

Abstract

This thesis focused on the discursive practices of school values and rules in school life. With the combination of Ethnography and Critical Discourse Analysis, I analyzed how the discourse of rules and values was interpreted, internalized and negotiated by teachers and students through the lens of visual distribution of the rules and values and daily interactions and communications. I found that students localized and recontextualized the rules and values in various activities. They developed the sense of discipline, by which students could think and act in ways that are personally advantageous and socially desirable.

Shaping a disciplined student is a process that the constructive effects of discourse including textual function, identity function and relational function work together to construct the meaning of a ‘good student’. It doesn’t mean close down critiques of disciplinary procedures. Students can produce rules and accept, negotiate on or reject the rules or their consequences during the practice. I found that when teachers intervened in a way interpreted as unfair, students could negotiate on or resist the consequences with linguistic resources such as turn-taking rules, code-shifting. Therefore, the practice of rules and values may contribute to ‘democratization’ of discourse.

Keywords: School Values ; School Rules ; Discipline ; Critical Discourse Analysis;

摘要

本文从学校生活中师生围绕校园价值观和规则的话语实践出发，采用民族志和批判话语分析相结合的方法，以规则和价值观的视觉传达和话语事件为切入点，分析了校园规则与价值观话语是如何被学生解读、内化和协商的。学生在活动中将规则与价值观本土化和再情景化，证明话语内化、解读的过程也是学生接受规训和自我规训的过程，使得学生的价值观和行为选择将向社会认可的方向发展。

规训过程是话语的建设性功能包括文本功能、身份功能和关系功能共同构建“好学生”的过程。规训并不意味着阻断反抗。学生可以接受、协商或拒绝规则或规则产生的后果。本研究发现当学生认为规则的实施存在不公时，他们能够通过话语资源例如话轮转换规则、语码转换等来实现协商或抵抗。因此，规则和价值观的话语实践也是“话语民主化”的过程。

关键词：校园价值观；学校规则；规训过程；批判话语分析