
RESEARCH ARTICLE

The Construction of a Feminized Adolescent: A Case Study of Institutional Discourse through Speech Act Analysis

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ABSTRACT

A recently released proclamation about the measure towards the phenomenon of 'adolescent's feminization' from the Ministry of Education of China has raised public controversy and performs as an instance of institutional discourse that enables the construction of a new social identity. This paper is a discourse analysis carried out upon such an institutional discourse that is entextualised as a public transcript to investigate the very question of how institution constructs social identity by an entextualised discourse. In this sense, the research critically adopts Norton and Hall' theory of identity construct and is further addressed through the lens of entextualisation. Specifically, the case is studied through the approach of speech act analysis, involving the analysis of locutionary act, illocutionary act and perlocutionary act. In this sense, the study will be presented as a new mode of identity construct through an integrated lens of speech act theory and the authorization of institutional discourse, with special regard to the public discourse of feminism. As a result, the power of the institution underlines the central place of inscription in the construction of institutional authority and enables the legitimacy of the institutionally defined identity of a feminized adolescent.

KEYWORDS

Identity; entextualisation; institution; representation; authority; feminism; speech act

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1. Introduction

Gender issue has always been a sensitive social discourse in Chinese society concerning the prevailing patriarchy tradition within governing institutions as well as the undeveloped discursive community of feminism among the public, yet the continuous presence of gender-related discourses and controversies are hardly constrained by the objective condition due to the increasing misunderstanding and inequality exposed to public vision. Under such status, the recent publication of a proclamation by the Ministry of Education of China (hereinafter as 'the Proclamation') has triggered a new stirring of discussion upon gender. The Proclamation claims to 'improve the cultivation of teenagers by improving the pedagogy in physical education' as the gist, in response to a 'proposal on preventing the feminization of male adolescents' from the Chinese People's Political Consultative Conference, which was accused of disrespect to female by stigmatizing the term 'feminization' with an adverse meaning and was criticized of the institutional abuse of patriarchal ideology. In this sense, public discourse thus was formed as an arena for participants, especially females, to wrestle with the discursive power of institutions by means of texts, enabling a new form of social relation transcending and organizing local settings, yet text as a means is also empowered by the institution for the legitimization of authority (Smith, 1990; Park & Bucholtz, 2009).

Apart from the crime that is accused by the irritated female, what's worth exploring on a meta-discursive dimension, in this case, is the process in which the institution constructs "feminized male adolescent" as a newly defined social identity by its discursive

power. The definition and nature of 'feminization' hence become tricky. Therefore, this paper is written to provide a case study on how institution constructs social identity by an entextualised discourse through the approach of speech act analysis.

2. Contextual Background

Hereby mentioning the term 'Chinese society', it's important to be acknowledged that the context of the present study is established upon the social reality of mainland China. According to Griffiths (2011), under a neoliberalism-based pluralist standpoint of society and identity, a higher degree of toleration upon topics of gender is adopted by the public and institutions of Hong Kong, Taiwan and other Chinese communities in western countries, despite the fact that mainland China has dominated a relatively high place in the Global Gender Gap Report (2021) with a pleasant score. Nevertheless, the general Chinese society is believed to have largely inherited the patriarchal social structure from the traditional stratification according to the three cardinal guides and the five constant virtues as specified in the feudal ethical code, referred to as *San Gang Wu Chang* 三纲五常 in Chinese (Chen, 2017), and consequently perceive the two parties of gender as ordinary within a fixed, binary framework, which gives rationale to the prevalence of a stereotypical epistemology of gendered figure and disposition. Based on such a condition, the delimitation of gender topics and definability upon feminism is de facto governed by the institution built upon a patriarchal authority structure. Without abundant examination into modern feminism and reconceptualization of gender, social institutions tend to discuss these issues from a traditional perspective. As a consequence, the feminization of male adolescents is negatively labelled due to the fixed perception of institutions towards men and women and is attributed to the defects of institutional education in this case.

The emergence of the teachers' proposal that triggered the Proclamation was elicited through a series of conversion of social trends into cross-dimensional contradictions. The first phase is the public alteration of aesthetics on men. As South Korean entertainment companies made their full effort in promoting boy and girl music groups to the world market as commercial products and contemporary cultural image of the nation, the subsequently developed mode of aesthetic in accordance with the very concept of "idol" who is decorated with gorgeous dressing and make-up also became an overwhelming trend globally. It was the first time for the audience before screens to use rhetoric like "stunning", "exquisite", and 'delicate' on men that the phenomenon could be seen as the bifurcation for the emergence of a novel branch of fashion market served for an unprecedented group of population. Magnified by the commodification of idol culture as well as the support of modern communication technologies specified with short-video contents (e.g., TikTok), the new perception of male images was spread from a limited range of audiences to the whole media network and enabled an idol-culture-specific deviation of public aesthetics. Young generations of male artists and ordinary teenagers of a small proportion, yet massive as to form a tide, initiated the imitation upon idolized outfits and demonstrated figurative delicacy that was traditionally defined on women. The alteration of aesthetics, however, was followed by the boycott of the general public who were not sensitized to the dynamic of entertainment culture, resulting in a conflict of opinion upon 'a normalized male outfit' caused by the divergence between traditional and trending aesthetics. As intensified the controversy was, the issue was taken into serious account by the educator organizations, mainly consisted of in-service teachers from middle schools and colleges in main cities of China as was reflected by the parents engaged with the dispute and spawned a Subcommittee for Handling Proposals seeking help from a higher institution, the Ministry of Education. The dispute upon 'a normalized male outfit' was, therefore, attached with a subjective, negative interpretation, which required 'rectification' by means of institutional education, in the light of the major feedback from the society.

2.1 Theoretical Framework

The existence of identity matters ubiquitously in our social life, making reference to the endlessly emerging questions like who am I, where do I belong, how importantly am I related to the others, where am I positioned, and so on. The issue of identity is a tricky one, as the research addressed the concept of identity itself as well as the paradigm by which to examine the terminology has been diversified along with the research history. Among many, identity is more universally defined by the contention of Norton (2013) as 'how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future' (p. 60). In early years, such relationship between an individual and the outer circumstances was examined through a static, essentialist perspective that 'the attributes and behaviour of socially defined groups can be determined and explained by reference to cultural and/or biological characteristics believed to be inherent to the group' (Bucholtz, 2003, p. 400), while was critically reconsidered with equal regard to social factors including ethnicity, gender, religion, language and more to constitute a non-essentialist, fluid view of identity that "uses the resources of history, language and culture in the process of becoming rather than being: not 'who we are' or 'where we came from', so much as what we might become, how we have been represented and how that bears on how we might represent ourselves" (Hall, 1996, p. 4). The latter perspective will be preferably applied in this case as it involves gender categorization enabled by textual labelling as well as the engagement of the institution as an actor in social discourse. Blommaert (2006) also made a critical differentiation between inhabited identity, the identity people themselves articulate or claim, and ascribed identity, the identity given to someone

by someone else. In this regard, the present case study will provide a critical analysis from the perspective of the ascribed identity to illustrate the pattern in which the entextualized discourse constructs a new social identity of contemporary adolescents.

But why is identity needed? With the further dissection of people's identity by poststructuralists, more identity categories and social factors that have a constructive impact on identity have been found, where the discussion on gender identity occupies a large space in present academic and public discourses. The unprecedented recognition of gender classification has even caused some radical feminists' discrete understanding of gender apart from society. Judith Butler's critique against the discrete existence of gender identity and a subject that requires representation in politics (2006) has brought people's attention to the relationship between gender identity and the power of the institution. Social identity, by which to categorize individuals into different groups and assign each group with distinct social status in terms of access to power, is taken as a means of governmentality (Foucault, 1991) by institutions. In this case, it was through the entextualisation of institutional discourse that an emerging social group is defined and positioned (Davies & Harre 1990) regarding the perspective in which the social representation of that group is interpreted by institution, so as affirmed by Briggs (1993) that entextualisation always has been deeply political and serves political goals. In reference to the notion of entextualisation, the text materials as meaning-making resources can be identified and analysed, which is conducive to the investigation of instances of culture and identity formation of the actors of discourses (Silverstein & Urban, 1996).

The Proclamation, represented as an entextualised discourse, is still a valid discursive resource to be analysed under the framework of the speech act. According to Austin (1975), a speech act is 'something expressed by an individual that not only presents information but performs an action as well' (p. 28). The term is illustrated by later scholars that utterances as speech act consist of 'the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience' (Ingber et al., 1982, p. 134), which lays the foundation for the present study with regard to identity construct. A speech act analysis should be addressed upon the utterances that are regarded "performative" (i.e., sentences which not only describe a given reality but also change the social reality they are describing) and discussed in terms of three dimensions of 'act': locutionary act, illocutionary act and perlocutionary act. Locutionary act refers to the actual utterance and its apparent meaning, including any and all of its verbal, social, and rhetorical meanings (Austin, 1975). Central to the speech act theory is the concept of the illocutionary act, defined as the connotative request or meaning presented by the locutionary act (Austin, 1975), or is simply equated to the very notion of speech act itself from a refined perspective (Searle, 1969). The present case study, however, will pay more attention to the perlocutionary act, that is, the actual effect of the locutionary and illocutionary acts on the audience (Austin, 1975), to investigate the formation of an ascribed identity.

3. Analysis

3.1 The Proclamation

The Proclamation was posted by the Ministry of Education of China on its official website on December 8, 2020, in response to a proposal made at the Third Session of the 13th National Committee of the Chinese People's Political Consultative Conference (CPPCC) "on preventing the feminization of male adolescents". The Proclamation originated as a response to the proposal in the form of a conference presentation by a spokesperson from the Ministry of Education on behalf of the institution to the CPPCC members present at the conference, which was broadcast on CCTV (China Central Television channel) as a video clip, but due to the incompleteness of the video, the study will not directly apply the original dictation as data for analysis. Instead, the material used in this case study were the transcribed text of the Proclamation included in the Committee's proposal database and posted on the official website after the broadcast on TV. In this sense, the Proclamation can be seen as a public transcript (Park & Bucholtz 2009) of the institution, and the process of entextualisation plays a critical role in the following analysis.

3.2 Feminized adolescent as impoverished

In the first section of the Proclamation, utterances are mainly expressed in the form of assertive (defined as speech acts that commit a speaker to the truth of the expressed proposition) and directives (defined as the speech act that are to cause the hearer to take a particular action) (Austin, 1975), to acquaint the audience of the background situation of the education subsidy project and make a policy command towards the subordinated functional organizations by the Ministry of Education. In terms of the locutionary act, it is clearly depicted that the Ministry of education has invested massive efforts into the national project of training physical education teachers nationwide, where poor areas, rural areas and remote areas of western China are attached with greater importance, as is supported by the digital fact (see Excerpt 1 & 2) that the above mentioned distressed areas were taken targeted measures. Given the context, what the Ministry of Education intended to express by the illocutionary act is to stress the objective situation that, despite the efforts that have been made, assisting areas in poverty and with the consequent lack of material resources is still the core mission of the project. The use of digital data is a significant communication cue to imply that the concrete achievement of the project has been accumulating through the past years, yet, more investment needs to be made. That also

explains why the main part of the section is occupied by the project report of impoverished areas. However, concerning the discourse created by the Proclamation, what is projected as simple facts by the work report is inevitably related to the notion of feminized adolescents through interpretation of the perlocutionary act. Audiences are prone to interpret that the fact of poverty in some areas is supported by the five-year project report, which results in the inadequate education resource of adolescents wherein. The Proclamation's emphasis on the concrete evidence of the project results has, instead, strengthened the audience's impression of the label of poverty. Correspondingly, as is perceived, those adolescents in poor areas suffer a stronger tendency to have the issue of feminization due to the shortage of physical education; the representation of impoverished of a feminized adolescent is hence enabled. The notion of poverty transcends its logical status as a cause at the semantic level and transforms into a sort of nature or a mode of representation (Mehan, 1996) of the identity of the feminized adolescent through perlocutionary force.

*In the past five years, about **20000** physical education teachers have been added every year through free normal students, targeted enrolment plans in **poor areas** and "special post teacher plan". More than **10000** national backbone teachers and more than **100000** backbone teachers in central and Western China, **especially in rural and remote areas**, have been trained through "national training plan" and "provincial training plan."*

Excerpt 1

*It provides **precise poverty alleviation** and voluntary services for **38 rural primary and secondary schools in 18 provinces** (autonomous regions and cities) in physical and aesthetic education curriculum teaching, practical activities, campus culture construction and teacher team construction*

Excerpt 2

3.3 Feminized adolescent as frail

Following the above-mentioned excerpt, instances of the utterance of directives are presented to indicate actions with broader objectives to be taken by the Ministry of Education in the next phase of the education enhancement project. Concerning the locutionary act, the Ministry of Education emphasizes the need for subordinate education departments and public schools to improve teaching quality by strengthening the institutional management of physical education teachers while redirecting the goal of improving pedagogy to the development of students' vigour. Hereby the Proclamation uses the notion of vigour with reference to the Chinese word Yanggang 阳刚 (see Excerpt 3), which is a term retrieved from the gendered differentiation of masculinity and femininity on a person's temperament in Chinese traditional culture, as opposed to 阴柔 [Yin-Rou]. *Yang* directly means the sun, as can be implied as positivity, and *Gang* refers to toughness. Despite that both of the terms are conventionally perceived to be neutral and even denote a sense of compliment with equal regard to the gender-specific virtue demonstrated by the customarily defined men and women, the Proclamation's utterances, through the illocutionary act, have expressed the institution's concern about the lack of *Yang-Gang* (i.e., vigour in a neutral tone) on those feminized adolescents, which can be interpreted as the override of masculinity against femininity within the institutional, discursive context. Whereas the Ministry of Education didn't intend to demonstrate a sense of preference on either property, the perlocutionary act that is portrayed inevitably impressed the audience with the use of the term *yang-gang* that performs to be an institutional encouragement towards all adolescents with different gender identities to act positively and live strongly 'like a man'. Vice versa, the audience might also have the interpretation that it was the lack of cultivation on adolescents' masculinity that caused the feminization of them, especially the male individuals, which facilitated the identity construct of the feminized adolescent as a not positive and tough enough, that is, frail representation. In this sense, the neutrality of *Yang-Gang* and *Yin-Rou* is deprived of from their original semantic setting and transformed into, or overlaid by, a bipolar dichotomy of language use through the reproduction of meaning: if someone is described as *Yang-Gang*, he or she receives an identity of a normally good person; if someone is described as feminized, he or she receives an identity that features a frail representation. Hence, the use of the term '*Yang-Gang*' is central to the process of identity construct, enabled by the perlocutionary force of the discourse.

*In the next step, provinces and schools will be required to increase the implementation of the 'Management of Part-time Teachers of Physical Education and Aesthetic Education', and in the 'National Training Program' and 'Provincial Training Program', increase efforts to improve the quality and ability of physical education teachers, and at the same time, moderately improve the teaching methods and forms of physical education teachers, and **pay more attention to, more emphasis on the cultivation of students' 'masculinity'**.*

Excerpt 3

3.4 Feminized adolescent as fragile individualist

The next section, as is contextually predictable, features assertive and directive utterances. Accordingly, the portion of directives aims to provide further instruction for strengthening the top-level design of the school sports system with more significance attached to improving teachers' evaluation method of physical education on adolescents. The locution is explicitly uttered as a discursive dynamic to motivate the team to conduct the project for the purpose of cultivating spiritual virtue of the adolescents, in which the Proclamation has defined a concrete model for an ideal outcome in this phase: having strong will power and a good sense for collaboration (see Excerpt 4). In the illocutionary act, the Proclamation's underlaid voice in this specific utterance is easily revealed that measures are taken to optimize educational evaluation methods over the past few years still didn't show effectiveness in developing adolescents' regular habits of physical exercise, producing an unsatisfactory result in terms of the cultivation of spiritual attributes. In such a context, the notion of strong willpower and a good sense for collaboration is likely to be inferred as a factual negation of the noted criteria by the audience with regard to the perlocutionary result. Consequently, the deficiency in willpower and a sense of collaboration is labelled to the social identity of feminized adolescents. In other words, the actual effect of the Proclamation deviates from the intended effect of it for the reason that the initiator of the process of meaning-making transferred from the speaker to the listener through perlocutionary force. As entextualised the discourse is, the unideal effect of the Proclamation on the audience is authorized, producing a legitimated identity that is regarded as fragile and individualist.

*Establish an examination mechanism that combines daily participation, physical fitness monitoring and special sports skill tests, make meeting the requirements of national student physical fitness standards an important part of education and teaching assessment, guide students to develop good exercise habits and a healthy lifestyle, **refine a strong will and cultivate a cooperative spirit***

Excerpt 4

3.5 Feminized adolescents as with a distorted sense of value

The last section of the Proclamation noted the ambition of the Ministry of Education to expand the research on related issues. As is defined as an issue, the feminization of adolescents seems to be problematic from the perspective of the institution. Illustrated in a similar structure, the discourse of the section is addressed with assertives and directives. On reviewing what has been conducted by the Ministry in exploring the research of related issues of adolescents, the Proclamation critically makes reference to a previous research project that is carried out by the subordinated Research Team for Humanities and Social Sciences, namely 'research on the influence and countermeasures of 'Internet celebrity' phenomenon on teenagers' values' (see Excerpt 5). By presenting a locutionary act, the Proclamation claims to have discovered the intersection between the adolescents' value that is affected by cyber influencers and a feminized adolescent, yet, beyond which is the connotative discourse that produces a sense of skepticism upon the likely negative influence from the media platforms, concerning the notion of "countermeasures", as well as on the adolescents' value that is negatively formed under such impact. Further upon the perlocutionary act, what is captured by the audience in the utterances could be identical. The mention of "Internet celebrities" in the Proclamation can be attributed to the above-mentioned modern communication technology, by which the feminized male figure was disseminated and widely accepted, so as noticed by the institution as a boost of the phenomenon. Following the institution's negative attitude towards Internet celebrities and the assumed adverse impact on adolescents' value system, the feminized adolescent with a distorted sense of value as a new representation is hence generated.

*The Ministry of education, focusing on the research project of Humanities and Social Sciences, strongly supports the strengthening of research on issues related to adolescent mental health education. During the 13th Five Year Plan period, a number of research projects such as "Research on **the impact of the phenomenon of 'Internet Celebrities' on Teenagers' values** and Countermeasures" were set up in the humanities and society research project of the Ministry of education.*

Excerpt 5

3.6 Feminized adolescent as mentally abnormal

What's discussed in the Proclamation as the future emphasis of research upon the issue of male adolescent's feminization affords more than a single mode of representation. The above-analysed case of cyber influence on the sense of value is addressed within the institutional context of education of adolescents' mental health with several research topics reviewed. Additionally, a "research on the demonstration of family education function and the construction of teenagers' spiritual home" (see Excerpt 6) is together noted for the reference of the further action to be taken by the Ministry for achieving an effective mental education on adolescents. In this regard, the illocutionary act of the utterances actually indicates that the institution has tacitly perceived the feminization of teenagers as a psychologically abnormal state, which can be largely affected by family education, whether it plays a positive or destructive role. At present, however, there is no concrete theory to support the assertion that gender identity makes reference to

a psychological condition. The discourse constructed by the Proclamation indeed brings the audience confusion and even indignation on an illocutionary dimension, which is followed by the perlocutionary act that acquaints the audience of the label of mentally unhealthy on feminized male adolescents. As the Proclamation anchors the discourse by a project focus on the further education of adolescents' mental health, the process of identity construction is again facilitated by endowing a mentally abnormal representation to the feminized adolescent.

*A number of research projects such as "the demonstration of **family education function** and the construction of teenagers' spiritual home". Support colleges and universities to **strengthen interdisciplinary research on adolescent mental health**, focus on practical needs and promote theoretical innovation. In the next step, the Ministry of education will strengthen the management of the approved philosophy and social science research projects of the Ministry of education, promote interdisciplinary research, and strive to produce a number of high-quality research results to **better serve the mental health education of teenagers**.*

Excerpt 6

4. Discussion

We know the world through the representations we make of it (Bakhtin, 1981), so as we know, an identity. By introducing the analysis of the formation of representation, the construction of a new social identity is revealed. First, the feminized male adolescent is portrayed as an impoverished figure. The institution emphasized the fact of supporting education in poor areas in western China and illustrated the plan as a reference to explore countermeasures for the feminization of male youth. However, the discourse presented in the Proclamation inevitably connects a poor representation with the cause of feminized male adolescents. Secondly, feminized male teenagers are labelled as frail. Although the institution tried to objectively express its concern for the maintenance of youth's vigour, the improper wording not only gives birth to a contemporary interpretation of the image of youth lacking male virtue but also exposes the institution's stereotypical and traditional understanding of gender issues. Undoubtedly, this issue will keep on being discussed by feminists and other participants out of the present study. It is also worth thinking about how institutions use appropriate expressions for discourse construction in the public transcript. Third, feminized male adolescents are considered individualists. Institutional feedback on social issues or phenomena should be considered through more in-depth research on relevant topics and the subsequent impact of the discourse provided. Due to the neglect of whether the feminization of male adolescents is directly related to physical exercise, the outcome of a series of improvement measures expected by the institution can easily be transformed into the qualitative analysis of the problem by the institution. This explains why the institution's prospect upon strong will and spirit of cooperation for teenagers is negatively interpreted. Last but not least, the feminized male adolescent is attached with abnormality in terms of value and mental health. Although assisting young people to establish a proper sense of values and paying attention to family education will be highly recognized in educational policies at any stage, given the context of gender identity, the institution needs to pay attention to whether utterances in a public transcript will have an impact on the topical object, that is, the feminized adolescent in this case, on the premise of sufficient theoretical basis. As a matter of fact, the institution's concern for adolescent mental health is again interpreted as the deficiency represented by a feminized adolescent.

Yet, different representations cannot define an identity individually, and each formulation of representation doesn't simply describe the characteristics of the identity. It is through investigating the formation of representation that the trajectory of identity construction is revealed, and the representations are the pieces of a figure inspected from different perspectives. All modes of the representation together constitute an identity, as Mehan (1996) proposed, 'when discourse is viewed as an activity that culturally constructs clarity out of ambiguity, then we should not be surprised to find multiple modes of representation'. Furthermore, such an identity is legitimated and becomes a context-free perception of the audience through the entextualisation of institutional discourse, which is facilitated by the discursive process of decontextualization. The Proclamation was read out by the spokesperson at the conference as the discussion result of the institution on the "reaction to the feminization of male adolescents" and entextualised into a public transcript. Such a public transcript breaks away from the original context as a response to the teacher's proposal and becomes a text reference of identity construction and guarantees a certain degree of fixity and permanence of the discourse (Park & Bucholtz, 2009). In this sense, the power of the institution is transferred from an institutional context to a context-free text, which underlines the central place of inscription in the construction of institutional authority (2009), and enables the legitimacy of the institutionally defined identity of a feminized adolescent.

5. Concluding Remarks

This paper has initiated a case study on a recently controversial discourse upon gender identity through the approach of speech act analysis, with the objective to investigate the process in which an institution constructs a social identity through an entextualised discourse.

In this regard, the analysis is actually carried out by answering two research questions: 1) what is the representation of a presumed identity of feminized adolescent indicated in the Proclamation by perlocutionary effect? and 2) how is the representation perceived by the audience authorised through entextualisation to constitute the identity? The whole analysis can also be seen as a summing-up answer to a very question of what role do institutions play in the discursive organization of social practice, social relations, and related forms of inequality. The inequality is hence revealed in this study by looking at the way institutional authority predominates the discursive space that should have been of the female participants, even if the institution did not convey any sense of judgment. Undeniably, language always has the power to position one another by its interpellation (Mooney et al., 2019).

5.1 Limitation

The case analysed in the present study is a tricky one as it is a public transcript that is entextualised from a speech, which implies that it is not available to access the original verbal and non-verbal cues parallel to the spoken content. This could be considered a limitation of the study as those cues are critical to an extent to have a complete investigation of the process of meaning-making, without which the present study was not able to offer a multidimensional interpretation in the analysis of performative utterances. While the process of entextualisation has provided another possible pattern to inspect the discourse with regard to the perlocutionary effect that could be produced and authorised. Moreover, the present study has its deficiency in addressing the trajectory of decontextualisation and recontextualization, as is involved in the very process of entextualisation due to the constraint of texts. What's worth further development is that analysis upon the process of decontextualization from the original discourse to a textual discourse as well as the peripheral discourses derived from the original discourse need to be included in the study to facilitate a complete representation of the discourse trajectory. For instance, in this case, the public discussion held around the Proclamation in the form of online text is a discursive space worth exploration, which will offer an evident demonstration of how the Proclamation is functioning to people no longer as an authoritative institutional discourse but as a context-free definitive reference to a certain social group that could elicit public dispute. It's necessary for future research to attach more importance to such critical portions of a discourse trajectory.

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11. Appendix 1: Original Text of the Proclamation

Source: Website of the Ministry of Education of China

李佩. (2020). 关于政协十三届全国委员会第三次会议第 4404 号（教育类 410 号）提案答复的函. Retrieved January 14, 2022, from http://www.moe.gov.cn/jyb_xxgk/xxgk_jyta/jyta_jiaoshisi/202101/t20210128_511584.html

关于政协十三届全国委员会第三次会议第 4404 号（教育类 410 号）提案答复的函

教师提案（2020）475 号

您提出的《关于防止男性青少年女性化的提案》收悉，现将涉及教育部业务部分答复如下：

一、加强体育教师配备

教育部高度重视加强体育师资配备。指导各地在巩固存量、加大增量、提升质量等方面下功夫，统筹整合资源，多措并举配齐配好体育教师队伍。出台《体育美育兼职教师管理办法》，鼓励退役运动员、有体育特长的志愿人员兼任体育教师，全面提升兼职教师能力和素质。近 5 年来，通过免费师范生、贫困地区定向招生计划、“特岗教师计划”等渠道每年新增体育教师约 2 万人，通过“国培计划”“省培计划”培训了 1 万多名国家级骨干教师和 10 万多名中西部特别是农村、偏远地区骨干教师。实施“体育美育浸润行动计划”，完善高校支持中小学体育美育协同发展机制，指导 20 所入选“体育美育浸润行动计划”的高校，为 18 个省（区、市）的 38 所农村中小学校在体育美育课程教学、实践活动、校园文化建设、教师队伍建设等方面提供精准帮扶和志愿服务。

下一步，将要求各省、校加大《体育美育兼职教师管理办法》落实力度，在“国培计划”“省培计划”中，加大力度提高体育教师素质能力，同时，适度改进体育教师教学方法、形式，更加注重学生“阳刚之气”培养，继续通过多种渠道新增体育教师。

二、加强学校体育制度顶层设计

教育部深入学习贯彻习近平新时代中国特色社会主义思想，按照《国家中长期教育改革和发展规划纲要（2010—2020 年）》的要求，改革创新体制机制，全面提升体育教育质量，不断将学校体育纳入各项工作体系。2014 年《教育部关于印发〈学生体质健康监测评价办法〉等三个文件的通知》（教体艺〔2014〕3 号）健全了学校体育的评价机制。2016 年《国务院办公厅关于强化学校体育促进学生身心健康全面发展的意见》（国办发〔2016〕27 号）明确提出“深化教学改革，强化体育课和课外锻炼”。2017 年《国务院教育督导委员会办公室关于印发〈中小学校体育工作督导评估办法〉的通知》（国教督办〔2017〕4 号）明确了政府和各级教育行政部门的责任，将学校体育全面纳入学校的整体评价体系中。2019 年中共中央、国务院印发《关于深化教育教学改革全面提高义务教育质量的意见》，要求严格执行学生体质健康合格标准，健全国家监测制度。除体育免修学生外，未达体质健康合格标准的，不得发放毕业证书。开齐开足体育课，将体育科目纳入高中阶段学校考试招生录取计分科目。科学安排体育课运动负荷，开展好学校特色体育项目，大力发展校园足球，让每位学生掌握 1 至 2 项运动技能。

下一步，教育部将按照中共中央、国务院《深化新时代教育评价改革总体方案》，强化体育评价。建立日常参与、体质监测和专项运动技能测试相结合的考查机制，将达到国家学生体质健康标准要求作为教育教学考核的重要内容，引导学生养成良好锻炼习惯和健康生活方式，锤炼坚强意志，培养合作精神。中小学校客观记录学生日常体育参与情况和体质健康监测结果，定期向家长反馈。改进中考体育测试内容、方式和计分办法，形成激励学生加强体育锻炼的有效机制。加强大学生体育评价，探索在高等教育所有阶段开设体育课程。

三、深入开展健康教育

教育部牢固树立健康第一的教育理念，着力提高学生健康水平和素养，加大人才培养力度，有力支撑健康中国建设。一是修订义务教育、普通高中“体育与健康”等课程标准。印发《中小学健康教育指导纲要》《普通高等学校健康教育指导纲要》，构建各学段相衔接的学校健康教育体系，明确学校健康教育内容、途径。中小学健康教育以“体育与健康”为主要课程载体，每学期安排 6 至 7 课时。二是丰富健康教育形式，指导中小学通过综合实践活动课程提升学生健康素养。在全国校园开展“师生健康中国健康”主题健康教育，举办健康教育宣传行、网上知识问答等活动，把健康教育融入学校教育教学各环节。遴选组建首届全国中小学和高校健康教育指导委员会。

下一步，教育部将深入实施中小学健康促进行动，全面加强和改进新时代学校体育工作，推动青少年文化学习、体育锻炼和心理健康协调发展，真正把保证青少年身心健康、体魄强健，作为强国强教、利国利民的大事常抓不懈、一抓到底。

四、加大相关问题的研究

教育部以人文社会科学研究项目为抓手，大力支持加强青少年心理健康教育相关问题研究。“十三五”期间，在教育部人文社会科学研究项目中设立“网络红人现象对青少年价值观的影响及对策研究”“城镇化视域下居住分割对青少年发展影响的实证研究”“家庭教化功能的彰显与青少年精神家园的建构研究”“新时代社会协同管理下的青少年健康促进理论体系研究”“基于培育青少年健康人格视阈下的休闲教育研究”“青少年认识信念发展模式与作用机制研究”“青少年未来取向的发展及其同伴背景：追踪研究”“青少年心理健康双因素模型监测体系研究”等一批研究项目。支持高校加强有关青少年心理健康方面多学科的交叉研究，聚焦现实需求，推动理论创新。

下一步，教育部将加强已立项相关教育部哲学社会科学项目中后期管理，推动多学科交叉研究，力争产出一批高质量研究成果，更好的服务青少年心理健康教育工作。

感谢您对教育工作的关心和支持！

教育部

2020 年 12 月 8 日

Appendix 2: Translation of the Proclamation

Letter of Response to Proposal No. 4404 (Education No. 410) of the Third Session of the 13th National Committee of the Chinese People's Political Consultative Conference

Teacher Proposal [2020] No. 475

Your proposal to prevent the feminization of male adolescents is received, and the reply involving the operational part of the Ministry of Education is as follows.

I. Strengthening the provision of physical education teachers

The Ministry of Education attaches great importance to strengthening the provision of physical education teachers. Guidance around the consolidation of the stock, increase the quantity, improve the quality and other aspects of efforts, co-ordination and integration of resources, multi-measures to allocate a good physical education teacher team. The "sports and aesthetic education part-time teachers management approach" to encourage retired athletes volunteers with sports expertise as part-time physical education teachers to improve the overall capacity and quality of part-time teachers. In the past five years, about 20,000 new physical education teachers have been added each year through free teacher training students, targeted enrollment programs in poor areas, "special teacher program" and other channels, and through the "national training program" "provincial training program Through the "national training program" "provincial training program" trained more than 10,000 national backbone teachers and more than 100,000 backbone teachers in the central and western regions, especially in rural and remote areas. Implementing the "Sports and Aesthetic Education Infiltration Action Plan", improving the mechanism for universities to support the coordinated development of sports and aesthetic education in primary and secondary schools, and guiding 20 universities selected for the "Sports and Aesthetic Education Infiltration Action Plan" to provide 38 rural primary and secondary schools in 18 provinces (autonomous regions and municipalities) with assistance in sports and aesthetic education curriculum teaching, practical activities, and sports and aesthetic education. In the next step, all provinces and municipalities will be required to provide precise assistance and volunteer services to 38 rural primary and secondary schools in the areas of sports and aesthetic education curriculum teaching, practical activities, campus culture construction and teacher team building.

The next step is to ask the provinces and schools to increase the implementation of the "part-time sports and aesthetic education teacher management methods" in the "national training program" "provincial training program", and increase efforts to improve the quality and ability of physical education teachers, at the same time, moderately improve the teaching methods and forms of physical education teachers, pay more attention to the students "masculine" training, and continue to add physical education teachers through a variety of channels.

II. Strengthen the top-level design of the school sports system

The Ministry of Education has been studying and implementing the socialist thought of Xi Jinping with Chinese characteristics in a new era, in accordance with the requirements of the National Medium and Long-term Education Reform and Development Plan (2010-2020), reforming and innovating institutional mechanisms, comprehensively improving the quality of physical education, and continuously integrating school sports into various work systems. 2014 "Ministry of Education on the Issuance of <Student Physical Health Monitoring and evaluation methods> and other three documents (Education, Sports and Arts [2014] No. 3) improved the evaluation mechanism of school sports. In 2016, the Opinions of the General Office of the State Council on Strengthening School Sports to Promote the Overall Development of Students' Physical and Mental Health (Guo Ban Fa [2016] No. 27) clearly proposed "deepening teaching reform and strengthening physical education classes and extracurricular exercise "In 2017, the Notice of the Office of the Education Supervision Committee of the State Council on the Issuance of the Supervision and Evaluation Measures for Sports Work in Primary and Secondary Schools (Guojia Supervision Office [2017] No. 4) clarified the responsibilities of the government and education administrative departments at all levels and comprehensively incorporated school sports into the overall evaluation system of schools. In 2019, the Central Committee of the Communist Party of China and the State Council issued the Notice on Deepening the Opinions on Comprehensively Improving the Quality of Compulsory Education through Educational Teaching Reform", which requires the strict implementation of passing standards for student physical fitness and a sound national monitoring system. Except for students exempted from physical education, graduation certificates shall not be issued if they do not meet the physical health passing standards. Open all the physical education classes physical education subjects into the high school level school examination admissions scoring subjects. Scientific arrangement of physical education classes sports load, to carry out a good school sports program, vigorously develop school soccer, so that each student mastered 1 to 2 sports skills.

In the next step, the Ministry of Education will strengthen sports evaluation in accordance with the "General Plan for Deepening Education Evaluation Reform in the New Era" of the Central Committee of the Communist Party of China and the State Council. Establish an examination mechanism that combines daily participation, physical fitness monitoring and special sports skill tests,

make meeting the requirements of the national student physical fitness standards an important part of education and teaching assessment, guide students to develop good exercise habits and a healthy lifestyle, refine a strong will and cultivate a cooperative spirit. Primary and secondary schools objectively record students' daily sports participation and physical health monitoring results and provide regular feedback to parents. Improve the content, methods and scoring methods of sports tests in secondary school exams to form an effective mechanism to motivate students to strengthen physical exercise. Strengthen the evaluation of sports for college students and explore the introduction of physical education courses at all stages of higher education

III. In-depth health education

The Ministry of Education firmly established the concept of health first education, focused on improving the health level and literacy of students, increasing the training of talents, strong support for the construction of a healthy China. First, the revision of compulsory education, general high school "physical education and health", and other curriculum standards. The "Health Education Guideline for Primary and Secondary Schools" and "Health Education Guideline for General Higher Education Schools" were issued to build a school health education system that connects all school levels and clarify the content and approach of school health education. Health education in primary and secondary schools takes "physical education and health" as the main curriculum carrier and arranges 6 to 7 class hours per semester. The second is to enrich the form of health education guide primary and secondary schools to enhance student health literacy through comprehensive practical activity courses. In the national campus to carry out the theme of "teachers and students health China health" health education, organized health education publicity line, online knowledge quiz and other activities, health education into all aspects of school education and teaching. The first national steering committee for health education in primary and secondary schools and colleges was selected and formed.

The next step, the Ministry of Education will further implement health promotion actions in primary and secondary schools, comprehensively strengthen and improve school sports work in the new era, promote the coordinated development of youth culture and learning, physical exercise and mental health, and truly ensure that young people are physically and mentally healthy, strong and healthy, as a strong country and strong education, the country and the people's interests at the end of a constant, unremitting effort.

IV. Increase research on relevant issues

The Ministry of Education has taken humanities and social science research projects as a hand to support the strengthening of research on issues related to adolescent mental health education. "During the Thirteenth Five-Year Plan period, the Ministry of Education has set up "Research on the influence of the phenomenon of 'internet celebrities' on adolescent values and countermeasures" in its humanities and social research projects. Empirical study on the impact of residential division on youth development in the context of urbanization", "Study on the manifestation of family indoctrination function and the construction of youth spiritual home", "Study on the theoretical system of youth health promotion under the coordinated social management in the new era". Research on the Theoretical System of Adolescent Health Promotion under the Collaborative Social Management in the New Era", "Research on Leisure Education Based on the Threshold of Cultivating Healthy Personality of Adolescents", "Research on the Development Model and Mechanism of Adolescents' Cognitive Beliefs", "Research on the Development of Adolescents' A number of research projects have been conducted, including "Research on the development of adolescent mental health and its peer background: a tracking study" and "Research on the monitoring system of the two-factor model of adolescent mental health". We support universities to strengthen multidisciplinary research on adolescent mental health, focus on real-life needs and promote theoretical innovation.

In the next step, the Ministry of Education will strengthen the mid-and late-stage management of the relevant Ministry of Education's philosophical and social science research projects, promote multidisciplinary crossover research, and strive to produce a number of high-quality research results to better serve the work of youth mental health education.

Thank you for your concern and support for education work!

Ministry of Education

December 8, 2020