

The Characteristics and Strategies of TCM Discourse Model in Higher Education in Hong Kong

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Abstract—Traditional Chinese medicine culture is an important part of Chinese culture. Studying the discourse mode of traditional Chinese medicine is an important way to promote Chinese culture to go global and enhance the influence of Chinese culture. The profile of colleges and universities is the official statement of the organizational identity of colleges and universities. It is an important medium for colleges and universities to convey and promote their positive image, spread discipline culture and affect the public, especially specific stakeholders. Using the Discourse-historical Approach method of Critical Discourse Analysis, this paper selects the School Profile and the Director's Message in the official websites of the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University as cases to analyze the characteristics and strategies of the discourse mode adopted by the college in constructing its organizational identity and disseminating traditional Chinese medicine culture. It is found that the introductions use a variety of discourse means, such as diversified attitude evaluation, effective naming structure, predicate structure, and "Bi-literacy and Tri-lingualism" discourse mode, and construct a positive and rich image of the school: It has a long history of development and orderly inheritance; It has sound teaching courses and complete system; It has a wide range of influence and fruitful results in the dissemination of traditional Chinese medicine culture; It has made fruitful achievements in cultivating Traditional Chinese Medicine (TCM) talents with international vision, and a large number of elites have emerged.

Index Terms—Discourse-historical approach, Higher education in Hong Kong, identity claim, traditional Chinese medicine culture

I. INTRODUCTION

A. Research Background

As an important part of Chinese culture, the development of traditional Chinese medicine culture can promote the prosperity and international development of Chinese culture. However, the external communication of traditional Chinese medicine culture can radiate infinite vitality in foreign language culture only when it is finally accepted by ordinary people at home and abroad. At present, the way of external communication of Traditional Chinese Medicine (TCM) and the guiding ideology of TCM are relatively old. For example, we often use TCM classics for external translation, but these theories are obscure and difficult to understand, which can neither arouse the interest of Westerners nor meet the needs of knowledge communication in today's Internet era. However, as a special region integrating European culture

and Chinese culture, the characteristics and strategies of the discourse model of traditional Chinese medicine in Higher Education in Hong Kong have a strong reference for us. Hong Kong is an international metropolis where Eastern and Western cultures blend. Many people from different countries live here. Hong Kong is different from the mainland in politics, economy, culture and education. Therefore, the localization of Chinese medicine education in Hong Kong is itself an internationalization. For example, the teaching of traditional Chinese medicine in colleges and universities in Hong Kong teaches the knowledge of traditional Chinese and Western medicine in "Bi-literacy and Tri-lingualism" on the basis of respecting the cultural differences between traditional Chinese and Western medicine.

B. Research Questions

As a discourse phenomenon of Critical Discourse Analysis, "identity" research has entered many disciplines such as linguistics. Applied linguistics holds that identity is the "social orientation of self and other" using language as the medium [1], which can be characterized and shaped in situational discourse practice. Critical Discourse Analysis regards identity as a discourse phenomenon, which represents the mutual construction process of individual and others in social practice through discourse [2]. The construction and reconstruction of organizational identity in social practice is inseparable from the use of discourse strategies.

This paper selects the "School Introduction of the official website" and "Director's Message" of the School of Chinese medicine of the University of Hong Kong, the School of Chinese Medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University as the research object, because it is concise and easy to obtain. It is not only an official statement to convey and promote the image of the School of Chinese medicine of the Universities of Hong Kong, but also a statement for priority reference by stakeholders who want to understand the culture of traditional Chinese medicine of the University of Hong Kong. In order to understand as a statement of identity, the introductions used which kind of discourse strategies in the construction of the identity of the School of Chinese medicine in Hong Kong universities, this paper uses Wodak's Discourse-historical Approach as the analytical framework of the study.

C. Research Significance

The University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Baptist University have strong representative significance in Hong Kong. Exploring the School of Chinese medicine of these three universities is conducive to understand the characteristics and Strategies of

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the discourse mode of traditional Chinese medicine in Hong Kong's higher education, so as to understand how the traditional Chinese medicine culture develops and spreads in Hong Kong, promote the national traditional Chinese medicine culture to go global, and then improve the international influence of traditional Chinese medicine culture.

II. LITERATURE REVIEW

Higher education plays a more and more important role in today's society. The mode and characteristics of higher education have gradually become the research object of many scholars. Interpreting higher education discourse from the perspective of Critical Discourse Analysis has formed a research upsurge since Fairclough [3]. In China, many scholars have introduced Critical Discourse Analysis, interpreted the discourse of Chinese higher education and analyzed the characteristics of organizational identity construction of Chinese colleges and universities. Xu Tao and Zhang [4] made a comparative analysis of the discourse strategies of the two celebration speeches of Nankai University in 1979 and 1999, and found that the two celebration speeches were the practice of the discourse construction and reconstruction of Nankai University's organizational identity. Luo [3] investigated the organizational identity reconstruction of Chinese universities represented by Peking University since the reform and opening up. Tian [6] interpreted the discourse strategy of college teaching quality evaluation text and analyzed the interactive discourse construction of organizational identity between the evaluation team and the evaluated school units. Sun and Zhang [7] used Discourse-history Approach to interpret the discourse strategy of Peking University's introduction on the discourse construction of Peking University's organizational identity. Han [8] interpreted the impact of marketization on the construction of organizational identity discourse in colleges and universities. Chen [9] interprets the discourse strategy of China's higher education policy text and analyzes the dual identity and dual relationship network of Chinese University stakeholders. Chen [10, 11] tried to build a research framework suitable for the construction mode of organizational identity discourse in colleges and universities, interpret the discourse of three top colleges and universities in China, the United States and the United Kingdom, and make a comparative analysis to test the feasibility of the comparative research framework. Zhang [12] interpreted various discourse strategies and multiple organizational identities of 184 Chinese universities and colleges with the help of corpus.

Most of the above studies use flexible and diverse analysis methods, Discourse-historical Approach, discourse construction theory and other theories to interpret the discourse characteristic strategy of university discourse and the discourse construction of university identity, and reveal the relevance between university discourse and related topics such as discipline culture, social reality and ideology. However, the above research focused on the identity construction of universities in Chinese Mainland and abroad, and rarely on the identity construction of universities in Hong Kong. Moreover, most of the above studies focused on the

construction of school identity, ignoring the focus on individual disciplines, majors and cultures. Therefore, this paper attempts to study the brief introduction and Director's Message of the School of Chinese medicine of the University of Hong Kong, the School of Chinese Medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University from the five dimensions of history, curriculum system, development, talent training and objectives, and interpret the discourse strategy adopted by the School Profile and the characteristics of organizational identity construction of colleges and universities, and analyze the significance of the construction of organizational identity discourse in Colleges and universities to the professional development of traditional Chinese medicine in Hong Kong Colleges and universities and the internationalization of traditional Chinese medicine culture.

III. DISCOURSER HISTORY ANALYSIS

As one of the main schools of critical discourse analysis, Wardak's Discourse-history Analysis also focuses on how discourse reflects social structure and how social structure affects the expression of discourse. However, unlike most researchers of critical discourse analysis, Wardak's Discourse-history Analysis combines the social political background the discourse events embedded in from a historical perspective, Interpret the dialectical relationship between discourse and social structure from different levels [13]. Discourse-historical Analysis emphasizes the analysis of historical context and holds that "discourse is historical: if context is left out, discourse cannot be produced and understood" [14]. When studying the discourse and discourse practice surrounding and connecting social events in a specific organizational context (such as medical organizations), Discourse-historical Analysis emphasizes positioning the discourse practice, strategy and text in organizations from four "contextual levels", Including: (1) the co-occurrence text within the text (for example, the brief introduction and the Director's Message of the School of Chinese medicine of the University of Hong Kong, the School of Chinese Medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University); (2) Intertextual relationship among sentences, texts and genres (such as the relationship between introduction and other texts); (3) Social/sociological variables and institutional framework outside the text (such as analytical notes and reflections on the introduction); (4) The social-political and historical context in which discourse practice is embedded (such as background knowledge about the School of Chinese medicine in Hong Kong Colleges and universities and the current situation of the communication and development of traditional Chinese medicine Culture) [15].

The analysis of Discourse-historical Analysis is divided into three dimensions: topic dimension (the topic talked about or written); strategic dimension (discourse strategies used consciously or subconsciously); language dimension (language means used to realize themes and strategies) [16]. Discourse-history Analysis emphasizes the recognition of the effects used to present (positively or negatively) individual or

group specific discourse strategies. These strategies include: referential/nomination strategy, which obtains the support of a certain argument by constructing the identity within and outside the group; Predication, labeling specific social actors with positive or negative labels to build them into “opportunities” or “threats” against a certain group; Argumentation (argumentation, which establishes the logical relationship of arguments by listing the possible solutions to the problem); Perspective strategy, which strengthens the speaker’s point of view by establishing a framework; Intensification/mitigation strategy (by modifying the cognitive status of a proposition to locate its position in the organizational agenda and statement of relevant organizational resources) [16]. The corpus of Discourse-historical Analysis is mainly selected from the discourse of political elites (speeches), media discourse (newspapers and campaign information), semi public discourse (focus group interview) and semi-private discourse (qualitative interview) [17]. Wodak [18] once pointed out that Discourse-history Analysis should be used in the analysis of a variety of public spaces and genres. Therefore, as a new public space and genre, university websites and school introduction in this paper can test the applicability of Discourse-history Analysis from different perspectives.

IV. THE THREE-DIMENSIONAL ANALYSIS OF THE SCHOOL INTRODUCTION AND THE DIRECTOR’S MESSAGE

According to the three-dimensional model of Discourse-history Approach, this paper analyzes the school introduction and the Director’s Message of the School of Chinese medicine of Hong Kong universities, and finds that the introduction mainly includes five themes: the history, curriculum, development, talent training and goal vision of the college; It mainly uses reference/nomination, prediction, attitude words and “Bi-literacy and Tri-lingualism” to construct its own organizational identity; It mainly uses official name, person name/title and metaphor to realize the reference/nomination, and uses predicate, explicit/implicit comparison and parallel structure to realize the prediction. Specific analysis and explanation will be carried out below.

A. Determination of Subject

The brief introduction of the school mainly includes five themes: history, curriculum, development, talent training and goal vision. The history part introduces the mechanism established and talents cultivated by the college since the creation of the discipline of traditional Chinese medicine in Hong Kong universities. The curriculum part attracts more talents by displaying the faculty and hardware facilities of the college. The development part emphasizes the advantages of the college, plays a pioneering and leading role, and makes contributions to the communication and development of traditional Chinese medicine. In terms of talent training, it shows the college’s contribution to cultivating talents of traditional Chinese medicine and benefiting the society. The goal is to strengthen the cultural exchange of traditional Chinese medicine with inland and Western countries, serve the society and contribute to the economy.

B. Discourse Features

1) Reference/Nomination

The reference/nomination is mainly used to represent a specific social group or individual to construct the identity within and outside the group by referring to or naming. The choice of the words of reference or nomination often highlights a certain image of the group or individual, which is the key to understand its identity construction [19]. The reference/nomination involved in the introduction include official name, person name/title and metaphor. These strategies construct the School of Traditional Chinese Medicine in Hong Kong universities as a confident educational entity, a leader in the dissemination of advanced traditional Chinese medicine culture and a special window connecting Hong Kong, the mainland and the world.

a) Official name

In the introduction and the Director’s Message of the school of traditional Chinese medicine of the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Baptist University, the schools are repeatedly referred to by their official names “the School of Chinese medicine of the University of Hong Kong”, “the School of Chinese medicine of the Chinese University of Hong Kong” and “the School of Traditional Chinese Medicine of the Hong Kong Baptist University”. Compared with many other universities that often use “University”, “School” or “our University” and “our School” to refer to their own schools, the schools of traditional Chinese medicine of these three Hong Kong universities frequently use official names to refer to themselves, suggesting that “the School of Chinese medicine of the University of Hong Kong”, “the School of Chinese medicine of the Chinese University of Hong Kong” and “the School of Chinese medicine of the Hong Kong Baptist University” have become a symbol recognized by Hong Kong, the whole country and even the world. They have built an image of self-confidence. For example:

The University of Hong Kong, founded in 1911, is Hong Kong’s longest established tertiary institution, It has ten faculties and tens of research centres. Hong Kong Baptist University (HKBU), the first institution funded by the University Grants Committee (UGC) to offer undergraduate education in Chinese medicine and pharmacy in Chinese medicine in Hong Kong, established the School of Chinese Medicine (SCM) in 1999. Chinese medicine is one of the important aspects of the medical system in Hong Kong. Since its establishment in 1998, the School of Chinese Medicine at The Chinese University of Hong Kong has laid a solid foundation in clinical, teaching and research arenas and has collaborated with academia, industry and community to collectively promote for Chinese medicine development.

b) Name of person

Many celebrities have been mentioned many times in the introduction of schools and departments, and the teaching building and research center of the college have been named after them, such as “Li Ka Shing School of medicine of the University of Hong Kong”, “Li Huizhen building of Chongji College of the Chinese University of Hong Kong”, “Cen Yao Kuan Cen Biquan Memorial cancer inflammation research center of Hong Kong Baptist University”, “Parkinson’s disease research center of Gao Zhiming and his wife of Hong Kong Baptist University”, etc. By referring to these

celebrities who have played an important role in Hong Kong, we can simply construct the status of the school of traditional Chinese medicine of the three Hong Kong universities - they are the leaders in disseminating advanced traditional Chinese medicine culture. For example:

Nourished in the fine soil with the rich blend of Chinese and Western cultures laid by HKU, and riding on the novel strategic initiatives introduced by the LKS Faculty of Medicine, the School has implemented a series of reforms, introduced new concepts, adopted new pedagogies, facilitated interdisciplinary collaboration, and incorporated knowledge of different disciplines in the mode of teaching.

c) Metaphor

A special rhetorical device, metaphor, is used in the introduction and the Director's Message of the School of Chinese medicine of the three Hong Kong universities. For example:

The original meaning of "highland" is a place with high terrain. Militarily, it refers to a place with high terrain that can overlook and control the surrounding area. Here, the higher status of the School of Traditional Chinese Medicine of the University of Hong Kong in the education and scientific research of traditional Chinese medicine in Hong Kong and even the whole country is depicted, indicating that it can lead the development and growth of Chinese medicine. The original meaning of "soil" refers to a layer of loose material on the earth's surface, which refers to the birthplace of cultivation and life. The metaphor used in the introduction means that the School of traditional Chinese medicine of the University of Hong Kong can promote the integration and development of traditional Chinese medicine culture, western medicine and other cultures, promote the development of international education model and help promote the development of traditional Chinese medicine culture out of China by virtue of the cultural atmosphere compatible with Chinese and Western cultures of the University of Hong Kong. "Window" is a window, which originally refers to a hole built on a wall or roof to allow light or air to enter the room. The metaphor used in the introduction describes the Hong Kong Baptist University as an intermediary connecting China and the world, which can structure the connection between China and foreign countries. China can learn about foreign advanced scientific research and cultural achievements through the window of Hong Kong Baptist University; At the same time, countries around the world can also understand China's splendid civilization and the current situation and achievements of traditional Chinese medicine culture through Hong Kong Baptist University. The original meaning of "pioneer" refers to a running horse in front of the carriage, which extends to the person who is at the front end in thought and behavior. The Hong Kong Baptist University is compared here as the first one to show that the School of Chinese medicine of the Hong Kong Baptist University was established in Hong Kong at the earliest time among the School of Chinese medicine of other Hong Kong universities. At the same time, it plays an important role in promoting the development of traditional Chinese medicine education, scientific research and medical services in Hong Kong's Higher Education sector, and promoting the standardization and vigorous development of traditional Chinese medicine. The original meaning of "mileage" refers to the distance,

which is a metaphor for the experience of life and the process of the development of things. In the brief introduction of the School of Traditional Chinese Medicine of the Chinese University of Hong Kong, it means that the School of traditional Chinese medicine has always been supported by the Chinese University of Hong Kong and the medical school. The School of Traditional Chinese Medicine is committed to the development of medicine and the promotion of medical and health care services in Hong Kong.

2) Prediction

Prediction is mainly used to describe the characteristics of specific social groups or individuals. The realization methods include positive or negative attribute evaluation (which can be realized through adjectives, appositions, relational clauses, etc.), predicate (or nouns used as predicates, adjectives and pronouns), comparison and other rhetorical devices [20]. Corpus analysis shows that the prediction strategy used in the introduction include positive attribute evaluation (the use of adjectives), predicate, explicit/implicit comparison and parallel structure. These predication strategies have built the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University into a unique higher education institution: with a high sense of social responsibility, taking the lead in the dissemination of traditional Chinese medicine culture, keeping pace with the times in discipline construction, and occupying an important position in the disciplines of Chinese universities.

a) Predicate

The choice of predicates in the introduction endows the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University with a specific social role. Some predicates such as "promote", "strengthen", "obtain", "promote" and "lay" point to the behavior of the schools, which shows that the School of Chinese medicine of the three Hong Kong universities have played an extremely important and positive role in the origin and development of traditional Chinese medicine culture in Hong Kong, as well as the dissemination and development of the mainland and the world. For example:

Over the years, HKUSCM has achieved remarkable achievements in teaching, clinical practice and research.

Although the School has a short history, it is rooted in the global university of Hong Kong with a long history and culture and the famous Li Ka-shing School of Medicine in Asia. It has laid a solid foundation for the global vision of the School of Chinese Medicine and the development of integrated Chinese and Western medicine.

SCM has made remarkable achievements in scientific research in recent years. In addition to winning a large number of research grants from HKBU, the HKSAR Government and the mainland Government, our experts publish frequently in academic journals with high impact factor. The school has also made considerable progress in terms of the number of patent applications filed and patents granted. All in all, it has attained a leading position in the field of Chinese medicine research in Hong Kong.

In addition, the predicates of "inheritance", "rooted in" and

“adhering” mentioned in the introduction also show that Hong Kong colleges and universities are based in Hong Kong, committed to inheriting traditional Chinese medicine culture, and continue to develop and improve. For example:

We are a vibrant young school committed to nurturing high quality Chinese medicine professionals, conducting innovative Chinese medicine research, providing first-rate healthcare services, inheriting and promoting Chinese medicine culture as well as fostering the standardisation and robust development of Chinese medicine.

b) Explicit/Implicit comparison

The explicit and implicit comparison in the introduction constructs the distinctive characteristics of the School of Chinese medicine of Hong Kong universities. In explicit for example, the school offers Bachelor of traditional Chinese medicine and Bachelor of biomedicine (Honours) degree courses and Bachelor of traditional Chinese medicine (Honours) degree courses. The two courses were founded in 1998 and 2001 respectively. They are the first similar courses funded by the UGC in Hong Kong and unique to Hong Kong. Among them, “the first” and “unique” all explain the particularity and advanced nature of their schools, and highlight their pioneering role in spreading the culture of Chinese medicine. In implicit for example, the School of Chinese medicine of Hong Kong Baptist University, established in 1999, is a pioneer in traditional Chinese medicine education, scientific research and medical services in Hong Kong’s higher education sector. Among them, “pioneer” also emphasized that it surpassed other universities and schools and became the leader of other Hong Kong universities in the field of traditional Chinese medicine.

c) Parallel structure

The introduction also uses parallel structures (three or more phrases or sentences with related or similar meanings, the same or similar structure and the same tone) to emphasize the important role of the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University in the development and dissemination of Chinese medicine culture, so as to achieve an effect of strengthening language potential. For example:

We are a vibrant young school committed to nurturing high quality Chinese medicine professionals, conducting innovative Chinese medicine research, providing first-rate healthcare services, inheriting and promoting Chinese medicine culture as well as fostering the standardisation and robust development of Chinese medicine.

The school has been proactive in seeking collaborations with enterprises and set up the “University—Enterprise Synergy Innovation Platform”, the purpose of which is to optimise the use of talents and resources of SCM and the partner organisations. The Platform conducts joint research and seeks to realise the industrialisation of research findings so as to promote innovative Chinese medicine research and foster the development of Chinese medicine pharmaceutical industry.

In the above sentence, several verb phrases in parallel display the mission plan and achievements and contributions of the college. The introduction emphasizes the important role played by the school of traditional Chinese medicine of

the three universities in Hong Kong, China and even the world, and illustrates their strong sense of social responsibility.

3) Attitude vocabulary

In the introduction and the Director’s Message, many positive adjectives give the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Baptist University positive characteristics. For example, “new” has been used five times to modify “pedology”, “concepts”, “technologies of different scientific disciplines”, “generations of Chinese medicine professionals and scientists” and “state of art facilities” respectively to illustrate that the identity of the School of Chinese medicine of the three Hong Kong Universities is mobile and will change and adjust itself according to the development of society and the times, and always keep at the forefront of the times. “Quality” is also used seven times, and “first rate” is used twice to modify “academic programs”, “teaching staff”, “Chinese medicine programs”, “assurance, authentication and safety testing of Chinese medicine”, “Chinese medicine professionals”, “teaching and nurturing grades” “Clinical training and services” and “health services”, “Chinese medicine health service” to illustrate the excellence of the faculty of the School of Chinese medicine of the three Hong Kong Universities and the superiority of the courses of traditional Chinese medicine. It presents that the college has strong comprehensive strength and is in a leading position in the field of traditional Chinese medicine in the higher education sector of Hong Kong. In addition, the adjectives “longest established”, “international”, “modernization” and “global” in the introduction illustrate the college’s vision of globalization and lay a foundation for the international development of traditional Chinese medicine culture. Examples of positive evaluation of the School of Chinese medicine using adjectives in the introduction are:

The University of Hong Kong, founded in 1911, is Hong Kong’s longest established tertiary institution, It has ten faculties and tens of research centres. Li Ka Shing Faculty of Medicine is one of the best-equipped medical education and research centres in the region.

HKUSCM, sharing resources of the University and the Faculty, aims at delivering quality teaching and nurturing graduates with international perspective and professional knowledge in the modernization of Chinese Medicine.

With our quality teaching staff and following the whole person education ethos of the University, SCM provides quality Chinese medicine programmes to nurture new generations of Chinese medicine professionals and scientists and advance the development of Chinese medicine in Hong Kong and beyond.

SCM is committed to providing quality academic programmes, conducting cutting-edge research and technology development, offering first-rate Chinese medicine healthcare service, and contributing to the standardisation, modernisation and internationalisation of Chinese medicine.

4) Bi-literacy and tri-lingualism

On the basis of respecting the cultural differences between Chinese and Western medicine, teaching Chinese and Western medicine in “Bi-literacy and Tri-lingualism”: Teaching Chinese medicine in Chinese to ensure that

students are exposed to the original theory of traditional Chinese medicine, which is closely related to the history and success of higher education of traditional Chinese medicine in China. Among them, Putonghua teaching is conducive to students' internship in the mainland or academic exchanges with mainland scholars. Cantonese teaching is closely related to the local ontology of Guangdong and Hong Kong culture and local medical characteristics. English teaching can enable students to accept the original knowledge of Western medicine, so as to integrate with the international community and facilitate the internationalization of traditional Chinese medicine. (The University of Hong Kong is an international university with English as the teaching medium. All teaching activities include lectures, guidance and classroom discussion. In addition to Chinese language, Chinese literature, Chinese culture, traditional Chinese medicine and other foreign languages, students' ability to receive English education is a prerequisite for admission. After admission, they still have to learn 12 credits in English, 6 credits in Chinese or 6 credits in other languages.)

In the introduction and the Director's Message of the School of Chinese medicine of Hong Kong universities, they also use "Bi-literacy and Tri-lingualism". Visitors can choose the most familiar one from English, standard Chinese characters and traditional Chinese characters, so as to obtain the information they need more easily and easily.

C. Discourse Strategies

The construction of organizational identity is inseparable from the use of language [21]. Reisinger and Wodak [16] believe that "strategy" refers to the practice (including discourse practice) that language users consciously adopt in order to achieve specific social, political, psychological or linguistic purposes. Organizational identity statement is the discourse practice of an organization to promote its core values, organizational culture and behavior model to different stakeholders in order to achieve strategic objectives [22]. The introduction and the Director's Message of the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University convey to the stakeholders that the school of traditional Chinese medicine has always been aiming at cultivating high-quality clinical talents of traditional Chinese medicine and taking the development of traditional Chinese medicine as its important task by displaying its historical inheritance, curriculum system, development, talent training and goal vision; The School of Chinese medicine cooperates with various research units to comprehensively improve the research level of basic, clinical and traditional Chinese medicine theories, and actively develop academic research of traditional Chinese medicine on local and international platforms. The use of various language means in the introduction imperceptibly promotes the distinctive characteristics and advantages of the School of Traditional Chinese Medicine of the three universities in Hong Kong to the stakeholders, so as to make the target people have a sincere sense of identity.

However, the school introduction and the Director's Message do not fully reflect the relationship between the identity construction of colleges and universities and the

current social reality. The establishment and development of the School of Chinese medicine in Hong Kong universities are inseparable from the strong support of the Hong Kong government and the inland government, but it is rarely mentioned in its introduction. The classical teachers of the School of Chinese medicine in Hong Kong universities are supported by domestic universities: the School of Chinese medicine of Baptist University was established in 1998, which is composed of teaching department, clinical department, scientific research and development department and continuing education department. The classical teaching is undertaken by professors from Beijing, Nanjing and Guangzhou. They have learned from each other and bring together different ideas and models of many universities to form a strong teaching team. The School of Chinese medicine of the University of Hong Kong was established in 2002. Before that, part-time undergraduate education was carried out by the school of professional training, and professors from Shanghai, Beijing, Guangzhou and Guizhou undertook classic teaching. Teachers are divided into three types: scientific research teaching, clinical teaching and clinical teaching and scientific research assistant. Experts and professors from Shanghai University of Traditional Chinese Medicine are invited regularly to guard them. The Chinese University of Hong Kong is mainly composed of teaching consultants, tutors, clinicians and Institute researchers. The classical teaching is undertaken by professors in Guangzhou, Tianjin and Beijing. At present, there are still young teachers who graduated from the Hong Kong Baptist University as the force of the classical teaching echelon to undertake some classical courses. It is precisely because of the strong promotion of the government that the introduction of higher talents of traditional Chinese medicine has been included in the government's "Hong Kong Senior Talent Introduction Plan", which has become a powerful booster for the education, clinical and research development of traditional Chinese medicine in Hong Kong. The school introduction should strengthen the connection between identity construction and the current society, reflect the important role of the government and the support of all walks of life. At the same time, it can also better show the important position of the School of Chinese medicine of universities in Hong Kong and inland politics. The two-way choice between schools and students is an important focus for colleges and universities to win competitiveness. Schools need to choose excellent students as talent training objectives. Students choose colleges and universities from the perspective of educational investment. Colleges and universities need to improve their own positioning and attract excellent talents. The two-way choice of talent supply and demand is not only the product of market competition, but also an important embodiment of the school's participation in social exchange services as a social organization. The training of talents by the universities need to meet the needs of social development under the market competition system. Under the market economy system, colleges and universities enter the society and market and act as the same social organization as social units. There is a two-way cooperative relationship between colleges and universities and social units. Colleges and universities need to rapidly cultivate their self publicity and marketing ability to adapt to social development and pay attention to the

construction of self-identity discourse. Only in this way, can the School of Chinese medicine in Hong Kong universities better attract students at home and abroad, realize the better development and dissemination of traditional Chinese medicine culture, and promote the internationalization process of traditional Chinese medicine culture.

V. CONCLUSION

Traditional Chinese medicine is the cultural symbol of “going-out” of Chinese excellent traditional culture. According to the global survey report on China’s national image 2016–2017: “in the hearts of overseas respondents, Chinese food (52%), traditional Chinese medicine (47%) and martial arts (44%) best represent Chinese culture”. In addition to Chinese food, traditional Chinese medicine has become the most representative cultural symbol of China in the world. President Xi once attended the opening ceremony of the Confucius Institute of Chinese medicine which was built by Nanjing University Of Chinese Medicine and the Royal Melbourne Institute of Technology University in Australia, and delivered an important speech, he pointed out that: Traditional Chinese Medicine (TCM) “is the treasure of ancient Chinese science, also is the key to the treasure-house of Chinese civilization”, deeply reveals the Traditional Chinese Medicine (TCM) has an important position of scientific system in ancient China, has core values in inheriting excellent traditional Chinese culture and has the key role in promoting Chinese culture to “go global”. It has become the ideological essence of President Xi Jinping’s important discussion on TCM work and the fundamental adherence and action guide for the development of TCM in the new era.

However, based on the characteristics of region, teachers and medical model, the education of traditional Chinese medicine in Hong Kong can be described as a combination of domestic and overseas characteristics, and has its corresponding advantages in carrying out international education of traditional Chinese medicine. Hong Kong is a distribution center of North-South Chinese herbal medicines and a major port of international trade in Chinese herbal medicines. It has certain advantages in regional culture. For example, in Hong Kong, it has become a habit in people’s daily life to keep healthy by boiling soup with Chinese herbal supplements or drinking herbal tea with Chinese medicine to relieve summer heat. Herbal tea shops and traditional Chinese medicine shops, Medicated food shops and traditional Chinese medicine clinics with Guangdong and Hong Kong style have become a beautiful scenic spot of Hong Kong and Guangdong culture. Traditional Chinese medicine in Hong Kong flourished with the return of China in 1997 and the government’s determination to build Hong Kong into a “traditional Chinese medicine port” and take traditional Chinese medicine as an important industry. With the strong promotion of the government, the introduction of higher talents of traditional Chinese medicine has been included in the government’s “Hong Kong senior talents introduction plan”, which has become a powerful booster for the education, clinical and research development of traditional Chinese medicine in Hong Kong. Under the guidance of the government, with the help of the good school

running conditions and strong capital investment accumulated in history, comprehensive universities focus on academic education or modern research in traditional Chinese medicine according to the characteristics of each university, and combine the great prospect of the development of traditional Chinese medicine in Hong Kong with a positive and pragmatic attitude, so that the education of traditional Chinese medicine in Hong Kong can develop rapidly from a high starting point. In addition, under the basic conditions of “one country, two systems” and subject to the legal medical registration system, registered Chinese medicine practitioners in Hong Kong are not qualified to use any form of Western medicine or Western medical diagnosis and treatment equipment. Their social needs are not consistent with those of Chinese medicine in the mainland, but are consistent with the current international situation. This positioning of traditional Chinese medicine in Hong Kong’s public health and medical system determines the establishment and curriculum orientation of Hong Kong’s traditional Chinese medicine education system, which makes Hong Kong’s traditional Chinese medicine education integrate many different characteristics of domestic and overseas traditional Chinese medicine education models in terms of school running principles and student training. The curriculum design also correspondingly emphasizes taking traditional Chinese medicine as the main body, and follows the principles of adaptability, localization and internationalization [23].

At present, the education system and social demand orientation of traditional Chinese medicine in Hong Kong are similar to that of almost all other countries and regions except the mainland. There is no concern of westernization in the education and clinic of traditional Chinese medicine. This kind of education model, which not only has profound traditional Chinese medicine heritage and connotation, but also has the influence of traditional Chinese medicine positioning consistent with the western public health care system, fully shows that Hong Kong’s traditional Chinese medicine education is actually playing the role of a bridge between the two different medical systems, and must be more easily accepted by international students. There is no obvious burden of “training export-oriented talents” or “increasing foreign language classes” in the international education of traditional Chinese medicine in Hong Kong. Foreign students are easy to communicate with local teachers and students, and the joint education between domestic and foreign traditional Chinese medicine schools is easier to carry out. There will be bright prospects for expanding the international education of traditional Chinese medicine in Hong Kong. China’s entry into WTO gives us the right and opportunity to promote traditional Chinese medicine education to the international education market, but China’s higher education of traditional Chinese medicine will also face fierce international competition. The advantages we have in intellectual property rights of traditional Chinese medicine, education and clinical practice of traditional Chinese medicine are facing the challenge of large investment in higher education and research and development of traditional Chinese medicine by more and more countries and regions. According to the outline of the Eleventh Five Year Plan for National Economic and Social Development and the

Eleventh Five Year Plan for the Development of Traditional Chinese Medicine, the Development Plan for Standardization of Traditional Chinese Medicine (2006-2010) and the outline of the Plan for International Scientific and Technological Cooperation of Traditional Chinese Medicine (2006-2020) formulated by relevant departments are the strategic countermeasures to meet the challenges faced by Chinese traditional medicine.

This paper uses Wodak's Discourse-history Approach method to analyze the discourse strategies in the School Introduction and the Director's Message of the School of Chinese medicine of the University of Hong Kong, the School of Chinese medicine of the Chinese University of Hong Kong and the School of Chinese medicine of the Hong Kong Baptist University, so as to understand the role of discourse strategies in the construction of organizational identity of colleges and universities. From the perspective of linguistics, this paper analyzes the historical inheritance, curriculum system, development, talent training and goal vision of the School of Chinese medicine in Hong Kong universities. It is believed that it will have a certain reference significance for the School of Chinese medicine in inland universities, promote the development and dissemination of traditional Chinese medicine culture, publicize the concept of organizational traditional Chinese medicine education to the greatest extent, and achieve the goal of attracting more elite talents to study traditional Chinese medicine culture. It plays a positive role in telling Chinese stories well.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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