VALUES EDUCATION IN CHINA: A CRITICAL DISCOURSE ANALYSIS OF THE PEOPLE'S EDUCATION PRESS'S SEVENTH GRADE ENGLISH TEXTBOOK

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Article Info	Abstract
	In the fall of 2024, the People's Education Press (PEP) of China published the latest edition of its English as a foreign language (EFL) textbook for the first semester of seventh grade. This study conducted a content analysis of the EFL textbook for the first semester of seventh grade from the perspective of values. After content analysis, the researchers concluded that this EFL textbook includes two dimensions and five themes at the value level. Personal values include morality and identity, and social values include patriotism, collectivism, and cultural concepts. This study used critical discourse analysis to interpret the themes of content analysis. The researchers argued that patriotism, collectivism, Chinese culture, and the current state of education all influenced this EFL textbook. The researchers suggested that this EFL textbook should be further revised to be more diverse, inclusive, and critical. In addition, the researchers attached importance to the analysis of this EFL textbook from a global context perspective and suggested that global citizenship education should be included. This study provides corresponding suggestions for the compilation of EFL textbooks by PEP and education policymakers in China.

INTRODUCTION

English as a Foreign Language (EFL) education plays an important role in cultivating future talent for participation in international affairs (Kanwal, 2024). EFL has been integrated into the Chinese education system as a compulsory course (Liu and Fang, 2022). EFL textbooks are an important tool for teachers to carry out teaching activities and for students to participate in learning activities (Ulum and Köksal, 2021).

China implements a strict textbook review system, and EFL textbooks published by the People's Education Press (PEP) are the most widely used in China (Pan and Zhu, 2022). The PEP is a professional publisher working directly under the Ministry of Education. Based on the extensive solicitation of opinions from education experts, EFL teachers and students (PEP Curriculum and Teaching Materials Research Institute, 2024), the PEP compiled the latest version of the compulsory education EFL textbooks based on the *National English Curriculum Standards (NECS) for Compulsory Education* (Ministry of Education of the People's Republic of China, 2022). This set of textbooks is used in the first semester of third grade in primary schools and the first semester of seventh grade in middle schools in China at the time of this study (as of December 2024).

Although scholars have shown interest in analyzing EFL textbooks for Chinese primary and secondary schools (Xiong and Yuan, 2018; Huang, 2019), the results of these studies are still insufficient (Pan and Zhu, 2022). Some scholars have studied the EFL textbooks from the perspective of critical discourse analysis (CDA). However, the textbook that this study focuses on was first used by students in the fall semester of 2024; because it is so recent, there is a research gap in the analysis of the latest version of this EFL textbook. Existing studies have discussed gender views (Huang and Liu, 2024), environmental education (Liu et al., 2024), and ideology (Liu et al., 2023) involved in China's EFL textbooks. In comparison, this study chooses to analyze from the perspective of values education. Moreover, EFL textbooks need to balance the relationship between helping students form Chinese values while also developing students' global perspectives and global competencies (Ministry of Education of the People's Republic of China, 2022). The concept of global citizenship has also gradually attracted the attention of scholars studying Chinese EFL teaching materials (Huang, 2019). This means that while discussing values, this study also focuses on the worldview involved in the textbook. The discussion of Chinese values education contained in this textbook helps teachers realize the existence of these values and balance the relationship between Chinese values education and the development of students' global perspectives and global competencies.

The EFL textbook for the first semester of seventh grade (PEP Curriculum and Teaching Materials Research Institute, 2024) was selected as the sample for this study for two main reasons. On the one hand, China implements compulsory education at the primary and middle school levels, which means that children and adolescents aged six to fifteen must receive education according to law until they finish middle school. Since high school is not included in compulsory education, some students will not attend high school. It is also important to note that primary schools in poorer areas of China may not teach EFL to students (Huang and Liu, 2024). On the other hand, it is also because PEP's EFL textbooks are widely used (Xiong and Yuan, 2018), and as the latest textbook promoted by the publisher, this textbook deserves the attention of scholars in terms of its writing concept and content design.

In order to gain a clearer understanding of this latest EFL textbook, this study focused on the following question: What values education content is included in PEP's EFL textbook for the first semester of seventh grade, and how can we interpret them using CDA?

Review of Related Literature

Textbooks are essential materials for learning (Ulum and Köksal, 2021), and the compilation of EFL textbooks in China is guided by established curriculum standards (Chen et al., 2024). In 2016, China promulgated the *Core Competencies and Values for Chinese Students' Development*, which included the cultivation of international understanding competencies. Based on this, the NECS was released in 2022. NECS clearly emphasizes that China's education should consider morality and character building as the fundamental task of EFL. NECS recommends that EFL textbooks incorporate the core socialist values and the awareness of a Community with a Shared Future for Mankind. In addition, NECS incorporates international understanding and global perspective, and recommends that EFL textbooks serve to cultivate students' international understanding awareness, cross-cultural communication awareness and ability, and the ability to learn from and appreciate civilizations. The writing of EFL textbooks is an art of compromise, which requires taking into account the market, time to publication, taboo topics, the diversity of audiences and the impact of usage feedback (Yildiz and Harwood, 2023). The writing of EFL textbooks in China is not only influenced by NECS, but also regulated by the Chinese government. The Chinese government attaches importance to the centralized compilation of textbooks and

emphasizes the integration of culture, values, and ideology in textbooks (Pan and Zhu, 2022). Meanwhile, as the world's lingua franca, English is associated with linguistic imperialism. Language directly or indirectly represents culture, ideology and hegemony, which has led to severe criticism of English, so EFL textbooks need to be critically explored (Ulum and Köksal, 2021).

When analyzing EFL textbooks, researchers need to pay attention to the influence of cultural and political factors (Xiong and Yuan, 2018; Weninger, 2021). For this reason, some scholars have used CDA to study EFL textbooks (Vinall and Shin, 2018; Xiong and Yuan, 2018; Puspitasari et al., 2021; Kim and Lee, 2023; Lendo et al., 2023). Fairclough's discourse analysis theory has been widely used in the analysis of EFL teaching materials (Ahmad and Shah, 2019; Liu et al., 2023).

Scholars start their analysis from the images and texts in EFL textbooks (Lendo et al., 2023). When conducting CDA of EFL textbooks, researchers focus on topics such as culture (Vinall and Shin, 2018; Lendo et al., 2023), environment (Liu et al., 2024), gender (Ahmad and Shah, 2019; Smith and Sheyholislami, 2022), and morality (Puspitasari et al., 2021). Moreover, some scholars have focused on the ideology presented in EFL textbooks (Vinall and Shin, 2018; Xiong and Yuan, 2018; Weninger, 2021; Kim and Lee, 2023; Liu et al., 2023), that is, what counts as legitimate knowledge in a particular country or educational context (Weninger, 2021). There are also scholars who conduct CDA of EFL from multiple perspectives, even though there are fewer studies using this perspective. For example, Puspitasari et al. (2021) discussed family education, the social role of gender, school education, and social norms in Indonesian primary school EFL textbooks. Similarly, this study started from a relatively macroscopic perspective, so as to have a more comprehensive interpretation of the EFL textbook published by PEP. This is because this textbook was just published in 2024. From a relatively macroscopic perspective, CDA can more comprehensively show the characteristics of this textbook. The reason why this study chose values as the key entry point is that value education is an important part of the educational concept of "morality and character building", and establishing morality and cultivating people is the fundamental task of EFL education emphasized by NECS.

Scholars have conducted CDA of EFL textbooks in China. More scholars tend to study EFL textbooks for universities and adult education (Zhang and Song, 2022; Liu et al., 2023; Liu et al., 2024). Current research lacks research on EFL textbooks for primary and secondary schools, which is consistent with the conclusion of Pan and Zhu's (2022) literature review of related research on EFL textbooks in China. After conducting a CDA of Chinese middle school EFL textbooks from a neoliberal perspective, Xiong and Yuan (2018) stated that among the textbooks analyzed, English proficiency has become a crucial source of linguistic cultural capital. They argued that EFL education needs to take into account the social, cultural, political and economic dynamics of globalization and, ultimately, help students break free from the shackles of ideology and gain a critical understanding of their own situation. Huang and Liu (2024) conducted a CDA of gender perspectives in four middle school EFL textbooks in China (Authors' note: excluding the latest EFL textbook in 2024). They argued that these widely popular EFL textbooks in China still maintain traditional gender stereotypes, such as portraying women doing housework, men being masculine, and forgoing any imagery or discussion of LGBT people. They called on Chinese EFL textbooks to pay attention to gender diversity.

EFL textbooks not only need to help students love their own culture (Vinall and Shin, 2018), but also need to help students better understand and participate in the world. Textbooks are both tools for students to learn a specific language and windows to the world (Risager, 2020). EFL education has an impact on students' understanding of the globalized world (Hellmich, 2018), thereby developing students into capable members of the global community (Kim and Lee, 2023)

and global citizens (Vinall and Shin, 2018). However, EFL textbooks may overemphasize the education of national culture and ideology and lack attention to global citizens (Davidson and Liu, 2020). Ethnocentricity may cause concern among EFL textbook users (McConachy, 2018). This calls for EFL textbooks to encourage students to view English as a global language and enhance students' cross-cultural awareness. At the same time, scholars have paid attention to the use of EFL education to arouse students' attention to the United Nations Sustainable Development Goals and global issues (Porto, 2024). This calls for EFL textbooks to pay attention to global issues and serve peace education (Akbana and Yavuz, 2022). Therefore, while analyzing the values of the EFL textbook in China, this study also discusses from the perspective of a globalized world (Hellmich, 2018) and attempts to find the balance between localization and globalization of EFL textbook content.

RESEARCH METHOD

The researchers used a combination of content analysis and CDA to study the newest version of the PEP's EFL textbook for the first semester of seventh grade. The reason for choosing this textbook is that PEP officially published the latest version of EFL textbooks in the fall semester of 2024. This set of textbooks is the latest version of textbooks compiled by PEP after the implementation of the *Core Competencies and Values for Chinese Students' Development* in 2016 and the promulgation of the NECS for compulsory education in 2022. PEP's textbooks have a wide range of users in China (Xiong and Yuan, 2018), which also means that the vast majority of seventh-grade students in China officially used this new textbook in the fall of 2024. Therefore, the PEP's EFL textbook for the first semester of seventh grade is used as a sample analysis in this study. At the time of this study, only the first semester version of PEP's EFL textbooks for the third grade and the seventh grade were released, and this study only discussed the first semester of seventh grade, so the sample of this study is limited.

For this study, content analysis was used to systematically organize the texts and images in EFL textbook and then summarize the corresponding themes (Elo and Kyngäs, 2008). CDA focuses on exploring the deep-seated ideology, power relations, social and cultural structures behind the discourse (Fairclough, 2001), which makes up for the lack of research depth in content analysis. Therefore, this study critically analyzes the EFL textbook from the perspective of contents, not only summarizing what it says in terms of content on the surface, but also exploring "how" and "why" it says this, through CDA. When studying EFL textbooks, many scholars use content analysis and CDA at the same time (Ahmad and Shah, 2019; Zhang and Song, 2022). Similar conclusions may be obtained even if it is used in the analysis of other versions of EFL textbooks in China. This is reflected in the analysis of Chinese EFL textbooks by Xiong and Yuan (2018) and Huang and Liu (2024). That is, even if the versions of the textbooks analyzed are different, because CDA is used, the research conclusions reflect the characteristics of EFL textbooks in ideology, gender cognition and values.

Although content analysis can process a large amount of text data, the researcher's over-interpretation may affect the reliability of the analysis results (Elo and Kyngäs, 2008). In addition, when conducting CDA, researchers also need to avoid possible subjectivity and bias. Therefore, it is particularly important to recognize the positionality of researchers. One of the researchers in this study lives in an English-speaking country, which makes him realize that English has a much broader usage beyond a foreign language course, as a tool and a way to help people understand and participate in the world. This makes this study pay more attention to CDA from a global perspective when discussing the Chinese EFL textbook.

The rigorous data analysis process provides a much higher likelihood of avoiding the subjectivity and bias of the researchers. The researchers read the EFL textbook separately, from the table of contents to the section before the vocabulary list. The two researchers used the first unit of PEP's EFL textbook, "Hello", for the first semester of seventh grade as a sample for pilot coding. After pilot coding the first unit, the two researchers reached a consensus on coding: that is, any pictures and texts related to value education related to ideology, gender, race, culture, and morality need to be coded, and the coding needs to be descriptive. After determining the coding process and rules, the two researchers did independent coding. After this, the two researchers compared the coding results. Where the conclusions differed, the researchers discussed and finally reached a consensus through consensus-building. For the codes that the two researchers agree on after consultation, the researchers discussed and generated themes. These themes are generated by induction. For similar codes, the researchers classified them into the same category and generated themes. Taking the illustration on page 12 as an example, the researchers classified the codes "Chinese students" and "White foreign students" into the theme of "racial diversity"; for the codes of "Chinese students wearing red scarves" and "foreign students not wearing red scarves", the researchers classified them into the theme of "patriotism"; for the codes of "students all wear the same style of school uniforms", the researchers generated the theme of "collectivism". Among them, the theme of "racial diversity" is combined with the absence of LGBTQ+ groups, and is further summarized into the theme of "identity".

After generating themes through content analysis, researchers used Fairclough's CDA theory to discuss the themes. This is because Fairclough (2001) stated that "a model suitable for language education would need to give prominence to this socially constituted and socially constituting nature of discourse and language" (p. 197). Fairclough (2001) suggested that discourse has three forms: discourse as text, discourse as discursive practice, and discourse as social practice. Researchers focus on the linguistic features of the text, so as to analyze and discuss the deep meaning behind the text, especially the relationship between text and society (Fairclough, 2001). The researchers focused on the first and third stages of Fairclough's theory, and did not focus on the analysis of discursive practice, because this level requires analysis of readers' (students') acceptance and interaction with the text, which is not covered in this study (Curaming and Curaming, 2020). Because the EFL textbook is written in English, there is no translation involved when citing examples in this study, which means that all examples quoted from the textbook are original.

RESEARCH FINDINGS AND DISCUSSION

Through content analysis, this study summarizes five themes related to values education in PEP's EFL textbook for the first semester of seventh grade, namely, morality, identity, patriotism, collectivism, and cultural concepts, and summarizes them into two parts: personal values and social values. Among them, personal values include morality and identity, and social values include patriotism, collectivism, and cultural concepts.

Findings
Morality

In the text itself, PEP's EFL textbook uses aphorisms, prompts, personal reflections and activity instructions to guide students to think about morality. The text of the textbook clearly shows the author's concern for improving students' moral sense. Students are expected to form a sense of morality about responsibility, friendship and love for family. This is consistent with the emphasis in NECS that "morality and character building" is the core goal of EFL.

The textbook conveys the idea of moral education at the end of each unit in the form of aphorisms. This includes:

Unit 1 You and Me: "Getting to know each other is the first step in making new friends." (p. 26)
Unit 2 We're Family: "Family is where life begins and love never ends." (p. 34)
Unit 3 My School: "A school is a place to start our dreams." (p. 42)
Unit 4 My Favourite Subject: "Interest is the best teacher." (p. 50)
Unit 5 Fun Clubs: "Our interests make us interesting." (p. 58)
Unit 6 A Day in the Life: "To plan time is to save time." (p. 66)
Unit 7 Happy Birthday: "Every birthday is a gift of life." (p. 74)

The maxims at the end of these units are in bold, reflecting the textbook's hope to draw students' attention and thinking. This kind of direct expression of moral sense is a common form of moral education in China. More detailed examples from this textbook that trigger students' thinking about morality are shown in Table 1.

Table 1
Themes of Moral Sense

Themes of Moral Sense	Relevant Text Content	Classroom Activities in the Textbook	Guiding Prompts and Instructions	Reflective Questions
Responsibility	One of the reading texts in Unit 3 mentions the responsibilities of Chinese students in school: "There's a large sports field [...] All the students go there and do exercises together in the morning [...] Every Monday we raise the flag there." (p. 40)	One of the activities in Starter Unit 2 requires students to discuss whether the bedroom in the illustration is clean and tidy (p. 10), focusing on the responsibility of the family. One of the activities in Unit 3 requires students to take responsibility for introducing the school and "Take turns to introduce each place." (p. 42)	One of the prompts in Unit 4 asks students to "discover the importance of learning different school subjects" (p. 43), emphasizing students' responsibility for their own learning.	One of the personal reflections in Unit 6 requires students to think about whether they can "make good use of my time" (p. 66), focusing on students' awareness of being responsible for themselves.
Relationships and Kindness	Say hello to classmates (p. 2, 4). Apologize to classmates (p. 10, 21). Celebrate a friend's birthday (p. 69).	One of the activities in Unit 1: "Introduce one of your new friends to a partner." (p. 23)	The photo in the prompt section of Unit 1 features three students looking at each other. Next to the picture is the text: "How do we make new friends." The textbook asks	One of the personal reflections in Unit 1 asks students to think about whether "I can greet people; I can use proper expressions to make new

Themes of Moral Sense	Relevant Text Content	Classroom Activities in the Textbook	Guiding Prompts and Instructions	Reflective Questions
	The "Reading Plus" section of the textbook requires students to learn to listen and share when making friends with others (p. 75).		students to look at this picture and answer the question: "How do you think they feel." (p. 19)	friends." (p. 26)
Love and Care for Family	One of the reading texts in Unit 2 says: "Hi, I'm Lily from Ireland. I love my big family. Here's a photo of us […]" (p. 32)	One of the activities in Unit 2 requires students to carry out activities around "What do you like about your family?" and "Tell each other more about your family." (p. 32)	The background image of the prompt section of Unit 2 is a family photo. Students need to discuss, "What do you think of family" based on this photo and the unit prompt: "What does family mean to you." (p. 27)	One of the personal reflections in Unit 2 asks students to think about whether they can "express my love for my family." (p. 34)

From the perspective of social practice, it can be seen that the EFL textbook cultivates students' love and sense of responsibility for friends, family and classmates by allowing them to discuss friendship, express their love for family and introduce school activities, shape their moral sense and help students understand their social roles in family and school.

Identity

From the text and images, it can be seen that this textbook lacks inclusiveness of sexual orientation and racial diversity. See Figure 2 for a specific example.

Table 2
Identity Dimension

Identity Dimension	Observed Representation	Examples from Textbook
Gender	The teachers in the textbook include both female and male teachers, which avoids the assumption that teachers are more likely to be female. However, the image of a male teacher only appears once.	Female teachers (p. 2, 20, 43, 52) Male teacher (p. 21)
Sexual Orientation	The photos and illustrations in the textbook are all of heterosexual families, and do not involve any LGBTQ+-related characters.	All family photos and illustrations are of heterosexual families (p. 27, 30, 32, 34).

Identity Dimension	Observed Representation	Examples from Textbook
Race and Ethnicity	The races in the textbook are mainly Chinese, and the others are mostly White with blond or brown hair. There are few images of Black, and no Black female images. The Chinese and White people in the illustrations have similar or even the same skin color, but black hair is used to represent Chinese people, and blond or brown hair is used to represent White people.	The textbook illustrations mainly show White students with blond or brown hair (p. 1, 13, 22, 28) The images of Black appear only twice in the textbook illustrations. This includes the self-introduction of Andre Kalu, a 13-year-old boy from South Africa (p. 26), and the interview of Tom, a Black boy playing basketball (p. 61).
Family Structure	The photos and illustrations in the textbook are typical Chinese family structures, including father, mother and children. These photos and illustrations try to show the happy life of a family with two or more children, and in order to reflect the idea of gender equality, the family photos and illustrations in the textbook include images of sons and daughters.	All family photos and illustrations are of heterosexual families and feature both sons and daughters (p. 27, 30, 32, 34).

The countries involved in the textbook include the United States (p. 21, 22, 23), Austria (p. 23), United Kingdom (p. 24, 39, 76, 80), Singapore (p. 24), South Africa (p. 26), Ireland (p. 32), Canada (p. 48), Finland (p. 64), and Bangladesh (p. 77). This favors countries with White students, a developed economy, and high levels of education. Among them, the United Kingdom and the United States are mentioned most frequently. At the social practice level, the activities designed in the textbook are all based on happy heterosexual families, or with Chinese students and a large number of White students or a small number of Black students as roles. The textbook reinforces the stereotypes of happy heterosexual families and reinforces the idea that most English speakers are White, which weakens students' understanding of the diversity of human gender, sexual orientation, race and family composition.

Patriotism

Patriotism is implicit in the text and images in the textbook. The names of the characters in the textbook may imply expectations for China's development. There are two typical Chinese boys' names in the EFL textbook, "Fu Xing" and "Teng Fei". Although the textbook does not provide the corresponding Chinese words for these names, in Chinese characters (hanzi), Fu Xing can be written as "复兴", which means "revival"; Teng Fei can be written as "腾飞", which means "rapid development". Such a name design may imply the textbook's expectations for China's bright future. In particular, terms such as "中华民族伟大复兴" (*Zhonghua minzu weida **fuxing***, "the great rejuvenation of the Chinese nation") and "中国经济腾飞" (*Zhongguo jingji **tengfei***, "China's economic rapid development") are widely used in daily life in China. Besides, the textbook inserts images of the Chinese national flag (p. 3, 35, 37) and the English abbreviation of the People's Republic of China, i.e., "PRC" (p. 3), images of Chinese soldiers and the English abbreviation of the Chinese People's Liberation Army, i.e., "PLA" (p. 3) to increase students' sense of identity with China.

From the perspective of social practice, the images in the textbook also convey patriotic education. On the one hand, all Chinese students wear "red scarves" on campus (p. 19, 43, 52). The red scarf is explained as a corner of the Chinese national flag. In China, students may only wear red scarves before joining the Communist Youth League in middle school as a form of recognition for exceptional conduct or academic performance. In contrast, non-Chinese students are not wearing red scarves in the textbook illustrations (p. 2, 4, 7), which reflects the differences in students' nationality and personal beliefs. Chinese students in the textbook do not wear red scarves outside of campus (p. 9, 10, 13), which also shows respect for the red scarf and the motherland. On the other hand, the textbook also mentions the flag-raising ceremony every Monday in Chinese schools (p. 40), raising the national flag and celebrating important national and political party holidays (p. 71), which are all important examples of patriotism education in Chinese schools. The textbook deeply integrates patriotism with school life by presenting these social practices that students participate in at school. However, the textbook ignores other forms of patriotic education, such as letting students pay attention to global issues or have global citizenship awareness.

Collectivism

The language of text and images used in the textbook reflects collectivism. Figure 3 describes specific examples.

Table 3
Collectivism Dimension

Collectivism Dimension	Observed Representation	Examples from Textbook
Teacher-Student Relationship	During the greetings between teachers and students in the textbook, students stand up to show respect for the teacher as a teaching leader, and the teacher's response also reflects the teacher's dominance in this relationship.	Students stand up and say, "Good morning" to the teacher, and the teacher responds with "Sit down, please." (p. 2)
Teacher-Led Instruction	The activity instructions in the textbooks are "imperative" and one-way, implying the non-dialogic nature of the teacher as the initiator of the activity, and students are in a passive state of acceptance during the activity.	"Look at the picture. Match the names with the faces." (p. 1) "Introduce your family to the class with your family tree." (p. 34) "Introduce your group's timetable to the class and explain your reasons." (p. 50)
Obedience to Rules	The textbook describes students taking actions based on the ringing of school bells. At home, students follow the instructions of their parents.	On campus, Helen and Yaming had a conversation about attendance: "Oh, that's the bell. Let's go to class." (p. 4) At home, when Ella couldn't find her hat, her mother said, "You need to keep your room tidy." Ella replied, "Sorry" (p. 10).

Collectivism Dimension	Observed Representation	Examples from Textbook
Collective School Life	The textbook describes the characteristics of students' collective life in school taking up the majority of their time.	When students in the textbook mentioned classroom building, they said, "We spend most of the time in our classroom." (p. 40) In the activity of designing the curriculum, the textbook expects students to design 7 classes for daily learning, including 4 classes before lunch and 3 classes after lunch (p. 50).

Figure 3

From the perspective of social practice, the images in the textbook reflect the characteristics of collectivist culture. Chinese students participate in collective life through studying in school, and school education plays an important role in cultivating students' collective consciousness. On the one hand, in the images of the textbook, whether Chinese students or students from other countries, they all wear school uniforms of the same color and style on campus and in the classroom (p. 1, 2, 4, 7, 12, 19). Wearing school uniforms is a common phenomenon in Chinese schools, which helps to formalize students' sense of identity with school culture. These images, which represent students' real life experience, reinforce the need for students to follow the value of collective priority over individual. On the other hand, the tables and chairs in the classroom in the textbook images are arranged so that all students face the teacher, and the teacher is at the front of the classroom (p. 12, 37, 40). This seating arrangement reinforces that the teacher is the leader in the classroom. This teacher-student relationship is a metaphorical expression of the obedience of power and order in the classroom, and the teacher-centered seating arrangement reflects the teacher's control over knowledge transfer and discourse. The layout of this image may influence students' social development in the form of discourse practice and subtly encourage students to identify with and obey the collective, and accept management and guidance from authority in the collective, rather than questioning and challenging.

Cultural Concepts

The textbook attaches importance to the display of Chinese culture, especially traditional culture. The textbook images include traditional Chinese culture: paper-cut art (p. 13), the Great Wall (cover page, p. 24), traditional pavilions (p. 28), traditional musical instruments (p. 30, 43), Chinese chess (p. 30), Chinese antiques (p. 44), and Chinese calligraphy (p. 52). Chinese cuisine is mentioned in the textbook as well. For example, Mapo tofu (p. 23), Beijing roast duck (p. 24), and beef noodles (p. 56). It is worth noting that some traditional food in the textbook used Chinese spellings instead of existing English words. For example, *Jiaozi* (p. 40) which refers to dumplings, and *Baozi* (p. 56) which refers to the Chinese bun. The textbook also compiles some traditional Chinese customs, such as eating noodles on birthdays (p. 72), because "Long noodles are a symbol of long life" (p. 72).

The textbook presents world culture. For example, the textbook provides English words and logos for international organizations, such as the World Health Organization (appears as "WHO") and the United Nations (appears as "UN") (p. 3). Through the text, students can learn the difference between the order of Chinese and English names (p. 21, 76), as well as the rules for changing a woman's surname after marriage (p. 76). The textbook introduces the difference

between British and American English in writing dates through a Tip section (p. 69). The textbook introduces information about countries other than China through reading materials. For example, Finnish student Timo Halla introduces his daily schedule to show relevant information about Finland (p. 64). The textbook introduces the birthday customs of people in other countries, such as eating birthday cakes, singing birthday songs, and blowing out candles (p. 72). In the Reading Plus section at the end of the textbook, the textbook also provides cultural information as supplemental content for each unit through text reading. For example, one unit's Reading Plus discusses a floating school in Bangladesh (p. 77). The textbook also provides representative cultural pictures of different countries, such as the Merlion sculpture in Singapore (p. 24) and the Big Ben in the United Kingdom (p. 24).

From the perspective of the text, the Chinese culture provided in the textbook is rich in form and has a long history. The purpose is to encourage Chinese students to form a sense of identity and pride in Chinese culture, especially traditional culture. This is consistent with the core competence of "cultural awareness" required by NECS. In contrast, world culture is reflected in the textbook in a more scattered manner, and is mostly presented in the form of cultural knowledge, which weakens students' perception of the diversity of world culture. At the level of social practice, the textbook uses Chinese culture as the main element and background, and uses world culture as a supplement, which strengthens students' sense of belonging to Chinese local culture. At the same time, the representative countries of world culture selected by the textbook are mostly Western countries, especially English-speaking countries, which may have an impact on students' understanding of the diversified world and the formation of cross-cultural awareness.

Discussion
Patriotic Education in EFL
The EFL textbook this research examined increases students' pride and identity with China. China attaches great importance to patriotic education and has written it into the *Patriotic Education Law of the People's Republic of China*. Patriotic education is incorporated into the entire educational process of schools at all levels and types, and needs to be integrated into various subjects and textbooks (Lin and Jackson, 2023).

EFL is not contradictory to patriotic education. As a compulsory course for Chinese students, EFL as a subject undoubtedly needs to reflect the educational philosophy of China and encourage students to love China. The integration of patriotism education into EFL is not unique to Chinese education, either (Merry, 2009). However, as language learning materials, EFL textbooks should avoid overly direct patriotism education, so as to distinguish themselves from China's morality and rule of law courses. Researchers suggested that EFL textbooks weaken explicit patriotism education. Such deliberate promotion of loyal patriotism goes against the purpose of education and hinders critical thinking and dissent (Merry, 2009). EFL textbooks need to help students develop patriotic feelings from the heart in EFL in a subtle way. Not only that, but EFL textbooks should also encourage critical patriotism and avoid unreflective loyal patriotism (Merry, 2009). For example, EFL textbooks may guide students to discuss China's role in the world context to help students develop a sense of pride in China while understanding international relations. They may encourage students to have some understanding of multiculturalism and form cultural confidence in the comparison between Chinese and foreign cultures.

EFL Cannot Focus Solely on Developed Countries
Except for China, the only developing country in the textbook is Bangladesh. The rest are developed countries. Moreover, the inclusion of Bangladesh focuses on floating schools, pointing

out that the reason for the appearance of floating schools is that it is impossible to walk on the road during the rainy season. This implies that Bangladesh's economic and societal development lags behind the other countries mentioned in the textbook. This textbook does not mention other developing countries, which is contrary to China's call for strengthening cooperation and exchanges with developing countries along the Belt and Road. The textbook spends more time on cultural introductions on developed countries such as the United Kingdom and the United States. The introduction of the United Kingdom and the United States in the textbook implies the close relationship between EFL and the countries where English originated. Of course, English as a world language is no longer used only by the United Kingdom and the United States, and there are also differences in the regionalization of English in different countries (Liu and Fang, 2022). By weighting their inclusion so heavily, the textbook implies the purpose of learning English is for communication and cooperation with the United Kingdom and the United States, which is not conducive to the development of students' global perspectives. This EFL textbook should increase the introduction of developing countries and more non-English-speaking countries to help students build the role of English as a world language, rather than learning English because of English-speaking countries.

EFL and Global Citizenship Education

Based on the *Core Competencies and Values for Chinese Students' Development*, the NECS and textbook emphasize the development of students' global perspective. However, the content related to the development of global perspectives in the textbook is mainly about learning common sense knowledge about countries other than China. Besides, the understanding of cultural knowledge is mainly based on the United Kingdom and the United States and lacks introductions to other countries. This textbook ignores the development of students' cross-cultural abilities. The textbook asks students to write emails for people outside of China (p. 41). However, if students only write emails but do not actually send these emails to students outside of China, then it cannot be counted as true cross-cultural communication. Cross-cultural communication can promote the development of students' global perspectives and form global competencies (Meng et al., 2018). However, it is difficult to help Chinese students communicate with students from other countries across cultures in EFL education (Zhang and Zhou, 2021).

As far as the content of this EFL textbook is concerned, there is a lack of attention to global citizenship education. There is no learning content or learning activity in the textbook that would help students pay attention to global affairs and global issues. As a lingua franca for the world, English is essential for Chinese students because it helps them participate in future international cooperation and competition. This EFL textbook should increase the content of global education accordingly and provide students with opportunities to discuss or criticize global affairs and global issues in English. This kind of content and activities about global citizenship education should be reflected in EFL textbooks (Davidson and Liu, 2020).

Chinese Culture and World Culture

The study of world culture cannot just stop at understanding the culture of other countries. However, the presentation of world culture in this textbook is still mainly based on specific knowledge. Besides, this EFL textbook emphasizes that students need to master Chinese culture. The preface of the textbook mentions the need to help students establish cultural confidence. The textbook presents a large number of traditional Chinese cultural buildings, art, and food. However, establishing students' confidence in Chinese culture does not simply mean being able to describe Chinese culture with English words. This EFL textbook can also try different measures to build

students' cultural confidence. For example, first, the textbook can present Chinese culture alongside foreign cultures. While showing Chinese culture, it can help students understand and appreciate different cultures and form a global perspective through cultural comparison and reflection. Second, the textbook needs to encourage students to look at Chinese culture and world culture critically from different perspectives, explore cultural differences and corresponding values and cultural systems. Third, the textbook can highlight the study of culture and values common to humanity as a whole, such as content related to the goals of sustainable development and understanding China's role and actions on the world stage.

Contribution to Existing Research

Compared with the analysis results of the published EFL textbooks, this study is different in that it conducts a CDA of the latest EFL textbook published by PEP in 2024. This study conducts a relatively macro analysis of this textbook from the perspective of values, which can provide support for other researchers to have a clearer understanding of this textbook. The researchers believe that this textbook attaches importance to educating students on values from an ideological perspective, which is consistent with the views of Pan and Zhu's (2022) literature review. The researchers argue that the ideological education in this textbook is direct and obvious, and the textbook fully reflects the NECS ideas on cultivating socialist builders and successors through texts and images. This is similar to the results of Zhang et al. (2022) on Chinese high school EFL textbooks. They argued that the teaching of Chinese culture in the textbooks is mainly reflected in socialist culture, traditional culture and revolutionary culture. For this phenomenon, as Xiong and Yuan (2018) stated, EFL textbooks need to encourage students to break through ideological limitations. However, this study argues that patriotism education and textbooks helping students participate in EFL are not contradictory but need to find a suitable balance. The researchers suggest that this EFL textbook should include content that encourages and supports students to view patriotism, collectivism and Chinese culture from a more diverse and critical perspective.

Another difference from other research results on Chinese EFL textbooks is that this study focuses on the analysis of EFL textbook's support for helping students participate in the process of globalization. Due to the development of digitalization and globalization, students have more opportunities to be exposed to international and diverse cultures. Even though students may find these cultures to be very different from or even conflicting with their existing cultures, such cultures may help develop students' world cultural perspectives (Mishan, 2022). Therefore, the researchers brought the concept of global citizenship education into the analysis of this EFL textbook, which is a supplement to previous research results on Chinese EFL textbooks. This means that EFL textbooks need to recognize all English speakers around the world, and help students participate in building a community that transcends national boundaries and embraces multi-faceted global identities (Gonja and Musaev, 2024).

This study argues that this EFL textbook should not only focus on the culture of a few major countries in the world, especially countries where English is the mother tongue, which is consistent with Keles and Yazan's (2023). Therefore, this study agrees with Liu et al. (2022) that EFL textbooks should avoid focusing on the United States and the United Kingdom as dominant cultures, but focus on the diversity of the world. This study also calls for EFL textbooks to pay attention to diverse world languages and cultures, especially those in Asia and Africa (Zhang et al., 2022). PEP needs to incorporate more countries into the EFL textbooks, which means that the EFL textbook needs to increase diversity in race and ethnicity (Bowen and Hopper, 2023). As Vinall and Shin (2018) pointed out, learning English provides students with opportunities to make friends

with people from all over the world across cultures and travel to other countries, even if people in some countries may not speak English.

CONCLUSION

This study discusses the EFL textbook to be published by PEP in 2024, which can provide reference for the textbooks to be published later and the revision of the existing textbooks. The textbook should encourage students to critically view patriotism and collectivism through EFL. It should also guide students to view the cultures of different countries in a diverse world context and reflect on Chinese culture. The researchers argue that the textbook needs to guide students to become global citizens through EFL and use global English to participate in global issues. In addition, the study also recommends that the textbook increase inclusiveness and diversity, which is reflected in gender, sexual orientation, race and ethnicity, nationality, and culture. Since no non-Chinese names were found in the list of editors of this textbook, this study believes that adding editors from different countries seems to provide a more diverse perspective for textbook writing. More importantly, China's education policymakers need to provide more diverse support for EFL textbooks writing. It is necessary for education policymakers to support the establishment of closer links between Chinese education and the global context.

Future research also needs to focus on China's education policies, curriculum standards and teaching practices of EFL from a global perspective. Because the latest edition of compulsory education middle school EFL textbook published by the PEP has only published the first semester of seventh grade as of the time of writing, the material analyzed by researchers is limited. Future research can conduct a more systematic and complete analysis of all new middle school textbooks, so as to discuss the compilation characteristics of Chinese EFL textbooks from a more macro perspective and put forward reflections and suggestions for their improvement.

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