fudan.edu.cn/en/channels/view/34/
Word count:	707

About Fudan

Fudan University was established in 1905 as Fudan Public School. It was the first institution of higher education to be founded by a Chinese person, renowned modern educator Ma Xiangbo. The school's name was chosen from the "Biography of Yuxia" in the Classic of History (《尚书大传 虞夏传》), where the two characters fù 复 ("return") and dàn 旦 ("dawn") are found in the famous lines "Brilliant are the sunshine and moonlight, again the morning glory after the night," signifying continuous self-renewal, and expressing the hope that China could become a country with a strong higher education system run by Chinese intellectuals. In 1917 the name was changed from Fudan Public School to Fudan Private School; in 1937 after the outbreak of the Anti-Japanese War, the school moved to Beipei in Chongqing, and in 1941 it became state-run; in 1946 it moved back to its original location in Jiangwan, Shanghai. After the nationwide restructuring of institutions of higher education in 1952, Fudan University became a comprehensive university of arts and sciences; in 1959 it became one of the first National Key Universities along with Shanghai First Medical College (later known as Shanghai Medical University).

Shanghai Medical University was founded in 1927. It was the first medical school to be founded by a Chinese person. It was originally named Fourth Sun Yat-sen University Medical College.

Fudan University was merged with Shanghai Medical University in 2000, forming a new, stronger Fudan University with a broader set of disciplines: medicine, sciences, and arts. As one of the first participants in the 211 and 985 Projects, Fudan has developed into a

comprehensive research university, with Departments of Philosophy, Economics, Law, Education, Literature, History, Science, Engineering, Medicine, and Management.

Fudan is home to 14,100 undergraduates and associate degree candidates, 14,800 graduates including 3000 foreign degree candidates, 2,700 staff and 3,100 full-time teaching faculty members. Fudan hosts 46 members of Chinese Academy of Science and members of Chinese Academy of Engineering, 99 Chair Professors of Chang Jiang Scholars Program, and 30 National Key Basic Research Program of China (also named “973 Program”) PIs. There are 28 schools and independent departments with 70 bachelor degree programs, 35 doctoral degree programs of Level I academic disciplines, 154 doctoral degree programs, 224 master degree programs, and 29 post-doctoral programs. There are 11 Level I national key academic disciplines and 19 Level II national key academic disciplines. Fudan hosts around 300 research institutes including 5 national key labs, 38 ministerial or provincial key labs and engineering centers, 5 “Project 985” Science and Technology Innovation Platforms and 7 “Project 985” Arts and Social Sciences Innovation Bases.

The campus is laid out as a main area consisting of the Handan Street Campus and Jiangwan New Campus areas, along with two side campuses, Fenglin Campus and Zhangjiang Campus, covering a total area of 2.4432 square kilometers. The total area of all school buildings is 1.4923 square kilometers. Eleven hospitals are also affiliated with the school, including Zhongshan Hospital and Huashan Hospital, with a total of 15,000 doctors, nurses, and personnel.

Fudan University celebrated its 100th anniversary in 2005. Chinese president Hu Jintao sent a letter of congratulations, expressing his hopes that the school will continue its tradition of excellence while developing and innovating into the future, building itself into a world-class comprehensive university, fostering development of persons of talent, ability, and integrity,

and putting forth a new, even greater contribution towards building a prosperous society and realizing the Chinese people's great revival.

Over the past hundred years, the school has made outstanding contributions to the country by developing talent, innovating in science and technology, carrying forward civilization, and serving society. Students and teachers of Fudan always keep in mind the school motto "Rich in knowledge and tenacious of purposes, inquiring with earnestness and reflecting with self-practice," maintain the school spirit of "civilized, healthy, united, rousing," practice the school traditions of being "hard working, rigorous, result-oriented, and innovative," and develop the Fudan spirit of "patriotic service, academic independence, a diversity of approaches, and pursuit of excellence." They make great contributions to the liberation and development of the people, the construction and development of the nation, and the civilization and progress of society.

Code:	CFA26
Name:	The Trailblazing Years
From:	http://www.fudan.edu.cn/en/channels/view/71/
Word count:	241

The Trailblazing Years

In 1905, Yu Youren and Shao Lizhi left Zhendan Public School to support Ma Xiangbo in founding Fudan Public School in Wusong. The school's name was chosen from the "Biography of Yuxia" in the Classic of History, where the two characters fù 复 ("return") and dàn 旦 ("dawn") are found in the lines "Auspicious clouds are splendid, they gather and fill the sky; Brilliant are the sunshine and moonlight, again the morning glory after the night." The original meaning was the pursuit of greatness, and it implies self-run education and the revival of China. Ma Xiangbo and Yanfu each held the post of school president. Li Denghui was president from 1913 until 1936. During his 23-year tenure, Fudan developed into a distinguished private university renowned for developing applied skills in the fields of business, economics, news reporting, education, and civil engineering, with a complete program from middle school through graduate school.

After the outbreak of the Anti-Japanese War in 1937, some Fudan teachers and students moved to Beibei in Chongqing. In 1941 an agricultural college was added. On New Year's Day 1942, the National Government's Administrative Department ratified changing Fudan from private to state-run, with the full name Fudan State-run University. Wu Nanxuan was school president, followed by Zhang Yi. In the summer of 1946, the Chongqing school moved back to the original location in Shanghai's Jiangwan, combining with the Shanghai school, and the school again increased in scale.

Code:	CFH27
Name:	Nature Publishes Latest Findings on Neurogenesis in Hippocampus by Fudan Professor
From:	http://www.fudan.edu.cn/en/articles/view/795/
Word count:	519

Nature Publishes Latest Findings on Neurogenesis in Hippocampus by Fudan Professor

Recently, the research team led by Yang Zhengang, Professor of the Institutes of Brain Science Fudan University (IOBS) and Department of Neurology in Zhongshan Hospital, made a breakthrough in an international cooperative project. Their result provided new evidence for the hypothesis that no newborn neurons exist in hippocampus of adults' brain. The paper entitled "Human hippocampal neurogenesis drops sharply in children to undetectable levels in adults" was published in Nature, one of the world's top academic journals.

Apart from Fudan University, also in the project were research teams from the University of California, San Francisco (UCSF), the University of Valencia, the University of California, Los Angeles (UCLA), etc. Doctor Qi Dashi from IOBS of Fudan University was one of the co-second authors, and Professor Yang Zhengang from Fudan University is one of co-corresponding authors. Fudan University is the only Chinese university participating in this project. The Youngest Neuron in Human Brain is Born in Childhood

There are approximately 1618 newborn neurons per square millimeter in an infant's brain. As human ages, this number decreases sharply. By 1-year-old, it decreases by 5 times, 7-year-old 23 times, and 13-year-old almost 700 times - only 2.4 newborn neurons per square millimeter exist in hippocampus. Then no more neurons are born. One leading cause of this phenomenon is the absence of an enabling niche for neural stem cells in hippocampus.

After 4 years' efforts and based on the analysis of 59 cases of human hippocampus in

different ages, Professor Arturo Alvarez-Buylla (UCSF) discovered that the youngest neuron in human brain was born in childhood. Such conclusion provided new evidence for the debate of adults' ability to produce neurons.

To better prove the findings, Professor Yang Zhengang conduct his research on rhesus monkeys. Thanks to the abundance of animal resources in China, his team focused on the analysis of nerve conditions in 10 non-primate rhesus monkeys' brains. It is reported that human raised rhesus monkey can live 25 up to 30 years. Similar to the team's findings concerning human brains, the number of newborn neurons in the rhesus monkeys' brains decreases sharply as they age. Rhesus monkeys hardly produce newborn neurons when they turn 7-year-old.

Rethinking the Relation of Neurons and Learning and Memorizing Ability in Hippocampus
Neurons in hippocampus of adult birds (e.g., canaries) and rodents (e.g., rats) can be produced continuously, which is termed neurogenesis.

Does neurogenesis exist in human brain? The critical question concerning the possibility of reshaping human brains has drawn attention of many neuroscientists in the past 50 years, and the majority believes in neurogenesis.

Since researchers tend to relate newborn neurons in animal hippocampus to major issues such as learning, memory and neurogenesis, the results could be applied in the recovery and reconstruction of brain function, and to treat and cure related diseases. As far as Yang's research is concerned, it clearly points out that, statements would require more cautious examination, such as newborn neurons are a part of the learning and memorizing ability of adults, the adjustment of adult emotions, or neurogenesis in the recovery from brain injury.

Code:	CFH28
Name:	Five Nobel Laureates gather at Fudan Science and Innovation Forum to discuss cutting-edge global technology and future innovation
From:	http://www.fudan.edu.cn/en/articles/view/791/
Word count:	504

Five Nobel Laureates gather at Fudan Science and Innovation Forum to discuss cutting-edge global technology and future innovation

The 2nd Fudan-Zhongzhi Science Award ceremony and the 3rd Fudan Science and Innovation Forum was held in Shanghai on December 17th, which gathered worlds' top scientists to discuss and exchange their views on the cutting-edge global technology and innovation trends.

Rainer Weiss, Kip Stephen Thorne and Barry Clark Barish, winners of the 2017 Fudan-Zhongzhi Science Award and this year's Nobel Prize laureates in Physics, attended the ceremony and gave a joint report entitled "LIGO and the Discovery of Gravitational Waves".

Professor Ding Zhaozhong, the famous experimental physicist, the 1976 Nobel Prize laureate in Physics, and Chairperson of the Fudan-Zhongzhi Science Award Committee, announced the winners of the 2nd Fudan-Zhongzhi Science Award. Professor Klaus von. Klitzing, the 1985 Nobel Prize laureate in Physics, gave a keynote speech entitled "A New Kilogram in 2018: The Biggest Revolution in Metrology since the French Revolution" and Professor Pan Jianwei, member of the Chinese Academy of Science and vice-president of the USTC, gave a keynote speech entitled "Global Quantum Communication Network and Future Prospects".

Also present at the Forum were Jiao Yang, Party Secretary of Fudan, Professor Xu Ningsheng, President of Fudan and CAS Academician, Mr. Wang Wei, chairperson of Zhongzhi Enterprise Group, as well as delegates from other universities. Professor Klitzing,

President Xu and Mr. Wang presented the Award certificates and trophies to the award winners.

On the evening of 16th, three Fudan-Zhongzhi Science Award winners paid their visit to Fudan and had a conversation about the wonders of the universe and scientific exploration with Fudan undergraduates, postgraduates, and students from the high school affiliated with Fudan. They encouraged the students to seek new inspiration in different fields while focusing on their own specialized area and stressed that the future for young scientists is bright and hopeful. As the scientific consultant of the sci-fi blockbuster *Interstellar*, Professor Thorne also came to the *Interstellar* movie screening on the evening of 17th to tell the stories behind the screen to the Chinese fans.

The Fudan-Zhongzhi Science Award was co-founded by Fudan University and the Zhongzhi Enterprise Group in 2015, aiming at honoring the world's scientists that have made significant contribution in mathematics, physics and biology. The winners will share a prize of ¥3,000,000 offered by Zhongzhi

Fudan Science and Innovation Forum, hosted by Fudan University, organized by Fudan Institute for Advanced Academic Research, and sponsored by Zhongzhi Enterprise Group, was launched in 2015 in response to the nation's innovation-driven development strategy. The Forum has the aim of promoting Shanghai's transformation into a science and innovation hub with global influence by building up an international platform for intellectual exchange focusing on the global technology frontiers and innovation trends.

The 3-day Forum, which consisted of a main forum and three sub-forums, was attended by over 400 guests who are active members of global academic, business and political communities, with themes ranging from big data, quantum physics, and innovation and entrepreneurship, among others.

Code:	CFR29
Name:	Overview
From:	http://www.fudan.edu.cn/en/channels/view/36/
Word count:	510

Overview

In 1950, Fudan University took on a key academic position in China. Since the 1960s, Fudan has represented the highest level of academic achievement among the nation's colleges and universities, reflecting the fast pace of development of China's science education. Its international academic influence is still strengthening.

Fudan University has been known for its balanced excellence and uniqueness in humanities, science and medical science. Currently, there are 11 Level I national key disciplines and 19 Level II national key disciplines. 61.8% of Fudan's doctoral programs belong to the above Level I or II disciplines. There are 15 disciplines are among ESI 1% in the world, which ranking No. 2nd in China. There are 3 disciplines in science and engineering ranking top 100 in the world. Clinical Medicine is also of world class. There are 410 quality research organizations within Fudan, including 5 national key laboratories, 32 provincial key laboratories, 6 Key Engineering Research Center of Ministry of Education or of Shanghai Municipality, and 8 Key Research Centers of Humanities and Social Sciences of Ministry of Education

The medium-term goals of Fudan's academic development include: to establish a number of world-class academic centers and national technology platforms, to strive for original academic achievements with Chinese characteristics and international influence, to strengthen the capacity of platforms for innovative scientific research catering to important needs of the nation, to enhance the central competitiveness in scientific research, scientific innovation and decision-making abilities, and to improve services to national and regional economic developments.

Department Planning

The medium-term goals of Fudan's department planning include: to ensure that all the departments excel in the nation, that some departments reach international standards, and that the international influence of various departments be expanded significantly. The Development Planning Office is in charge of department planning, the election, investigation, and examination of key disciplines.

Humanities and Social Sciences

Research in the humanities and social sciences at Fudan is committed to transmitting and innovating culture. With "national construction" as its thesis, the research focuses on studies of Chinese traditional culture, Chinese problems, and communication as well as cooperation with the rest of the world. The Office of Sciences and Humanities is a comprehensive functional department responsible for administration of the school's humanities and social sciences research.

Natural Sciences and Engineering

Research in the natural sciences and engineering at Fudan is actively heading towards the international academic forefront, and is geared towards the nation's most significant needs and important questions, with a focus on quality guidance and significantly innovative results in science and technology, as well as displaying academic teamwork and comprehensive evaluation of academic results. The Science and Technology Division is a functional department of the school's science and technology management. Medicine Medical sciences at Fudan have long stood at the forefront in China, with an excellent tradition, a solid foundation, and well-organized courses. Shanghai Medical University acts as a delegated agency of the school. Under authorization of the school, it manages talent development,

scientific research, department planning, foreign exchanges, and development programs at the various medical colleges, research institutes, and affiliated hospitals.

Code:	CFS30
Name:	Campus life
From:	http://www.fudan.edu.cn/en/channels/view/116/
Word count:	330

Campus life

Fudan University currently has five four-year residential colleges, each named after a different former college president's given name or courtesy name. Zhide College commemorates Fudan's founder Ma Xiangbo (given name Zhide), with green as the color of its uniform and flag; Tengfei College commemorates former school president Li Denghui (courtesy name Tengfei), with red as its color; Keqing College commemorates the founder of Shanghai Medical College, Yan Fuqing (courtesy name Keqing), and its color is blue; Renzhong College commemorates the first school president after the Liberation, Chen Wangdao (courtesy name Renzhong), with the color orange; and Xide College commemorates Fudan's first female president Xie Xide, with the color purple.

The colleges are divided up based on the different dormitory areas, with mutually independent spaces, including housing and a public area within each space. The layout of the dormitories within each college is based on the overlap of academic disciplines and the blending of different areas of study. The function of the colleges is to realize education through culture in a residential setting. They are a space shared by students and teachers alike, and are an educational platform managed by the students themselves. The dean of each college is one of the school's senior professors. The colleges include a board of management to assist the dean, a student-run board of management composed of students from within the college which independently establishes the various committees and carries out the functions of self-management and service, as well as self-education.

College life is an important part of learning outside the classroom and campus culture, allowing students to increase their own academic interest and cultural attainment, as well as practicing their interpersonal communication and social leadership skills, and molding their social responsibility and leadership, all very important functions. The school fully respects the dean's leadership of the college, and respects the students' power to make their own decisions in the management of the college, fostering development of the students' ability to manage themselves.

Code:	CNA31
Name:	University motto and spirit
From:	https://www.nju.edu.cn/EN/university_motto_spirit/list.htm
Word count:	343

University motto and spirit

Over the past century, Nanjing University has been through many vicissitudes and experienced repeated changes in its name and location, but its traditional spirit of honesty, perseverance, self-reliance and unremitting pursuit of truth and creativity has been passed on from generation to generation and will be carried forward into the future. It is such fine tradition and spirit that allow the university to establish itself in the growth of the Chinese and world civilization, enrich its cultural heritage and nurture honest, persistent and self-reliant students. Since its establishment over a hundred years ago, Nanjing University has maintained its youthful vigor and made progress in various undertakings. It has made remarkable achievements in areas such as talent training, scientific research, social work and academic exchanges and has made indelible contributions to China's scientific, cultural and educational undertakings.

“Sincerity” is the most original part of the traditional spirit of Nanjing University. It means honesty, earnestness and simpleness, with honesty being the core and root. Learning with sincerity means seeking truth from facts and being rigorous and diligent in pursuing truth. Only in this way can we make true achievement in learning and shoulder the responsibility of rejuvenating the Chinese nation.

“Aspiration” asks for grandeur and greatness. It urges us to be ambitious in “doing big things” and to foster the spirit of fearlessness. Both we teachers and students should have a

sense of responsibility and a sense of calling so that we can link our own goals with the needs of the development of our country and the progress of human civilization.

While “Sincerity with Aspiration” reflects the educational philosophy and objectives of the university, “Perseverance with Integrity” lay stress on the approach to achieving these objectives. These two words encourage us teachers and students to work hard and practice with our hands. We should not only have great ambitions but also put to practice what we have found to be true. Only through down-to-earth practice can we fulfill ourselves and show to others what we know and who we are.

Code:	CNA32
Name:	NANGJING AT A GLANCE
From:	https://www.nju.edu.cn/EN/glance/list.htm
Word count:	468

NANGJING AT A GLANCE

Situated in the old capital city of Nanjing, Nanjing University (NJU) has a one-hundred-year-long history and enjoys high prestige. It evolved from Sanjiang Normal School (established in 1902), to Liangjiang Normal School, to Nanjing Higher Normal School, to National Southeastern University, to National Fourth Sun Yat-sen University, to National Central University, to National Nanjing University, and finally to Nanjing University in 1950. In the nationwide restructuring of universities and colleges undertaken in 1952, NJU was integrated with Jinling University and retained its name Nanjing University. The university then moved from Sipailou to Gulou, where Jinling College used to be.

Position

In its century-old history, NJU has witnessed and shared our nation's hardship and glory, striving with great effort to make its contributions to national revitalization and scientific progress. Faced with new, historical opportunities brought forth by the Reform and Opening-up, NJU as a key comprehensive university under the direct supervision of the Ministry of Education has upgraded itself with good momentum of development in teaching, research and social service, ranking among China's top universities in its teaching indexes and overall strength. In 1994, NJU was accredited as a key university receiving support by "211 Project." In 1999, it became one of the first batch of high-level universities receiving support by "985 Project." Since 2006, it has been under the joint construction by the Ministry of Education and Jiangsu Province.

Students and Faculty

At present, NJU has three campuses: Xianlin Campus, Gulou Campus and Pukou Campus. With 28 schools under the university's direct supervision, the number of the students in 2016 is 32,999 in total, including 13,583 undergraduates, 10,865 master students, 5,335 doctoral students, and 3,216 full-time international students. The university boasts a faculty made up of the most accomplished scholars in China, a large number of outstanding disciplines and many important national and provincial research platforms.

Teaching Ideas

Over the past century, centering on educating men and women, NJU has, in different historical periods, cultivated and turned out many talents, who have made enormous contributions and achievements in their respective fields. Since the Reform and Opening-up, the university has explored many different methods of reform in teaching and education and has brought up many important educational ideas and teaching theories, which have exerted significant influence on higher education both at home and abroad.

At present, NJU has set up the goal of “doing the best in undergraduate education,” adhering to the education idea of “integrating disciplinary building with undergraduate teaching, liberal education with personal cultivation, foundation broadening with practice deepening, and learning to learn with learning to be a citizen.” The university keeps deepening the reform of the mechanisms of cultivating creative talents and fostering leading figures and outstanding talents with creativity, practical ability and international vision for all walks of life in society.

Code:	CNH33
Name:	Nanjing University Wins Two State Science Awards
From:	https://www.nju.edu.cn/EN/9b/8c/c4649a236428/page.htm
Word count:	525

Nanjing University Wins Two State Science Awards

The CPC and state leaders Xi Jinping, Li Keqiang, Zhang Gaoli and Wang Huning presented awards at the 2017 State Science and Technology Award ceremony, held in the Great Hall of the People in Beijing on January 8, 2018.

The awards presented included two State Top Science Awards, 35 State Natural Science Awards, 66 State Technological Invention Awards and 170 National Awards for Science and Technology Progress.

Two of the research achievements from Nanjing University won the second prizes of the State Natural Science Award, making the university one of those top winners of Natural Science Awards nationwide.

The team of research on “the formation of Cenozoic granitoid and continental crust evolution in Cathaysia Massif” won a second prize of the State Natural Science Award, and the team was headed by Professor Zhou Xinming, School of Earth Sciences and Engineering, Nanjing University.

The team selected Cathaysia Massif as the focus of study because it has the densest granite with the most complex formation of all. The study was the first in exposing the relationship between Tethys domain in Indo-China diastrophism and Pacific tectonism. It established a new model of the reduction and extension of the formation of Cenozoic granitoid and volcanic rock. It identified the main provenance and heat reservoir of the formation of Cenozoic granitoid and revealed the heat mineralization regularity of rare metal granite magma.

The project team published eight major papers, which have been cited for more than 1,400 times by other SCI papers. Its achievement has important significance in the research on the formation of global granite and continental crust evolution.

The team of basic research on “Surface and Interfacial Regulation of Several Low Dimensional Semiconductors and Relevant Devices,” led by Professor Shi Yi from, School of Electronic Science and Engineering, Nanjing University, won another second prize of the State Natural Science Award.

This project explores issues on structure-activity relationship between nanostructures and devices, and it has revealed the pervasive principle of nanomaterial processing, proposing new ideas for regulating the surface/interface electronic state of nanostructures to enhance the performance of devices. It has also developed the new devices which go beyond the conventional performance limits.

The major achievements of the team include:

- (1) proposing a method for the processing of one-dimensional nanomaterials based on new principles of self-dissolving template method and nano stress cleavage;
- (2) revealing the effects and regulation mechanisms of two-dimensional crystal surface/interfacial state on carrier transport; and
- (3) discovering the multi-channel coupling effect of semiconductor hydrogel charge transport, which solves the core problem of interface signal transmission in multidimensional heterogeneous nano-devices.

The project team published a total of 236 SCI papers, eight of which have been cited for more than 1,100 times by other SCI papers. Part of the project’s achievements also won the first prize of 2016 Jiangsu Provincial Science and Technology Award.

Since the reform of the national science and technology awards system in 1999, Nanjing University has won, as the first project holder, 38 national science and technology awards, covering a wide variety of disciplines, reflecting the advantages and characteristics of Nanjing University as a comprehensive, research-oriented university.

Code:	CNH34
Name:	NJU Professor Guo Zijian Co-Opted Chinese Academician
From:	https://www.nju.edu.cn/EN/83/0a/c4649a230154/page.htm
Word count:	322

NJU Professor Guo Zijian Co-Opted Chinese Academician

Nanjing University professor Guo Zijian was elected an academician of the Division of Chemistry, Chinese Academy of Sciences, according to the list of academicians co-opted in 2017, officially announced by the Chinese Academy of Sciences (CAS) on November 28.

According to CAS' election regulations, a total of 61 CAS academicians and 16 international CAS academicians were co-opted this year, including 11 for the Division of Mathematics and Physics, 9 for the Division of Chemistry, 13 for the Division of Life Sciences and Medicine, 10 for the Division of Earth Sciences, 6 for the Division of Information Technology Sciences, and 12 for the Division of Technological Sciences.

Born in Hejian, Hebei Province, in October 1961, Guo Zijian studied and worked abroad for 10 years. In 1999, he became a professor at Nanjing University and was later appointed director of the university's National Key Laboratory of Coordination Chemistry and dean of the School of Chemistry and Chemical Engineering.

Guo has won research funds from many projects including the National Science Fund for Distinguished Young Scholars, the National Natural Science Fund for Innovative Research Groups and the National 973 Project.

He was awarded the Luigi Sacconi Medal of the Italian Chemical Society and the first prize of the Natural Science by the Ministry of Education.

Currently Guo serves as a deputy director of the academic board of the National Key Laboratory of Coordination Chemistry and an associate editor of the international journal *The Coordination Chemistry Reviews*.

Guo's field is chemical biology. He has designed the fluorescence probe of metal ions, which improved fluorescence imaging in observing ionic transfer and enrichment. He has investigated the metal antineoplastic drug and constructed the targeted drug delivery system of new platinum drugs. He has also developed copper complexes-based artificial nuclease and studied the structure-function relationship and synergistic effect of metals as well as the correlation between the DNA breakage and antineoplastic activity.

Code:	CNR35
Name:	Research at Nanjing University
From:	https://www.nju.edu.cn/EN/6617/list.htm
Word count:	159

Research at Nanjing University

Nanjing University houses a good number of national innovative research bases.

In recent years, NJU has undertaken dozens of state key projects. And the quality and quantity of research papers cited by Science Citation Index (SCI) ranks top among the Chinese universities.

Over the past decade, NJU has acquired more than 800 national, provincial and ministerial awards for research. In 2006, NJU won the National First Prize, which is the highest award for natural scientific research in China.

Besides basic scientific research, NJU puts a lot of efforts in applied scientific research and engineering to promote the economic and social development of China. Since 2005, in collaboration with local governments, NJU has set up over 13 institutes to boost the industry academia cooperation and local economy, relating to such areas as new materials, electronic information, bio-pharmaceuticals, environment & resources, and fine chemicals.

Nanjing University strives to be a world-leading international, comprehensive and research oriented university.

Code:	CNS36
Name:	New Student Enrolment
From:	https://www.nju.edu.cn/EN/5067/list.htm
Word count:	339

New Student Enrolment

Registration

Students must register within the time period stipulated in the notice of admission. Bring the notice of admission letter, form of JW202 and passport to Nanjing University to do registration.

Be sure to take several passport-sized photos with a light background with you when you do registration at NJU.

Registration Dates

End of August (for fall semester); End of February (for spring semester)

Registration Address (in English)

Lobby in the ground floor of Zeng Xianzi Building, Institute for International Students, Nanjing University, 18 Jinyin Street, Gulou District, Nanjing.

Notice: After registration, please come to the dorm in Xianlin campus to check-in.

Physical Examination Form

Physical Examination is only required for one-year students.

The result of Physical Examination will be necessary in the applications for both Visa and Residence Permit in China.

Before registration, you should bring the original copies of the “Physical Examination Record for Foreigner,” and the “HIV, Syphilis, and Hepatitis Examination Report” to Jiangsu International Travel Health Care Center (No. 39 Chuang-Zhi Road) to have them verified.

Notice:

1. The Procedure at Jiangsu International Travel Health Care Center will require you to pay an application fee.
2. You may be required to do the examination of “HIV, Syphilis, and Hepatitis Examination Report” at Jiangsu International Travel Health Care Center.
3. The examination of “Physical Examination Record for Foreigner” could be done in your home country in advance. Exchange students must take the original copy of “Physical Examination Record for Foreigner” by themselves to Nanjing University. Please do not send it to our office.
4. Please download Form of “Physical Examination Record for Foreigner” from the [website](#).

Insurance

Exchange students must have comprehensive health insurance valid in China for enrollment as a full-time student at NJU. Since many insurance policies purchased outside China require substantial co-payments, have caps or exclude many illnesses, it is therefore urged that all incoming students should purchase a student health insurance when they do registration at NJU.

Price: 400 Yuan RMB/one semester & 800 Yuan RMB/one academic year.

Code:	CSYA37
Name:	About Sun Yat-sen University
From:	http://www.sysu.edu.cn/2012/en/about/about01/index.htm
Word count:	362

About Sun Yat-sen University

Sun Yat-sen University, founded by Dr. Sun Yat-sen and with an educational tradition spanning over 100 years, is a preeminent research, academic and cultural center and the premier location for talent development in South China. Under the direct supervision of the Ministry of Education of the People's Republic of China, and strongly supported by both the Ministry and Guangdong Province, Sun Yat-sen University has developed into a modern comprehensive university that enjoys a reputation as a top-tier university nationally and a renowned university internationally. With five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen, and ten affiliated hospitals, the University is striving to become a world-class university and global center of learning.

Built on a solid multidisciplinary foundation of humanities, social sciences, natural sciences, medical sciences, and engineering, Sun Yat-sen University is propelled forward by the continuous pursuit of academic innovation. The University is equipped with a globally aware outlook, and has dedicated itself to being an institution that is “comprehensive, innovative, and open”. The University adheres to the socialist orientation of higher education, focusing on the fundamental task of nurturing virtue and talents. The goal of talent cultivation is to nurture students who have both ability and moral integrity, able to cultivate charisma and eager to serve their country. The basic guiding philosophy is to be oriented toward academic frontiers, oriented toward national major strategic needs, and oriented toward national and

regional economic and social development. The coordinated development of five campuses in the three cities of Guangzhou, Zhuhai and Shenzhen will jointly support the development of the entire University. The University is pushing forward the transformation from external development to internal development, the transformation from routine development to active development, and the transformation from a university with discrete advantages in humanities, social sciences, natural sciences and medical sciences to a university where humanities, social sciences, natural sciences, medical sciences and engineering can integrate and develop while retaining their distinctive characteristics. Now, standing at a new starting point, Sun Yat-sen University strives to enter both the national first-tier of universities and the ranks of world-class elite universities, building a first-class socialist university with Chinese characteristics.

Code:	CSYA38
Name:	President's Welcome
From:	http://www.sysu.edu.cn/2012/en/about/about02/index.htm
Word count:	460

President's Welcome

Welcome to Sun Yat-sen University. SYSU is a comprehensive national key university founded in 1924 by Dr Sun Yat-sen, a revolutionary leader of the 20th century, and has a teaching tradition spanning over a century. Located in Guangdong, the frontier of the reform and opening up of China, the University has four campuses in two beautiful cities: Guangzhou, the city of mountain and river, and the coastal city of Zhuhai. It shows its cultural features in an open and practical style. Since its foundation, the University has followed its motto: “ Study extensively; Enquire accurately; Reflect carefully; Discriminate clearly; Practise earnestly” and educated many students who are committed to rejuvenating China and serving the mankind. Today, SYSU has become a cradle for talents, a center for knowledge and technology innovation, a pillar to serve society and a base for cultural inheritance and innovation. The University is now standing on a new starting point and striving to become one of the world-class universities.

SYSU is the center of learning and culture in South China where great academic masters gather together. Many renowned scholars in early modern and modern China once taught at the University. Their strong characteristics and outstanding academic achievements have been influencing generations of students and have been urging them to advance the great academic traditions. We are proud that the University today has many distinguished scholars including academicians of the Chinese Academy of Sciences and the Chinese Academy of

Engineering, professors of Thousand Talents Program, chair professors of Chang Jiang Scholars Program, and recipients of National Science Fund for Distinguished Young Scholars. They carry on the traditions of the forerunners and become the academic pillars of the University. Faculty and students work together to create a liberal academic atmosphere for interdisciplinary studies, provide positive conditions for students to learn and grow, and build a harmonious academic environment for science and technology innovation and cultural inheritance and innovation.

The aim of talent cultivation at SYSU is to nurture high-quality, interdisciplinary and top-notch students with international perspectives, a sense of social responsibility and innovative spirit. To achieve this goal, faculty and staff make unremitting efforts to innovate mechanisms of talent cultivation in accordance with the fundamental principle of “educating with love”.

SYSU is what it is today thanks to the endeavors of generations of faculty, staff and students and the support of friends who care about SYSU. In the past decade in particular, the University has benefited from the joint construction mechanism of the Ministry of Education and Guangdong Province, the support of local governments, the advancement of reform and opening up in Guangdong and the generosity of local and international communities. We believe that the path of SYSU will be wider and its tomorrow will be better.

Code:	CSYH39
Name:	Miguel Nunes, Dean of School of Information Management of Sun Yat-sen University, is now the Chair of the Asia-Pacific iSchool regional chapter
From:	http://www.sysu.edu.cn/2012/en/news/news02/32377.htm
Word count:	289

Miguel Nunes, Dean of School of Information Management of Sun Yat-sen University, is now the Chair of the Asia-Pacific iSchool regional chapter

The 2018 iConference was themed "Transforming Digital Worlds" and was held in Sheffield, UK, between 25 and 28 March 2018. It was co-sponsored by the Information Schools of the University of Sheffield, and the University of Northumbria. The conference attracted more than 500 scholars from around the world, who gathered to discuss research developments in library, information and archive management. During the conference, Professor Miguel Nunes, Dean of Sun Yat-sen University's School of Information Management, became the new chair of the Asia-Pacific iSchool regional chapter in Asia. He took over the role from Professor Shigeo Sugimoto of University of Tsukuba and will serve from March 2018 to March 2020.

Professor Nunes also participated in the iConference's Best Practice session. He and Miss Ning Zhang (doctoral student) gave a presentation entitled "Teaching Research not Research Methods: a Summer School with a Reference", in which they introduced the rationale for the annual Summer School on Library Information and Archives Research Methodology. The presentation discussed aspects of the summer school's design and organization, the role of the contributing experts, financial support and student evaluation.

Qingbin Zeng (undergraduate student) also presented in the Best Practice Session. His paper, entitled "Incorporation Service Learning in an Information Service-Marketing Course" shows the effect of applying service learning to an undergraduate elective course. Mr Zeng took, as

an example, a reading promotion programme in a Guangzhou community library for migrant children. Using this example, he introduced the teaching practices of the School of Information Management to international counterparts, focusing on the following aspects: education philosophy, teaching objectives, design ideas, implementation of program and course evaluation.

Code:	CSYH40
Name:	The 13th International Thin Film Transistor Conference (ITC 2018) was held in Sun Yat-sen University (SYSU)
From:	http://www.sysu.edu.cn/2012/en/news/news02/32368.htm
Word count:	480

The 13th International Thin Film Transistor Conference (ITC 2018) was held in Sun Yat-sen University (SYSU)

From February 28th to March 2nd in 2018, the 13th International Thin Film Transistor Conference (ITC 2018) was held in Sun Yat-sen University (SYSU) in Guangzhou. ITC is the world's most professional and most influential international conference on thin film transistors. It is hosted by the ITC Organizing Committee coming from the United States, Japan, Korea, China, Germany, Britain and France, and has been held for 13 consecutive conferences.

The conference was hosted by the School of Electronics and Information Technology, the State Key Laboratory of Optoelectronic Materials and Technologies, and Guangdong Province Key Laboratory of Display Material and Technology. The conference was chaired by Professor Shaozhi Deng, the dean of the School of Electronics and Information Technology and vice dean of the State Key Laboratory of Optoelectronic Materials and Technologies. The conference co-chair was Prof. Hanping Shieh, a part-time professor of SYSU, and Prof. Hoi-Sing Kwok from Hong Kong University of Science & Technology. Prof. Chuan Liu from SYSU was the executive chair as the main organizer of the conference and he was responsible for the programs.

The conference attracted experts and scholars from more than 10 countries and regions including the United States, U.K., France, Germany, Italy, Switzerland, Saudi Arabia, South Korea, Japan and etc. The conference was sponsored by advanced semiconductor industrial companies including LG Display, Shenzhen China Star Optoelectronics Technology (CSOT) Co. Ltd., and Platform Design Automation (PDA) Inc, and etc.

The keynote speeches for the conference were given by: Professor Henning Sirringhaus from University of Cambridge, who is the expert of printed electronics, fellow of the Royal Society of U.K., and the director of Microelectronics Research Center; Professor Hideo Hosono from University of Tokyo, who is the expert of oxide semiconductor and Foreign Fellow of the Royal Society of U.K.; Professor Jin Jang from Kyung-Hee University, who is the expert of transistor circuits and fellow of Society of Information Display (SID); Professor Ananth Dodabalapur from the University of Texas at Austin, who is the expert in organic transistors and IEEE fellow.

The conference mainly focuses on 8 topics: oxide transistors, organic transistors, low-dimensional material transistors, device theory and model, transistor circuits, transistor sensors, and printed electronic integration. There are 6 keynote speeches, 41 invited talks, 29 oral presentations, and 35 poster reports. The conference made a warm atmosphere and the organization went smoothly from the beginning to the end. It has been highly appreciated by both the national and international experts and participants. They said that the conference reflected the rapid development of research in thin-film transistors all over the world and provided high-level academic discussions and a good collaborative platform for the scholars to study the development of semiconductors, display, sensing, and circuits. It has certainly promoted research and development in the field of new semiconductors and applications.

Code:	CSCR41
Name:	
From:	
Word count:	0

NO ARTICLE

Code:	CSYS42
Name:	SYSU Student Chorus
From:	213
Word count:	http://www.sysu.edu.cn/2012/en/life/life01/index.htm

SYSU Student Chorus

Founded in 1995, the SYSU Student Chorus has become a well-organized student society. It provides a stage for music enthusiasts to show their talents and perfect their performing skills. Since its foundation, the Chorus has presented various performances including solemn and elegant bel canto, agile and energetic national singing, and variable and flexible pop singing, which enriches campus cultural life.

Under the supervision and instruction of the directors, Guo Shuiliang, Xu Hong, Chen Ying and Zhou Li, the Chorus has gained many awards, such as the first prize in the National Choral Competition for College Students in 1999; wonderful and impressive performance in SYSU 80th Anniversary Evening Party taped on CCTV4 in 2004, and the first prize in the National Art Competition for College Students with excellent interpretation of “Rainbow After the Rain” in July, 2005. Besides, the Chorus held many concerts which received a lot of praise and positive reviews from faculty and students.

The directors pay great attention to the training of the students’ personal abilities, and therefore campus singers gained many prizes in all the previous Venus Singers’ Competitions (an annual SYSU singing competition) and other singing competitions of provincial or national levels. Through 12 years of efforts, the SYSU Student Chorus will witness a better future.

Source: <http://www.sysu.edu.cn/2012/en/life/life01/index.htm>

Code:	CTJA43
Name:	Introduction
From:	https://en.tongji.edu.cn/index.php?classid=75
Word count:	490

Introduction

Tongji University is one of the leading universities in China under direct administration of Ministry of Education, listed on “Project 985” and “Project 211”. With a history of over a century, Tongji has valued the balanced development of four functions, i.e. education, research, outreach, and culture inheritance and innovation.

The history of Tongji can be traced back to 1907 when German Medical School was founded by Erich Paulun, a German doctor in Shanghai. After being renamed Tongji German Medical School in the following year, it was formally established as a university in 1923. It became National Tongji University in 1927, one of the seven earliest national universities of China. Around 1949, Tongji already boasted five colleges of natural sciences, engineering, medical science, liberal arts and law, and enjoyed a fine reputation as a comprehensive university both home and abroad. Following a nationwide campaign of restructuring universities in 1952, Tongji became an engineering-intensive university with top-notch strength in civil engineering and architecture, which is second to none in terms of scale and number of disciplines. Since 1978, “two transforms” were launched, namely, the transforming to an international university by restoring links to Germany, and the transforming from a university focusing mainly on civil engineering to multi-disciplinary engineering university. In 1995, Tongji declared to be jointly built by the Ministry of Education and the Shanghai Municipal Government. By 2007 when it was celebrating its centennial, Tongji had become a comprehensive, international, research-oriented university with distinct features and global

influence. In 2013, the university proposed its vision of “a sustainability-oriented, world-class university”.

The university now covers 10 broad categories of academic disciplines, including engineering, science, medicine, management, economics, philosophy, literature, law, education and arts. The number of faculty stands at 2,786, of which 855 are professors, and 997 associate professors. The university now registers 18,581 full-time undergraduate students, 13,762 graduate students, and 4,279 PhD candidates. Another 2,197 international students are pursuing their degrees here.

The university offers 75 undergraduate majors (50 of which are enrolling students according to 17 broad disciplinary categories). It can grant master degrees in 55 broad academic disciplines, together with 15 professional Master’s programs and 26 engineering Master’s programs. It also grants PhD degrees in 31 broad academic disciplines with 3 professional PhD programs and 25 post-doctoral mobile research stations. Of all the disciplines, 3 are first-level national key disciplines, 7 second-level national key disciplines, 3 second-level national key disciplines (incubated), and 17 first-level Shanghai disciplines. There are 3 State Key Laboratories, 1 National Engineering Lab, 5 National Engineering (Technology) Research Centers, and 26 ministerial/provincial-level key labs and engineering (technology) research centers as well as 7 affiliated hospitals and 4 affiliated high schools. Since its founding, Tongji has turned out nearly 300,000 graduates, among which many are extraordinary political leaders, scientists, educators, social activists, business leaders, medical specialists, and engineering technology experts. Over 140 alumni are academicians of the Chinese Academy of Sciences, or the Chinese Academy of Engineering.

Code:	CTJA44
Name:	History
From:	https://en.tongji.edu.cn/index.php?classid=77
Word count:	412

History

The history of Tongji University can be traced back to 1907 when Tongji German Medical School was founded by Erich Paulun, a German doctor in Shanghai. The name Tongji suggests cooperating by riding the same boat. The school was expanded to include engineering in its programs and got its new name as Tongji Medical and Engineering School in 1912.

It was formally established as a university in 1923 and was renamed as National Tongji University in 1927. During the Anti-Japanese War (1937 -1945), the university campus was moved from Shanghai first to Zhejiang Province, then to Jiangxi Province and Yunnan Province and later to Sichuan Province. It was eventually moved back to Shanghai in 1946.

It then grew to be a comprehensive university which offered programs in science, engineering, medicine, arts and law. The university became known both at home and abroad soon. Following a nationwide campaign of reorganizing schools and departments between universities in 1952, Tongji University became a university with strength in engineering, esp. in civil engineering.

Authorized by the state central government, the university restored its relationship with Germany in 1978. Professor Li Guohao, president of the university and a member of the

China Science Academy, launched two transforms, that is, transform from a university with strength in civil engineering to a comprehensive university with strength in engineering; and transform from a university well-known in China to an international university known to the world. Since then the university gradually developed to be a comprehensive university strong in engineering which also offered programs in science, economics, management, arts and law.

As a university which had established a reputation for its research, Tongji became one of the first group of universities which were authorized by the China State Council to establish its Graduate School. As one of the leading universities, it was successful in its application for the 211 Program which provided universities with substantial government fund.

In 1995 the university became one to be jointly built by the State Education Commission and the Shanghai Municipal Government. In 1996 the university merged with Shanghai Institute of Urban Construction and Shanghai Institute of Building Materials. The merger was hailed by the State Council as Tongji Model in the system reform of higher institutions in China.

In April 2000, the expanded Tongji merged again with Shanghai Railway University. Now Tongji University has become a comprehensive university which offers a wide range of programs in sciences, engineering, medicine, arts, law, economics and management.

Code:	CTJH45
Name:	Classics of Chinese National Opera Staged on Tongji
From:	https://en.tongji.edu.cn/index.php?classid=61&newsid=134578&t=show
Word count:	213

Classics of Chinese National Opera Staged on Tongji

On the evening of April 8th, the Concert of the Classics of Chinese National Opera – Fine Arts on Campus, was held at the Auditorium of the Siping Campus, where some 2,000 teachers and students of Tongji University attended.

The concert brought into life the classics of Chinese national opera in such forms as chorus, solo, and duet. The audience marveled at the performance by bursting occasional long and lasting applause at the concert presented by the chorus: The Classical Set of the White-haired Girl and The Regret for the Past, the solo: Honghu Water Rises in Waves, Peach Blossoms, Embroidered Red Flag, and Ode the Mume Flowers, as well as the duet: Half selected from Lin Hui Yin. The concert drew to an close at the heel of the opera: Xiao Ehei's Marriage.

By appreciating the classics, savoring the works of taste, and enjoying the patriotic songs, I feel like the fine arts were actually with us all the time,' said a student from the School of Humanities.

The concert marked the beginning of the performance series of the Fine Arts on Campus 2018, which will soon see the Shanghai Light Music Orchestra and the Shanghai Dramatic Art Center appear on the stage of Tongji.

Code:	CTJH46
Name:	6th Tongji Sino-German Economic Law Symposium Held
From:	https://en.tongji.edu.cn/index.php?classid=61&newsid=134577&t=show
Word count:	245

6th Tongji Sino-German Economic Law Symposium Held

The 6th Tongji Sino-German Economic Law Symposium, hosted by the Law School of Tongji University (LSTJU) and organized jointly by the Law School of Humboldt-Universität zu Berlin (LWHUB) and the Law School of Universität Konstanz (LWUK), opened at Sino-France Center, Tongji University, on the morning of April 4th.

The theme of the Symposium this year was: Public Network and Big Data: Challenges Facing Public Welfare Service and Individual Privacy. During the one-day meeting, practitioners and professors of law at home and abroad discussed the possible legal problems in public and personal life nowadays in this new era defined by ‘big data.’ Specifically speaking, the problems discussed concerned competition law, contract law, intellectual property law and labor law in Chinese and German legal systems.

LSTJU, LWHUB and LWUK established Sino-German International Economic Law Institute jointly in 2012. A dual-degree program, Comparison of Economic Laws in China, Germany, and Central Europe, was officially launched the next year. Since then, the three law schools have been dispatching to one another international graduate students every year to be awarded two degrees for the master program after completing the required courses. In the same year, the Sino-German Economic Law Symposium was inaugurated and continues to be organized annually by the three law schools, in turn. By the end of 2017, LSTJU has sent a

total of over 40 graduate students registering in the program and received more than 30 graduate students from Germany.

Code:	CTJR47
Name:	Scientific Research
From:	https://en.tongji.edu.cn/index.php?classid=84
Word count:	273

Scientific Research

In light of the general target of the university's discipline development, the scientific researches are progressing quickly. Remarkable improvements have been made to the overall conditions of research and the university's research ability is much strengthened. In 2011 the university's total fund for research is 1.89 billion CNY. (from 1.17 Billion 2007 to 1.89 Billion 2011, see Fig.2) The university housed 29 provincial and ministerial research bases, among which six are of national level. The University has acquired a batch of national special key research projects, important research programs and national key construction projects, and yielded many remarkable achievements including the master design for Expo 2010, the deep sea drilling, the development of fuel cell car, the finding of genes causing atrial fibrillation, the key technology for building long-span bridge, and the large-scale biological processing of source water.

Sustainability-oriented research

Tongji University carries out a lot of sustainability-oriented research work, focusing on inter- & multi- disciplinary study and research, transition from basic to applied research to provide the solution, and social & economic development at regional, national, and international levels.(see Fig.3)

Fig.3 Research highlights

Currently, Chongming Island, located in the northeast of Shanghai, with its unique geographical advantage and superior ecological environment, attracts more and more attention. With the ongoing project “Research on Carbon Sinks Protection and Improvement in Chongming Eco-island” supported by the Ministry of Science and Technology of China and project” Research on Carbon Sources and Carbon Sinks in Chongming Eco-island supported by Shanghai municipal government , we aim to provide the decision-making support for the Eco-island construction, and effective experience and technical method for the local sustainable development.

Code:	CTJS48
Name:	Culture
From:	https://en.tongji.edu.cn/index.php?classid=105
Word count:	316

Culture

Tongji University has always been attaching great importance to developing culture, aiming at giving full play to culture in cultivating talents and enhancing cultural cohesion and soft power. Under such circumstances, the 12th Five-year Plan for Cultural Development of Tongji University was formulated and steadfastly followed as the guidance for improving the cultural landscape consisting of four modules full of Tongji characteristics, namely “Guidance of Cultural Direction”, “Cultivation of Cultural Environment”, “Support of Cultural Carrier” and “Spread of Cultural Influence”, which will work as a strong intellectual and cultural support for university’s overall development.

Continuous efforts have been made to enrich and diversify the development of campus culture with cultures at college and disciplinary levels at the core, including consistently improving and expanding the application of online and new media to create a vivid and comprehensive media platform, focusing on research and education about the Tongji history to ensure the passing down of the Tongji spirit from one generation to another. In addition, the essence of traditional Chinese culture will be actively advocated and spread to deepen students’ and teachers’ awareness of and confidence in Chinese culture; the nurturing and practice of the core socialist values will be integrated into the cultural and ethical progress.

Meanwhile, Tongji University spares no efforts to establish a public platform for sharing cultural resources, greatly enriching the cultural and recreational life on campus. The carriers

of cultural inheritance and innovation are diversified through further strengthening the development of the national base for culture-oriented quality education in Tongji and the Tongji arts practice base for university students in Shanghai, deepening the influence of fine arts activities on campus, and improving the services and functions of libraries, archives, gallery of Tongji University history and museums. Besides, the Festival of Arts held every year provides the staff and students with a broad arena allowing their exposure to arts and display of talents.

Code:	CNKA49
Name:	INTERNATIONAL STUDENT OFFICE
From:	http://study.nankai.edu.cn/en/pages?cid=89&pid=69
Word count:	196

INTERNATIONAL STUDENT OFFICE

International Students Office (ISO) is the office for the management of international students' affairs in Nankai University, with specific responsibilities as follows:

- 1) As the specific implementation unit of Nankai University for the management of international students, ISO is responsible for the managing of all international students, drafting management policies regarding international students, and establishing and improving related rules and regulations.
- 2) Responsible for management and coordination of admission for all kinds of international students. This includes: formulating admission policies, implementing enrollment and admission, promoting various programs and recruiting international students.
- 3) Responsible for management of daily affairs of international students, such as visa processing, school roll management, residence permit application, insurance, cultural and physical activities for international students at university level and services of psychological counseling.
- 4) Responsible for management of international students receiving Chinese Government Scholarship and Confucius Institute Scholarship; responsible for yearly-reviewing, evaluating and recommending scholarship students together with related colleges under the guidance of Ministry of Education, China Scholarship Council and Hanban headquarter.
- 5) Responsible for statistic report, information collection and report, foreign liaison, and information release of international students.

6) Responsible for handling emergency concerned with international students.

Code:	CNKA50
Name:	NKU CAMPUS
From:	http://study.nankai.edu.cn/en/pages?cid=90&pid=69
Word count:	334

NKU CAMPUS

The Nankai University campus consists of three campuses, the Balitai Campus, the Jinan New Campus and the TEDA Campus.

Balitai Campus:

Nankai University was founded in 1919 and original Campus is located at Balitai, Nankai district of Tianjin. The Nankai has been one of the most influential institutions in modern China. In its nearly 100 years of history, the Balitai campus has been the symbol of the educational philosophy of cultural heritage. Now, the culturally traditional and historical significance that is the old campus, Balitai is home to the traditional advantageous disciplines, currently hosting a total of 10 colleges: the Business School, School of Economics, School of Literature, College of Chemistry, School of Mathematical Sciences, Institute of Physics, College of Foreign Languages, College of Life Sciences and Institute of Japan Studies.

Jinnan campus:

Jinnan, the new campus of Nankai University, is located in the Golden Corridor of the Binhai New Area. In September 2015, it started its educational activities with a total of 14 colleges, the Zhou Enlai School of Government, College of Tourism and Service Management, School of Medicine, College of Pharmacy, Law School, College of Chinese Language and Culture, Faculty of Philosophy, College of History, College of Computer and Control Engineering, College of Electronic Information and Optical Engineering, School of Materials Science and

Engineering, School of Finance and College of Software. The Jinnan campus focuses on the emerging, cross, and applied disciplines, while at the same time reserving plenty of space for the developing of Nankai's future in international cooperation.

TEDA Campus:

Nankai's TEDA Campus, located in TEDA, Binhai New Area of Tianjin, serves as one of the three campuses of Nankai University. Its two current institutes are the TEDA Institute of Biological Sciences and Biotechnology and the TEDA Institute of Applied Physics. TEDA College is committed to pushing the industry involvement in education of Nankai University, exploring new models for education and promoting innovation within the education sector. TEDA College is actively expanding the awareness of the excellence of Nankai University, and its contribution to the building of Nankai into a top-ranking university.

Code:	CNKH51
Name:	NANKAI UNIVERSITY HELD THE NEW YEAR'S CONCERT TO WELCOME 2017
From:	http://study.nankai.edu.cn/en/article/detail?cid=77&pid=77&detail=101
Word count:	383

NANKAI UNIVERSITY HELD THE NEW YEAR'S CONCERT TO WELCOME 2017

December 27th, the fabulous annual New Year's Concert of Nankai University was held at Tianjiabing Concert Hall. Merry songs and beautiful melodies welcomed 2017. Students Symphony Orchestra, Students Choir, and Faculty Choir presented the concert, and also invited the Mongolian Faculty Choir from Xilinhot City (Inner Mongolia) to perform. The New Year's Concert was broadcasted live on television and through the internet from Jinnan Campus.

The show began with the folk song Mulan, which combines the Henan opera with the northeast song-and-dance duet and Chinese martial arts. The harmonious combination of songs and performances represented the historical, great and profound features of Chinese culture.

The audience highly appreciated the ethnic flavor of the concert, especially the melodious tones of the songs TheGypsies, Going to a Beautiful Place (performed by the Mixed Chorus), Love for Grassland, and Eight Horses. The Mongolian Faculty Choir from Xilinhot City performed Eclogue and Footstep. Their music reflected Mongols' work and everyday life.

Jangar is a traditional epic poem of the Oirat people, one of the three greatest epic poems in China. The Mongolian Faculty Choir played and sang The Prologue of Jangar, integrating

many different forms of art, including khoomei (sound of the throat), morin khuur (Mongol stringed instrument), and Mongolian long-tone folk songs. The singers recreated a magnificent picture of the brave hero.

This year marks the 80th Anniversary of the victory of the Long March. The symphony orchestra Long March Song Cycle reproduced the glorious victories of the Red Army: the end of the blockade, Zunyi Meeting, the historical campaign of crossing Chishui River four times, Dadu River, Snow Mountains and grasslands, and the final victory. What a spectacular performance!

Chancellor Wei Dapeng, President Gong Ke, Vice President and Vice Chancellor Yang Kexin, Vice Chancellor Li Yidan, and Vice President Yan Chunhua attended the concert. At the end of the concert, professors, students, and alumni sang Nankai University's school anthem together. Moreover, President Gong delivered a New Year's message to wish all Nankai people a happy new year. He hoped that Nankai people could carry on the spirit of the Long March, promoting the development of the country. Together, Nankai people can build a global university and a great socialist country, and promote the development of mankind.

Code:	CNKH52
Name:	INTERNATIONAL STUDENTS OF NANKAI UNIVERSITY EXPERIENCING CHINESE CULTURE IN SHANDONG
From:	http://study.nankai.edu.cn/en/article/detail?cid=77&pid=77&detail=84
Word count:	343

INTERNATIONAL STUDENTS OF NANKAI UNIVERSITY EXPERIENCING CHINESE CULTURE IN SHANDONG

Fifty-five international students from more than ten countries such as North Korea, Pakistan, Holland, Vietnam, Russia, Ukraine etc. visited Jinan, Shandong province recently in a ‘Experiencing Chinese Culture’ activity organized by the Office for Intertional Academic Exchanges (OIAE) of Nankai University. Jiuding Tower and Jiuru Mountain Waterfall are the two scenic spots for the two days’ trip. While appreciating the natual scenery, international students also enjoyed several interactive games in both scenic spots. ‘It helps a lot for us to have a better understanding of China and Chinese culture, meanwhile, it also makes us feel more interested in Chinese language learning.’ Some of them said after the trip.

International students first went to see Jiuding Tower Ethnic Groups Park in Jiuding Tower scenic spot. There are fifty-six echnic groups celebrating their own festivals in the park, with sixteen ethnic-style cottages of Dai, Wa, Yi, Miao, etc.. While watching performance, international students cannot help dancing together with the ethnic groups. They played several interactive full-of-fun games like ‘Relay Race of Pumpkin’ ‘Pull together and Go’. Several large real dramas are watched at the end of the first-day trip, such as ‘Good guy Qinqiong’, ‘Wusong drunkenly hits Jiang Menshen’, and ‘Liu Sanjie’s Search for a Husband’.

Jiuru Mountain scenic spot is called 'Jiuzhai Valley of the north China' for its beauty. As it is late autumn, trees of all over the mountain are turning red. International students closely enjoyed the original beauty at the spring waterfall area, canyon area, local culture experiencing area and mountain resort area. 'It is so beautiful and gorgeous ', said by them while leaving.

The activity of 'Experiencing Chinese Culture' is warmly welcomed by international students of Nankai University, officer of OIAE said. Students have been to Beijing (captical of China), Xi'an (Shaanxi province), Yan'an (Shaanxi province), Qufu (Shandong province), etc. before the trip to Jinan. All of the visited places acted as the practical 'classrooms' for the international students, while they enjoyed the original beauty of the country.

Code:	CNKR53
Name:	
From:	
Word count:	0

NO ARTICLE

Code:	CNKS54
Name:	Passport Loss & Passport replacement
From:	http://study.nankai.edu.cn/en/pages?cid=127&pid=73
Word count:	280

Passport Loss & Passport replacement

If you lose your passport, immediately report the loss to the nearest Public Security Bureau or police station, and retain the loss report given to you by the police. If the passport is lost at Nankai University, you can also go directly to the campus police station to report it. Once you have received a loss report from the police, take the report along with copies of your passport, valid visa or residence permit, and other necessary documents to the International Students Office. The Office will provide documentation that you will need to take to Tianjin's Exit and Entry Administration Department, where you will be issued proof of the loss of your passport. This proof of loss may be used to apply for a new passport or other travel document at your country's embassy in China. Once you have received a new passport, please immediately return to the International Students Office and apply for a new visa or residence permit. During this period, be sure to keep safe any relevant documentation in order to prove your identity.

At no point may the period of validity of your visa or residence permit be longer than that of your passport. If your passport will expire while you are in China, we recommend that you apply for a replacement passport from your country's embassy and consulate as soon as possible. After obtaining a new passport, please come to the International Students Office as soon as possible to record the replacement and have your visa or residence permit transferred to your new passport. Please note that visas and residence passports must be transferred within 10 days per Chinese law.

Code:	CXA55
Name:	History of Xi'an Jiaotong University
From:	http://en.xjtu.edu.cn/XJTU_Introduction/History.htm
Word count:	234

History of Xi'an Jiaotong University

Towering trees have their roots and the rivers flowing around the mountains have their sources. The predecessor of Xi'an Jiaotong University was Nanyang Public University which was founded in Shanghai in 1896. In 1905, it was transferred to the commercial department and was renamed Higher Industrial School. In 1906, it fell under the command of the postal transmission department. It was renamed Shanghai High Industrial School of the Postal Transmission Department. In 1911, it was again renamed Grand Nanyang University after the Xinhai Revolution broke out. After the Republic of China was founded in 1912, it was managed by the traffic department and was renamed the Shanghai Special Industrial School of Traffic Department. In 1921, Jiaotong University was set up by merging the Shanghai Special Industrial School, the Tangshan Special Industrial School, the Beiping Railway Management School and the Peiping Posts and Telecommunication School. After the founding of the People's Republic of China, the State Council, in light of the strategy of the economic development of the country, decided to move Jiaotong University to Xi'an. In 1959, the University was named Xi'an Jiaotong University and it was listed as one of the key universities in China. In April of 2000, upon the approval by the State Council, Xi'an Medical University, Shannxi Institute of Finance and Economics and Xi'an Jiaotong University were merged and formed the current Xi'an Jiaotong University.

Code:	CXA56
Name:	President's Message
From:	http://en.xjtu.edu.cn/XJTU_Introduction/Presidents_Message.htm
Word count:	797

President's Message

Dear all XJTU fellows and alumni,

At the end of Jiawu year when the Yiwei year is approaching, we extend to you and your family our warmest greetings and best regards, on behalf of XJTU faculty and students.

It's been nine months since we took up our posts. Being handed over the mission of further developing XJTU, we feel a strong responsibility and a desire to combat challenges. We will marshal our courage and steer XJTU faculty, staff and students through challenges and difficulties to capitalize our advantages, to keep XJTU excellence, to overtake, and to lead innovations, honoring the responsibilities conferred by the country and its people.

At present, XJTU enters into an important stage with unrivalled opportunities for pioneering its undertaking in the past. Slow actions bring slowdown and inactions result in a dead end. The prospect of XJTU could be foretold by its growth only. We are rethinking and redirecting the role and impact of XJTU in the country's campaign for deepened all-round reform and innovation-driven development in an attempt to conceptualize the strategic layout and orientation of concentration. The ranking of XJTU is a concern for all, leveraging the views of the alumni and society toward XJTU. Therefore, the most acute task we are facing now is to analyze our merits and flaws, modify and optimize disciplinary structure, bolster disciplinary building and cultivate overall competitiveness. Thanks to the vigorous support from the central and provincial governments, XJTU has launched the West China Science and Technology Innovation Harbor project and earned approval from the country for the Collaborative Innovation Center for High-end Manufacturing Equipment. The key to a

challenge lies in confidence building and decisiveness. One of the legacies of XJTU fostered over the centuries is to confront the reality and challenges with courage and proactiveness and practice devotion and diligence to eventually fulfill the values of XJTU bestowed by an era. Where there are concerns, attention and demands from the central government, the country and the society, there are people of XJTU and more impressive contributions they made.

The XJTU distinction is heir to its evolution in the past centuries and a spiritual lighthouse for us in the days to come. By the year 2016, XJTU will have witnessed two jiazi (a jiazi is 60 years). Those two 60 years create an invaluable record for a university in the history of the Chinese higher education. They are distinct in historical context and contribution. In the first 60 years, the XJTU predecessors made a major difference in the great endeavor of building the Chinese modern higher education; in the latter, the commitments to western relocation built new heights of XJTU achievements in western China and the country as well. XJTU alumni additionally reinforced the reputation by great excellence and accomplishments in different fields. They take their learning at XJTU as a great asset and feel pride of their bonds with XJTU. Against the backdrop of economic integration, rapid internet development and the Chinese campaign for rejuvenation, XJTU is about to embark upon the third 60th year. XJTU is preparing the celebrations for the 120th anniversary of Jiaotong University, and the 60th anniversary of its western relocation. The goal of the event is to optimize teaching practices, carry on the traditional excellence, and gather resources and networks to produce tangible and intangible results.

The alumni is the practitioner and heir to teaching and spiritual legacies of XJTU, the witness and think-tank of XJTU reform and further development, the role model of enrolled students, the talent repository of XJTU endeavors, and the connections of XJTU for international outreach. Their attachments to XJTU result from their affections, while their aspirations for

XJTU are to build its excellence in the world. Their ever-growing affections, plus the strong desire to bond and connect, will inject strong incentives to our undertakings. XJTU vows to foster with our alumni a network in which XJTU commits to alumni and vice versa to gain mutual support and growth. XJTU sincerely hopes our alumni could reinforce support and commitments and strengthen cooperation to achieve win-win apart from accomplishing our goal.

On our shoulder, XJTU feels a strong obligation to our alumni. XJTU has always made commitments to their work, life and learning. XJTU would take this opportunity to thank them for their unrelenting efforts to support the building and development of XJTU. We expect to strengthen our connections of different ways and encourage our alumni to readily raise their demands and appeals. We feel deeply obligated to serve our alumni.

XJTU has withstood the volatile changes in the past two 60 years and forged brilliant achievements in a span of three centuries. We are willing to take our responsibilities with a great respect to the past and dedicated to fostering a new chapter with a forward-looking vision. XJTU will further commit to its different initiatives and will bolster its impact in the society together with our alumni. We vow to do everything we can to honor the expectations of our predecessors and alumni.

Finally, XJTU wishes our alumni a happy new year, full of personal and professional success!

Code:	CXH57
Name:	Joint Laboratory for Clinical Medicine of Additive Manufacturing unveiled
From:	http://en.xjtu.edu.cn/info/1042/2145.htm
Word count:	126

Joint Laboratory for Clinical Medicine of Additive Manufacturing unveiled

On the afternoon of September 27, 2017, the National Innovation Institute of Additive Manufacturing and the First Affiliated Hospital of XJTU formally signed a strategic cooperation agreement for jointly establishing the Joint Laboratory for Clinical Medicine of Additive Manufacturing on 2017 China (Xi'an) International Additive Manufacturing Exhibition and Technology Summit Forum. XJTU Professor Lu Bingheng, academician of Chinese Academy of Engineering, presided over the conference's opening ceremony and the experts summit. Professor Lu Bingheng also delivered a notable keynote speech about the development trends and application prospects of 3D printing. He said that the application of 3D printing in biomedical and other fields shall be vigorously promoted so that 3D printing technology can become "professionalized and internationalized".

Code:	CXH58
Name:	Cross-Strait Workshop on Frontiers in Biomedical Interdisciplinary Studies held in Xi'an
From:	http://en.xjtu.edu.cn/info/1042/2150.htm
Word count:	176

Cross-Strait Workshop on Frontiers in Biomedical Interdisciplinary Studies held in Xi'an

Recently, the First Cross-Strait Workshop on Frontiers in Biomedical Interdisciplinary Studies was held in Xi'an to promote academic exchange, enhance academic cooperation, and boost development between Taiwan and mainland China. More than 300 experts and scholars from across the straits exchanged new ideas and new initiatives for interdisciplinary development. By focusing on integration and innovation of biomedicine and analytical chemistry in life sciences, this Workshop plans to provide a platform for seeking a point of breakthrough in multi-disciplinary integration in biomedicine, thus making a substantial contribution to the development of the related disciplines.

Many internationally renowned experts delivered well-received speeches during the workshop, including Academicians Chen Hongyuan of Nanjing University, Zhang Yukui of Dalian Institute of Chemical Physics, Tang Benzhong of Hong Kong University of Science and Technology, Tan Weihong of Hunan University and University of Florida, and Professors Lu Yi of University of Illinois at Urbana-Champaign, Lu Hongxing of National Chiao Tung University in Taiwan, and Yang Muhua of National Yang-Ming University in Taiwan, etc.

Code:	CXR59
Name:	Museum
From:	http://en.xjtu.edu.cn/Scientific_Researches/XJTU_Museum.htm
Word count:	491

Museum

Xi'an Jiaotong University Museum was founded in September 2004. As a comprehensive university museum, its functions include education, research, collection, exhibition and academic exchanges.

The museum covers an area of 6,500 square meters. It has an exhibition area of 4,500 square meters and a space of 1,500 square meters for office and lab. The Museum mainly has six exhibition areas, including Museum of Qinqiang Opera in Shaanxi

Province, Chinese Cultural Relics Art Gallery, Stele Calligraphy Art Gallery, Western China Peasant Painting Gallery, Xing Liangkun Ceramic Art Gallery and the Chinese Calligraphy and Painting Hall. Professor Zhong Mingshan is the curator of Xi'an Jiaotong University Museum, who serves as the consultant of Chinese Calligraphers Association and is used to be the vice president of C.C.A..

Museum of Qinqiang Opera in Shaanxi Province

The museum was cooperatively formed by Department of Culture of Shaanxi Province and Xi'an Jiaotong University in 2009. Through pictures and material objects, the museum makes a vivid demonstration of historical development, clothing and instruments, famous performing artists, playwrights and troupes of Qinqiang Opera. It also displays a variety of Shaanxi local opera materials, like shadow play and puppet.

Chinese Cultural Relics Art Gallery

The Gallery possesses a series of valuable cultural relics in art or history, which include painted pottery of the Neolithic Age, seals of Qin and Han Dynasties, the architectural materials focusing on bricks and eaves tiles, bronze wares and bronze mirrors in Han Dynasty, painted figurines, Tang's stone carvings, etc. These lovely art works show the rich style and decorative designs of ceramics, the glorious traditional architectural adornment, the classical seal cutting art, and the vivid sculpture art.

Western China Peasant Painting Gallery

This gallery shows a good number of paintings by peasant at Ansai county of Shaanxi Province and some magnum opuses by renowned paper-cut artist Ku Shulan at Xunyi county of Shaanxi Province. The Ansai peasant paintings have a peculiar spirit and artistic feature, with delicate structure, strong color, expressing their refreshing feelings of countryside life. Ku Shulan's works are featured by clear-cut outline, multi-layer and brilliant colors, revealing a spacious picture of the society and her profound inner world.

Stele Calligraphy Gallery

The gallery features fine epigraphs from the Northern Dynasties to Qing Dynasty, mainly unearthed around Xi'an area. Some script forms such as seal character, official script, regular script and running script can be found in these ancient epigraphs. Each of the epigraphs manifests not only an elegant article, but also a fine calligraphy work.

Xing Liangkun Ceramic Art Gallery

With donations from Mr. Xing Liangkun, the national level ceramic master, this gallery now has an outstanding collection of over 40 works by Mr. Xing. These works can be divided into three types: tea bowls, creating a mixture of round and square shape with brilliant multi-

colored glaze; Chinese palace lantern based on traditional cooking vessel which has three legs; the sculpture of body, with abstract and exaggeration, showing his fantastic imagination.

Code:	CXS60
Name:	Life at XJTU
From:	http://en.xjtu.edu.cn/Campus_Life/Life_at_XJTU.htm
Word count:	387

Life at XJTU

Located in Xi'an of Shaanxi province, XJTU includes three campuses, Xingqing campus, Yanta campus and Qujiang campus, covering an area of 1989400 square kilometers and gross floor area of 2038500 square kilometers. Foreign students mainly live in Xingqing and Yanta campus.

On Yanta campus are four [dormitory buildings](#), where Medicine majors and Finance majors live. There are two types of dormitories, single room and double room. Both are appropriately laid out and the building is equipped with necessary [electric appliances](#), studying room, communal kitchen, canteen and laundry room. The dormitory buildings are close to the campus canteen, basketball court, playground, teaching buildings and library. Buses and restaurants which can satisfy the dietary needs of different foreign students are available in the neighborhood.

Except for Medicine majors and Finance majors, the rest foreign students live on Xingqing campus. Three dormitory buildings in this campus are West seven, West eight and West thirteen.

Dormitory buildings West seven and West eight are connected with each other, and near the south gate of Xingqing campus. Bus station is just located next to the south gate. West seven dormitory building are provided for the doctors who have won the scholarship of Chinese government. In this dormitory building is single room with independent bathroom. Each floor is equipped with activity room and kitchen. West eight dormitory building (from fifth floor to seventh floor) are provided for foreign students who has won the scholarship, mainly for those

at public expenses. In this building are double rooms and few quad rooms with wood floor. Each floor is equipped with a bathroom and kitchen. These dormitory buildings are close to sport fields, like the tennis court, basketball court and football pitch.

West thirteen dormitory building is provided for the overseas students at their own expenses and located in the central area of Xingqing campus. In this building are single rooms and double rooms. Both are equipped with independent bathrooms. Each floor has a public bathroom and room with washing machine and refrigerator. There is also an answering room for Chinese majors to consult teachers. Dormitory building is managed by specific personnel, and the cleaner tidy the rooms frequently, creating a favorable environment for overseas students. It only takes three minutes for students to get to library, canteen, basketball court and football field. The newly-built canteen is just located on the opposite. Various cuisines, like South Korean food and western food are offered. Besides, the canteen in the dormitory buildings is open all day, providing different kinds of delicacies.

Code:	CSCA61
Name:	ABOUT1
From:	http://www.scu.edu.cn/en/about/H6401index_1.htm
Word count:	792

ABOUT

Sichuan University (SCU) is one of China's top universities, attached to the Ministry of Education. The Chairman of the University Council of Sichuan University is Wang Jianguo, and the President is Li Yanrong.

Sichuan University is located in Chengdu, a famous historical and cultural capital city of Sichuan Province, known as the land of abundance. It consists of three campuses: Wangjiang, Huaxi and Jiang'an, covering an area of 470 hectares and boasting 2.515 million square meters of floor space. The university campuses, with their favorable environment and beautiful landscape, make a wonderful place for learning and research.

Sichuan University is an institution that comprises three former national universities: the former Sichuan University, the former Chengdu University of Science and Technology, and the former West China University of Medical Sciences. The history of Sichuan University dates back to the Sichuan Chinese and Western School founded by Lu Chuanlin, Governor of Sichuan in 1896 on the orders of Emperor Guangxu. It is the earliest modern institute of higher education in Southwest China. The former Chengdu University of Science and Technology was one of the earliest multi-disciplinary engineering universities established through a restructuring program of colleges and universities. The former West China University of Medical Sciences, original West China Union University, was established by western Christian missionaries in Chengdu in 1910. It was not only one of the first

universities in the western tradition, but also one of the pioneering universities to offer postgraduate programs in China.

In 1994, the former Sichuan University and the former Chengdu University of Science and Technology merged into Sichuan United University, and then in 1998, it was renamed Sichuan University. CPC and state leaders including Jiang Zemin and Li Peng wrote congratulatory messages and gave their best wishes to the merger of the two universities. The second merger took place in 2000 when Sichuan University and the former West China University of Medical Sciences joined together. Sichuan University is a pioneer in the institutional reform of higher education. It's one of the first universities being reformed and has made historic contributions to the reforms of higher education in China, commented Li Lanqing, a former Vice Premier. During the May 12th Wenchuan earthquake relief period, CPC and state leaders including Wu Bangguo and Wen Jiabao visited Sichuan University.

Sichuan University enjoys a long tradition in education and boasts many renowned scholars. Over the past century, the university has attracted masters such as historian Gu Jiegang, writer Li Jieren, esthetician Zhu Guangqian, physicist Wu Dayou, botanist Fang Wenpei, public health expert C. C. CHEN, and mathematician Ke Zhao. The administrators of the university include some of the most important names in contemporary China, Wu Yuzhang and Zhang Lan, for example. Among the outstanding alumni are Zhu De, one of the founding fathers of the People's Republic of China, Yang Shangkun, a former Chairman of China, GuoMoruo and Ba Jin, both renowned writers, as well as national hero Jiang Zhujun. Over 50 members of the Chinese Academy of Sciences and Chinese Academy of Engineering

graduated from Sichuan University, and 36 out of 50 Sichuan Cultural Celebrities nominated in 2001, were also alumni of the university.

Sichuan University has a comprehensive range of disciplines covering 12 categories:

humanities, science, engineering, medicine, economy, management, law, history, philosophy, agriculture, education and art. It consists of 34 colleges, including a postgraduate college and an overseas education college. A total of 45 disciplines have been authorized by the state to grant doctoral degrees. Altogether, the university offers 354 doctoral programs, 438 master programs, 32 professional master's programs, 138 undergraduate programs, and 37 post-doctoral research stations. It also has 46 national key disciplines and 4 national key cultivated disciplines.

Sichuan University takes pride in its large pool of prominent scholars and professors. By the end of 2016, there were 5,324 full-time teachers. Among them, there were 1,767 professors, 14 academicians of the Chinese Academy of Sciences and Chinese Academy of Engineering, 6 Outstanding Professors, 80 experts recruited through the thousand Talents Plan(including 46 through thousand Youth Talents Program and 2 through the Recruitment Program of Global Experts, 41 distinguished professors and 14 Chair professors of the Changjiang Scholars Program, 45 winners of The National Science Fund for Distinguished Young Scholars, 9 Chief Scientists of 973 Project who led 12 National Basic Research projects, 30 winners of The Key Project of The National Social Sciences Program Fund, 12 winners of the National Award for Distinguished Teachers, 11 winners of the National Innovation Talents Promotion Plan the Youth Scientific and Technological Innovation Leading Talents and 123 experts recruited from the thousand Talents Plan of Sichuan Province.

In its long history as an institution of education, Sichuan University has formed a rich cultural heritage and laid a solid foundation in education. The university motto is as follows, sea, all water, receives all rivers; Utmost wit listens to all sides and the following four words embodies the university's recision, diligence, truth-seeking and innovation. To achieve the goal of being a first-class comprehensive research-oriented university, Sichuan University has shaped, in recent years, its own concept of higher education that promotes individualism, scholarship and excellence. It has developed a new management mechanism, in which teachers conduct education activities, students function as the center of education, and colleges and departments exercise management responsibilities. The university is dedicated to providing high-quality education through an integrated multi-disciplinary approach to research and teaching which will help cultivate elite members of the society who have a profound humanity background, trustworthy expertise, a strong sense of innovation and a broad international horizon. The current student body includes approximately 37,000 undergraduate students, over 20,000 master and PhD candidates and more than 3,400 international students and students from Hong Kong, Macau and Taiwan. Since 2003, the university has been honored with 31 National Teaching Achievement Awards, 33 National Excellent Courses, 12 National Video Open Courses, 31 Collectible Resources Sharing Classes and 23 doctoral dissertations that are included in the Top 100 Excellent Doctoral Dissertations.

Code:	CSCA62
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Name:	ABOUT2
From:	http://www.scu.edu.cn/en/about/H6401index_1.htm
Word count:	759

Sichuan University has exhibited great strength in research and made remarkable achievements over the years. It has 13 key national laboratories and engineering centers, 4 state-level international scientific and technological cooperation bases, 11 key laboratories and 6 engineering research centers under the supervision of Ministry of Education, and 3 key laboratories under the supervision of Ministry of Health. It also has 9 national centers for talent training, research and teaching, 8 National Experimental Teaching Demonstration Centers, 19 National Engineering Practice Education Centers, 3 National Experimental Teaching Center Of Virtual Simulation, 1 National Teacher Teaching Development Demonstration Center, 1 National Base of Culture-Oriented Quality Education for College Students, 9 National Off-campus Practice Education Bases for College Students, 4 key National Research Bases for Philosophy and Social Sciences, 3 National Drug Clinical Trial Institutes. Since 2005, the university has won 41 awards in three major national award categories for science and technology. In 2016, the research funding of the university increased to 1.86 billion RMB, the number of papers published ranked the 5th and the number of SCI papers ranked the 6th in China. In the field of humanities and social sciences, experts of the university compiled, edited and published several extensive collections and anthologies, including a Chinese Dictionary, The Complete Works of Song Dynasty, A History of Chinese Taoism, and Ru Zang(Collected Works of Confucianism).

Sichuan University has actively promoted both national and regional socioeconomic development, and is constantly building its capacity to serve the community and the society. The university is one of the first six national technology transfer centers in 2008 and was

among the first four universities honored as Model Institution or Corporation of Intellectual Property Right Protection in 2009. The Science and Technology Park of Sichuan University is one of the first 15 national college science and technology trial parks approved by the country. In 2012, it was named The National Class A (Excellent) University Science and Technology Park and has incubated over 335 science and technology enterprises including one publicly-listed company. In 2016, it was confirmed one of the first Model Base of Mass Innovation and Entrepreneurship, one of the first Model University of Deepening The Reform of Innovation and Entrepreneurship Education. In recent years, the university has established cooperative relations in production, education and research with over 6,000 corporations of more than 20 provinces (autonomous regions and municipalities) and more than 150 cities at home and abroad. In addition, the university has established about two hundred high-level university and enterprise collaboration platforms for production, education and research. During the past five years, it has undertaken more than 13,000 projects in technological development, transfer, service and consulting projects for domestic and foreign enterprises. A series of major scientific and technological projects have yielded leading technologies applied in related industries. School teachers and students has established over 60 enterprises with property rights by relying on scientific achievements. In 2009, the university was confirmed one of the first thirteen National University Base of Cadre Education and Training. It has 4 directly affiliated hospital of Ministry of Health, which played an important role in the treatment of serious natural disasters, such as the Wenchuan earthquake and Yushu earthquake of Qinghai province, making significant contributions to the development of national health care and people's health level.

Sichuan University has established contacts and cooperative relationships with over 250 renowned colleges and universities as well as research institutes from 34 countries and

regions. It has established well-rounded joint education programs of at different levels and in various forms with 214 famous universities from over 33 countries, including United States, Australia and some European countries. The University has established five Confucius Institutes in collaboration with five universities in South Korea, the US and Belgium. It has set up the Jiuzhaigou International Research Center for Ecology, Environment and Sustainability in a joint effort with the University of California and the University of Washington, Sino-US Institute for University Design with Arizona State University, Sino-German Joint Center for Energy Research with Clausthal University of Technology, Western China Poverty-Reduction Research Center with the State Council Leading Group Office of Poverty Alleviation and Development, State Council Leading Group Office of Western China Development, UNDP and the World Bank, Sichuan Post-Disaster Reconstruction Support and Research Center with Hong Kong Polytechnic University and Sichuan University-Pittsburgh Institute with University of Pittsburgh.

The university libraries have a collection of over 6.65 million books and the Humanities Museum houses over 85,000 objects, the Natural Museum, over 870,000 animal and plant specimens, and the Archives and History Exhibition Center, over 280,000 volumes of historical archives (including over 9000 valuable historical archives). The university also has gymnasiums equipped with complete and advanced facilities, and other facilities and services including Campus Network, Analytical and Testing Center, Modern Education Technology Center, Intensive Language Training Center, Adult Education College and Distance Learning College.

Looking ahead, Sichuan University shoulders the social responsibility to attract brilliant minds, nurture talents to serve the country, break new academic ground and promote scientific and technological development, whilst guiding the society. It will write more brilliant chapters in its history inheriting legacy whilst looking to a bright future of innovation and new possibilities.

Code:	CSCH63
Name:	On January 12th, 2018, Sichuan University convened a large-scale conference marking the formal launch of its “dual world-class university construction” scheme.
From:	http://www.scu.edu.cn/en/news/webinfo/2018/01/1514127426143335.htm
Word count:	508

On January 12th, 2018, Sichuan University convened a large-scale conference marking the formal launch of its “dual world-class university construction” scheme.

On September 21st, 2017, the PRC had released its official list of Chinese universities selected for “dual world-class university construction,” a national project designed to develop top-ranking universities and academic disciplines in China that will compete with the world’s leading academic institutions and disciplines. 42 universities and 95 academic disciplines at Chinese colleges were initially selected for world-class development. SCU was among those designated as an A-class university.

During the conference, SCU Vice President Xu Weilin spoke on “Sichuan University and World-class University Construction: A Roadmap for Strategic Development,” outlining the process and challenges of dual world-class university construction, introducing its overall aims and features, and detailing the “top ten construction” plan , “4+1 discipline construction” scheme, and proposed systemic reforms.

To better facilitate the process of world-class university construction, Sichuan University has specially appointed chief scientists to supervise world-class discipline construction for individual disciplines; leading experts will manage quality control and establish targets in compliance with national and university supervision.

Academician Wei Yuquan has been appointed chief scientist responsible for developing the discipline of biotherapy at SCU; Academician Zhang Xingdong is the leading scientist for the

biomedical engineering group; Professor Luo Zhitian heads the regional history and frontier studies group; and Professor Cao Shunqing is the leading expert for the group on the promotion of Chinese language and literature.

Representing the leading scientists responsible for developing world-class disciplines at SCU, Academician Wei Yuquan addressed the conference, stressing his and his colleagues' firm commitment to establishing front-line university disciplines equipped not only to compete, but excel, on the global academic stage.

On the same day, SCU President Li Yanrong and Party Secretary of the CPC SCU Committee, Wang Jianguo, signed agreements with the leading scientists and every college and school, detailing specific plans and strategies for the tasks ahead.

In his speech at the conference, President Li encouraged members of the faculty and university leaders to take their respective roles in the dual world-class university construction project and work hard toward the common goal of further raising the academic quality and global status of Sichuan University.

Wang Jianguo called on SCU faculty, staff, students, and alumni to contribute their experience and resources to the task at hand.

Vice President of Sichuan University Yan Shijing presided over the conference. He suggested that contributing to the construction of China's world-class universities represented a commitment to something larger: the "Chinese Dream" of the "great rejuvenation of the Chinese nation".

Outlined in the tenets of Sichuan University's plan for dual world-class university construction is the mission to construct a top university with Chinese characteristics "SCU-

style”; a global leader among higher education institutions and pioneer of innovative science rooted in the soil of Western China; a generator of new ideas, theories, technologies, and approaches to benefit society at large; a promoter of human progress, a producer of cultural goods, a preserver of civilizational treasures, and a beacon of hope for humankind.

Code:	CSCH64
Name:	Famous Sinologist Anatoly Lukyanov of the Russian Academy of Sciences Visits SCU
From:	http://www.scu.edu.cn/en/news/webinfo/2018/04/1520843791532534.htm
Word count:	299

Famous Sinologist Anatoly Lukyanov of the Russian Academy of Sciences Visits SCU

On March 29th, SCU Vice President Yan Shijing met with the famous Sinologist Anatoly Lukyanov of the Institute of Far Eastern Studies (IFES) at the Russian Academy of Sciences. Leaders and faculty of relevant departments joined their meeting, which Vice President Yan opened with an overview of the university’s history, development and academic concentrations.

During the meeting, Vice President Yan highlighted several notable accomplishments of the Institute for the Study of Sino-Russian Culture, jointly established by the Institute of Far Eastern Studies and Sichuan University, including the groundbreaking publications of ancient classics in Russian translation, such as the Spring and Autumn Annals, the Doctrine of the Mean and the Shijing. These types of projects, Yan noted, substantially contribute to cultural dialogue and exchange within the larger historical framework of China’s “Belt and Road” initiative.

Pointing out the recent re-instatements of both Xi Jinping and Vladimir Putin as heads of state, Professor Lukyanov suggested that Sino-Russian relations were very favorable at the moment, with Chairman Xi describing the comprehensive strategic partnership between the two countries as one of mutual, collaborative support, one which in turn offers a solid foundation for cooperation in cultural and educational sectors. Lukyanov was highly appreciate of the energetic and inter-disciplinary participation in a special seminar on Sino-

Russian studies co-organized by the Sino-Russian Cultural Studies Center within the School of International Studies at SCU; he looks forward to strengthening cooperative ties between Russian and Chinese academics in Russian area studies, Sinology and related fields.

At the close of the meeting, Professor Lukyanov presented Sichuan University with a copy of the Russian translation of the Shi Jing, jointly edited by Chinese and Russian experts in collaboration with the Institute for the Study of Sino-Russian Culture.

Code:	CSCR65
Name:	Research
From:	http://www.scu.edu.cn/en/research/base/webinfo/2010/05/1272525344181499.htm
Word count:	587

Research

The Research Institute of Chinese Non-orthodox Culture (RICNC) of Sichuan University was established in June 1999, based on the Research Institute of Buddhist Literature and Philology established in June 1996, ever since then, Professor Xiang-Chu had been its chief director. In September 2000, the institute was denominated Key Research Institute by the Ministry of Education of the People's Republic of China. RICNC's research colleagues mainly come from the staff of Sichuan University majoring in Chinese Classic Documents (which is authorized National Key Subject), Chinese Classic Literature, and Chinese Philology, while several colleagues are employed from other universities and research institutes all over the country. Some of the most famous scholars among the staff are: Professor Xiang-Chu, Professor Zhou-Yukai, Professor Xie-Qian, Professor Zhang-Yong, Professor Yu-Liming, and Professor Jiang-Zongfu.

The staff mainly contribute in three fields: vernacular language, popular literature, and secular beliefs.

With many important research papers and works published in the fields of Dunhuang popular literature and Buddhist popular literature, RICNC has long established its tradition in the field of popular literature. E.g., professor Xiang-Chu has published *Dunhuang Wenxue Congkao*, *Wangfanzhi Shi Jiaozhu*, *Hanshan Shi Zhu*, *Tangdai Baihuashipai Yanjiu*, etc. And Professor

Zhou-Yukai has published works in the fields of Zen master's gathas and literatures. All these work have received high praise among scholars all over the world and were highly praised by the Ministry of Education of PRC. The on-going programs include: (1) the study of different branches of popular literature in the history, dealing with vernacular poems, vernacular sayings, vernacular songs, etc. (2) the studying of the relationship between Buddhism and Chinese poems, with the approach of synchronic and diachronic analysis employed.

Benefited by the good tradition of vernacular language study established several decades ago by former scholars who ever worked in Sichuan University, the colleagues endeavor to probe various aspects of vernacular languages, such as the phonology, vocabulary, grammar, rhetoric, and the writings. Especially in the study of Dunhuang vernacular language and Buddhist vernacular language, items of literature, documents, and language are taken into account as a whole, resulting in the progress in this fields and catching the attention of scholars. Some of the published works about the language of Chinese Buddhist scriptures by Professor Dong-Zhiqiao and Professor Yu-Liming are well-known in and outside China. Professor Zhou-Yukai's Chanzong Yuyan and Professor Zhang-Yongquan's Dunhuan Suzi Yanjiu are also the most famous works in this field. The study of the language of Daoist scriptures had recently started, too.

The study of secular beliefs sponsored by RICNC's young scholars is also taking the lead among many other research groups, although this field is rather new. The research program is consisted of three parts: (1) branches of Chinese secular beliefs, (2) secular beliefs and Chinese literature, and (3) secular beliefs and Chinese society, with problems of religious and literature are involved as well as those of history and society. Professor Zhang-

Yong's Fudashi Yanjiu, Professor Liu-Changdong's Jintang Mituo Jingtū Xinyang Yanjiu, Professor Dong-Zhiqiao's Guanshiyin Yingyanji Sanzhong Yanjiu, Professor Yin-Fu's Zhongguo Dizang Xinyang Yanjiu, Professor He-Jianping's Zhongguo Weimo Xinyang Yanjiu are some of the outstanding works published.

Looking ahead, RICNC's colleagues have full confidence for the future. On the one hand, the good tradition long established by scholars in Sichuan University will be carried on. On the other hand, new approaches and new paths are due to be found in the coming decades. RICSC aims to establish itself as a charming centre of study, a charming centre of academic communication, as well as a charming centre of scholar training.

Code:	CSCS66
Name:	Student Union
From:	http://www.scu.edu.cn/en/student/union/H640501index_1.htm
Word count:	645

Student Union

The student union of Sichuan University is a bridge-like student organization connecting the students and the school under the guidance and leadership of the Sichuan University CPC committee. It firmly upholds Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theory, "Three Represents" and other important ideas, carrying out an in-depth study and practice of implementing the scientific concept of development, following and implementing the Party's education principles and policies as well. Its fundamental purpose is to service the students whole-heartedly. With improving the overall quality of the students as its core work, the student union works actively enriching the campus life, safeguarding students' rights and interests and guiding students' ideas. The student union serves well for students'"self-education, self-management, self-service".

Under the student union, there are 12 departments including the Learning Department, Rights and Interests Department and Quality Developing Center. These departments play an active role in maintaining fine school disciplines and school spirit. Besides, they also promote the harmonization of teaching order and the living and learning environment. Many colorful, healthy and beneficial academic and practical activities are organized by the students union. It also participates in the democratic management of student affairs in school. It maintains the legitimate rights and interests of students as well. At the meantime, the student union leads positive, realistic and innovative ideas for young people in the twenty-first century. It mobilizes and organizes the students to make their due contribution to develop our university into a "first-class research institution in china". Based on the principle

"all from the students; all relied on the students; everything for the students," Sichuan University student union provides for the students a full to demonstrate themselves, so as to help them grow and develop. Before, the student union has successfully held the Sixth "Challenge Cup" Wengfu China Business Plan Competition of College Students Festival bonfire, English speech contest, the top ten student awards show, Winter Round-Campus Run, Hometown Cooking Competition, girls' style competition, Graduates Culture and Arts Festival, "Practice Star NO.1" contest, flag swearing-in ceremony to commemorate the 5.12 Wenchuan earthquake and so on. These various healthy and useful activities have not only enriched students' after-school life, but also give them varying degrees of training, so the students' response is very encouraging.

As a defender for students' rights and a server in all aspect of their life, the student union focused on student's actual needs services effectively. The forms of its service are rich, covering many areas, like organizing student representatives to logistics managers, holding rights protection knowledge contest, setting up cafeteria supervision posts, etc. As for the college students' rights protection hotline, it has refined the positive interaction mechanism between the students and the school sections so that they can share information, feedback, and solve problems better. It links well the school and the students, gives voices on behalf of the general students, and builds with the teachers and students a harmonious and warm campus.

The student union always puts great efforts on organization construction and concentrates on doing work of high-quality. Combining current affairs and situation, it makes full use of "5·4 Youth Day", "10·1(National Day)", "12·9 Movement " and other important festivals.

Through seminars, lectures, performances and other forms of activities, it carries out attractive ideals and beliefs education and well as patriotic education with distinctive characteristics to help students establish a correct outlook on life, world and values. So the students can continuously improve their political quality and ideological consciousness, and thus form lofty ideals: fighting for the great rejuvenation of the Chinese nation and firm conviction to take the road of socialism with Chinese characteristics.

The student union of Sichuan University will continue to serve the students wholeheartedly, help the students to grow, and contribute to school's development and construction. It will endeavor to unite the students and guide them to become qualified builders and trustable successors of socialism with Chinese characteristics!

Code:	CTJIA67
Name:	History and Milestones
From:	http://www.tju.edu.cn/english/about/history/
Word count:	118

History and Milestones

Tianjin University is the oldest institution of higher education in the modern history of China. Founded in 1895 as Peiyang University, Tianjin University's 121-year history is the epitome of the progress of modern Chinese higher education, embodying the Chinese people's indomitability through challenging times. During its growth spanning three centuries, the University has been a pioneer in several fields, from the first aero engine in China to the first Hydraulics Laboratory established in China. The following timeline presents all the milestones that Tianjin University has passed on its way through history. See TJU take each step as it comes, and grow throughout the years into the leading research and teaching institute it is today.

Code:	CTJIA68
Name:	The Firsts and Pioneers
From:	http://www.tju.edu.cn/english/about/history/
Word count:	187

The Firsts and Pioneers

Tianjin University has been a pioneer in several fields. Here we outline some of the firsts to have been achieved on campus, from the first aero engine in China to the first unmanned aerial vehicle. Their stories are filled with the pioneering spirit, inventiveness, and innovation that we try to foster here at TJU, and can enlighten both students and the public, inspiring everyone to push forward no matter what their project. During our long history, many notable scholars have studied in Tianjin University's halls, enriching the culture of the university and sending forth new graduates into the world with the skills and knowledge they need to contribute to society. We have been lucky enough to see great minds from the fields of engineering, law and education walk through the gates of the university and go out and make an impression on the world, poet Xu Zhimo, the first Chinese judge at the Court of International Justice in the Hague Wang Chonghui, and economist Ma Yinchu, among many others. Here we provide an introduction to the most famous among many pioneers from TJU.

Code:	CTJIH69
Name:	People Flock to TJU's Annual Crabapple Blossom Festival
From:	http://www.tju.edu.cn/english/news/spotlight/201804/t20180411_305222.htm
Word count:	617

People Flock to TJU's Annual Crabapple Blossom Festival

Tianjin University rang in their annual Crabapple Blossom Festival on April 7th. It was good news for visitors who got to take advantage of the 3-day festival to enjoy the beautiful flowers.

The theme of the opening day was “Blossom in the New Era”. Three tour routes were played out based on different features, namely “the journey through innovation”, “the journey through memory” and “the journey of exploration”. Activities including visiting the university history museum and the alumni reception service were also incorporated into the event.

The energy-saving car displayed in Peiyang Square was specially designed. Song Cunji, one of the team members introduced that using 1 liter of gasoline offered by the company, the car managed to travel more than 300 kilometers during the race. He explained that team used aluminum to build most of its components, aiming to reduce friction while ensuring stability on the road. They also adjusted the engine to improve efficiency.

Lots of visitors, especially children, were impressed by the F1 car displayed next to the energy-saving car. “The car is incredible. It is not simply an immature invention but has practical usage”, Hou Haobin, a highway design engineer commented. He also said that his sons were obsessed with scientific exhibitions, especially ones including high-tech cars and

3D printing. He thought that Crabapple Blossom Festival is a great occasion to broaden children's horizons and reveal to them the mysteries of science.

The second ACS-TJU Chemistry Festival, jointly organized by the American Chemical Society and the Health Science Platform of Tianjin University was also held during the Crabapple Blossom Festival. Participants engaged in many interactive demonstrations. The demonstrations showed that chemistry is all around us, everywhere in our daily world! They learned how to use juice from red cabbage to test the pH of water, to see if water was safe to use. They understood how to get sugar and oil to mix, used color to detect ultraviolet (UV) radiation from the sun, and why sunscreen is important. And understood why balloons explode when you poke them on the top, but not on the bottom. There were other interesting things too. And all of them could be understood by non-scientists. With something for adults and children in every demonstration!

High school students crowded before the booth of admission consulting with their parents and teachers. A representative of the admission office said that most of the students and their parents were interested in major decision. One student from Dong Li Middle School said that he wanted to get admitted to Tianjin University to enjoy the atmosphere here.

The Crabapple Blossom Festival is a good time for alumni to come back to their alma mater and recall the days of their youth. Alumni can take photos in baccalaureate gowns and take a postcard specifically designed for the Crabapple Blossom. Tian Ye was an undergraduate of the class of 2015. This is the first time he has come back to his alma mater since his graduation. "It feels like coming home" he said: "I can feel Tianjin University always opens its arms to alumni." He was surprised by the popularity of the Crabapple Blossom festival. "Students here are becoming more innovative, full of ideas. I'm glad to see that through this

festival, more and more people find out about and develop an interest in the university. I hope it can be better and better every year.” There are about 30,000 visitors to the Tianjin Weijin Road Campus and the Peiyang Park Campus each year to experience the culture of Tianjin University and nature’s bounty. Youthful students and the Crabapple blossoms complement each other and share in the “blooming”.

Code:	CTJIR71
Name:	National, Ministerial, and Provincial Science and Technology Awards Led by Tianjin University
From:	http://www.tju.edu.cn/english/research/awards/
Word count:	219

National, Ministerial, and Provincial Science and Technology Awards Led by Tianjin University

The Winning Project of National Science and Technology Award in 2013

Key Techniques and Outfits of Numerical Control Processing Spiral Bevel Gear

Main Individual Participants: Wang Shuxin, Chai Baolian, Guo Xiaodong, Huo Jinhai, Zhang Lianhong, He Baiyan, Du Hongqi, Chen Yongliang, Wang Wei, Liu Dequan

Main Work Unit Participants: Tianjin University, Tianjin First Machine Tool Factory, Chongqing University of Technology, Tianjin Jingcheng Machine Tool Co., LTD

Type of Award: Second Prize of the National Award for Science and Technology Progress

Brief Introduction:

The project belongs to the area of machinery science and technology.

The three key techniques in the project are spiral bevel gear numerical control processing model, machine tool structure and accuracy design, and gear testing and modification. The project developed outfits like numerical controlling spiral bevel gear milling machine, gear grinding machine, and tumbling testing machine etc. The breaking of overseas technical monopolies has immensely promoted the development of high-end equipment manufacturing technology and met the great demands of heavy vehicles, large vessels, myriametre oil rigs in

China. The products have been identified as Chinese Well-known Trademark and the domestic market share is over 90%. In addition, the products have passed the CE Certification of the EU and been exported to 21 countries and regions.

Code:	CTJIS72
Name:	Services
From:	http://www.tju.edu.cn/english/campus/services/
Word count:	408

Services

Tianjin University is a National Key University directly under the administration of the Ministry of the Education, and its history can be traced back to Peiyang University, the first modern university in China, which was founded in October 2, 1895. It was renamed Tianjin University after the nationwide restructuring of colleges and departments in 1951. In 1959, Tianjin University was identified as one of the first batch of the 16 National Key Universities designated by the government, and it is also among the first group of institutions of higher learning to be included into the “211” and “985” Projects of national investment for developing world class universities. During the past 121 years, Tianjin University has made significant contributions to economic and social development, which must be due to its cultivation of a large number of high-level talents, and its outstanding achievements.

To build a strong nation, it is crucial for the education system to be set up and developed for the preservation of talents. The establishment and operation of the University aims to promote education for the ultimate improvement of national strength and prosperity, in accord with the University’s motto of "Seeking Truth from Facts". The University exalts preservation of its own traditions, in which the spirit of “precision in learning and strictness in teaching” is encouraged. Patriotism and devotion to the country is also considered worthy goals to hold onto, tied in with multiple avenues to encourage undaunted inquiry into academic truth, to foster competent talent, to pass on the cultural heritages, to buttress the

progress of our nation and to create a promising future.

In 2014, THE CONSTITUTION OF TIANJIN UNIVERSITY was officially approved by the Ministry of Education and to further define the University's overall development goals facing the new century and the development and promotion of quality education. In 2015, the new campus, Peiyang Park Campus was opened and commenced operation, and nearly 20 thousand students, faculty and staff live there. The University also celebrated its 120th anniversary that year. Tianjin University intends to start a new cycle of sixty years with commencement of the new campus, accelerating the “three runs on foot” strategy of national economic development, adhering to “people-oriented vision, reform and innovation, highlighting unique strengths, and focusing on quality”, promoting comprehensive reform in an all-round way, constantly improving the systems of a modern University, and striving for the goals of the world-class universities featuring “Comprehensiveness, Research, Openness and Internationalization”.

