From Encouragement to Self-discipline: Corpus-assisted Critical Discourse Analysis of "Growth", "Excellence", and "Creativity" in Chinese and English Educational Websites

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***Abstract*—International educational websites often use a set of value words that sound very positive: growth, excellence, creativity, global vision, leadership, and future orientation. It is true that these words seem to broaden the possibility of students' development, but they will also define what kind of students are more worthy of school recognition. Existing studies mainly focuses on school image, growth mindset, neoliberal governance, educational purposes, and the relationship between disciplines and democracy. However, few studies have analyzed the above problems in the same set of text discourse on the official website. This study has built a small bilingual corpus, which contains a total of 12 public official texts: 6 Chinese web pages of domestic and international/bilingual schools, and 6 English web pages published by international schools and educational institutions. This research integrates the perspective of corpus auxiliary discourse analysis, critical discourse analysis, systematic functional linguistics, evaluation theory and educational teleology, and examines the frequency of conceptual word groups, the coexistence relationship of sentence levels, the distribution of actors, modal expression and evaluation means. Statistics show that the English text will more directly hand over the independent leadership, personal responsibility and accountability obligations to students, while the Chinese text is used to integrate academics, morality, physical and mental development, emotional literacy and global consciousness. Due to the small size of the two groups of corpus samples, this study are only regarded as exploratory characteristics within each language and cannot represent the general situation of two countries, two cultures or all international schools. This study puts forward three sets of explanatory core concepts: vision obligation, productive permission, standardization and uniqueness**

***Keywords*—discourse analysis, educational websites, positive value discourse**

I. Introduction

International education often uses a set of words full of positive value to explain its own educational goals. The ideal student image portrayed by the school's official website often has curiosity, perseverance, reflective ability, creativity, sense of principle, global vision, self-confidence and sense of responsibility, and always focus on the future. These words are not for web page decoration. The school's official website is also aimed at potential students, parents, teachers, certification institutions and the education market. Therefore, it not only answers what the school can provide, but also explores the essential meaning of education and what kind of people students should be. Tamatea, Hardy and Ninnes [1] pointed out that although international schools in the Asia-Pacific region continue to emphasize their own uniqueness, their official websites have repeatedly shaped the image of highly convergent autonomous individuals, community members and global citizens. Wells [2] also proposed that the values and attitudes in international education are not additional embellishments, but constitute the core elements of the school's educational positioning. In short, the school's official website is by no means an ordinary information bulletin board, but a set of public discourses that explain the educational goals and the main identity of students.

The reason why the discourse of positive education is difficult to be questioned is that it has reasonable logic. The concept of "growth" can refute the fatalism that "talent is innately fixed"; the word "excellence" seems to represent the pursuit of education quality; "creativity" seems to protect individual characteristics and avoid them from being dissolved by the standardized system. Psychological research has indeed confirmed some of the positive effects of these concepts: growth thinking can help students with academic difficulties, but the average improvement effect is limited and highly dependent on specific scenarios [3, 4]. Self-determination theory also shows that only when learners have real choice, ability support and a sense of belonging, will the inner learning motivation be stimulated [5]. However, most psychological studies regard the above concepts as teaching intervention means or students' inner beliefs to carry out research; while international school web research is more inclined to institutional branding, global citizen training, neoliberal competition and other topics. Between the two types of research, there is still a micro-language problem that has not been fully explored: why can the same set of positive vocabulary not only broaden the development possibilities of students, but also shape endless self-optimization into the normal situation?

To answer this question, it needs to be interpreted in a broader social, cultural, and political context. At the social level, the official website of international education needs to take into account family expectations, college competition and transnational mobility opportunities; at the cultural level, concepts such as "whole-person development", "global citizenship" and "creativity" solidify educational ideals into a standardized personality paradigm; at the political level, schools must compete in the market, accountability mechanism, and international certification system Prove your own existence value. Foucault's discipline theory [6] proposes that modern power shapes the subject through comparison, standardization and self-monitoring; governance-related research further shows that individuals will even be guided under the appearance of "free choice"

[7]. Rose [8] proposed that psychological discourse will repackage institutional governance into an individual self-realization life project. Ball [9] uses "performance system" to define this kind of system: education practitioners and learners must continue to show their own values, achievements and comparable performance.

The philosophy of education provides us with deeper thinking: the language of education is not only an objective technical description, but also a normative value judgment on how people should live and what kind of subject schools need to cultivate. Peters [10] defines education as a practice with ethical foundations; Biesta [11] emphasizes that educational goals cannot be simplified into quantifiable learning data; Nussbaum [12] also criticizes the current trend of education's continuous contraction to economic output value. Based on this, this study adopts a relationship analysis framework, rather than the "support/discipline binary opposition model" that is not black or white: support and discipline can fully coexist in the same paragraph of expression. When growth is defined as a never-ending personal obligation, the word "growth" has the attribute of discipline; when the evaluation standard extends from a single performance to the judgment of a complete personality, "excellence" has the color of discipline; when the expression of innovation, leadership, social influence and future value becomes the rigid premise of creation, " Creativity" will also form discipline constraints.

The core research question of this study is: how to use positive educational words such as "growth", "excellence" and "creativity" on the official website of international education in Chinese and English to build the ideal student image? Under what language mechanism will encouraging speech evolve into a self-discipline tool? The full text analyzes three interrelated sub-problems:

(1) What value word groups repeatedly appear in the two subgroups, and what kinds of expressive functions do each type of word in the text?

(2) How does the actor allocation, mood expression and evaluation system assign specific responsibilities to students and shape their exclusive identity?

(3) Under the premise of not simply and roughly dividing cultural differences into "Eastern collectivism/Western individualism", what different narrative methods do the two languages use to build similar educational ideals?

The innovation of this article is that it regards the official website of international schools as a public text to explain educational goals: such web pages are not only school publicity tools, but also participate in defining how students should perceive themselves, the future and personal values.

The above research perspective has both practical and academic significance. From a realistic level, the official website of international education directly shapes the external image of the school, and at the same time transforms the abstract educational goal into an identity ruler that can be recognized by students, parents and the market. From the academic level, this article opens up the two major research fields of corpus-assisted discourse research and educational philosophy, proving that "growth", "excellence" and "creativity" It is not a simple propaganda slogan, but a set of normative discourse that can shape the main body of students, assign responsibilities, and delimit the value of education. In a word, when schools package development ideals into students' own inner aspirations, the boundary between freedom, support and pressure in education cannot be judged by subjective feelings alone, but needs to be carefully and accurately analyzed through text language.

II. Literature Review and Theoretical Framework

The theories listed below are not a simple list, but constitute a coherent logical chain of analysis. First of all, the corpus-assisted research can identify the fixed collocation and counterexample text of the word, so that researchers only select a few sentences with similar perceptions for analysis; secondly, the Fairclough three-dimensional model relates the text characteristics to the publicity genre of the school's official website and the competitive environment of the international education market. Lian; System functional linguistics and evaluation theory implements the arguments about the subject's power and responsibility and personality judgment into the specific language structure for verification. The sociological theories of Foucault, Rose, Ball and Bourdieu explain from the social level, explaining how responsibility is transferred to learners and what qualities can be transformed into educational capital. Peters, Biesta and Nussbaum provide theoretical support from the level of educational philosophy, so that this article interprets "growth", "excellence" and "creativity" as normative discourse that define educational goals, rather than simple web propaganda rhetoric. Growth thinking and self-determination theory constitute reverse reference standards to distinguish under what conditions the concept of growth and the autonomous model can really benefit students.

A. Language as a Tool for Social Practice and Identity Construction

The core premise of critical discourse analysis is that language is not a transparent mirror of reality, but a social practice that participates in the construction of reality. Fairclough [13–15] associates micro-word selection with the generation of institutional power and the establishment of reproduction mechanisms. The three-dimensional model of "text-discourse practice-social practice" he proposed is especially suitable for the analysis of the school's official website: the web page contains deliberate sketches at the level of vocabulary and grammar; it belongs to the propaganda style for potential parents and other audiences; at the same time, it is nested in the macro system such as global talent flow and education market competition. The combining of critical discourse research methods by Wodak and Meyer [16] also points out that text analysis must take into account the relationship between language form, institutional context and social power. van Dijk [17] also discusses the intrinsic connection between discourse, discourse acquisition channels, control behavior and ideology. It can be seen that the school's official website is by no means a neutral service introduction list, but a formal text explanation of the institution on "what education should be and what ideal students should look like".

Gee's discussion on "Discourse" [18] further highlights the identity dimension. Language not only describes learners, but also delimits a set of institutionally recognized "qualified

learners" identity positions for students. In the corpus of this study, students are repeatedly shaped as future leaders, world citizens, change promoters, independent learners, reflectors, and responsible community members. Although there is no mandatory command, this kind of expression has its own standard attributes. The text rarely provides equal positive discourse space for another type of students: students who are confused for a moment, students who need others to rely on, students who do not want to be leaders, who only want to live an ordinary life, only seek quiet creation but do not intend to pursue public influence, it is difficult to have a clear and decent position to express their identity in this discourse system.

System functional linguistics can implement this set of normative logic to the sentence level. The physical system of Halliday and Matthiessen [19] relies on the roles of participants such as "actioner" and "goal" to divide the authority and responsibility of behavior; the situational system distinguishes between the strength and weakness of obligations, possibility and will. When expressions such as "providing support" and "creating conditions" appear in the text, the school is the responsible party; when describing students' independent learning, taking the initiative to take responsibility, challenging themselves, and creating influence, the responsibility is transferred to learners. The evaluation theory of Martin and White [20] further distinguishes between the judgment of single results and the judgment of complete personality. From "making excellent results" to "becoming an excellent person", the scope of judgment extends from a single task to the whole personality. This subtle change will completely change the way students' self-awareness.

B. Corpus Auxiliary Discourse Analysis: Why Language Patterns have Research Value

Reading the traditional text carefully can capture the rhetorical details, but it is easy to be questioned: do researchers only choose sentences that fit their own views? The corpus auxiliary discourse analysis bases the detailed reading of the text on the observable frequency of words, word collocation, lexical coexistence, and index line data [21, 22]. Charteris-Black's corpus critical analysis study [23] shows that repeated language patterns can open up the relationship between local word selection and macro-ideologies. Sinclair's theory of habitual coexistence of words [24] proposes that the meaning of words is not only included in the dictionary, but also hidden in the word group of long-term matching of words. Hunston [25] also proposed that the meaning of evaluation is not only conveyed by straightforward adjectives such as "good/bad", but also scattered in behavioral description, result orientation and interpersonal role relationships. In recent years, the corpus research on the school's official website has also confirmed that high-frequency value words will shape the identity and educational framework of students [26]. Quantitative data cannot replace text interpretation, nor can it directly generate conclusions, but it can give the analysis a basis for it, instead of relying entirely on subjective feelings to deduce views.

Therefore, it cannot be determined that "growth" has the color of discipline based on literal positivity alone. If "growth" is often combined with words such as support, diversified exploration, different development paths, and allowing trial and error, the words are biased towards empowerment; if it binds responsibility, self-control, self-challenge, future achievements and competitiveness for a long time, it is more likely to form the inherent requirements of continuous self-optimization. Similarly, when "creativity" is combined with expression, fun, imagination, and innovation, achievements, leadership and problem solving, the institutional functions carried by the text are completely different. The purpose of using statistical data in this study is not to simplify language into cold numbers, but to sort out which responsibilities, goals and personality judgment criteria are usually bound by positive words.

C. Education Performance, Self-entrepreneur and Global Citizen

From the perspective of sociology, the positive discourse of international education is deeply bound with the performance system and the logic of self-entrepreneurship. Ball [9] proposed that under the performance system, individuals need to continuously prove their own value, and personal identity depends on quantifiable results, horizontal comparison and external judgment. Ball [27] further explains how the global education market has involved schools, families and students in the competitive network. Bourdieu's capital theory [28] can explain why "creativity", "global vision" and "leadership" are not only personality traits, but also cultural capital and educational capital: these traits can improve the reputation of schools, promote competitiveness, and achieve social class differentiation. It can be seen that the value vocabulary of the official website is not limited to the moral and psychological levels, but also related to resource allocation and the stratification of the global education market.

The propaganda discourse of international education often takes into account humanistic ideals and competitive positioning at the same time. Andreotti [29] distinguishes between moderate and critical global citizenship education: the former focuses on goodwill and tolerance, but avoids the issue of historical structural power. The meta-review of Pashby *et al.* [30] sorts out three types of paths of global civic education: neoliberalism, liberalism and critical paths. Dvir, Yemini and Shields [31] found that the term "global citizen" has a dual connotation, which not only refers to moral responsibility, but also represents employment competitiveness and cross-border mobility of elites, which coincides with Nussbaum's [12] criticism of education's excessive emphasis on economic output. "Global citizenship" is not a natural and neutral educational goal. It can refer to both understanding the pluralistic world and skillful participation in global competition.

D. The Internal Logic of Growth Thinking and Permanent Self-improvement

The growth-oriented thinking proposed by Dweck [32] opposes the "talent fixation theory" and advocates that learning should focus on methods and strategies, feedback iteration and lifelong refinement. We can't deny the value of this set of theories. It can indeed dispel students' fatal mentality when facing difficulties. However, the practical effect of this theory is highly dependent on specific scenarios [4]; a number of comprehensive studies show that its average

correlation with academic performance is very low [3]. Vassallo [33] further warned that once the growth discourse is out of supporting resources and institutional guarantees, the structural difficulties encountered by individuals will be simply attributed to "not being in good enough mentality". In the specific text scenario of the school's official website, the above research cannot directly determine whether a paragraph of text will have a favorable or negative impact on students, but can be used as a set of judgment criteria: whether the web page gives detailed learning strategies, feedback channels, help resources and ways to ask for help, or simply "maintain positive and continuous" to students The rigid requirement of "progress"?

This contradiction forms the basis for the analysis of "growth" in this article. Ability can be developed in the future" and "You must constantly improve yourself" There are only a few numerical differences, but the internal logic is completely contradictory: the former breaks the solidified criteria for talent judgment, while the latter gives rise to endless self-improvement obligations. Especially when "failure" is only recognized when it is interpreted as an opportunity for growth, the meaning of stagnation, no harvest, pure sadness and other meanings carried by failure itself are completely dissolved. This article names this discourse mechanism as productive permission: the system allows failure, vulnerability and uncertainty to exist, but the premise is that these experiences must eventually be transformed into more tenacious, more successful and more efficient individuals. Generally speaking, falling itself is acceptable, but you must hand in a summary of the growth of "what you have learned from falling".

E. Creativity, Art and Educational Capital

Creativity is in a contradictory position in the discourse of education. Amabile [34] defines creativity as the interaction between professional knowledge, creative process and intrinsic motivation; self-determination theory also shows that the expression with real autonomous space can stimulate creativity far more than controlled output [5]. On the contrary, the research of Craft [35], Banaji, Burn and Buckingham [36], and Mansfield [37] pointed out that education policy and Campus discourse often redefines creativity and denominates it with innovation ability, adaptability, employment competitiveness and economic value. Kalin [38] further proposed that "everyone should be creative" itself has become a new set of training standards. The text of the school's official website cannot intuitively reflect students' real independent feelings and inner creative motivation. Therefore, this article only focuses on a limited analysis: whether the creativity in the web page retains the space of games, free expression and pluralistic values, or only relies on quantifiable results, leadership and future practical values to prove its harmony. Rational?

This critical perspective is highly compatible with the official website of the international school. While claiming that every child is unique, the web page requires that this uniqueness must be clearly displayed through innovation, leadership, social influence, work output, problem-solving ability and future development potential. This article names the paradox as standardized uniqueness: although students can have differences, this difference must fit the school's recognizable, publicized and judged form to be seen. The problem is not that schools should ignore students' personality, but that after personality is institutionalized and standardized, a set of unified judgment rulers will be generated. In other words, even if you advocate "being yourself", sometimes it implies a set of scoring criteria.

III. Research Methods

A. Corpus Design and Web Page Screening

This study adopts 12 official public texts collected on July 23, 2026. The Chinese subcorpus materials come from Beijing Royal School [39], Shanghai Bao Yugang Experimental School [40], Beijing Dingshi School [41], Shanghai Wellington Foreign Children's School [42], Changshu United World College [43], Shanghai Qingpu Peace and Bilingual School [44]. The English subcorpus includes three types of web pages of United Institute of the World (UWC) education model, core values and code of conduct [45], the International Baccalaureate Organization (IB) learner training goal page [46], the ACS Hillingdon School Vision and Learning Achievements page [47], and the United Nations International School in Hanoi (UNIS Hanoi) Mission values page [48]. The reason for choosing these materials is that they are all official texts that the school takes the initiative to explain the concept of education, which is very suitable for analyzing how institutions can shape the complete portrait of the ideal students. Appendix A summarises the composition and sources of these twelve texts (Table A1) and reproduces excerpt panels from four representative pages (Figs. A1–A4).

There are five criteria for web page screening:

First, the materials must be taken from the official website of the institution, excluding media reports, student blogs and third-party comments. This study focuses on the external image actively shaped by the institution, and the unofficial text is not within the scope of the investigation.

Second, institutions need to be clearly positioned as international, bilingual, global-oriented or IB system school units.

Third, the literary body should be comparable, including the mission of running the school, core values, the concept of educating people, the portrait of learners, the description of the curriculum design, the introduction of the school, and the information of tuition fees, commuting, and activity notifications.

Fourth, each text covers at least one kind of core concepts: growth, excellence, creativity, or responsibility, global citizenship, leadership, self-management, supporting support and other related topic words.

Fifth, the sample needs to come from many different institutions and educational institutions to avoid the fixed rhetoric of a single school dominating the overall data.

Sample screening does not seek a large volume and comprehensive coverage, but ensures that the theme is concentrated and the source is diverse.

This group of web pages cannot be used to represent education in China or education in all English-speaking areas, but purpose samples with theoretical relevance. It is also a propaganda text. The school needs to compress and present the complex educational concept to parents and

students within a limited page space. Therefore, the school's official website is not only an enrollment publicity material, but also a formal text that openly defines the beliefs of running the school, the training goals, and the reasonableness of these goals. At the same time, the screening criteria require that the text must contain core value words, so this sample cannot determine the popularity of such words in all international school web pages. It is more suitable to answer another question: When the school takes the initiative to promote growth, excellence and creativity, what language will logically organize this concept?

After eliminating the navigation bar, repeated menu bar and irrelevant redundant content, the Chinese subcorpus has a total of 1,156 Chinese characters and the English subcorpus has a total of 444 words. The two types of text measurement units are not interoperable: written Chinese relies on Chinese characters to express meaning, and there is no English-style space word division rule; English will also split the meaning of words through morphological changes. Therefore, the standardized frequency per thousand units is only used for internal comparison of each group, and the original number of words is kept in the appendix. Cross-text comparison mainly relies on the law of word group coexistence, sentence matching, grammatical structure and detailed reading analysis. Limited by the sample size, this article does not carry out inferential statistics, nor does it directly compare the frequency values in Chinese and English.

B. Keyword Selection

This study combines core research issues, existing relevant literature and web page pre-reading results to determine the three core keywords of "growth", "excellence" and "creativity". The reason for choosing the three is not the most intuitive sense of oppression they bring. On the contrary, this kind of vocabulary is positive and almost irrefutable, but it will play a completely different role in shaping the student's subject. What this study really wants to analyze is how these seemingly inclusive and inspiring words are bound to responsibility, development achievements, future planning and personal identity in specific texts. On this basis, this article divides six groups of conceptual words.

1 .Growth group: growth, development, potential, progress, learning;

2. Excellent words group: excellence, achievement, success, high results;

3. Creative word group: creativity, creative, innovation, imagination;

4. Self-management/responsibility group: responsibility, ownership, accountability, challenge, resilience, commitment, integrity;

5. Future/Global Word Group: future, global, international, citizen, leader, change-maker, impact;

6. Support/difference word group:support, help, nurture, care, inclusion, difference, well-being;

Group 6 "Support/Difference" word group is indispensable. The analysis from a critical perspective should not only focus on the high standards set by the school, but also examine whether the text recognizes the individual differences of students, whether the supporting resources are perfect, whether students are allowed to experience failure, and whether the responsibility is shared by both parties. If the text only requires students to take the initiative to break through and take responsibility for themselves, but does not explain the supporting support mechanism, the pressure of "growth" will be completely transferred to the individual; but if the text clearly lists various supporting conditions, positive speech can really play an empowering role. Supportive expressions and training requirements often coexist in the same text, so this article does not simply label the school as "support type" or "training type", but analyzes the combination of the two. In reality, schools and web page texts will not present a single form that is not black or white.

C. Analysis Steps and Research Credibility

Full-text analysis is divided into four steps:

First, count the frequency of occurrence of precise words and preset word groups, and convert them into the standardized frequency per thousand units within each language.

Second, record the coexistence of "growth", "excellence" and "creativity" with "self-management", "future/global" and "support/difference" in the sentence, and sort out the conventional semantic environment in which the core value vocabulary is located.

Third, read the corpus index text line by line, analyze the physical properties, mood, evaluation methods, characteristics, list sentence patterns and future-oriented expressions; focus on the subject structures and reverse sentences such as "independent learning", "self-management" and "challenge yourself". Such expressions will completely attribute the control power and responsibility to the learner himself.

Fourth, carry out 0-2-point exploratory coding for each text around seven dimensions: institutional support, personal responsibility, continuous optimization orientation, future orientation, ideal personality characteristic intensity, achievement competition association, creativity capitalization. The coding framework is set out in Table A3.

From the methodological level, this study is a hybrid design that relies on a small corpus to carry out qualitative interpretation, and quantitative statistics and text reading complement each other. This model fits the ideas of "complementary" and "triangular verification" in hybrid research, but this article will not exaggerate its universal quantitative value [49, 50]. The resulting exploratory coding profiles of the two subcorpora are summarised in Fig. A7.

This set of coding scores is not a standardized psychometric scale, nor is it used for significance testing, but only for the interpretation process to be reviewed. All coding is completed by a single researcher, and the results obtained are only exploratory language characteristics and do not have respectable measurement effectiveness. The research improves credibility through fixed word lists, verifiable corpus frequency tables, clear coding definitions, counterexample text analysis, and compares with psychological theories that support growth and autonomy. Research on thematic coding also points out that coding work requires clear definition, repeated calibration, and reflection on the researcher's own position [51, 52]. Researchers themselves study the IB system and are in an

international educational environment. It is easier to experience the psychological pressure brought by this set of official discourses, but there is also a risk of over-interpreting the sense of oppression. Therefore, the analysis process completely retains the text cases that reflect the supporting role and other interpretation perspectives, and will not eliminate counterexamples for the sake of smooth argumentation. If more standardized and large-scale similar research is carried out, it is also necessary to be equipped with bilingual coders, test the credibility of coders, expand paired samples, and register coding rules in advance [53].

D. Ethical Consideration and Practical Feasibility

Ethical level: This study only uses institutional public web materials, does not recruit interviewees, does not collect private information, and does not enter student names, personal self-reports and other private content. Short quotations in the text are marked with the official source and retrieval date. The object of criticism of this article is the overall discourse pattern of the text, not a teacher or student; it will not directly deduce the subjective intention of the school or the real psychological feelings of the students based only on the official website copywriting.

For high school researchers, only 12 texts do not require professional analysis software or recruit subjects. Relying on clear rules to manually clean up the text, count the frequency, and complete the coding, it is fully feasible. However, the limited sample also brings limitations: the research conclusions are only applicable to exploratory case analysis and cannot be extended to all international colleges and universities in Chinese and English. If the interview research is supplemented in the future, permission of the school, the ethical review of the institution, the informed consent of the interviewee (minors need the permission of the guardian) are required, and additional privacy protection measures are required.

IV. Research Results and Corpus Analysis

A. Overall Discourse Characteristics: Support the Coexistence of Discourse and Discipline Discourse

The corpus text of this study cannot simply divide schools into "encouraging" or "training" categories. On the contrary, expressions that highlight humanistic care and words with constraints often appear in the same paragraph at the same time. On the one hand, the school's text claims to tolerate students' differences, care for students' body and mind, and respect individual uniqueness. On the other hand, it requires students to take the initiative to self-manage, set future goals, pursue excellence, and create social influence. It is this kind of text characteristics of the two discourses in parallel, rather than straightforward compulsory orders, that makes the discourse of positive education more implicitly binding: the school shapes students' inner expectations with caring narratives, and at the same time internalizes institutional requirements into students' continuous requirements for themselves.

Statistics show that in the Chinese subcorpus, the two types of word groups "growth" and "future/global" have the highest frequency density, with 19.03 times and 19.90 times per thousand Chinese characters; the word frequency of "self-management" and "support/difference" is 12.98 times; "excellence" is now 8.65 times, and "creativity" appears 7.79 times. In the English subcorpus, the density of "self-management" is far ahead, with 36.04 times per thousand words; followed by "support/difference" 31.53 times, "future/global" 29.28 times; "growth" 20.27 times, "excellence" 9.01 times, " Creativity" is only 4.50 times (Table A2; Fig. A5). Due to the different statistical reference units in Chinese and English, the frequency value of 36.04 in English cannot be directly compared with 12.98 in Chinese; however, the frequency sorting of words within the two types of corpus shows that the official website of international schools always emphasizes students' independent restraint and self-management while promoting humanistic care. In short, there is never a lack of supporting expressions in the text, and there are also discourses related to personal responsibility everywhere. The core analysis point of this study is how these two types of discourses can be integrated into a complete set of ideal student narratives.

The coexistence data of sentence-level vocabulary further confirms the discourse logic of this double binding. In the Chinese corpus, "growth" and "support/difference" have 7 sentences, and "self-management" and "future/global" have 5 sentences; "creativity" and "self-management" have 5 sentences, and "future/global"" have 5 sentences. In the English corpus, there are 3 sentences of "growth" with "self-management" and 2 sentences with "future/global" (Fig. A6). It can be seen that the word "growth" is related to two sets of semantic fields: "supporting and inclusive" and "long-term planning of responsibility". Vocabulary co-appearal alone cannot define a sentence with a discipline attribute, but it is enough to prove that positive words rarely appear alone and are always embedded in a discourse system bound by power and responsibility, rather than simply expressing goodwill.

The above data proves that positive propaganda rhetoric is not an empty beautification package. Schools do provide support, and students can also benefit from it; but all kinds of support narratives ultimately point to higher standards of self-restraint and quantifiable performance. Discipline is not the simple opposite of supporting discourse, but the second layer of implicit constraint function derived when supporting and guiding the standardized development goal. Therefore, this article will not simply divide the text into "good words" and "constrained words" binary opposition, but will raise the core analysis question: will this set of supportive discourse ultimately accommodate the development path of diverse students, or only serve a unified, displayable, comparable, and continuously optimized model student image?

B. Grammatical Logic of Expected Speech: How to Transform External Requirements into Internal Obligations

The official website of international schools rarely uses compulsory modal verbs such as "must", and uses more purpose clauses, future tenses, ability verbs and personality nouns to transform the school's regulations into students' independent inner desires. This article names this rhetoric from rigid instructions to an ideal vision as vision obligation. Its core feature is that it does not directly give orders, but depicts the most worthy life path and complete personality model to students.

For example, the English page of the United World Academy (UWC) proposes that education helps students "discover their own potential" and expect students to become "change promoters"; ACS schools shape students into learners who "plan learning independently and prepare for the future"; United Nations International School in Hanoi (UN IS Hanoi) positions students as actors of change. In the Chinese text, Beijing Royal School concentrates the educational goal as a composite talent with both international vision and global competitiveness; Shanghai Wellington proposes that students should independently control their learning throughout the whole process. These texts have almost no forced tone, but constantly portray the behavioral standards of model students: proactive, clear goals, courage to take responsibility, and personal growth closely follow long-term development and public value.

From the analysis of syntactic structure, the text puts students in the core position of the sender of the action: achieving goals, taking responsibility, pioneering and innovating, facing challenges head-on, independent planning, reflecting and reviewing, and breaking through limitations. The school mostly takes "support", "motivation" and "cultivation" as the foundation, but the main body that needs continuous action is always students. Han Lide and Matthiessen's physical theory points out that the essence of the distribution of action participants is the distribution of power and responsibility; the evaluation theory of Martin & White shows that adjectives such as self-confidence, perseverance and responsibility will Staged sexual behavior solidifies into constant personality traits. The text of the web page not only records the behavior of students, but also determines the criteria for judging what a " qualified student " is.

Straightforward orders can at least make students realize that power comes from outside; and the discourse of vision and obligation will implant constrained logic into personal ideals. Students seem not to be forced to pursue long-term development, social influence and standards of excellence, but only with this goal can they gain their complete self, inner value and recognition from the school. Therefore, the soft rhetoric that focuses on possibility is not necessarily more binding than the hard instruction, but the expression is more euphemistic and difficult to refute. The feeling it conveys is not "you have to do this", but "this kind of life is the most worth yearning for".

C. "Growth": From Open Development Orientation to Personal Lifelong Responsibility

The concept of "growth" itself does not have the attribute of discipline. Only when the three types of conditions are met at the same time will this set of discourse change in nature: development is defined as a never-ending task, the responsibility for action is mainly borne by students alone, and only failure and vulnerability that can be transformed into progress will be fully accepted by the text. In short, the problem with growth discourse is not to encourage students to learn, but that it tends to include all life experiences into a set of personal development tracks that must be continuously upgraded.

Taking the official website of the university as an example, China Changshu United World College (Changshu UWC) encourages students to discover inner enthusiasm, dare to challenge themselves, not be afraid of failure, and cultivate self-management, sense of responsibility and intrinsic driving force based on the background of "an era full of challenges and uncertainty"; Shanghai Wellington On the one hand, it provides personalized support for students, and on the other hand, it requires students to set goals independently, review the learning process, and take the leadership of learning. Beijing Dingshi School advocates "drawing courage from failure", and at the same time portrays the ideal graduates as outstanding talents, solid cultural foundation, full of enthusiasm and able to create a wide People who have a positive influence on society. The above cases can show that the expression related to "growth" will never appear in isolation, but will work with self-challenge, goal planning, responsibility, social influence and other requirements to build a complete ideal portrait of students.

These texts do not deliberately avoid the word "failure", but take the initiative to mention setbacks, but almost all of them embed failure in the linear causal chain of "learning - persistence - success": failure can exist, but it cannot stop at loss and stagnation, nor can it be an empty experience without gain. This is exactly the productive licensing mechanism proposed in this article: only when fragility and disappointment can finally produce self-improvement at the future level, do they have legitimacy at the discourse level. Yeager and Dweck [4] pointed out that effective growth-oriented thinking education must be accompanied by learning strategies, resource support and help channels; if the text only blindly emphasizes effort and internal motivation, but dilutes the external institutional guarantee, the dilemma is easy to be simply attributed to the individual. Lack of mentality. The performance theory proposed by Ball [9] also supports: once all life experiences need to produce quantifiable traces of progress, personal life experiences will continue to be transformed into evidence of growth that can be judged.

In the English corpus, the standardized word frequency of the "self-management" word group reaches 36.04 times per thousand words, which is the highest among all words. The Chinese corpus also repeatedly sis "growth", "improvement," and "development" with words such as self-management, goal setting, responsibility and competitiveness. Although the two types of text expressions are different, they together shape the image of learners who "can never complete growth": every success proves that there is still room for improvement, and every failure will be regarded as the material for the next round of self-improvement. Under this discourse logic, "growth" is no longer an emancipating concept that breaks the solidification of talent cognition, but evolves into a certificate of responsibility that students must manage themselves for life and continuously optimize.

It can be seen that the discourse of growth has changed from an empowerment orientation to discipline and restraint. The root cause is not the advocacy of diligence, but that it defines the full value of people as a transformation project that can never be completed. The growth discourse that truly has the role of empowerment should recognize that students have the right to rest, accept the rhythm of diversified development, and face structural objective obstacles. At the

same time, it is not necessary to process every experience into progress. Students can choose to grow and have the right to stop temporarily; they can learn from failure, and they can also simply admit the sadness caused by setbacks without forcing their growth meaning. This expression is the real institutional support, rather than packaging the support into another self-optimization task.

D. *"Excellence": From Single Performance Judgment to Comprehensive Measurement of Complete Personality*

The core of the discipline attribute of the discourse of "excellence" comes from the continuous expansion of the scope of evaluation. At first, it was only used to judge a single academic achievement, and then extended to multiple dimensions of academics, morality, emotional management, social ability, physical and mental literacy, global vision and leadership, and finally evolved into a comprehensive assessment of students' whole personality. This article names this phenomenon as **evaluation saturation**. What really needs to be reflected is not the school's pursuit of high standards itself, but whether this set of judging standards has slowly evolved into an uninterrupted lifelong examination of students' personality.

The training goal of IB learners is not only to put forward requirements for academic ability, but also to list a set of complete personality traits: explorer, erudite and thoughtful, discerning, communicator, principle-oriented, inclusive and open-minded, empathetic, daring to take risks, comprehensive development and reflectors. Beijing Royal School has classified "excellent academic ability, Chinese and Western cultural integration, global vision, global competitiveness, and elite leadership" into the same set of educational target systems. Bao Yugang Experimental School emphasizes the comprehensive growth of students in terms of intelligence, emotion, body and mind, and social; Shanghai Wellington integrates academic excellence, innovation, collaboration, sports, art, scientific and technology innovation, leadership and community services into the whole-person education framework. It is not difficult to see that ideal students can not only have excellent grades, but also need to continue to polish themselves in all aspects of cognition, morality, emotion, body and mind, social responsibility, and long-term development ability, so as to shape a complete personality.

From the perspective of linguistics, the stacking of a large number of juxtaposed nouns and adjectives will form a very high characteristic density. It is reasonable to look at each quality alone, but after more than a dozen traits are superimposed, almost all personality dimensions of students will be included in the school's judgment system. According to the evaluation theory [20], this kind of expression does not belong to the scoring of a single task, but to the overall character of a person. Bourdieu's capital theory [28] further shows that the so-called comprehensive quality can be transformed into the advantage of further education and the chip of social class. Therefore, "excellence" is no longer just an evaluation standard for an exam and a homework, but a personality label that students need to continue to prove for life.

IB and ACS colleges and universities in the English sample shape the image of a complete ideal student through various characteristics and behavior lists; the Chinese text uses general words such as "whole person, comprehensive and composite talent" to condense multi-field requirements into a unified education standard. Both types of texts have the same inherent paradox: they promote respect for the differentiated characteristics of students, but give excellent templates for highly homogenization. Although individual differences are allowed to exist, they need to be transformed into self-confidence, responsibility, leadership, social influence and brilliant achievements recognized by the school before they can be seen. Personality has not disappeared, but the "excellent template" that is uniformly approved by the colonel must be set to be recognized.

Therefore, the problem is not that the school sets high standards, but that the judgment boundary of "excellence" is to do well from one thing and expand to the whole person must always be excellent. Ordinary, hesitant, dependent on others, and not a prominent social influence, there is almost no decent place to stand in the words. At this time, "excellence" has changed from a stage goal to a personal burden. What students need to do is not only to complete homework and projects, but also to constantly prove to the outside world that they are worthy of the status of "excellent".

E. *"Creativity": from Free Expression to Exchangeable Educational Capital*

"Creativity" can best expose the inherent contradictions of positive educational discourse. On the surface, it is used to protect individual uniqueness, but it is often bound to problem solving, innovation, leadership, achievements and future development, and slowly transforms into educational capital that can be displayed, judged and converted into competitive advantages. Creativity should accommodate vague, private and temporarily has no practical value expressions, but in the text of the school's official website, creative activities often need to prove that they can cultivate their ability, produce works, bring influence or competitive advantages in the future.

ACS School uses creativity and imagination to deal with major social issues, and at the same time, it is juxtaposed with further education reserve, positive contribution and academic promotion; Hanoi United Nations International School binds curiosity and questioning, critical thinking, problem solving, and following personal love; Wellington binds creativity, collaboration, problem-solving ability and university, Lifelong development belongs to the same ability system; Qingpu Peace and Bilingual School defines creativity, aesthetics, reasoning and problem solving as the results of students' growth; Beijing Royal School combines innovative thinking with global competitiveness and excellent development. These expressions do not deny creativity, but always limit creativity to the rigid framework of results, problem solving and future value.

In the Chinese corpus, there are 5 sentences of "creativity" and "self-management", 4 sentences with "future/global", and only 3 sentences related to "support/difference". The number of English samples is smaller, but most of the expressions related to creativity are also in the context of action, problem solving and future planning, and rarely mention pure aesthetic and non-utilitarian free creation.

Mansfield [37] and Kalin [38] proposed that under the neoliberal education system, creativity is often interpreted as innovation, adaptability and economic competitiveness. Amabile [34] emphasizes that intrinsic motivation is the core of creativity, but the speech habits of the official website externalize creative value into indicators of ability and social influence. The key contradiction is not that the school encourages artistic creation, but that creativity can only be fully recognized if it has practical value.

This gave rise to the concept of "standardization and uniqueness": the school claims that each student is unique, but requires individual characteristics to rely on a set of unified standards of innovation, leadership, problem-solving ability and social influence to support it. Art, music and writing no longer accommodate private, vague and non-utilitarian expression, but must explain that they can cultivate skills, produce collections, and improve future competitiveness. Creativity is a free space outside standardized education, but in the discourse of the official website, it is included in the same set of capital systems that can be displayed, scored and realized.

The discipline of creativity does not lie in the campus art course itself, but in the fact that all creative outputs must prove that they have practical value. Every artistic expression relies on influence, ability improvement and long-term benefits to support rationality. Although students have creative freedom, they bear the pressure that "creation must be valuable". If artistic expression is first required to be exchanged into skills, achievements and competitive capital, the most precious openness of creation will be greatly discounted.

F. Differences in Chinese and English Discourse: Refuse to Simplify Culture

There is indeed a difference in line text between Chinese and English corpus, but this difference cannot be roughly simplified into the binary opposition label of "Chinese collectivism and Western-style individualism". International education itself is a cross-language, cross-school system and cross-global market circulation field. A large number of core value words have long learned from each other and integrated with each other in different cultural contexts. Therefore, this article refuses to define the two types of culture with a stereotyped Facebook framework.

English texts often directly shape students into independent actors. The expression of the United College of the World (UWC) repeatedly emphasizes personal responsibility, accountability and self-challenge; ACS schools require students to lead learning independently, face difficulties, and practice moral citizenship; UNIS Hanoi encourages students to pursue goals and create social impact. Strength, follow the enthusiasm of the heart. Judging from the distribution of syntactic power and responsibility, the responsibility falls directly on the individual students. Students are like the person in charge of the life project. They need to coordinate the direction of development, control the progress, and undertake the final results. The school only provides development vision and supporting support, and the main body of the implementation of the action is always the student.

Chinese texts also advocate students to take the initiative, but often integrate academics, morals, physical and mental, psychological, cultural literacy, global vision and future development requirements into the unified personality paradigm of "whole people" and "composite talents" with the help of compound nouns, four-character juxtaposed structures and multi-layer goal comparison sentences. Expressions such as "excellent knowledge and literacy, integration of Chinese and Western cultures, both international vision and global competitiveness, and all-round healthy growth" will superimpose multiple judgment dimensions in a sentence. The discipline logic of this discourse does not simply require the individual to obey the collective, but points to the complete self-reshaping of comprehensive, excellent and adaptable to the future. In short, Chinese narrative does not weaken the concept of the individual, but contains the individual into a set of highly complete ideal personality templates.

The two types of texts have a common logic at the bottom: they both use positive value discourse to internalize the requirements of the school's system into students' own demands. The English expression puts forward self-management requirements more bluntly; the Chinese text depicts how complete students should grow up to be. Although there are different ways of expression, in the end, the main management of academics, emotions, character and even future development is handed over to students. The two are just different narrative methods, and the core mechanism of shaping the student subject is exactly the same.

This research conclusion helps to avoid the essentialization and labeling of language differences. International education itself is a transnational discourse circulation field: domestic institutions introduce foreign concepts such as global citizenship, leadership and creativity, and overseas institutions will also emphasize community responsibility, collective well-being and ethics. The comparison with real research value is not to label the cultures of the two countries, but to examine how different languages rely on local expressions to build the same set of global education ideals. Therefore, the comparative analysis of this article is intended to show the different paths that the same set of educational values play a role in two types of languages, rather than dividing cultural superiority and inferiority and solidifying cultural stereotypes.

G. Judging Criteria from Encouraging to Self-discipline

Integrating all the characteristics of the corpus, this article distills four discrimination criteria to define when encouraging speech will evolve into a self-discipline mechanism. These four criteria are not rigid scoring indicators, but analysis tools to judge whether a text that seems to support students excessively transfers responsibility, judgment pressure and future anxiety to the individual.

First, the institutional action retreated from the background, and the student action was pushed to the future. The text blindly requires students to independently control, reflect and review, set goals, take the initiative to break through, and continue to make progress, but rarely lists supporting resources, time buffering, distribution of power and responsibility, and structural reality obstacles. There is no fault with the student's main positioning. Once there is no

supporting guarantee from the school, the collective responsibility will be all personalized.

Second, there is no end to development and promotion. Growth is no longer a stage means to solve a specific difficulty, but a lifelong inherent identity; any current state is only the starting point for the next round of self-upgrade. Under this set of discourse logic, "I am good enough now" loses room for reasonable expression, and each stage can be interpreted as an imperfect state that needs to be optimized.

Third, the scope of judgment extends from behavior to complete personality, that is, the evaluation saturation phenomenon proposed above. An excellent homework is promoted to an excellent person; a creative creation is equivalent to a creative personality; a responsible choice is solidified into a responsible self. Almost all personality dimensions such as academics, personality, and things are all included in the judgment system. What students are worried about is no longer that they have not done a good job, but that their own personality is defective.

Fourth, the ideal personality binds the future of moral and economic advantages. The text requires students to plan the future in advance, participate in global competition, and create social change and influence. The future is full of uncertainty, and continuous self-optimization is no longer an independent choice, but a need for survival. The pursuit of excellence is not only a current learning task, but more like an advance guarantee for a distant competitive life.

When the four standards are established at the same time, the positive discourse forms a vision obligation mechanism. It takes promise, self-realization and freedom as the rhetorical shell, squeezing the reasonable expression space of narratives such as ordinary life, dependence on others, stage pauses, failure without gain, and no utilitarian creation. Students still have the nominal freedom to choose, but some life paths will naturally be defined as mature, excellent and worth looking forward to.

The core argument of this article unfolds from here: power is not only a way of suppressing the right to speak, but also pre-prefabrices a discourse system in advance that meets the expectations of the system. Students slowly learn to actively express "I want to grow up, lead others, innovate and create, give full play to influence, and become the best self". This kind of inner appeal may come from the heart, but the key question is: why only this kind of desire can be regarded as a true self-voice, and other life pursuits are difficult to obtain equal legitimacy. Sex? When the expectation of the external system cannot be distinguished from the inner desire, the binding power of language governance is the strongest. Without the need for forced pressure, students have taken the initiative to regard institutional standards as personal goals.

V. Discussion

The core theoretical contribution of this article is to replace the "support/discipline" binary opposition analysis framework with the relational analysis model. Supportive discourse and discipline and restraint are not two types of expressions that belong to different institutions and exist separately; the same paragraph of text can have two functions at the same time. For example, the expression of "self-led learning", if it is equipped with sufficient choice, sufficient class time, professional guidance, and avoiding the excessive judgment system, it can truly give students independent space; but in a standard-solidified and result-oriented competitive environment, the same rhetoric will attribute all the responsibility for failure to individual students. The theoretical model also complements the three major research fields: in the field of international education research, this article regards the school's official website as an institutional text that carries the goal of educating people and shapes the main body of students; in the field of critical discourse analysis, it reveals how positive vocabulary is generated through three types of rhetorical mechanisms: actor allocation, evaluation system and future orientation. Normative constraint force; in the field of educational philosophy, return to the daily educational rhetoric of "growth, excellence and creativity", and explore the core proposition of what quality education is.

At the same time, the relationship model points out the inherent limitations of critical discourse analysis: relying only on web text cannot deduce the true inner feelings of all students. The corpus can only present the identity template provided by the system, and cannot reflect the degree of acceptance of each student to this set of templates. Some students get motivation from it, some students feel pressured, and more people have two feelings at the same time. If you want to explore the real impact of words, you need to supplement it with interviews, classroom observation, audience research and other empirical means. However, institutional discourse still has a very high analytical value. It provides a set of official narrative logic to define various experiences: fatigue will be interpreted as "lack of perseverance", resistance to competition will be attributed to "not finding one's own love", and private art hobbies are also required to be transformed into creative achievements that can be publicly displayed. Students may not fully accept this set of rhetoric, but this set of words will determine which emotions and states can be recognized by the school.

Psychological research further supports this situational analysis idea. Only with feasible learning strategies, help channels and adjustable objective conditions can growth discourse play a positive role [4]; self-determination theory also proposes that true autonomy is based on substantive choice, not passive control after internalization [5]. It can be seen that there is no right or wrong in "autonomous control" itself. Only when it evolves into "responsibility but no power" can discipline be formed: students need to be fully responsible for the final result, but they have no right to change the judgment standards, homework load, resource supply and school goals.

The three sets of concepts proposed in this paper can be used as text diagnosis and analysis tools:

Vision obligation: Positive education discourse does not adopt straightforward instructions, but relies on ideal inspiration and future inevitability to implicitly impose constraints;

Productive permission: failure, vulnerability and confusion can only be translated into progressive results to obtain the legitimacy of complete discourse;

Standardization and uniqueness: The school advocates that students retain their individuality, but delimits a set of unified and quantifiable qualities as the criteria for judging personality.

The above three groups of concepts explain why the discourse of positive education has both sincere inspiration and implicit pressure. The root of the problem is not the positive value itself, but the type of students who can be recognized by the system is constantly narrowing. Of course, students can pursue growth, strive for excellence, and give full play to creativity, but if everyone must follow the same set of templates to achieve growth, show excellence and express creativity, the diversity of possibilities will be reduced to another set of unified standards.

At the level of school practice, while retaining the ideal of educating people, the school can reduce the regulatory pressure of speech through four paths:

First, clearly list the supporting support of various systems, not only emphasizing that students should bear the responsibility, but also write down what kind of coordination guarantees will be provided by schools, teachers and systems;

Second, define all kinds of literacy as the development direction that can be chosen independently, rather than a hard list that everyone must achieve;

Third, face up to objective structural obstacles, respect the differentiated growth rhythm, and put an end to simply blame all failures on mentality or insufficient efforts;

Fourth, in the expression related to art and creativity, keep the expression space of fun, blurring, privatization, and no need to prove social value.

The above adjustments are not to reduce the expectations of education, but to make diverse human nature no longer squeezed by a single development standard.

This does not mean that schools need to abandon the goal of education such as excellence and growth, but to reconstruct a new set of educational narrative logic: growth has supporting support, not endless; achievements are valuable, but there is no need to define a complete personality; creativity is worth encouraging, but cannot become a hard task. Biesta [11, 54] reminds educational researchers to re-examine the fundamental purpose of education: education should not only focus on whether students' abilities can improve, but also ask what kind of life these abilities serve, and who has the right to define "excellent". If education only revolves around the iteration of ability, students are very likely to be shaped into projects to be completed with continuous transformation, rather than complete individuals with independent judgment, independent choice and independent action.

VI. Conclusion

After researching on a small Chinese-English bilingual corpus, this article found that the positive core vocabulary in international educational discourse is neither a completely harmless propaganda slogan nor a simple tool to manipulate students, but a discourse system used to shape personal development expectations. In Chinese and English samples, words such as growth, excellence, creativity, responsibility, global citizenship, future literacy, etc. jointly outline a kind of ideal learner portrait: proactive, upright, adaptable, good at reflection, socially influential and lifelong development. The English text will emphasize independent control and individual accountability more bluntly; the Chinese text is used to integrate academics, morality, global competitiveness, and physical and mental literacy into a complete personality paradigm. But the two types of discourse ultimately point to the same requirement: students must regard themselves as a continuous polishing development project. This project seems to have a bright future, but there is never a moment of "completion pause".

Accordingly, the core argument of this article can be accurately summarized: when growth evolves into individual responsibility and the boundary of excellent judgment expands from a single performance to a complete personality and creativity becomes a realizable educational capital, the words of encouragement will turn to self-discipline, and the core mechanism of this transformation process is vision obligations. Schools do not need to bluntly order students to "become a certain person", but only need to equate a specific growth path with freedom, happiness, virtue, success and the future. Students yearn for this kind of development goal from the bottom of their hearts is completely true, but it is precisely this heartfelt recognition that is more worthy of us to analyze the restraining force behind the words.

This conclusion does not regard students as the product of being passively shaped by language. Students have the space to reinterpret, selectively accept, imitate and even resist this identity template; the school will indeed provide care and development opportunities. It's just that support and discipline often share the same set of "development possibilities" rhetoric. The purpose of critical analysis is not to completely deny all encouraging expressions, but to avoid the legitimate growth path being compressed to the only one. The truly perfect educational discourse should broaden students' life choices, instead of classifying all diverse possibilities under the same "excellent standard".

The research direction that can be expanded in the future: expand the corpus scale to 60-100 paired web page samples, and control the variables of the type, geography, release year and translation paradigm of the institution; set up a bilingual research team, optimize the Chinese word division scheme, and add a double-coding staff confidence test; integrate it into the official website of ordinary public schools as According to the corpus, measure the more rigorous keyword significance and matching intensity. Longitudinal research can track the year-by-year changes in the popularity of words such as tenacity, happiness, creativity, and literacy in the artificial intelligence era; audience research can invite students to interpret expressions such as "independent learning", "pursuit of excellence" and "becoming a changer", and compare the school's preset connotation with the real feelings of students; multi-modal analysis can be combined with the network Comprehensive research on page pictures, typesetting, color and text - The official website's image of ideal students is not only about words, but also about visual images that define success. The above follow-up research can make up for the limitations of small samples, individual coding, and lack of student acceptance research in this article.

Art education is a research field that is of great value. Music, art, drama and creative writing can carry the intrinsic meaning that utilitarian words cannot be fully framed, but nowadays art learning increasingly needs to rely on migrable skills, portfolios, and future development values to prove the meaning of its existence. Follow-up can be explored: Do students regard artistic creation as a self-retained place to

jump out of the continuous optimization logic, or as another field of assessment that must be unique and pursue excellence? This issue is very important. Art is the most instrumental sector in the education system. If even creation needs to constantly prove its practical value, the open attribute of creativity itself needs to be re-examined.

This article finally leads to a set of educational paradoxes: education should improve people's comprehensive ability, but people cannot be permanently simplified into an iterative ability transformation project. Only when people are allowed not to be refined all the time can growth discourse have humanistic temperature; when ordinary life has decent speech space, excellent judgment standards are ethical; when expression does not need to rely on social influence to support its own value, creativity can retain its true core. Perhaps the most liberating educational discourse is not to erase all development expectations, but to return the right to choose to students, but not to turn development expectations into a lifelong burden. The most difficult and important mission of education is not only to believe that people have the potential to grow, but also to accept that people do not have to prove to the outside world all the time that they are still making progress.

APPENDIX A: CORPUS COMPOSITION AND SOURCE EVIDENCE

All materials come from the official public page. Only the short trigger words are listed in the table, and the analysis is based on the complete corpus sorted and coded by the researchers, and the web page text is not copied in large paragraphs.

Table A1. Composition and Sources of the Twelve-Text Bilingual Corpus

Number/Organization	Language	Literary form	Short evidence words	Official website
C1—Beijing Royal School	Chinese	Homepage / educational description	"全球竞争力"; "全方位健康成长"	https://www.brs.edu.cn/
C2—YK Pao School	Chinese	Homepage / philosophy	"全面发展"; "世界公民"	https://www.ykpaoschool.cn/cn
C3—Keystone Academy	Chinese	Mission	"从失败中学习"; "积极影响"	https://www.keystoneacademy.cn/about/our-mission
C4—Wellington College International Shanghai	Chinese	Educational philosophy	"主动掌控"; "学术卓越"	https://sh-zh.wellingtoncollege.cn/about-us/educational-philosophy
C5—UWC Changshu China	Chinese	Educational description	"自我管理"; "挑战自我"	https://www.uwcchina.org/show/784
C6—Shanghai Qingpu Pinghe Bilingual School	Chinese	Curriculum	"自我成长"; "多样化发展"	https://shqpphschool.com/class-1-0.html
E1—United World Colleges	English	Educational model	"reach their potential"; "changemakers"	https://uwc.org/educational-model/
E2—United World Colleges	English	Values	"personal responsibility"; "accountable"	https://uwc.org/our-values/
E3—United World Colleges	English	Code of conduct	"personal challenge"; "common good"	https://uwc.org/life-at-uwc/code-of-conduct/
E4—International Baccalaureate	English	Learner profile	"capacities and responsibilities"; attribute list	https://www.ibo.org/en/benefits/learner-profile/
E5—ACS Hillingdon	English	Vision / outcomes	"directing their own learning"; "ready for the future"	https://www.acs-schools.com/hillingdon/about/vision-values/
E6—UNIS Hanoi	English	Mission / values	"agents of change"; "strive for excellence"	https://www.unishanoi.org/about/vision-mission-values

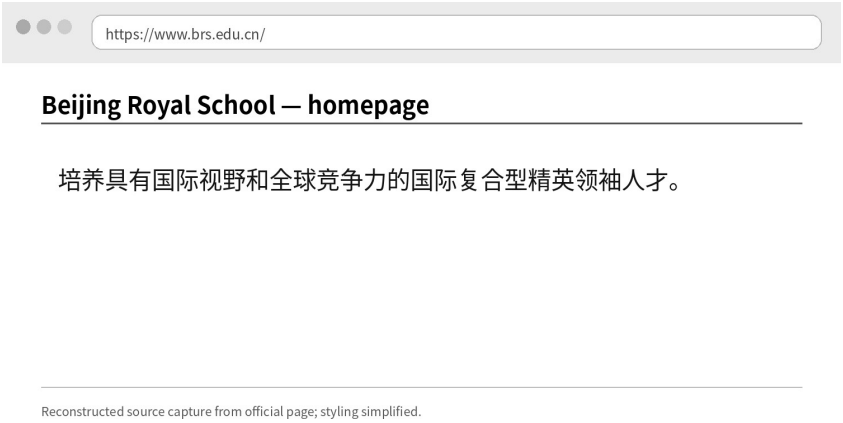

Fig. A1. Excerpt panel of corpus source: the official homepage of Beijing Royal School, visited on July 23, 2026; reconstruct and simplify the style according to the official page.

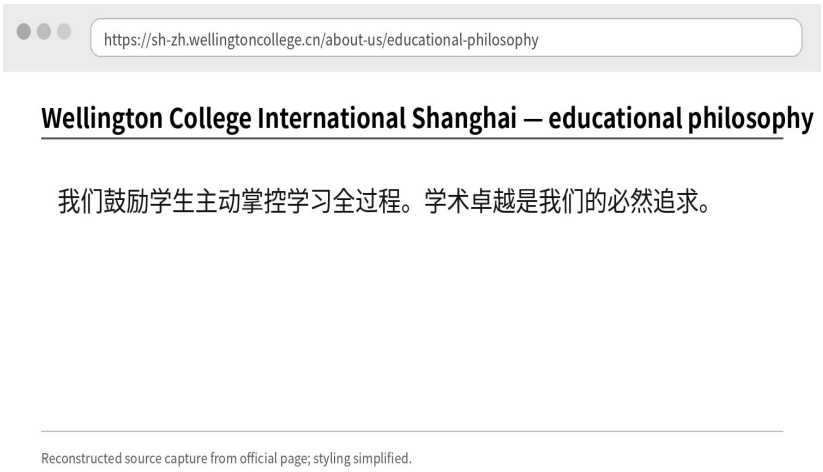

Fig. A2. Excerpt panel from the source of the corpus: Shanghai Wellington Education Concept Page, visited on July 23, 2026; reconstruct and simplify the style according to the official page.

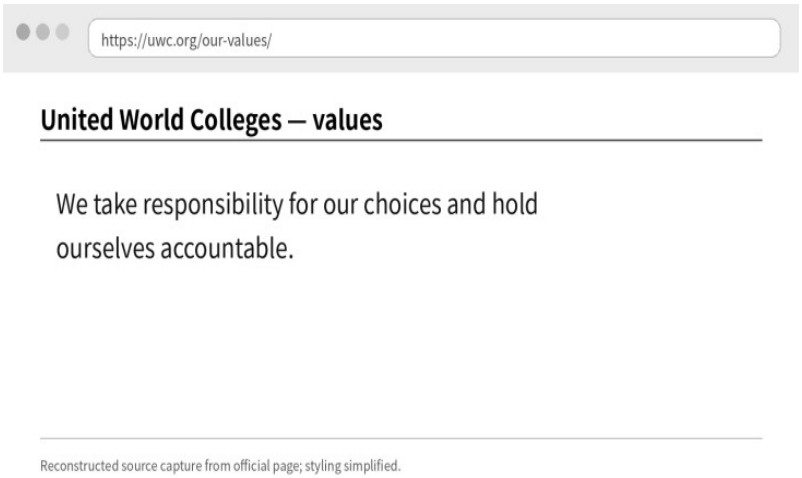

Fig. A3. Corpus source excerpt panel: UWC values/education model page, access date July 23, 2026; reconstruct and simplify the style according to the official page.

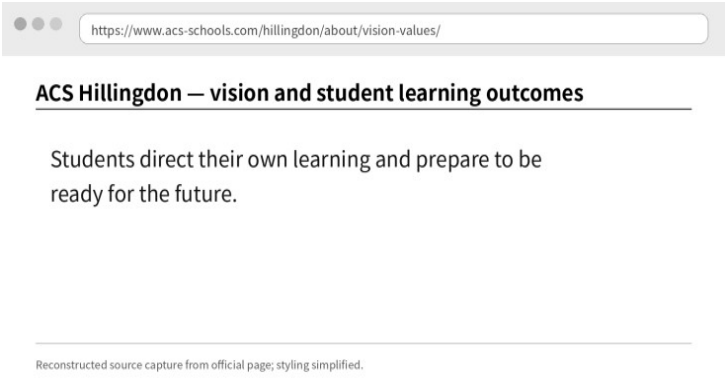

Fig. A4. Corpus source excerpt panel: ACS Hillingdon vision and value page, visit date July 23, 2026; reconstruct and simplify the style according to the official page.

APPENDIX B: CORPUS STATISTICS AND CODING FRAMEWORK

After cleaning up, the size of the corpus: 1156 Chinese characters and 444 words in English. Frequency is only standardized within each language.

Table A2. Standardised Frequencies of the Six Concept Word Groups in the Chinese and English Subcorpora

Concept Group	Chinese: per 1000 characters	English: per 1000 words
Growth	19.03	20.27
Excellence	8.65	9.01
Creativity	7.79	4.50
Self-management	12.98	36.04
Future-global	19.90	29.28
Support-difference	12.98	31.53

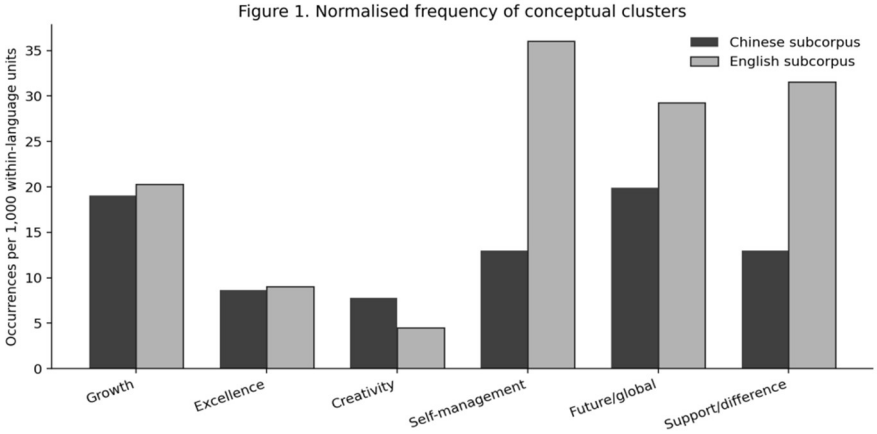

Fig A5. The frequency of standardized concept word groups within each language. Chinese is based on every thousand Chinese characters, and English is based on every thousand words; the two denominators are not considered to be directly equivalent.author's own.

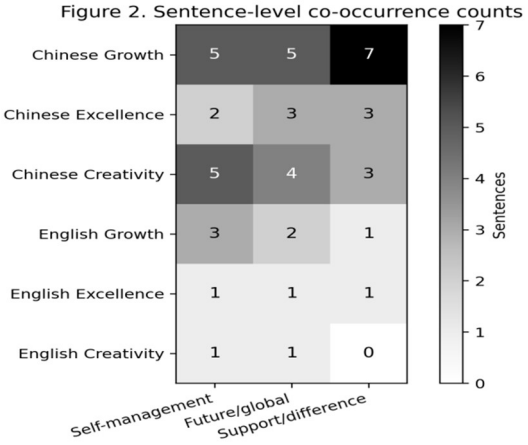

Fig. A6. Core value words coexist with the sentence levels of self-management, future/global orientation and support/differential word groups, author's own.

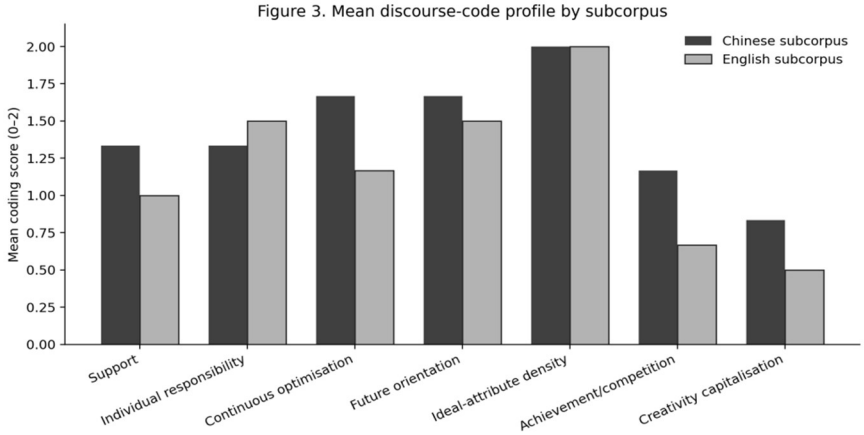

Fig. A7. Exploratory average coding portraits of two groups of six texts each (0-2). This code is only used for description, not an inferable psychological scale.author's own.

Table A3. Seven exploratory coding tables

Concept	Definition	Typical Words
Institutional support	School/teacher resources, guidance, inclusion, shared responsibility	Support, help, tailor-made、care, inclusion
Individual responsibility	Responsibility for outcomes placed on the learner	ownership, accountability, Leadership, self-management
Continuous optimisation	Open-ended requirement to keep improving	best version, continually improve, Improve, break through self
Future orientation	Value justified through future uncertainty or success	future-ready, global competition, Future, influence
Ideal-attribute density	Multiple moral, emotional and cognitive traits listed together	learner profile lists, Whole person, comprehensive, composite type
Achievement/competition linkage	Values tied to results, prestige or competitiveness	academic results, excellence, Global competitiveness
Creativity capitalisation	Creativity tied to innovation, solutions, leadership or portfolio value	innovation, problem-solving, Problem solving, results

Conflict of Interest

The author declares no conflict of interest.

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