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A Study of French Chinese Cohesive Words Guided by Textual Function

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Abstract: Cohesive words are important auxiliary means to enhance or achieve specific grammatical and semantic relationships, and their core meaning is the role of cohesion. The function of cohesion lies in "determining some logical relationships between language functional units". Words are the foundation of discourse, and discourse is the extension and enhancement of the intrinsic referential and cohesive functions of words. Clarifying the scope of conjunctions is beneficial for the hierarchical analysis of complex sentences, sentence groups, or discourse. The article conducts a comparative study of French and Chinese conjunctions based on the discourse function. On the basis of reviewing the research trends of conjunctions both domestically and internationally, this study aims to explore the application attributes of conjunctions, in order to help French major students master the "profound and vivid relationships" between various components such as intra sentence, inter paragraph, and cross sentence connections, and cultivate students' logical thinking in French expression and writing.

Keywords: Conjunctions; Function Words; Relevance; Discourse; functionalism

1. Introduction

Since the late 1960s, with the development and evolution of linguistics, linguists have gradually turned their research attention to speech, and their research direction has also shifted from exploring language structure to exploring language function. The existing scholars and achievements in French discourse research have laid a solid foundation for us to study discourse linguistics, refine our research direction, and clarify our research methods. In the comparative study of Chinese and foreign languages, the micro incision of cohesive words has its own important role.

Cohesive words emerged in the 1960s with the rise of discourse analysis. Halliday and Hasson's book "*Discourse Cohesion*", which conducted systematic research on discourse cohesion issues, gave people a more intuitive view of the function and cohesive system of cohesive words. At present, although there is relatively little direct research on conjunctions in China, it is necessary to be familiar with the fact that in modern Chinese, "correlated words" or "related words", "relative words" or "conjunctions" are commonly used to refer to function words that play a cohesive role [1]. Wang Weixian defines "correlated words" in the "*Grammar Dictionary*" as follows: 1. Refers to conjunctions, adverbs and certain words that play a role in connecting the clauses within a complex sentence and express a certain logical relationship; 2. Refer to conjunctions, adverbs and certain words that connect language forms (words, phrases, clauses, sentences) at all levels in a language. That is, correlative words are not only related to clauses; 3. Also known as "conjunctions." Specifically refers to any phrase or clause that can be treated as a conjunction.

The article aims to compare and analyze the cohesive words in French and Chinese from the perspective of discourse linguistics, and explore their important role in discourse cohesion. Through reviewing the research trends of discourse and cohesive words in French and Chinese, it is found that, in terms of current research results, the terminology of cohesive words in academia is different, but the scope of coverage is similar. In terms of function, they all point to the cohesive function, among which the internal cohesive function of cohesive word sentences is the most common, while there is relatively little research on inter sentence, cross paragraph, and discourse level functions; Guided by the theory of discourse function, studying the cohesive functions of conjunctions in French

and Chinese is of great practical significance for promoting French discourse teaching and French writing.

2. Research on Cohesive Words Based on Textual Functions

2.1 Domestic Research

The text originates from sentence groups. The study of modern Chinese discourse linguistics originated in the 1970s. Lv Shuxiang pointed out that "sentences not only have meaningful connections between them, but also often have formal connections."[2] He believed that Chinese language research should not be limited to the "old conventions" of sentences themselves, and should focus on writing on sentences. This revolutionary approach has randomly spawned the study of sentence groups. Above the sentence group is the text, and the sentence is both its smallest unit and the central unit of language [3].

Liao Qiuzhong is one of the earliest pioneers in China to conduct extensive research on Chinese discourse. He pointed out in "*Subjectless and Objectless Sentences in Modern Chinese Discourses*": "A discourse here refers to a fragment larger than a sentence, as large as a whole article. "Article, as small as a paragraph or section", he always translated "discourse" as "text" rather than "discourse" [4]. Liao Qiuzhong conducted a systematic study on Chinese discourse, covering the concepts of discourse analysis, discourse phenomena, discourse coherence, discourse structure, discourse connection components, as well as context, co-reference (what Mr. Liao calls "referring to the same"), boundaries, and frames; at the same time, he introduced foreign linguistic research results into the country in a timely manner, in 1987, "Introduction to '*Introduction to Text Linguistics*'" and "*Introduction to Discourse Analysis*" were published in the second and fourth issues of the *Journal of Foreign Linguistics*, which effectively promoted the development of discourse linguistics in China. But during this period, there was more introduction of discourse linguistics than research in China.

In terms of discourse coherence, Liao Qiuzhong believes that the meaning/function coherence in dialogue is mainly not judged by semantics, but by viewing dialogue as a speech act, and understanding the coherence of dialogue from the perspective of the social, normative, and linguistic correlations of speech acts. Liao Qiuzhong published an article titled "*Connective Elements in Modern Chinese Texts*" in the 6th issue of "*Chinese Language*" in 1986, which conducted a detailed study of the connective elements in discourse, defined their concepts, and annotated their five major characteristics. The topic establishes a connection with the text through clauses, forming a topic chain, and characterizes its own structure in two forms: syntactic function and textual function, thus forming a language structure of "word clause complex sentence group discourse". The conjunction "but" is a relatively active type of conjunction, often placed in the middle of a sentence, at the beginning of a sentence, or at the beginning of a paragraph, serving as a turning point. In this regard, "*Eight Hundred Words of Modern Chinese*", "*Research on Turning Words in Modern Chinese* ", "*Research on Chinese Complex Sentences* ", "*Dictionary of Modern Chinese Function Words*", "*Dictionary of Modern Chinese Function Words*", and "*Comparative Study of Related Words in Similar Complex Sentences* " and others, which mainly cover the hierarchical functions of words, clauses and complex sentences, have conducted detailed research.

The research on text function is mostly reflected in the field of analysis of text function of specific literary works. It discusses the cohesion, coherence and advancement of texts, and involves the accessibility of information caused by topic chains. The discourse function of cohesive words can also be explained from the perspective of "discourse modification". Zheng Guiyou pointed out in his article on "discourse correction" that "correction language" refers to the speaker's correction of errors contained in the previous turn, which can be divided into "marked correction language" and "unmarked correction language". A complete "discourse correction" process includes at most four items: "negation", "correction language", "criticism", and "suggestion language", and pointed out that from the occurrence of these four items, "correction language" is mandatory item, while "negatives", "criticisms", and "suggestions" are optional items with internal imbalances [5]. Turning adverb belongs to the

category of "correction language" marked by "semantic turning words".

In terms of text linguistics research in China, the main focus is on the study of text phenomena, such as cohesion and coherence; Applied research focuses on the field of text teaching and the study of foreign students' text phenomena [6], which just highlights the application value of text research.

2.2 Foreign Research

The term "*text linguistics*" was first proposed by Wienrich, but he believed that linguistics can only be text linguistics [7]. In terms of textual coherence, Hallidy and Hasan were the first to believe that language forms with formal coherence means have meaningful coherence. Subsequently, Van Dijk proposed a new concept of the semantic macro structure of text, trying to explain the coherence of the meaning of a text.

In France, discourse analysis in the field of linguistics first originated in 1969 with the French translation of Harris's "*Discourse Analysis*" published in 1952. Harris defined discourse as a cross sentence unit and analyzed it within the context of "culture" and "social background". This perspective revolutionized the structuralist linguistic approach that had long been limited to analyzing words, greatly expanding the scope of discourse analysis. However, this theory still has limitations in using sentence analysis methods for cross sentence analysis, Moreover, the definition of "culture" and self analysis methods is not clear enough.

The study of French linguistics has a long history. Rousseau, Diderot, and Brosset, among others, introduced the concept of social conventions as the foundation of various social phenomena into the academic field in their discussions on the origin of language related to human origin [8]; In the early 20th century, French linguist Vendryes jointly established and laid the foundation for the development of modern linguistics with Saussure. In the field of discourse analysis, the research of French linguists has been fruitful, proposing a series of advanced theories and leading to the emergence of a group of famous scholars such as Ducrot, Anscombe, Adam, Charolles, Carel, etc. Contemporary French linguistic research covers four modules: Pottier's cognitive semantics, Rastier's semanitics, Kleiber's prototype semantics, and other semantic schools. As for the research results of text linguistics, Guillaume's psychological mechanism theory, Fauconnier's integration theory of mental space and concepts, Vandeloise's French spatial expression concept theory and language understanding research from the cognitive perspective are the first to be promoted in cognitive linguistics. The research field of automatic language processing focuses on the interpretation of French syntax, vocabulary, text and machine translation theory; Pragmatic research is represented by Culioli's expressive linguistics and Ducrot's presupposition theory.

Michel Charolles is a leading figure in French discourse research from the perspective of functionalism in recent years. His research represents the highest level of French discourse analysis theory research, and his analysis is clearly reflected in the written language level [9]. Michel Charolles, a French linguist, put forward the theory of discourse scope introducers, which is of great guiding significance to the study of cohesive words. He believes that the time and space scope of a text constitute an important part of the expression of discourse scope. On the level of information structure, the topic has its textual meaning, which provides all the situations in the form of adverbs, in which sentences can be established. The temporal and spatial scope of a text is not so much "in the predicate" as "beyond the predicate". Preposition gives adverbs indicating scope a very important position in text cohesion. They constitute one of the main ways to express information. Postadverbial phrases have local influence, and they add a related topic information to the ingredients just discussed, and their role ends here [10].

French text linguists point out that cohesive words belonging to the level of language expression include coordinate conjunctions (such as mais, donc, or, car), subordinate conjunctions (such as parce que, comme), adverbs or adverb phrases (such as en effet, par conséquent, quoi qu'il en soit, ainsi, etc.) and noun or prepositional phrases (such as malgré cela, etc.). From the perspective of cohesive markers, cohesive words can be divided into three categories: argumentative cohesive words in pure sense, textual markers or organizational words and declarative

markers. It has three functions: it undertakes a separate cohesive function between language units; Give play to the role of discourse markers; Discusses the guiding function [11, 12].

3. Application Attributes of the Study

The purpose of this paper is to study the similarities and differences of the textual functions of transitional conjunctions in French and Chinese by using the theory of "introduction of discourse scope" in text linguistics and the theory of thematic progression in Chinese-French texts, in the future in-depth study, observe the asymmetry of this kind of conjunctions "existing in French but missing in Chinese", explore their representation forms and internal laws, and trace back the reasons for the differences in representation.

Combining with the new normal of education, it is particularly important to introduce text knowledge into language teaching and conduct appropriate text teaching in a timely manner. Teachers should be well versed in the means of text cohesion and the similarities and differences between French and Chinese text cohesion functions in order to realize the pertinence of text teaching. In terms of methods, the traditional teaching method of lexical and sentence-based analysis is changed, and paragraph is taken as the basic unit of text teaching to help students improve their text understanding and production ability. In this regard, Zhang Xiaoke proposed a four-step text teaching method of "demonstration-understanding-practice-genera tion", supplemented by the perceptual and rational introduction of text theory [13].

The research on this topic has a direct role in promoting the teaching of French majors in China, which has a strong application value. For universities, scientific research is always the guarantee of discipline and specialty construction, the basis of forming new teaching concepts and plays a key role in improving teaching quality. Through the research, the topic consciously and purposefully combines the text theory with the teaching practice of French majors, promotes the transformation of research results into courses, textbooks and teaching, and serves the training of outstanding French talents. Through the systematic research and practice

of French discourse theory, the project will greatly promote the discourse research and professional curriculum construction of French academic circles in China, further optimize the curriculum structure, form a new and more distinctive curriculum system, ensure the high quality of French talents training, make French majors develop faster and better in a short time, and make corresponding contributions to French education.

4. Conclusion

Cohesive words are an important entry point for discourse research, and conducting research on French Chinese conjunctions based on discourse function has important practical value. Using the theory of French discourse linguistics, by studying the textual functions of transitional conjunctions, we aim to promote French discourse teaching and writing, especially by combining discourse research with discourse teaching, and studying their enthusiasm for discourse teaching. Deconstructing and analyzing various sentence structures, paragraphs, and texts is not only precise and comprehensive, but also focuses on revealing the internal laws and semantic nuances of language, to help French major students master the "profound and vivid relationships" between various components such as sentence interiors, paragraphs, and cross sentence connections, and cultivate their logical thinking in French expression and writing.

In view of the possible difficulties, we will further study the text theory and study the interactive relationship between text theory and practice, strive to make more mature results as soon as possible, and promote the development of related research fields.

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