

A Study on the Construction of China's National Image in Corpus-based English Textbooks: A Case Study of Chinese and Japanese Textbooks

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Abstract: English teaching materials serve as the most direct and authoritative channel for English learners in their language acquisition process. They also play a crucial role in cultural transmission, knowledge dissemination, and national image construction. Based on the comparison of the national image of China in the English textbooks of China and Japan, this paper, by understanding the similarities and differences in the construction of national image between the two countries, masters the image of China created in the Japanese textbooks, and contributes to the dissemination of China's national image under the background of "telling Chinese stories well". The method of quantitative and qualitative analysis is adopted in this study. The research finds that in terms of the proportion of Chinese images presented, Chinese English textbooks show a higher frequency of occurrence when displaying national images, and the content is richer and diversified. In terms of presenting Chinese images, Chinese English textbooks uphold the principle of neutrality and comprehensiveness, depict the image of China as the inheritor of history and culture in multiple dimensions, and highlight China's international influence. Regarding the strategies for presenting Chinese images, Japanese English textbooks have potential one-sidedness and misleading strategies for compiling Chinese images, which have certain biases and tendencies. Chinese English textbooks present a comprehensive image of China as a country connecting the past, present, and future, playing an important role in global affairs.

1. Introduction

As one of the most direct and authoritative channels for learners to contact language learning materials, teaching materials bear significant responsibility for transferring knowledge and culture. Teaching materials have a vital impact on learners' understanding and construction of "national image", and can promote learners to form a certain "impression" of "country". Therefore, the national image in the textbook has certain academic research value. Studying the image of China in Chinese English textbooks and Japanese English textbooks not only helps to understand how Japan constructs national image but also explores what kind of national image is created in Japanese English textbooks. At the same time, these experiences in shaping national image will help China to "tell China's story well", establish and maintain a positive and good image of China, and further promote the

communication of national image. Based on the national strategy, rooted in Chinese culture and adhering to the international vision, this study tries to inject new vitality into constructing and promoting China's national image.

2. Literature Review

With the advancement of international relations and communication in recent years, the study of national image is ascending. Boulding argued that “(national) image change is a long and demanding process. A positive image cannot be forced nor bought, and once it has been built it needs continuous cultivation.” [1] In Martin and Eroglu’s paper, “country image was defined as the total of all descriptive, inferential and informational beliefs one has about a particular country”. [2] Kotler and Gertner described that “country image can be understood as the sum of beliefs and impressions people hold about places. Images represent a simplification of many associations and pieces of information connected with a place. They are a product of the mind trying to process and pick out essential information from huge amounts of data about a place.” [3] The relationship between the media (especially mass media) and a country's national image has been an important issue of study. [4]

National image is not objective, but the communication subject guides the audience to think in a certain direction through a certain way, forms a certain subjective impression, and affects their attitude, perception, and emotion. “Perceived country competence refers to how a country is perceived to be competent, capable, and developed; perceived country warmth refers to how a country's people are perceived to be warm, friendly, or good natured” [5] [6]. The construction of national image is not only related to the main body of communication but also closely related to the audience. “The subjective knowledge structure or image of any individual or organization consists not only of images of “fact” but also images of “value.” [7] In the process of national image communication, the subject of communication guides the topic in a specific way. Public diplomacy shows the interaction between different communication stakeholders and the foreign public, where the former gives direct messages and often achieves the desired effects through communication channels [8]. At the same time, through receiving information from various channels and their personal experience, the audience gradually forms an overall cognition of the “national image”, which often prompts the audience to have a “stereotype” of a country. Terence Motsi and Ji Eun Park propose “a direct relationship between competence stereotypes and the micro and macro image of a country.” [9]. Currently, the construction of national image has become a grand narrative of cross-border, multi-dimensional interaction, whose core driving force comes from the profound insight and careful shaping of the national subject itself, followed by the role of key international stakeholders as bridges and conduits, which then resonate and generate identification on a global scale. Impressions of a country formulated by others build on the image the country authentically reflects about itself. This image, if successful, boosts countries’ competitiveness in all sectors. [10].

By adapting to the development of new media and mobile communication terminals, western media have multi-channel communication channels. And by relying on their diversified production methods and communication strategies, they enhance their news influence in the global layout, and continue to shape the international community's cognition and discussion framework on various events and issues. With the rise of China and the promotion of its international status, Chinese media are also accelerating the pace of globalization and international communication, carrying out international cooperation, and promoting China's voice and Chinese stories to the world. For China, improving the ability of international communication has become an important part of the national strategy, which is far more than competing for the right to speak on the international stage, but also to build a positive, healthy, and conducive to the long-term development of the country's international public opinion ecology. A true, positive, and charming national image is the key to enhancing the

international community's understanding, recognition, and respect for China so that China can be viewed from a more comprehensive, in-depth, and accurate perspective and feel its long history and unique cultural charm. China is committed to presenting to the world an image of an open, inclusive, peaceful, and responsible China from an all-dimensional, multi-tiered, multi-angle perspective, promoting the international community's deep understanding and wide recognition of China, and jointly promoting the beautiful vision of building a community with a shared future for mankind.

National image is the synthesis of all aspects of a country, and it is the public's stable impression and overall evaluation of the country's overall characteristics and international status. At present, academic circles have different opinions on the connotation and division dimension of national image, but most scholars agree that national image involves the construction of economic, political, social, cultural, and ecological image and is the overall understanding and perception of the domestic and foreign public on the comprehensive strength of a country. These different levels are interdependent, interconnected, and interact with each other. Based on the six sets of English textbooks selected in this study, the analysis dimensions of China's national image in this study are determined to be six dimensions: nature, politics, economy, culture, science and technology, and people. This study will study the image of China in the English textbooks of China and Japan from the above six dimensions.

3. Research Question

This study examines three sets of Chinese English textbooks and three sets of Japanese English textbooks to explore the construction of China's national image within them, focusing on the following three main issues.

- (1) What are the similarities and differences between Chinese and Japanese English teaching materials in terms of the proportion of Chinese images presented?
- (2) What are the differences between Chinese and Japanese English textbooks in presenting Chinese images from different perspectives?
- (3) What are the differences between how Chinese images are presented in English textbooks between China and Japan?

4. Research Design

The research process primarily includes the following three steps. The corpus processing tool AntConc is used to mark and analyze the texts from the four aspects of quantity, topic, high-frequency words, and reporting tendency, to investigate the national image of China constructed by China and Japan in English teaching materials. Firstly, the text parts of Chinese and Japanese high school English textbooks are selected as corpus. Chinese English textbooks are *Shanghai Edition Senior High School English*, *Beijing Normal University Press Senior High School English*, and *the People's Education Press Senior High School English*, while Japanese English textbooks are Big Dipper, Polestar, and All Aboard. For the sake of convenience, we will refer to texts' names by these abbreviations: SE (Shanghai Edition Senior High School English), BNU (Beijing Normal University Press Senior High School English), and PEP (the People's Education Press Senior High School English). By searching the keyword "China", this study systematically compares and analyzes the national image of China constructed in the textbooks of China and Japan according to the text parts of six English textbooks. Secondly, I built two corpora by myself. They are China's image in Chinese English textbooks (CICET) and China's image in Japanese English textbooks (CIJET). Finally, according to the corpus about Chinese national image in the self-built corpus, the corpus software AntConc is used to analyze the data, to determine the similarities and differences of constructing national images in Chinese and Japanese English textbooks.

5. Data Analysis

5.1 Distribution number of Chinese images

Table 1: Distribution number of Chinese images.

<i>Shanghai Edition Senior High School English (SE)</i>	<i>Beijing Normal University Press Senior High School English (BNU)</i>	<i>The People's Education Press Senior High School English (PEP)</i>	“Big Dipper”	“Polestar”	“All Aboard”	Sum
12	8	44	7	8	5	85

Upon analyzing Chinese and Japanese English textbooks, it is observed that Chinese English textbooks construct images of China more frequently than their Japanese counterparts. The specific data are clearly observable in Table 1. Chinese English textbooks pay more attention to China than Japanese textbooks. It is worth noting that even in English textbooks of the same country, there are significant differences in the proportion of China's national image construction. The national images of China appear most frequently in the senior high school English textbooks of the PEP, totaling 45 times, of which 32 times appear in the optional textbooks of the PEP.

5.2 Analytical dimensions of China's image

This study will analyze the image of China in Chinese and Japanese English textbooks across six dimensions: nature, politics, economy, culture, science and technology, and people.

Table 2: Distribution number of Chinese images.

	Nature	Politics	Economy	Culture	Science and Technology	People
<i>Shanghai Edition Senior High School English (SE)</i>			1	8	3	
<i>Beijing Normal University Press Senior High School English (BNU)</i>				3	1	4
<i>The People's Education Press Senior High School English (PEP)</i>	7	12	3	7	6	9
“Big Dipper”		1		3		3
“Polestar”	2	1	2	1		2
“All Aboard”				5		

As shown in Table 2, it is clear that there are both similarities and differences in the way China's national image is depicted in the English textbooks of China and Japan. Firstly, the emphasis and frequency of the appearance of the Chinese image vary across different textbooks. The PEP textbooks portray the most comprehensive and objective national image. As one of the most authoritative official textbooks in China, the PEP textbooks successfully construct a relatively all-encompassing and impartial image of China. In contrast, the representation of China's national image in Japanese English textbooks appears somewhat monolithic. It is noteworthy that all textbooks cover the cultural

dimension, indicating that regardless of the country, Chinese culture is an indispensable theme in English textbooks. However, some foreign language textbooks focus solely on the cultural aspects of China, without delving into other dimensions.

5.3 Presentation of China's image

A national image represents a country's comprehensive presentation and evaluation within the international community. It is a subjective value judgment based on facts, encompassing assessments and impressions of a nation's intentions, actions, and interactions with the outside world. A national image includes not only positive evaluations but also negative feedback. It profoundly influences a country's citizens' sense of identity and belonging to their nation and ethnicity, thereby impacting the country's stability and sustained development. In international relations, a national image affects a country's standing and power in various domains such as politics, economy, science and technology, and diplomacy. As a core component of "soft power," a national image multidimensionally shapes perceptions, trust-building, and the willingness to cooperate with a specific country within the international community.

As evidenced in Table 3, the data demonstrate distinct variations in the portrayal of China's national image within English textbooks across China and Japan. In Chinese English textbooks, depictions of China tend to be neutral, often presenting China's current state objectively through figures and examples. Positive representations are frequently associated with enhancing investment and trade cooperation with other countries or regions, paying attention to global climate change and its impacts, dedicating efforts to ecological system protection, proactively addressing various challenges, deepening China's ties with the world, promoting regional common development, and fostering future trade and cultural exchanges.

However, Japanese English textbooks have more negative depictions of China's image. For instance, Japanese English textbooks mention that Japanese companies opt to set up production bases in multiple countries, including China, to reduce labor costs. This action has led to a significant decrease in employment opportunities in related industries in Japan. Additionally, the influx of inexpensive imported goods from China has severely impacted Japanese domestic industries. Nevertheless, Japanese businesses have achieved product revitalization by focusing on high-quality products and implementing rigorous quality control measures, regaining market recognition once again. (Polestar) This article subtly conveys the reduction in domestic labor demand, the decline of local industries, and the significant drop in product output in Japan due to the shift of production overseas by using some sentences. The textbook illustrates, through concrete data changes, the severe impact on local industries: towel production plummeted to less than 10,000 tons, merely one-fifth of the previous output. For example: "cheap imports flooded into the country seriously damaging the domestic industries of many areas, but many towel companies there went out of business. The reason was the flood of clean towels that came in from countries like China."

In addition, the content description of the textbook also reveals the economic imbalance between low-cost production in developing countries and consumer markets in developed countries during the process of globalization of Japanese enterprises. Although overseas transfer brings the opportunity for cost reduction and market expansion, it also faces the challenge of industrial hollowing out and job market shock. In the pursuit of cost efficiency, Japanese companies are looking for the optimal allocation of resources on a global scale and moving production activities overseas, resulting in the loss of jobs and market share for domestic industries in Japan. It also led to the hollowing out of Japan's domestic industries and the loss of jobs.

In summary, the textbook content implicitly conveys the impact of the shift in overseas production on Japan's domestic industries, encompassing the decline of local sectors, the significant drop in

production, and the multiple challenges brought by globalization. However, through transformation and upgrading local industry revitalization and other strategies, Japanese enterprises can still maintain competitiveness in the tide of globalization and achieve sustainable development.

Table 3: Presentation of Chinese images.

	Negative Images	Neutral Image	Positive Images
China		44	20
Japan	9	5	6

5.4 The way China's image is presented

Information sharing constitutes the core element of image communication, where 'information' refers to objective data. In the process of constructing image cognition, objective information plays a cornerstone role. Following the principle of "objective determines subjective, subjective reflects objective, and plays an active role in objective", there is an internal connection between subjective feeling and objective feeling. Objective information provides a rich and real source of images, becomes an important basis for people to make subjective judgments, and occupies the main position of image communication.

Subjective feeling comes from personal experience and subjective experience and focuses on conveying one's true feelings. Different from objective information, subjective feelings are deeply affected by individual differences. Even in the same situation, different subjects may have completely different feelings, reflecting the diversified perception among subjects. The evaluation and cognition of national image are often influenced by both subjective and objective feelings.

The presentation of "national image" depends on the mass media, and its construction forms are mainly divided into two types: one is the self-image building as the subject of communication, and the other is the image building as the object of communication. Self-image goals focus on constructing, maintaining, and defending desired public and private images of the self, interpersonal goals shape construals of others, which in turn shape intrapsychic experiences of the world and of the self. [11] This study approaches the subject from diverse perspectives, drawing on both objective and subjective perceptions. It extracts evaluative factors from two main aspects: the perspective of information presentation (insider vs. outsider) and the selection of adjectives. Integrating insights from international political science and communication studies, it conducts interdisciplinary research to distinguish three models of constructing China's national image: "self-shaping," "other-shaping," and "co-shaping." This approach holds practical significance as well as academic value.

The construction of a national image involves a series of continuous processes, ranging from the national level to the reception by domestic and foreign audiences. The difference between the communication subject and key participants can be subdivided into three models: self-shaping, other-shaping, and co-shaping. Co-shaping can be divided into two types: other people's contact with their national image communication and their own people's contact with other countries' national image communication.

6. Chinese English Textbooks

(1) Chinese English textbooks adopt a self-shaping, "insider" perspective, presenting the image of China in a Chinese voice. Such as the author describes his unique experience of the Spring Festival in China and his personal feelings and memories of the Spring Festival from the perspective of a Chinese person.

For example: Every year, the moment I get on the train, I am surrounded by Shanxi accents - I know that I am heading home to my family. (BNU Compulsory 1, 2019: P52-53)

(2) The combination of Chinese English teaching materials, through the "outsider" perspective, that is, the Chinese author's life experience in the UK, shows the friendly exchanges between the Chinese and British people and the profound friendship established, this perspective promotes the mutual understanding and joint shaping of the two cultures.

For example: Six months ago, 19-year-old Xie Lei said goodbye to her family and friends and boarded a plane for London. It was the first time that she had left China. Xie Lei chose to live with a host family, who can help with her adaptation to the new culture. "When I miss home, I feel comforted to have a second family," Xie Lei said. "When there's something I don't know or understand, I can ask them. They are also keen to learn about China. Laura, the daughter of my host family, wants to study in China in the future." (PEP Optional 2, 2023: P14)

(3) Chinese English textbooks describe their experiences in China from a composite, "outsider" perspective and in a foreigner's voice. Such as a French writer Anselme Bria Saverin, through the famous saying "you are what you eat", leads to the discussion of the relationship between food and individuals and culture, and uses his experience of tasting different dishes across China as an example to demonstrate the diversity and depth of Chinese food culture.

For example: Later, I had a chance to experience authentic Chinese food by coming to China. When my family and I had just arrived in China, we went looking for a good place to eat in Beijing. (PEP Optional 2, 2023: P26)

(4) Role models frequently feature in Chinese English textbooks, highlighting their positive attributes and exemplary spirits. Examples include Tu Youyou, celebrated for her dedication to research and indifference to fame and wealth (BNU Compulsory 2, 2019, pp. 52-53), Yuan Longping, known for his perseverance and resilience in the face of adversity (SE Compulsory 2, 2019, p. 66), Lang Ping, recognized for her courage in facing challenges without fear (PEP Compulsory 1, 2023, p. 38), and Lin Qiaozhi, honored for her patriotism and selfless contributions to the field of obstetrics and gynecology in China (PEP Compulsory 3, pp. 16-17), and so on. The spiritual wealth of the role model is eternal, it can cross the boundaries of time and space, continue to inspire future generations to move forward, clearly realize their responsibilities and missions, and contribute their strength to the realization of the great rejuvenation of the Chinese nation. What's more, the spirit of these role models transcends national borders. Their outstanding performance on the international stage has not only won honors for China but also set an example for all mankind. They play an important role in promoting world development and contribute their strength to building a community with a shared future for mankind. In short, these role models are not only the pride of China but also the wealth of the world. They play an important role in promoting social progress and global governance and provide strong support and impetus for building a more harmonious, inclusive, and prosperous world. Such as Tu Youyou, China's first female scientist who won the Nobel Prize, was recognized as one of the most influential scientists of the 20th century for her discovery of artemisinin to cure malaria, which saved millions of lives.

For example: Tu Youyou was noted for her bravery in being a scientist during a difficult time for science in China, her ability to use old wisdom and new methods to achieve her goals, and the fact that her work bridged the Eastern and Western worlds, saving millions of lives. (BNU Compulsory 2, 2019, 53)

(5) Chinese English teaching materials provide a comprehensive portrayal of the national image, encompassing the traditional historical context, the realities of contemporary development, and the vision for future planning. It can be said that the construction of China's national image connects the past, present and future. At the same time, it also shows the national image of China as an important link and a key role in global affairs. For example, the textbook takes Xi'an, a thousand-year-old city, as the entry point, and compares its long historical background (such as the starting point of the ancient Silk Road and rich cultural heritage) with the rapid development of modern times (such as

the modern appearance under the Belt and Road Initiative), vividly showing the connection from the past to the present time dimension. With the in-depth implementation of the Belt and Road Initiative, Xi'an has become an important place closely linked to China and the world. The pace of its internationalization has been accelerating, the economic and trade cooperation and cultural exchanges with countries around the world have been strengthened, and the determination and actions of contributing Chinese wisdom and Chinese strength to the construction of a community with a shared future for mankind have been promoted (SE Compulsory 1, 2020, 24-25). And under the challenge of food security brought about by global population growth, Mr. Yuan Longping devoted himself to the research of hybrid rice and made great contributions to solving the problem of world hunger. This case not only demonstrates China's leading position in the field of agricultural science and technology but also reflects China's spirit of actively assuming social responsibility in global affairs and promoting the common development of mankind (SE Compulsory 2, 2020, 66-67); Through the discussion of Tangshan earthquake, it is emphasized that people should unite and cope with natural disasters together. With the joint efforts of the Chinese government and people, the process of rebuilding a beautiful homeland from the ruins of Tangshan city is a tribute to the perseverance of mankind, and proves to the world that in times of disaster, people must unite and maintain a positive attitude to rebuild a better future, which also demonstrates China's positive role and open attitude in the global disaster response (PEP Compulsory 1, 2023, 50); In sum, the image of China is not only a link between the past and the present civilizations for dialogue and exchange, but also an important carrier of Chinese culture to the world. It not only deepens the understanding of Chinese culture at home and abroad but also promotes the exchange and integration between different cultures.

For example: Written Chinese has also become an important means by which China's present is connected with its past.....As China plays a greater role in global affairs, an increasing number of international students are beginning to appreciate China's culture and history through this amazing language. (PEP Compulsory 1, 2023, 62)

(6) Chinese English textbooks employ a series of neutral and descriptive terms, such as 'dramatically increased production,' 'became self-sufficient in,' 'China ranks 7th,' 'ancient China,' 'modern China,' etc., to construct a multi-dimensional national image. The use of neutral and descriptive terms aims to portray a comprehensive and objective image of China, avoiding the bias that may be caused by overly positive or negative emotional tendencies. By focusing on multiple dimensions such as historical and cultural heritage, scientific and technological innovation progress, social changes, and participation in international affairs, the textbook comprehensively and carefully outlines diversified dimensions of China's national image.

7. Japanese English Textbooks

(1) Japanese English textbooks often present images of China from the perspective of an 'insider,' that is, through the voice of a Chinese individual. In communication and cultural exchange, it is generally believed that the "insider" narrative can more deeply reflect the history, culture, social achievements, and the real truth of the countries' people. An insider's narrative is not just a simple statement of fact, but a mixture of emotion and memory, an affectionate telling of one's own country. They can capture the unique charm of culture from the nuances of daily life, and present those customs and values that may be strange and novel to foreigners in the world cordially and appealingly. However, in Japanese English teaching materials, when using the perspective of "insiders", that is, Chinese people themselves, to describe the image of China, they tend to show a more negative color. This approach not only mirrors Japan's specific cultural attitudes and communication preferences but can also influence other nations' understanding and perception of China's national image. Such as, from a Chinese perspective, a comparison of the school life of Japanese and Chinese students

highlights the differences between activities and learning dimensions in the education systems of the two countries. It shows the importance of extra-curricular activities in Japanese school culture, while concrete examples and figures highlight the intense learning pressure in the Chinese education system. By saying that Japanese students learn teamwork and cultivate friendship through school activities, it is implied that Japanese education attaches importance to students' all-round development and personal growth. Through direct comparison, the differences between the education systems of the two countries are demonstrated.

For example: Students in Japan have field days, festivals, trips, and many other events at school. They also have club activities every day after school. Chinese students are very different. In China, school is a place for study. We have a few events or activities. At my school, we have lessons from seven o'clock in the morning. We also have four hours of extra lessons after school. We sometimes even have classes on Saturdays and Sundays. Many of us study all the time. In Japan, students learn teamwork and friendship through their school events and activities. (Big Dipper 1, January 31, 2021, 12-16)

(2) In Japanese English textbooks, there is a noticeable tendency to highlight China's limitations in certain fields through comparison, thereby emphasizing Japan's comparative advantages. This codification strategy is potentially one-sided and misleading, as it tends to simplify complex, multidimensional issues into binary oppositions, reducing the multifaceted reality to a black-and-white model. It overlooks the intricate realities of the situation and fails to fully reflect the unique social structures, historical contexts, cultural nuances, and challenges faced by each country. We advocate an objective, comprehensive, and impartial view of the development trajectories and challenges facing countries. This means that education should go beyond a simple framework of evaluation of merits and demerits to explore the actual performance, achievements, and potential problems faced by countries in different areas. And it should be recognized that every country is a complex system of continuous development, multi-dimensional interlocking, and dynamic change. Furthermore, as an indispensable part of the education system, English textbooks carry the important mission of imparting accurate knowledge and cultivating cross-cultural awareness and global perspective. Therefore, it should be prepared under high standards of information accuracy and strive to avoid any content that may lead to misunderstanding, bias, or stereotypes. However, the textbook frequently uses "contrast as a rhetorical device" and constructs the image of China in the tone of "insiders", which has certain bias, one-sidedness, and negative tendencies. Through specific statistical data and some cases, the textbook effectively conveys the relationship between escalator usage habits and safety, discusses the differences in escalator usage habits and safety issues between Japan and China, and especially explains in detail the safety risks that may be brought by walking on escalators. Taking an escalator accident in a shopping mall in Hubei Province, China as an example, it is concluded that foreigners often notice that Chinese people's lack of escalator etiquette.

For example: In Japan, however, the worry is that walking on the escalator could increase your chances of dying. Earlier this year, Japan's Consumer Affairs Agency warned that 3,865 people in Tokyo alone had required hospital treatment for injuries suffered on escalators from 2011 to 2013. A guide on the Website of the Japan Elevator Association lists several reasons for not walking, which include the risk of slipping or falling because you are unbalanced. "There is a possibility of death or serious injury," the guide notes. If death by escalator sounds hyperbolic, the Japanese English textbooks cast your mind back a few months to the shocking footage of a mother being crushed to death riding an escalator in a shopping mall in China's Hubei province. While that incident appears to have been a freak accident, foreigners have often noted a lack of Chinese escalator etiquette. (Polestar 3, January 31, 2021, 88-89)

(3) Japanese English textbooks frequently employ words with negative connotations, such as 'however,' 'problem,' 'lower,' 'sharp decline,' 'less,' 'drying up,' 'fewer,' 'survive,' 'difficult,' and 'hollow

shell,' to portray China's national image. Such as Lijiang, Yunnan, China, has brought a series of troubles, and economic and social problems to the Naxi people due to its popularity.

For example: However, Lijiang's newfound fame brought the Naxi people many problems. Land prices soared, and 80% of the local people had no choice but to move out of their traditional homes because of the sharp rise in rents. At the same time, many Han Chinese moved in and started doing business there. They began to use the houses of the Naxi people as shops and inns for tourists. (Polestar 3, January 31, 2021,58-59)

Therefore, based on the above analysis, it is recommended that a more balanced and neutral approach be taken when compiling such English textbooks. This should include the full presentation of Japan's own cultural, social and economic achievements, and give equal attention and respect to other countries, including China, in a fair presentation of their multicultural characteristics, social progress, and remarkable development achievements. Through this presentation, students can not only deepen their knowledge and understanding of global diversity, but also promote deeper international mutual understanding and respect, and jointly contribute to the construction of a more harmonious, open, and inclusive world.

8. Conclusion

In terms of the frequency of presenting images of China, Chinese English textbooks are more proactive in presenting "China images" in more diverse way. Although Japanese English textbooks also contain images of China, their proportion is significantly lower. From the perspective of shaping China's image, Chinese English textbooks adhere to a neutral and comprehensive stance, depicting China from multiple dimensions as both an inheritor of a long history and culture and a promoter of future development, emphasizing China's positive contributions to the international stage and its growing global influence. Although there are positive and neutral descriptions in Japanese English textbooks, a large proportion of descriptions are negative. In the way of presenting the image of China, the compilation strategy adopted by Japanese English textbooks may contain a certain degree of one-sidedness and misleading, showing a certain bias, one-sidedness, and negative tendency. Chinese English textbooks present a comprehensive image of China as a country that can link the past with the future and play an important role in global affairs.

Given the pivotal role of English textbooks in the education system, English textbooks are an important medium for disseminating knowledge, fostering intercultural awareness, and promoting a global perspective. It is essential to adhere to high standards of accuracy and objectivity in their compilations. Textbooks should avoid any content that could foster misunderstanding, bias, or stereotypes, and ensure that the content is neutral. Based on the above considerations, it is suggested that such English textbooks should be prepared under a principle of more balanced and fairer, not only to show the unique advantages and cultural characteristics of one country but also to pay equal attention to and fairly present the multicultural, social development and remarkable achievements of other countries. Comprehensive and balanced content presentation and national image construction strategies can effectively promote students' deep understanding of global diversity, enhance international exchanges, strengthen cultural communication, and promote the healthy construction of national images in language learning.

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