

From Reference to Cohesion: An Empirical Analysis of the Course Construction of Introduction to French Linguistics

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Abstract: This article studied the course construction of *Introduction to French Linguistics* from reference to cohesion. The course content consists of two main parts: theoretical and practical. The theoretical part aims to elaborate the basic concepts of general linguistics and analyze various aspects of French, the practical section is a supplement to the theoretical section. The course aims to cultivate students with solid theoretical knowledge of French language, strong practical ability and innovative spirit. The case study of the course closely follows the core content of discourse linguistics: detached construction, reference chain, discursive cohesion, connector frequency and connector scope.

1. Introduction

The theory of text linguistics has important application value, and the context in a 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 text theory with the teaching practice of foreign language majors. By studying the textual function of logical transition connectives, we can promote foreign language text teaching and foreign language writing.

A systematic study of text theory will further promote the text research and professional curriculum construction of *Introduction to French Linguistics*. The course construction shows, we can combine text research with text teaching, analyze all kinds of sentence patterns, paragraphs and texts accurately and comprehensively, and reveal the inherent laws of language and the subtle differences in semantics, so as to help French graduate students master the relationships among various components such as sentences, paragraphs and discourse cohesion, and cultivate students' logical thinking in text analysis and application.

2. Brief introduction of curriculum setting and construction

Introduction to French Linguistics is a compulsory course for foreign linguistics and applied linguistics (French direction) majors, which studies the nature, structural rules, evolutionary rules, and linguistic school relationships of the French language. This course is not only closely related to other courses, but also has its own relative independence, focusing on the popularization of

students' comprehensive knowledge of French linguistics and the cultivation of logical thinking ability; It plays an irreplaceable role in improving students' comprehensive quality, cultivating language comprehension and analytical ability, and Chinese-French translation ability. The course aims to cultivate students with solid theoretical knowledge of French language, strong practical ability and innovative spirit. Through the course teaching, students acquire fundamental knowledge of French linguistics, master the basic theories and concepts of linguistics, and are able to apply theoretical knowledge to analyze French language phenomena and solve practical problems in language learning and teaching; students are able to compare French and Chinese, understand the historical evolution of the French language and the relationship between language and society, revealing the common laws of language; Students deepen their understanding of French language, promote language learning, and lay a linguistic theoretical foundation for language teaching and research or other work related to language in the future.

The course *Introduction to French Linguistics* for graduate students is a continuation and improvement stage of the course *General Course of French Linguistics* for undergraduate students majoring in French. It has an important position and role in the teaching plan of French graduate majors. Classroom teaching is student-centered, with teachers playing a guiding role, fully emphasizing the interaction between teachers and students, maximizing the exploration of students' learning potential, and comprehensively training and tapping into students' linguistic research skills and potential.

3. Overview of Teaching Research and Reform of curriculum

The *Introduction to French Linguistics*, a postgraduate course in Foreign Linguistics and Applied Linguistics (French-oriented), is in line with the *General Course of French Linguistics*, a French-language undergraduate course. Our French major has offered the course *General Course of French Linguistics* since its enrollment in 2004, as the predecessor of the course *Introduction to French Linguistics*, it has undergone many years of teaching practice and has been greatly improved and enhanced in teaching, forming a relatively complete curriculum and teaching plan.

4. Course construction process

4.1 Content of course

During the two-year construction period, the course aims to comprehensively improve the basic knowledge of French language theory and applied language analysis skills of postgraduates in the French direction, focusing on students, taking the theoretical knowledge system of the French language as the main line, interacting between students and teachers in class and after class, so that students' French language literacy and comprehensive research skills are cultivated and improved.

The course content consists of two main parts: theoretical and practical. The theoretical part aims to elaborate the basic concepts of general linguistics and analyze various aspects of French, covering historical linguistics, phonetics, lexicology, syntax, discourse analysis, semantics, pragmatics, cognitive linguistics, stylistics, linguistics and translation, psycholinguistics, comparative linguistics, sociolinguistics, etc.; The course *Introduction to French Linguistics* systematically analyzes different language units from small to large, including phonemes, morphemes, semantics, words, phrases, sentences, segments, and discourse. The practical section is a supplement to the theoretical section, consisting of exercises after chapters or selected readings from classical linguistic works.

Specific teaching content as follows: (1) The basic notions of linguistics; (2) Historical approach; (3) Phonetic approach; (4) Lexical approach; (5) Syntax approach; (6) Discursive approach; (7)

Semantic approach; (8) Pragmatic approach; (9) Cognitive approach; (10) Stylistic approach to language; (11) Linguistic approach to translation; (12) Psycholinguistic approach; (13) Comparative approach to languages; (14) Sociolinguistic approach.

4.2 Teaching Methods

The course *Introduction to French Linguistics* has a long-term plan and a short-term plan for teaching reform. There are clear reform ideas and reform goals in terms of teaching content, teaching methods, teaching tools, curriculum system, teaching ideas, etc. The adoption of students' independent choice of subjects, multimedia teaching, active classroom atmosphere, and strengthening practical teaching as the main content of teaching reform. During the construction period, the reform measures are powerful and effective, which promotes students' participation in teaching content, improves students' learning enthusiasm and interest, and promotes the development of curriculum construction. Teachers regularly conduct teaching research activities to discuss the teaching plan, teaching content, teaching methods, teaching tools, teaching reforms, and academic issues related to this course.

Course teachers are committed to teaching reform and research activities, publicly publishing high-quality papers on teaching reform and research, leading or participating in school level teaching research projects, and achieving certain results; Students are able to apply their knowledge of French linguistics, analyze relevant language phenomena, and write academic papers.

In teaching, the research group focused on the extension of the teaching content of the course *Introduction to French Linguistics*. The teacher led the course design with the research group, providing students with more choice and expertise, focusing on classical guided reading. We have thoroughly improved the course examination mechanism, focusing on testing students' ability to apply French language theory, and have perfected and innovated the examination form and content; We have established a question bank with abundant resources, diverse forms, and in line with the requirements of French language theory teaching. We focus on paper analysis and score analysis, providing more reference content and basis for improving students' French language theory application ability and subsequent course teaching.

4.3 Case Library Construction

The construction of case libraries is an important supporting link for the cultivation of graduate talents, our school attaches great importance to the construction of case libraries for graduate courses. Based on the characteristics and curriculum design of the disciplines of Foreign Linguistics and Applied Linguistics (French Direction), this course has carried out case library construction from the several core points (detached construction, reference chain, discursive coherence, connector frequency, connector scope), in order to better serve the talent cultivation, teaching and teaching team building work of French Direction graduate students, fundamentally ensure the quality of talent cultivation, and provide institutional guarantees for the professional construction of disciplines including this course.

The case study of the *Introduction to French Linguistics* course closely follows the core content of discourse linguistics. Michel Charolles proposes four concepts to study more specifically the organization of discourse, namely four textual organization plans: period, chain, scope and sequence.[1] Discourse begins where the power of structural connections ends, and these structural connections essentially belong to the syntactic devices. Connections are made using marks that partially overlap morphological categories without destroying the consistency of the text.

All adverbs separated at the head of a sentence are frame in the sense that they are able to refer not only to the proposition at the head of that in which they appear but also to one or more others

appearing in the sequence. Frame adverbs maintain privileged connections with the various forms of anaphore. Once open, frames tend to incorporate incoming statements by default, regardless of whether or not they are connected by connectors and anaphores. Charolles [2] considers that anaphora and connectives are relational markers par excellence, but these markers are only one specific manifestation of a more general phenomenon, as suggested in the following figure 1, and he gave a classification of cohesion markers as in the following figure 2:

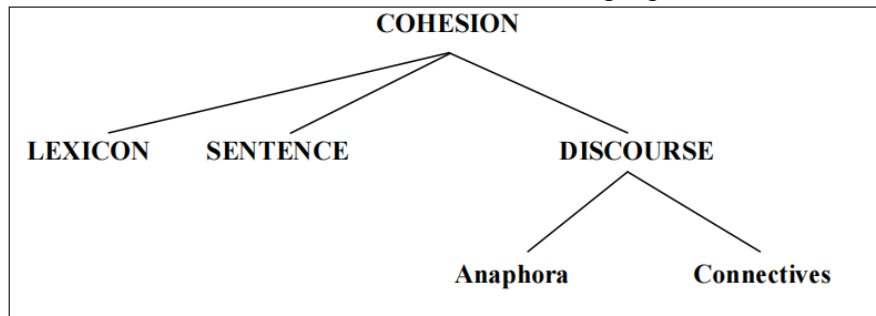


Figure 1 One Specific Manifestation of Relational Markers

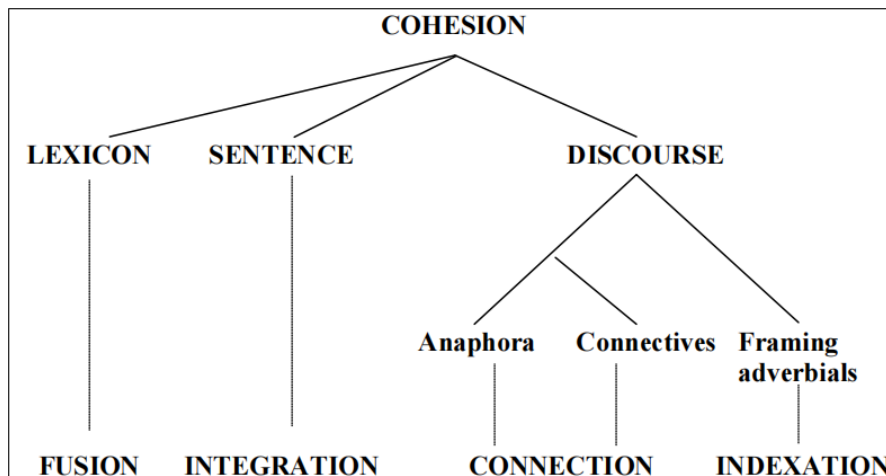


Figure 2 A Classification of Cohesion Markers

Pragmatic connectors have a scope, they modify the interpretation of a certain set of constituents. These connectors have two properties [3]: modify a semantic entity, and refer to other entities. The word *scope* is very ambiguous. H. Nøke summarizes the ambiguity that, in his eyes, reigns around the use of the word, pointing out that “*If everyone talks about scope[note: or ‘field’ -English terms-], it seems that few linguists care to provide a linguistic definition. More importantly, this concept is often confused with the concept of focus. Some people talk about the scope of negation, while others talk about his family, obviously referring to exactly the same thing.*” [4]

Ducrot states, “*mais*” articulates two acts of argumentation, $p \dashrightarrow r$ and $q \dashrightarrow r$, the second being stronger than the first. [5] From a functional point of view, the corrective “*mais*” serves to correct an earlier statement. For example: *Il parle français, mais il est Belge*. By using “*mais*”, the speaker somehow corrects an assertion that has been denied; he claims that p is inadequate and then replaces p with q . It is actually giving the right answer after denying a previous claim.

4.4 Online Classroom Construction

After construction, the multimedia use rate of the course reached 100%, achieving full coverage of the online classroom; Truly realized the teaching goals of training and improving the basic

knowledge of French linguistics for graduates in the direction of French; A teaching model has been formed with lecture notes, courseware, and expanded materials as auxiliary teaching materials, and online classrooms as an instant open learning and communication platform. Mainly reflected in the following points:

(1) The curriculum and teaching program of the *Introduction to French Linguistics* have been perfected and revised in a timely manner. The curriculum and teaching program have been designed to better meet the needs of talent cultivation, and the requirements of the curriculum have been implemented in the practical work of teaching. This course has a relatively comprehensive teaching program and curriculum, so that the *Introduction to French Linguistics* course teaching is more standardized and the grasp of the teaching materials is more accurate and in-depth.

(2) The traditional teaching concept has been reformed and advanced teaching concepts have been established. In the process of course construction, it has played the role of “Course Team of *Introduction to French Linguistics*”, and with the help of teaching and research activities, it has made joint discussions, checked and filled gaps.

The modes of multimedia-assisted teaching, network teaching and autonomous learning are constructed. The combination of multimedia technology and traditional classroom teaching has stimulated students’ interest in learning French linguistics theory, improved their comprehensive literacy of French linguistics in a relatively relaxed and pleasant atmosphere, and enhanced their comprehensive application ability of French language theory. Teachers made full use of online platforms to produce excellent multimedia courseware, which ensured teaching results. The *Introduction to French Linguistics* made full use of online classroom, guided students to study independently after class, and focused on cultivating students’ ability to apply French language theory and analyze language phenomena independently.

5. Conclusions

Theory and practice are inseparable, the curriculum construction is highly related to linguistic theory. Theoretically, sentence meaning analysis can be divided into logical analysis and grammatical analysis, but they are closely related in the process of discourse analysis. Discourse analysis focuses on analyzing which conjunctions are used to connect originally isolated words and phrases, forming textual relevance, and finally achieving or realizing what kind of expression effect through the realization of grammatical functions and values. The course construction project of *Introduction to French Linguistics* has broad application prospects. As a fundamental course of the discipline, it provides strong support for specialized courses such as *Applied Linguistics* and *Discourse Analysis*; Through construction, classroom teaching has broken the traditional step-by-step approach, boldly reformed teaching content, adopted a mutual aid teaching mode, innovated learning methods, etc., playing a regional leading and demonstrative role; and played a leading and exemplary role; The construction of the case library provides powerful theoretical support and model guidance for French graduate students to write academic papers, dissertations, and academic innovations.

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