

Pragmatic Strategies and Ethical Connotations of Public Opinion Discourse: A Case Study of the 'Factory Internship' Event in a University in Guangxi

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ABSTRACT

This study takes the public opinion event of "sending students into factories to screw" in a university in Guangxi as a case, and selects 1200 valid online comments on Douyin platform as corpus to explore the pragmatic strategies and ethical connotations of online comments in the context of public opinion crisis. The study found that: in terms of perspective, self-perspective accounts for the highest proportion, and the rationality of appeals is strengthened through first-person narration. The conventional sentence structure is mainly based on the action and event sentence structure, highlighting the attribution of responsibility and the statement of facts. The types of discourse cover many types, and the main types are questioning and condemning discourse. Behind these pragmatic strategies, there are three connotations: the maintenance of rights ethics, the practice of supervision ethics and the adherence to educational ethics. It not only reflects the public's ethical expectations for educational equity and students' rights and interests, but also shows the construction and game process of ethical order in the network public opinion field. This study enriches the pragmatic research of educational public opinion discourse, and provides strategic reference and practical enlightenment for public opinion management and crisis communication in colleges and universities.

KEYWORDS

College Internship Dispute; Network Comments; Pragmatic Strategies; Ethical Connotation; Public Opinion Discourse.

1. INTRODUCTION

The rapid development of short video platform has significantly expanded the spread speed and influence scope of public opinion events in colleges and universities. As the core carrier of public participation in public opinion discussion, online comments have become the key force to shape the trend of public opinion and promote the development of events. As an important link between education, teaching and social practice, the rationality and compliance of internship arrangements in colleges and universities are directly related to students' rights and education equity. In recent years, disputes such as compulsory internships and professional mismatch internships have occurred frequently, triggering a large number of online discussions. These comments are not only the catharsis of public emotions, but also the transmission of value appeals and ethical positions through specific pragmatic strategies, forming a complex discourse interaction field.

The existing research on public opinion crisis mainly focuses on the response strategies of crisis subjects, such as the crisis public relations discourse analysis of merchants and government departments paid relatively insufficient attention to the pragmatic features of public comments[1][2]. In the field of educational public opinion, most of the relevant studies explore the evolution law and

guiding strategy of public opinion from the perspective of communication[3], and lack a systematic pragmatic interpretation of online comment discourse. As a special social interactive discourse, the choice of pragmatic strategies of online reviews not only follows the general law of language use, but also is restricted by specific contextual factors such as educational ethics and rights awareness[4].

In the incident of " sending students to the factory to screw " in a university in Guangxi, the short response of the school with " combination of production and education " and " independent choice " as the core has aroused continuous public doubts. The amount of reading and comments on relevant Tik Tok topics remains high, forming a typical public opinion crisis. Based on the online reviews of this event, this study focuses on the following questions : (1) In the context of public opinion crisis, what pragmatic strategies are used in the online reviews of college internship arrangement disputes ?(2) What are the ethical connotations behind these pragmatic strategies ? (3) The purpose of this study is to reveal the pragmatic operation mechanism of online comments in educational public opinion, and to help understand the demands of public education and optimize the management of public opinion in colleges and universities.

2. LITERATURE REVIEW

2.1. Public Discourse in Public Opinion Crisis

In the early stage of public opinion crisis research, the response strategy of the crisis subject is the center of analysis. The image repair theory summarizes five response methods : denial, evasion of responsibility, reduction of aggression, corrective action, and apology[5]. The situational crisis communication theory guides the choice of response strategies based on the public 's attribution of crisis responsibility[6]. These two sets of theories have a wide range of influence, but the analysis object is always the statement and notification issued by the institution, and the public 's own comments have long been at the edge of the research field of vision.

The popularity of social media has changed this situation. On platforms such as Douyin and Weibo, users ' comments on hot events can accumulate to tens of thousands in one or two days, forming public opinion pressure that can affect the direction of the event. Pan Yanyan 's[3] observation shows that the spread speed and coverage of this kind of multimodal network public opinion have far exceeded the traditional media era. The public 's emotional expression directly affects the evolution of crisis events, and comments with a clear condemnation point are more likely to lead to follow-up and diffusion[7]. Further, there is not a one-way relationship between the negative intensity of public comments and the response mode of crisis subjects, but rather a mutual shaping. Denial or defensive responses often do not dispel dissatisfaction, but stimulate the emergence of more reprehensible comments[2].

Domestic scholars began to analyze this kind of phenomenon from the perspective of pragmatics. Lei Rong and Ran Yongping[8] examined the accusation response in the online comments of public events, and found that the accused often maintained their social image by denying the moral position of the other party. This response shifted the discussion from the factual level to the moral level. However, the cases involved in the above studies are mostly general social events or commercial disputes, and the discourse characteristics of public comments in public opinion events in the field of education are still lack of systematic pragmatic analysis. The discourse mode of commentators in the dispute of internship arrangement in colleges and universities may be different from the scenes such as product quality complaints, which is worthy of special investigation.

2.2. A Study of Commentary Discourse from the Perspective of Ethical Pragmatics

Ethical pragmatics provides an applicable theoretical framework for the analysis of critical discourse. This direction focuses on the interaction between language use and ethical order, not only exploring

how ethical norms affect discourse selection, but also analyzing how discourse constructs and maintains specific ethical values[4]. From this perspective, the language choice of commentators is not only a rhetorical issue, but also often involves the judgment of the legitimacy of the behavior and the determination of the attribution of responsibility.

Condemnation has dual functions in public discourse. It is both a way of identifying specific errors and a reaffirmation of the moral order, with denouncers drawing boundaries between what is acceptable and what is unacceptable by publicly pointing out wrongdoing by others[9]. The public's evaluation of others' words and deeds often contains moral judgments, which are presented in a specific way of discourse[10]. The discourse of condemnation and response is inherently ethical, and participants negotiate what is a proper code of conduct through such discourse[11]. In domestic research, a comparative analysis of Chinese and American political condemnation speech acts shows that there are differences in the way of imputation between the two types of discourse[12]. At the methodological level, the media discourse analysis framework provides a basis for examining the narrative structure and perspective selection of comments[13].

On the whole, the existing research on public opinion crisis has long been centered on institutional response, and public comments have not received systematic attention; the research on educational public opinion mostly focuses on the law of communication, and lacks the pragmatic investigation of comment discourse. Different from the above research, which focuses on the response discourse of the crisis subject, this study focuses on the public's comment discourse in the public opinion crisis, that is, how the sender of the condemnation behavior expresses his position and appeal through pragmatic strategies. The reviewer and the responder are in different discourse positions. The responder needs to repair the image without intensifying the contradiction, while the reviewer does not need to bear this balance pressure. The motivation and ethical function of the discourse strategy should be different, which is worthy of special investigation.

This study takes the online comments in the disputes of college internships as the object, analyzes its discourse strategies and the reasons behind them from the perspective of ethical pragmatics, and implements the above theories into three operable analytical dimensions, drawing on Van Dijk's [13] media discourse analysis ideas and Shi Wenrui's[1] three-dimensional framework. First, the perspective dimension examines the identity of the commentator in order to judge the empirical basis of his position. Secondly, the dimension of conventional sentence structure examines the sentence features of comments, so as to analyze how commentators present events and allocate responsibilities. Thirdly, the dimension of discourse type examines the communicative function of comments, so as to identify what behaviors the commentator has completed through discourse. The combination of the three dimensions can present the face of commentary discourse from three levels: identity construction, event reconstruction and behavior implementation.

3. RESEARCH DESIGN

3.1. Source of Corpus

The corpus of this study is derived from the hot topic related to the event of " sending students to the factory to screw " in a university in Guangxi, including # a university in Guangxi to send students to the factory on the assembly line ## guangxi university integration of production and education leads to controversy #. The corpus screening follows the following criteria: (1) the number of comments and comments is high and influential; (2) The content of the review is directly related to the dispute of the internship arrangement, excluding the expression pack, pure symbols, non-substantial brush screen content and advertising drainage information; (3) Comments covering students, parents, education practitioners, ordinary netizens and other different speaking identities ensure the diversity of corpus. Finally, 1200 valid comments were selected. The corpus spans from April 2023 to October

2024, covering the outbreak period, continuous discussion period and subsequent regression period of the event.

3.2. Research Methods

This study uses content analysis to encode and annotate the corpus. The specific process is as follows: (1) Drawing on the media discourse analysis dimension of Van Dijk[13] and the three-dimensional framework of perspective-conventional sentence structure-discourse type proposed by Shi Wenrui[1], combined with the characteristics of educational public opinion comments, the core analysis dimension is determined.(2) Refer to the classification criteria of Fairclough[14], Matthiessen[15] and other scholars, refine the subcategories of each dimension, and form a multi-level coding table; (3) With the help of UAM CorpusTool 3.3 version software for data coding, after the completion of their own coding, and then invite graduate students majoring in linguistics to encode, through Krippendorff's Alpha reliability test, the result is 0.85, in line with the research specification.

4. PRAGMATIC STRATEGIES OF NETWORK COMMENTS

In the controversy of internship arrangement in colleges and universities, commentators construct multi-pragmatic strategies to convey their positions and demands through perspective selection, sentence structure application and discourse type combination.

4.1. Response Perspective

The choice of perspective directly affects the persuasiveness and appeal of the discourse. By clarifying or blurring the identity of the subject, the commentator achieves the communication goal of position strengthening, factual evidence or emotional resonance[16]. Commentators organize discourse by choosing different narrative subjects, which are mainly reflected in three forms: self-perspective, other-perspective and collective-perspective. The distribution is shown in Table 1.

Table 1. Perspective distribution of online reviews

| Type of perspective | Number (article) | Proportion (%) | Core function |
|------------------------------|--------------------|------------------|---|
| Self perspective | 700 | 58.33 | State personal experience and strengthen the rationality of appeals. |
| The perspective of the Other | 330 | 27.50 | Invoke authoritative information to enhance the effectiveness of argumentation. |
| Collective perspective | 170 | 14.17 | Consolidate group consensus and enhance the influence of public opinion. |

4.1.1. Self Perspective

The self-perspective takes the first person and its variants, such as me, us, myself, etc.as the core subject, which is the main way for commentators to express their own experiences and appeals, and enhance the authenticity and credibility of the discourse through personal experience narrative[13] . The self-perspective is the core perspective of the public opinion, accounting for 58.33 %. The speaker is the experiencer of the event or the family member of the witness. The narrative has verifiable details and is common in the comments of students or parents.

(1) ' I do not go to a pre-school kindergarten internship, take us to Dongguan internship, study for 3 years, not once to the kindergarten, no matter what your profession, to the Dongguan assembly line, but also to the night shift, one is a month, 12 hours a day. '

(2) ' Those factories looking for a month 2500, but also to pay 2w tuition. I myself went to Shenzhen to find temporary workers casually 6000 + '

(3) ' Originally 4000 wages only to 1200, unpaid overtime, there is a contract or what, dare to withdraw from the internship without proof. '

Example (1) begins with " I have a preschool education, " which directly highlights my professional identity. The following ' take us to Dongguan ', ' not once to kindergarten ', ' night shift, one is a month ' are all carried out in the first person plural, and the whole experience is personal experience. The self-perspective makes the comment a statement of ' what I 've been through ' rather than a statement of ' what I think I 've been through '. The former is more difficult to refute than the latter, and the more specific the details, the higher the credibility. Example (2) ' I myself ' as the main body of the comparison shows that the two incomes are the actual results of the same person under different choices, not the fuzzy comparison between different people. Commentators do not say that ' the salary of school arrangement is too low ', but present the gap with ' my ' personal experience, so that readers can draw the conclusion that school arrangement is unacceptable. Example (3) Although the subject is omitted, the wording " only give " indicates that the commentator is the bearer of the deduction. This is a first-person encounter perspective in the arrangement of the internship. All the allegations are presented in the tone of personal encounter, and its persuasiveness is much higher than that of criticism. The frequent use of self-perspective makes comments break through the simple expression of views, transform them into convincing empirical evidence, and effectively guide public cognition[1].

4.1.2. Perspective of the Other

The other 's perspective comments by quoting the views of others, authoritative information or third-party cases. The other perspective is an important perspective of the public opinion, accounting for 27.5 %. Commentators do not speak directly as ' I ', but present external information as a reporter or observer, and use this information to support their positions.

(4) ' If it 's taking you to a factory where your skills are relevant, it 's an internship. '

(5) ' Oh, not the same, go to all the salaries of their own collection, the school so-called recommended to the school to collect 2 / 3, the rest to the hands of students. '

(6) ' Guangxi science and technology factory, ah, the last time was assigned to Jiangsu, a colleague asked next to the station, actually is the city, also said a month earlier than we go. '

The reviewer of example (4) defined the standard of " internship " by himself as a definer, that is, " to learn the skills related to the factory is an internship. " Commentators do not have to directly blame the school, the definition itself has excluded the school arrangement from the ' internship '. The commentator of example(5) stood in the position of the observer and stated the salary attribution of the two internship modes as a known fact. The " so-called " in the " school 's so-called recommendation " indicates that the commentator has prejudged the school 's statement, and the " receiving 2 / 3 " presents an information that should not have been disclosed in a precise proportion. The commentator knows the situation, and her statement is not just a report, but a disclosure. (6) The core message comes from ' colleague in the next position ', ' distribution ' has expressed his attitude, and ' unexpected ' conveys the accident that he found more than one school involved. The other 's perspective illustrates the universality of the problem with circumstantial evidence. The use of the other 's perspective, on the one hand, enhances the persuasiveness of comments with authoritative information, on the other hand, highlights the irrationality of controversial events through case comparison, and expands the argumentation dimension of comments[8].

4.1.3. Collective perspective

The collective perspective takes collective identities such as student groups and educational audiences as the main body, constructs group identity through expressions such as ' students ', ' parents ', and ' educational consumers ', and strengthens the universality of appeals[17]. The proportion of collective perspective of public opinion is low, only 14.17 %.

(7) ' We spend so much money to send our children to school, let the children to screw, to make money for the school, this school or school ? '

(8) ' Parents spend half a lifetime of effort to support their children to go to college for further study, did not expect to finally go to the primary school graduation can do the assembly line screw. '

(9) ' Reading so many books is to get rid of the factory, but what do you let people go to the factory to read so many books ? '

Example (7) takes ' we ' as the main body of speech, representing the group of parents. 'Spend so much money to send their children to school ', ' let the children to play screw ', ' make money for the school ' shows the general contrast between the family 's pay and the school 's profit. This school or the school ? To the end of the rhetorical question, all the previous narrative leads to the questioning of the nature of the school. The collective perspective makes this comment no longer an individual complaint of a parent, but a classification of the experience of ' our children ' into the situation that ' our parents ' face together, and the resulting questioning has the weight of the group. Example (8) also starts from the collective identity of ' parents '. The three words of ' all gone ' indicate that this is not an individual phenomenon. Commentators speak from the standpoint of all parents. Therefore, ' unexpected ' expression is not just a person 's accident, but the common loss of the parent group. The ' people who read so many books ' in Example (9) and the ' people ' in ' you let people into the factory ' are a broad group, but point to all students who seek a way out through reading. " Just to get rid of the factory " is a popular summary of this general expectation. The critical force of this comment comes from a presupposition that if education cannot change a person 's social position, then education itself needs to be re-examined. This presupposition can only be established from a collective perspective. What it questions is not a specific arrangement error, but a common institutional deviation. The application of collective perspective helps to form a large-scale discourse force, transform individual appeals into group voices, and enhance the influence of public opinion[18].

4.2. Sentence Structure

Through the choice of sentence structure, the function of fact statement, responsibility definition and emotional expression is realized. Different sentence structure types show different distribution and function in public opinion comments[19]. The distribution characteristics and proportions of each statute sentence structure of online reviews are shown in Table 2.

Table 2. Regular sentence structure distribution of online reviews

| Sentence structure type | Quantity (article) | Proportion (%) | Typical structure | Core functions |
|-------------------------|----------------------|------------------|--|--|
| Action class | 510 | 42.50 | Agent + Agent verb + Patient | Clarify the subject of behavior and the attribution of responsibility, and put forward specific demands. |
| Event class | 430 | 35.83 | Agent / Patient + Additional Information | Describe the characteristics of the event and reveal the root cause of the problem. |
| State class | 260 | 21.67 | Agent + state verb + supplementary information | Express dissatisfaction and point out the consequences of the incident. |

4.2.1. Action Sentence Structure

The action sentence structure takes ' agent + agent verb + patient ' as the typical form, emphasizing the implementation process of the action and the subject of responsibility, with clear directivity and action force[1]. This kind of sentence structure is mostly used to clarify the attribution of responsibility, describe misconduct or make specific demands. The study found that action sentences account for the highest proportion, reaching 42.50 %, and most of them reproduce the commented events in the form of statements.

(10) ' Now many schools are intermediaries. '

(11) ' Teaching schools to eat the price difference, the vocational school is so arranged according to the students to go back to the examination for half a year before graduation. '

(12) ' The state should take care of these black-hearted schools. '

The sentence structure of " school is intermediary " in example (10) is " agent + verb + patient, " " is " to determine the verb directly equates the two nouns, eliminating any degree of modification or retention. Although " haoduo " modifies " school " before, the focus of the whole sentence falls on " intermediary. " Through this sentence, commentators redefine the identity of the school, that is, when the school extracts income from the labor of students, its function is defined as an intermediary rather than an educational institution. The example (11) contains two action constructions. In the first sentence, ' school eating difference ' takes school as the agent, ' eating ' as the verb, and ' difference ' as the patient. ' Eating ' compares the profit-making behavior to a daily action, which weakens the directness of the accusation but enhances the vividness of the image. The latter sentence " vocational school students go to half a year and then return to the examination " takes " vocational school " as the agent, " row " as the verb, and " student " as the patient. " Half a year " accurately limits the planning of the length of time, and " graduation " reveals the compulsory binding relationship between internship and graduation certificate. The two sentences together present two types of institutional misconduct in schools and vocational schools. Example (12) ' country ' is the agent, ' should manage ' is the verb phrase, and ' these black schools ' is the patient. The sentence structure itself makes the proposal appear in the form of action instructions, and the problem has a clear solver and solution object. The high-frequency use of action sentences makes comments have clear directivity and action, avoids the weakening of persuasion caused by vague expressions, and effectively conveys the core demands of accountability and rights and interests maintenance[14].

4.2.2. Event-type Sentence Structure

The typical event sentence structure is ' agent / patient + supplementary information ', which focuses on describing the characteristics, causes or effects of the event, and restoring the truth of the event through rich information supplement[15].

(13) ' Preschool education professional to screw. '

(14) ' Work at 8 : 00 in the morning, work at noon, work overtime to 11 : 30 in the evening, and then take 3500. '

(15) ' Pay tens of thousands of tuition fees, with 2000 wages, and people are still pre-school education, the school has arranged to screw. '

Example (13) The ' pre-school education major ' is the patient, and the ' screwing ' is the supplementary information, which covers two layers of information : professional identity and job content. The former points to the training direction of preschool teachers, and the latter points to the mechanical labor of the assembly line. There is no transition or evaluation between the two paragraphs of information, but the juxtaposition itself has made sense, and the fracture between the profession and the post is judged by the reader himself. The typical feature of event sentence structure is that it only presents information and does not express attitude, but the way of information organization has determined how readers will understand it. Example (14) connects the day 's labor

process with a timeline, ' and then ' leads to the result ' take 3500 '. The ' supplementary information ' of the event sentence structure is embodied as a time series here, each node corresponds to a period of labor, and finally ends up with remuneration. The accumulation of time span has completed the emotional foreshadowing. Readers see 3500 after reading the timeline, and the gap is presented by the number itself. The commentator did not add any adjectives, and the order and rhythm of the sentence structure itself have completed all the narration and evaluation. Example (15) ' pay tens of thousands of tuition fees ', ' take 2000 wages ', ' people or preschool education major ', these three parallel components together constitute the patient 's situation description, and finally ' the school arranges to screw ' as a supplement. The supplementary information of the event sentence structure plays a reverse role here. The word ' Que ' indicates the contrast. The first three sentences gradually accumulate emotions, and the last sentence points out the unreasonable arrangement. The sentence structure itself has completed all the criticism. Through rich information supplement, the event sentence structure enables the public to fully understand the truth of the event and provides a factual basis for subsequent accountability and public opinion support[13].

4.2.3. State Class Sentence Structure

The state sentence structure takes ' agent + state verb + supplementary information ' as the main form, emphasizes the existence state or development result of things, and indirectly conveys critical attitude and emotional appeal[19]. The proportion of this kind of sentence structure is 21.67 %, which is mostly used to express dissatisfaction, describe the damaged state of rights and interests or point out the consequences of problems.

(16) ' Students do tired and dizzy have no reason, then a student called the teacher to see, the teacher and three students lifted away, lifted downstairs 120 pull away without knowing life and death.'

(17) ' It was like this ten or twenty years ago. '

Example (16) takes " students are tired and dizzy " as the initial state, and " nobody cares " undertakes this state to describe the surrounding reaction, which is followed by a time sequence, and " I do not know life and death " ends in a pending state. The whole sentence structure starts with the state and ends with the state. The narration in the middle explains the seriousness of the state and the reaction of the people around. Examples (17) ' are such ' as state descriptions, ' are ' emphasizing universality, ' and ' such ' refer to the internship arrangement discussed in the current review. The state verb ' is ' puts the event in a longer time dimension ' more than ten or twenty years ago ', which is not a new problem, but a long-term continuation of the old disease. The commentator did not say ' the school has been doing this ', but the state-type sentence structure completed the long-term expression through ' it is so '. Through the description of the objective state, the state-type sentence structure indirectly conveys the critical attitude and emotional appeal, avoids the possible discourse opposition caused by direct condemnation, and at the same time triggers the public 's empathy and attention[20] (Huang and Yi, 2023).

4.3. Discourse Types

The type of discourse presents multiple characteristics according to different communication goals. Commentators achieve the function of appeal transmission, emotional resonance or public opinion guidance by selecting the appropriate type of discourse[9]. The distribution characteristics and proportions of various discourse types of online reviews are shown in Table 3 .

Table 3. Statistics of discourse type distribution of online reviews

| Type of discourse | Number (article) | Proportion (%) | Core function |
|-----------------------|--------------------|------------------|---|
| Questioning discourse | 500 | 41.67 | Ask questions, challenge the rationality of the event. |
| Condemning discourse | 370 | 30.83 | Criticize misconduct and express anger. |
| Empathic discourse | 180 | 15.00 | Emotional resonance, mutual support and solidarity. |
| Supportive discourse | 80 | 6.67 | Affirm reasonable practice, understand the position of colleges and universities. |
| Suggestive discourse | 70 | 5.83 | Propose solutions and provide improvement direction. |

4.3.1. Questioning Discourse

The core function of questioning discourse is to raise questions and challenge rationality, focusing on the legitimacy, rationality and transparency of internship arrangements, and pointing to the core of the problem through continuous questioning[8]. The common questioning focuses include the authenticity of the right to choose independently, the relevance of internship and specialty, the fairness of salary payment, etc., but they usually do not make judgments directly. They often use questions or comparative statements, and 41.67 % of the comments cover questioning discourse.

(18) ' I can go to the voluntary assembly line, but I can 't be forced to go to the assembly line '.

(19) ' Preschool education major You go to the factory to screw, do you want to ? Are you right ? Will you teach kids to twist screws later ? '

Example (18) does not use question mark, but ' may... But can 't... The contrast structure itself is a question. Commentators juxtapose ' voluntary ' and ' forced ', allowing readers to judge for themselves which kind of school they belong to. The object of questioning did not appear directly, but the control itself has completed the questioning of the ' voluntary ' statement. Example (19) advances continuously with three questions. " Will you " points to willingness, " is it right " points to professional matching, " will you teach children to twist the screw " points to the significance of professional education in an exaggerated way. The three-tier questioning is promoted step by step, from the specific situation to the fundamental problem of professional training. Commentators do not directly judge its irrationality, but let the irrationality appear by asking questions. Questioning discourse forces relevant subjects to respond to key controversial points, while guiding other public to think deeply about the nature of the event and promoting public opinion to develop in the direction of rational discussion[21].

4.3.2. Condemnatory Discourse

The core function of condemning discourse is to criticize misconduct and express anger. It conveys opposition through clear value judgment and forms a strong pressure of public opinion[11]. This kind of discourse is mostly aimed at the school 's illegal operation, benefit transfer and other behaviors, and 30.83 % of the comments use condemnatory discourse to convey the opposition position through clear value judgment.

(20) ' The integration of industry and education You are paid to students according to the wages given by the enterprise, and do not earn most of the profits. '

(21) ' Schools use students as a means of making money. '

Example (20) first recognizes the legitimacy of the concept of " integration of industry and education, " and then " you are... The sentence pattern of " ah " requires the school to achieve its declared standard. Finally, it points out that the school is actually " making most of the profits, " " most of the profits " emphasizes the proportion of profits, and the word " ah " makes the whole sentence ironic. Commentators did not criticize the school abstractly, but completed the condemnation through the comparison of words and deeds. Example (21) directly defines the relationship between schools and students as the relationship between " tools " and " users. " The word ' tool ' materializes students as a means of profit, and ' making money ' clarifies the purpose. The whole sentence is complete in subject, predicate and object, without modifiers, and the most complete negation is completed in the most concise form. The commentator does not use any mitigating tone, and the statement itself is condemnation. Through strong emotional expression, condemnation discourse strengthens the public 's critical attitude towards misconduct, forms strong public opinion pressure, and promotes the attention and resolution of events[2].

4.3.3. Empathic Discourse

The core function of empathy discourse is emotional resonance and mutual support, which is mainly manifested in the comfort of the victimized students, the sharing of similar experiences and the solidarity of reasonable demands, and the construction of the discourse space of emotional connection[20]. 15.00 % of the comments contained empathic discourse, and the commentators expressed their support and understanding of the students through empathic discourse.

(22) ' I 've experienced, it really is. '

(23) ' I hope the students of Guangxi City Vocational University are brave. '

Example (22) to ' I have experienced ' to establish the qualification of speech, ' really so ' to confirm the authenticity of others ' narration. In a large number of questioning and condemning comments, this short confirmation provides two kinds of support, one is the emotional understanding, the other is the public confirmation of the credibility of the narrative, the comment is short but the function is clear. Example (23) shows that he is an external supporter rather than a party by ' I hope '. ' Courage ' is to encourage resistance, but this expression itself also implies that resistance requires courage. Commentators spoke in the position of supporters rather than participants, expressing both solidarity and distance. This support method is a common empathy model in online reviews. The use of empathy discourse constructs the discourse space of emotional connection, makes the victims feel the group support, and condenses the consensus of public opinion to form a discourse alliance of ' opposing illegal internship and safeguarding students ' rights and interests '[1].

4.3.4. Supportive Discourse

The core function of supporting discourse is to affirm reasonable internship arrangements and understand the position of colleges and universities. It presents a niche feature and avoids the single critical tendency of the public opinion field[22]. Supportive discourse accounts for the lowest proportion in the corpus, only 6.67 %). Such comments recognize the value of the internship or express understanding of the school 's position. Although the proportion is not high, it provides a diversity of views in the field of public opinion.

(24) ' De-pipelineing is also a kind of learning. '

(25) ' I think it 's good to experience it for kids. '

The case (24) defines ' de-pipelineing ' as ' a kind of learning ', which is a positive evaluation of the internship arrangement. But the word ' also ' suggests that this is a limited recognition, and that ' also ' means that ' there is more than one ', and that recognition itself carries reservations. And the second half of this comment ' the school wants to make money, go to a commission ' quickly returned to the critical position, indicating that supportive discourse often requires additional conditions in the overall atmosphere of public opinion. Example (25) to ' I think ' clear this is an opinion, ' also good '

means limited consent. However, this comment received a large number of objections, such as " let your child experience it " and other rebuttals, indicating that supportive discourse is weak in the field of public opinion, and most readers do not think this is experience, but is used. Although supportive discourse exists, it is difficult to obtain recognition in the overall public opinion atmosphere. The existence of supporting discourse makes the public opinion field present multiple positions, avoids the tendency of single criticism, and provides different perspectives for a comprehensive understanding of events[5].

4.3.5. Suggestive Discourse

The core function of advice-oriented discourse is to propose solutions and give specific suggestions, which embodies the constructive value of comments and makes comments go beyond mere criticism and emotional catharsis[18]. Suggestive discourse appeared in 5.83 % of the comments.

(26) ' You can complain. '

(27) ' The state should do something about it. '

Example (26) points to the specific way of safeguarding rights. 'You can ' suggests that this is a possibility rather than an instruction, and ' ba ' makes the advice sound less forceful and more like a discussion than an instruction. Commentators give this suggestion after describing the unreasonable clause in the first half, ' can complain ' provides a feasible direction for students in trouble. The example (27) uses ' country ' as the agent, ' disposal ' as the verb phrase, and ' yixia ' as the ending. The " handing out " personifies the country 's actions, and the " rectification " means that the current state has been chaotic to the extent that external forces are required to intervene. Commentators pin their hopes on higher-level authorities, suggesting that students or parents alone cannot change the status quo. Propositional discourse makes comments go beyond mere criticism and emotional catharsis to constructive thinking on problem solving and provides a reference path for the proper handling of events[7].

5. ETHICAL CONNOTATION OF NETWORK COMMENTS

The online comments on the controversy of internship arrangements in colleges and universities are not only the application of discourse strategies, but also contain deep ethical appeals and value judgments, reflecting the public 's expectation and adherence to educational ethics, rights ethics and social ethics[4].

5.1. Maintenance of Rights Ethics

Rights ethics focuses on the confirmation and protection of individual legitimate rights and interests. Commentators repeatedly present specific facts such as salary deduction, professional mismatch, and forced internship in the narrative. The core issue is whether students ' right to labor remuneration, right to education, and right to independent choice are duly respected[9].

Salary is the most frequent right issue in the comments. Example (3) ' the original 4000 wages only to 1200 ' presents a specific difference, example (5) ' school income 2 / 3 ' further shows that the difference is not the fuzzy management cost, but the part extracted by the school. The two comments confirm the same fact from different angles. Students pay the same labor as formal workers, but the remuneration is far lower than the standard they deserve. Critics do not use theoretical words such as exploitation, but numbers have allowed readers to draw similar judgments on their own. Professional mismatched comments lead the rights issue to the right to education. In example (1) , ' preschool education does not go to kindergarten for internship, and goes to Dongguan assembly line ' illustrates with specific examples that students ' right to receive professional education is overhead in the internship process. If the internship is an integral part of the teaching plan, then the internship content should serve the professional training objectives. When students majoring in preschool education

have not entered the kindergarten for three years, the internship has deviated from the track of educational function. Example (18) ' I can go to the voluntary assembly line, but I can 't be forced to go to the assembly line ' focuses the rights issue on the authenticity of voluntariness. This contrast reveals the inherent contradiction of the school 's ' independent choice '. Supported by personal experience, these comments form a non-institutional way of claiming rights in public discussion, which makes individual encounters gain public attention[7].

5.2. The Persistence of Educational Ethics

Education ethics requires all the arrangements of the school to serve the growth and development of students. Commentators ask the same thing from different angles, whether it violates the basic responsibility of education to send students to the assembly line unrelated to their majors.

Example (4) ' If it is to take you to the factory where your skills are related, it is an internship, and nothing else is ' to set a standard for internships to be related to the profession. This standard seems simple, but directly into the core of the problem. The reviewer first gives a reference to the right, so that the school arrangement falls outside the reference, and completes the identification of the wrong practice. Example (19) Three questions ' Do you want ? Are you right ? Will you teach kids to twist screws later ? To explore the educational value of internship in a step-by-step manner. The first two questions point to the willingness and professional matching, and the last question dispels any possible connection between assembly line work and preschool education in an exaggerated way. The picture of " teaching children to twist screws " concretizes the fracture between professional training objectives and actual arrangements. Example (9) ' Reading so many books is to get rid of the factory, but you let people into the factory ' from the perspective of social mobility. In the general cognition of Chinese society, education is the main channel for upward mobility. Commentators pointed out that this channel has been reversed in the internship process, and the end of education has returned to the starting point. This comment raises the question from a specific arrangement to the level of whether the educational function is ineffective. Its critical force comes from a basic presupposition. If you finish reading or go to the factory, the meaning of reading needs to be re-examined. The core responsibility of colleges and universities is to teach and educate people. As an extension of education and teaching, the arrangement of practice should reflect the respect for the law of education.

5.3. The Practice of Supervisory Ethics

Supervision ethics emphasizes the public 's right and responsibility to supervise public affairs. Through information sharing and action appeal, commentators assume the role of public opinion supervision of university running behavior.

Information sharing is the basis of supervision. Example (6) ' Ask a colleague at a nearby station, it is actually a city job ' provides a cross-school case, confirming that similar arrangements are not isolated events, but a systematic problem involving multiple schools. Commentators provide information that others cannot know by personal observation, and this sharing expands the public 's understanding of the scope of the problem.

System appeal is an extension of supervision. Example (26) " Can complain " points to a specific path of action. For example, (27) ' the state should take action to rectify it ' will look forward to investing in higher-level power institutions. Example (12) ' The state should manage these black schools ' contains the action requirement of ' management ' and the value judgment of ' black heart '. The common point of the two comments is that it is difficult to change the status quo by relying on the refusal or resistance of individual students, which requires the intervention of external forces.

Critics ' supervision is not based on procedural authorization, but on information possession and moral position. In the comment area, many people contribute some information, some provide salary data, some provide cross-school cases, and some provide relevant regulations. These fragments are

combined into a complete picture in mutual verification. This is a non-institutional supervision method, which cannot directly produce binding force, but forms a continuous pressure of public opinion. When a school feels this pressure, it realises that its behavior is under scrutiny.

6. CONCLUSION

This study analyzes the discourse strategies of online reviews and the ethical connotations behind them from the perspective of ethical pragmatics, based on the data of Douyin comments on the 'factory internship' incident of a university in Guangxi. The analysis shows that commentators show a clear preference when using discourse strategies, with the highest proportion of self-perspective, and commentators tend to support their own opinions with personal experience. The action and event sentences constitute the main framework of the sentence pattern. The former points to the attribution of responsibility, and the latter presents the appearance of events. The frequency of questioning and condemning discourse is significantly higher than that of other types. The triple strategy cooperates with each other, so that the comments can complete the functions of rights declaration, value judgment and public opinion pressure while transmitting information. Behind these strategic choices, there are three ethical appeals. In terms of rights ethics, commentators require schools to respect students' labor remuneration rights and education rights through the presentation of specific facts such as wage differences and professional mismatches. In terms of educational ethics, commentators have questioned the relationship between assembly line work and professional training, which is essentially questioning whether the school has fulfilled its basic responsibility of educating people. In terms of supervision ethics, through information sharing and institutional appeal, commentators have formed a continuous public opinion focus on the behavior of running colleges and universities in an informal way.

This study extends the analytical framework of crisis discourse from institutional response to public comments, and promotes further understanding of network discourse in educational public opinion. At the practical level, in the face of similar public opinions, colleges and universities need to respond not only to the surface problem of "whether there is coercion," but also to the deep demands of rights protection and education quality reflected in the comments. The education administrative department can also obtain a reference for system improvement from such comments. The limitation of this study is that the corpus only comes from a single event, and the scope of application of the conclusion needs to be tested. Subsequent research can compare the differences of comment discourse in different types of educational public opinion events, or track the changes of comment discourse in different stages of the same event, so as to present the pragmatic characteristics of online comments more comprehensively.

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