

Research on Chinese Discourses from the Perspective of Texts and Its Application in Foreign Language Teaching

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Abstract: The theory of text linguistics has important application value. Context under specific cultural background has an important influence on the generation, cohesion, coherence and expression of discourse. Through research, we should consciously and purposefully combine the Chinese text theory with the teaching practice of foreign language majors. A systematic study of Chinese text theory will further promote the text research and professional curriculum construction of foreign language scholars in China. The research shows, by studying the textual function of logical transition connectives, we can promote foreign language text teaching and foreign language writing. In particular, we can combine text research with text teaching, accurately and comprehensively analyze various sentence patterns, paragraphs and chapters, reveal the internal laws of language and semantic nuances, so as to help foreign language students master the internal "profound and living relationship" between paragraphs and cross sentence cohesion and other elements can cultivate students' logical thinking in foreign language expression and writing.

1. Introduction

Only when language is placed in a specific context can its existence value be verified. As far as its application value is concerned, text analysis, as a language research method, is a link between the old and the new information exchange, and is also a kind of ability. From the perspective of context, linguist Halliday believes that language is a specific social semiotic system that must be studied in social context. With the development of linguistics, it is inevitable that discourse analysis, as a specialized discipline, will appear in the field of Chinese and foreign languages, which is especially due to the language development and evolution since the end of the 1960s.

2. On Discourse Research

The term "discourse analysis" was proposed by American structuralist linguist Harris. Context in a specific cultural context has an important influence on the generation, cohesion, coherence and expression of discourse. Different from the static analysis of text made by traditional formal semantics, discourse representation theory explains the dependence of text on context in combination with the dynamic communication process of information flow, so that people realize

that the exchange process of language information is at the same time subject to external and objective contexts and internal thinking patterns and habits.

As a semantic unit and an integral part of language as a whole, discourse transcends the traditional "character word sentence" level and has its own information. It usually consists of homogeneous sentence segments and sentence groups that have cohesive and coherent relations with each other to form higher level unit chunks in the form of chunks, belonging to the category of super discourse; Informationality is a prerequisite for the existence of a text. People express their internal thoughts through language shells, thus realizing specific communicative functions. The term "text linguistics" was first proposed by Wienrich (1967), a Romanian linguist in Germany, but he believed that linguistics could only be text linguistics [1].

3. Chinese Text Studies

Text originates from sentence groups. The study of modern Chinese text linguistics originated in the 1970s. Lv Shuxiang pointed out that "sentences are not only related in meaning, but also in form" [2]. This idea of change gave birth to sentence group research at random. Above the sentence group is the text, and the sentence is both its smallest unit and the central unit of language [3].

The study of Chinese text linguistics in the modern sense in China started in the early 1980s, and mainly focused on textual phenomena, such as cohesion and coherence; applied research focuses on the field of text teaching, which just highlights the application value of text research [4]. The multi-level thought of textual cohesion and coherence proposed by Hu Zhuanglin further expands the scope of cohesion.

Liao Qiuzhong is one of the earliest pioneers in China to start a large number of studies on Chinese texts. He pointed out in "Sentences without Subject and without Object in Modern Chinese Texts" that "chapters here refer to fragments larger than sentences, from whole articles to small paragraphs or segments". He has always translated "discourse" into "texte" rather than "discourse" [5]. Liao Qiuzhong made a systematic study of Chinese text, involving the concept of text analysis, text phenomena, text coherence, text structure, text connecting elements, as well as context, the same reference (Mr. Liao called it "refers to the sameness"), boundaries and frame-mullions; at the same time, the achievements of foreign linguistic research were introduced into China in a timely manner. In 1987, he published "Introduction to Text Linguistics" and "Introduction to Text Analysis" successively in the second and fourth issues of "Foreign Linguistics", which strongly promoted the development of text linguistics in China. But in this period, the introduction of text linguistics in China was more than the research.

In terms of textual coherence, Liao Qiuzhong believes that the meaning/functional coherence in dialogue is not mainly judged by semantics, but regards dialogue as a speech act, and understands the coherence of dialogue from the perspective of the society, norms and correlation between speech acts[5]. Liao Qiuzhong published the article "Connective Elements in Modern Chinese Texts" in the 6th issue of Chinese Language in 1986. He made a detailed study of textual connectives, defined their concept, and marked the five characteristics of this element, which is regarded as "the earliest paper on Chinese textual linguistics with textual linguistic significance", this article "promotes the development of Chinese text linguistics towards the normal track" [6].

The topic is connected with the text through clauses to form a topic chain, which represents its own structure in the form of syntactic function and textual function, thus forming the language structure of "word-clause-complex sentence-sentence group-text". The textbook Modern Chinese compiled by Hu Yushu, and the book Modern Chinese written by Huang Borong and Liao Xudong all elaborated the progressive relationship from the perspective of complex sentences. Lu Shuxiang's Modern Chinese Eight Hundred Words explained the usage of words within the scope of

complex sentences. It can be seen that the study of modern Chinese adverbs usually takes sentences as the research unit. From the perspective of Chinese text linguistics, although there are many researches on adverbs at present, most of them stay at the research level of progressive type, emphasis type, degree adverbs, time adverbs and mood adverbs. There are relatively few studies on the textual functions of cohesive adverbs and the comparative studies on cohesive adverbs of transition type in foreign and Chinese languages.

The rise and development of Chinese text analysis is generally along the basic context of pure literature → literature linguistics hybrid → traditional linguistics → modern text linguistics. Zheng Guiyou believes that modern Chinese text linguistics began in the early 1980s, accompanied by the process of Chinese text teaching, from its formation to its development, it has roughly gone through four historical stages: the first stage is the Chinese "article study" research period in which the main purpose is to observe the composition of a text purely with the writing of articles as the main purpose; the second stage is the "article study linguistics" hybrid period, which focuses on the analysis of article study and pays attention to the observation of the composition of a text from the perspective of linguistics; the third stage is the period of Chinese text analysis with "local characteristics", which observes the rules of Chinese text structure from the perspective of linguistics; the fourth stage is the period of Chinese text analysis in which modern western text linguistics theory is introduced to study Chinese text language problems.

4. Problems That Should Be Avoided in Text Research

There are still some problems in the study of text language.

Through the overall observation and analysis of the existing domestic text analysis results, Zheng Guiyou summarized the general situation of the current domestic Chinese text analysis research, that is, "among the existing treatises, the theory introduction treatises are more than the specific language fact analysis treatises; among the specific language fact analysis treatises, the foreign language language fact analysis treatises are more than the Chinese language fact analysis treatises; among the Chinese language analysis treatises, the macro phenomenon analysis treatises are more than the micro fact analysis treatises" [7]. Based on such a situation, when looking forward to the prospect of Chinese text analysis research, he pointed out that the following aspects should be paid attention to in future research:

(1) Chinese text analysis should attach importance to the observation and research of the linguistic facts of Chinese text, which is an important basis for establishing the Chinese text grammar system and providing sufficient basis for the research of related disciplines;

(2) Chinese text analysis should pay attention to the microscopic study of Chinese text facts, especially the study of basic issues. Because only in this way can we really lead the Chinese text analysis into depth;

(3) Scholars engaged in Chinese teaching and research and foreign language teaching and research should strengthen cooperation and communication to jointly promote the sound development of Chinese text analysis.

Discourse cohesion is an important research object of text linguistics, which is also the primary textual function to be realized by cohesive words. In this regard, Zhang Xiaoke believes that in terms of the study of textual cohesion means, although macro research and micro research on the internal cohesion means have made great progress, and provided the corresponding theoretical basis for the teaching of textual cohesion means in Chinese as a foreign language, we should still see the deficiencies in the study of textual cohesion means in the body, such as [8]:

(1) The study of Chinese textual cohesive devices has not received enough attention, and there is no monograph on the study of Chinese textual cohesive devices;

(2) The study of Chinese textual cohesion is not comprehensive, especially the micro study of Chinese textual cohesion needs to be further strengthened. It is very important to establish a systematic and specific knowledge framework of Chinese textual cohesion;

(3) There is too little cooperation and communication between the teaching and research personnel engaged in the teaching and research of Chinese noumenon textual cohesion and the authors engaged in teaching and research of Chinese as a foreign language, so that the vision of the research on Chinese noumenon textual cohesion is too narrow, and the research results are difficult to be directly applied to the actual process of teaching Chinese as a foreign language.

The above deficiencies are exactly the direction that further efforts should be made in the future study of cohesive devices in Chinese noumenon texts. He proposed to strengthen the ontological study of cohesive devices in Chinese texts. These views coincide with Zheng Guiyou's perspective. Looking back on the history of linguistic research, from the perspective of linguistic development, it is not difficult to find that the research on French texts in the academic circle shows the characteristics of refinement and differentiation, because one of the development directions of text cohesion research is to continue to conduct micro research on the basis of advocating macro research.

5. Teaching Application of Chinese Text Research

From the perspective of text teaching, the transition to application should break the shortcomings of the separation of Chinese and foreign language studies, focus on the intersection and integration of disciplines, and strengthen the comparative study of foreign and Chinese text cohesion means. The study of Chinese and foreign texts has a direct role and practical significance in promoting the teaching of foreign language majors in China, and has a strong application value. Through research, we can consciously and purposefully combine the text theory with the teaching practice of foreign language majors, which can promote the transformation of research results into courses, textbooks and teaching, and serve the training of excellent foreign language talents.

In terms of the combination of text research and teaching, French scholars closely combined text and discourse analysis with French teaching methods, forming the corresponding text teaching theory, such as Charaudeau, Maingueneau, D'Érie, Siblot, Verine. In terms of applying these theories to classroom teaching, in the French speaking countries, especially in the French higher education system, the graduation thesis writing curriculum system has been very mature, laying a three-dimensional structure for students from the aspects of curriculum, curriculum development, writing guide, etc. In this respect, Michel Beaud [9] and Mathieu Guidère [10] are the most representative works. They have made detailed descriptions, guidance and corresponding strategic provisions for each stage of students' thesis writing through transposition thinking from the reality of each discipline, greatly facilitating students' thesis writing and becoming invisible programmatic documents.

The theory of Chinese text linguistics has important application value. For example, by studying the textual function of logical transition connectives, we can promote foreign language text teaching and foreign language writing. In particular, we can combine text research with text teaching, accurately and comprehensively analyze various sentence patterns, paragraphs and chapters, reveal the internal laws of language and semantic nuances, so as to help foreign language students master the internal The "profound and living relationship" between paragraphs and cross sentence cohesion and other elements can cultivate students' logical thinking in foreign language expression and writing.

As far as the theory of syntactic analysis is concerned, the composition and division of sentences have strict rules of chapter. Starting from the structure of syntactic expression, we can better grasp

the internal mechanism of discourse expression through deep analysis of syntactic structure and the process of "syntactic deconstruction". Through research, the theory of syntax generation and parsing is applied to guide "speech generation" with syntax "deconstruction". In the process of dissertation writing, the three stages of "discourse input", "discourse processing" and "discourse expression" are integrated with the research on dynamic monitoring of teaching quality, so as to achieve positive interaction, ensure the final quality of foreign language graduates, and comprehensively ensure the improvement of professional talent training quality, it has strong practical significance and application value.

6. Conclusions

A systematic study of the Chinese text theory will further promote the text research of the domestic Chinese academic community and the curriculum construction of foreign language majors, promote the comparison between Chinese and foreign languages, optimize the curriculum structure of foreign language majors, ensure the high quality of foreign language talent training, make foreign language majors develop faster and better in a short time, make corresponding contributions to foreign language education, and promote the positive development of foreign Chinese translation theory and practice.

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