Research on the Application of Systemic Functional Linguistics in French Teaching

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Abstract
The rapid development of information technology and the integration of global economy shorten the distance between countries, so the demand for language talents is changing from the mastery of single language skills to the flexible use of multiple language talents. In this paper, the author analyse the application of systemic functional linguistics in French teaching. By analysing the problems existing in French teaching at present, because French is more complex than English in pronunciation, vocabulary and grammar, we should pay more attention to the teaching methods and methods in the process of teaching.

Key words: Multimedia classroom, Communicative competence, information technology, Social cognition

1. INTRODUCTION
The rapid development of information technology and global economic integration, shortens the distance between countries, put forward higher requirements to the political and cultural exchanges among countries, so the foreign language education highlights the focus of China's education, foreign language talents are needed by mastering the language skills to change the single compound talents more flexible use language. Colleges and universities in our country are generally high grade English majors the second foreign language courses, mainly in French, Japanese, German and other languages, to better promote the diversification of language skills of English majors, to adapt to the era of globalization of information demand. Study on foreign language teaching theory of social cognitive theory for China's foreign language learning process, learning motivation, learning strategies, social and cultural environment factors based on established a theoretical foundation, but also provided a favorable theoretical support for Chinese language teaching theory and teaching practice in the construction of. Social cognitive theory includes social culture theory, dialogue theory and interaction theory. The study of social cognitive theory plays an important role in guiding foreign language teaching, but this effect is often neglected. Due to historical reasons, there are three major flaws in the study of second language learning. First, the role of psycholinguistics is not taken into consideration; two, the individual differences among learners are neglected; three, the disconnection between teaching theory and practice. The main reason for these defects lies in the fact that the studies carried out so far have given undue importance to Linguistics and sociolinguistics, and have not effectively absorbed the research results of contemporary cognitive psychology.

In view of the complexity of translation, it is necessary and beneficial for researchers to explore it from different disciplines. However, the nature of translation is a language meaning with special language to another language reproduction, so from the perspective of linguistics on its description and interpretation, from the academic perspective of translation studies, is facing the body. Based on the study of systemic functional linguistics, language use, translation based on the development of the theory of language use category of same language in theory and logic of exploring nature with guidance and reference. Translation is a special kind of communicative activity, which occurs in certain contexts as other communicative activities. Therefore, equivalence is the contextual equivalence in translation. According to systemic functional linguistics, context can be divided into four levels: context, situational context (register), cultural context (genre), ideology. Social cognition is the process of inferring and judging the psychological state, behavior motivation and intention of others. Social cognition is the process of cognition based on past experience and analysis of relevant clues and must through cognitive thinking activities (including some degree of information processing, inference, classification and induction). Social cognition is the basis of individual behavior, and the individual's social behavior is the result of all kinds of decisions in social cognition. From the perspective of social cognition, the teaching of French in universities and the guidance of new educational psychology theories and ideas will surely promote the vigorous development of French Education in universities.

2. SYSTEM-FUNCTIONAL LINGUISTICS
Domestic introduction of the theory began in the late 70s of the last century, and its research increased in 80s, and formed an upsurge in 90s and kept it until now. In the past 30 years, domestic scholars have made a great deal of achievements in systemic functional linguistics, but there are also some problems. Face, systemic functional linguistics is always in such a developing theory, whether it is working on it or use it, need to stop
thinking, re understanding the theory itself and its development, in order to identify the research direction and track, improve research level and enhance innovation. Generally speaking, systemic functional linguistics, as an applicable linguistics, is first a theoretical model, a cognitive system, scientific and applicable. The applicability is wide coverage, strong explanatory power, because the system has a full range of vision, can make a complete and consistent description and explanation of the nature and the operation mode of language, can be used to solve the problem of language variety. At the same time, its applicability is also manifested in the dialectical relationship between theory and practice. Theory should be applied to practice, on the one hand to guide the solution of practical problems; on the other hand, to promote the development of theory itself, so as to adapt to the needs of practical field, so as to maintain its applicability.

Based on the above understanding and understanding, the system functional linguistics is divided into three different but interrelated research areas: theoretical region, practice area and application area. In the theoretical area, the main research task is to construct the theoretical system of systemic functional linguistics. Halliday's main job is in this area. He established two main theoretical models, trying to make a complete and consistent description and interpretation of the nature and operation of language. Put the abstract description of language into the description of a specific language English. The reason why he focuses on grammar is that grammar is the base of meaning making and is the core of language operation; moreover, in the whole of language architecture, grammar is not isolated. In fact, he describes grammar from the semantic point of view and interprets grammar from a contextual point of view, and its description has never been divorced from the relationship between the system and the text. Although the English grammar is described, he actually uses English as an example to show the general way of language operation. His systemic functional grammar provides language users and researchers with a true and visible potential, which proves the scientific and applicability of his philosophy of language. In the practice of regional research, the main task is the use of systemic functional linguistics theory to solve the problem, solve a lot of problems encountered in people "activities centering on the language", including language education, translation studies, stylistics and critical linguistics, legal linguistics, Clinical Linguistics, multimodal discourse analysis involved the field. With the development of modern society, there will be new fields. In this area, the theory of systemic functional linguistics plays a guiding role in solving practical problems in specific fields, which is the value of "applicable linguistics".

![Diagram of Systemic Functional Linguistics](image)

**Figure 1**. System-functional linguistics

### 3. THE DEVELOPMENT OF FRENCH TEACHING

#### 3.1. Teaching situation of French as a second foreign language

In view of the long history of the French nation, splendid culture, romantic humanistic atmosphere, many colleges and universities set up French as a compulsory foreign language for English majors, which is welcomed by the majority of students. Students must have the ability to read, and have a dictation and translation ability said, so that the students can communicate in French simple information, improve the cultural literacy, and to lay a good foundation to further improve the level of French". The second edition also stressed that "to find out the teaching methods suited to China's national conditions, adapt to Chinese students, focus on mobilizing the enthusiasm of students, subjective initiative, and cultivate students' autonomous learning ability.". French as a second foreign language is popular among students, but its acquisition is not ideal. At the beginning of the study,
the students were enthusiastic and interested, and they were serious and active. But with the advancement of French teaching, a series of problems have emerged: interest in learning dropped sharply, classroom attendance declined, teaching effectiveness is poor, teaching goals can not be successfully completed. The teaching situation of French as a second foreign language presents great differences at different stages, and the reasons can be summarized as follows. First of all, the college French teaching time is set to two to three semesters according to different teaching conditions and teaching goals, but for a new language, in order to master the pronunciation and grammar system, cultivate some translation skills and literacy dictation said, two to the three semester is not enough. Secondly, whether the French in pronunciation, vocabulary and grammar level are more complicated than English; English majors generally long time learning English to French acquisition will produce negative transfer effect, causes the student to breed fear in the learning process, learning psychology changed. There are also differences in students' motivation and ideas in learning French as a second foreign language. For French, part of the students take the postgraduate examination for the purpose of learning seriously, more emphasis on the intake of grammatical knowledge. Some students want to understand the French language features and French culture, they want the teacher to input more cultural elements in the classroom, emphasize the interest of the classroom. Once the teacher fails to adapt to different students' different psychology, motivation needs and learning concepts in teaching, the teaching expectation and effect will be greatly reduced.

3.2. Linguistic Adaptation Theory and French teaching in the second foreign language

Language is a continuous process of making linguistic choices, whether the choice is conscious or not, is the reason for the internal reason of language and for language external; this choice involves phonetics, morpheme, syntax, lexical and semantic of language form. According to the adaptation theory, context consists of two categories: linguistic context and communicative context. Language context refers to context, including language coherence, paragraph relations, discourse order, etc.. Communicative context includes the physical world of communicators, such as time and space, social and cultural world refers to a variety of social and cultural factors, interpersonal relations, psychological world, such as cognitive and emotional factors. Communicators play a leading role in communication, because the contextual meaning in social, psychological and physical world is activated by language users' cognition, and ultimately contributes to the communicative function of language. The language choice of the communicative subject must conform to the context, so as to achieve the expected and effect of language use. The teaching of French as a second foreign language is actually the process of interlingual communication between teachers and students. Teachers and students are the two sides of communication, and the communicative subjects. Teachers teach language, code code for language information, code decoding of students output, and finally achieve the input of pragmatic information. How to effectively carry out the French teaching is the teacher expression form, content and strategy to adapt to the students' emotion, intention and the purpose of the cognitive and psychological factors with the correct language, to adapt to social and cultural world, with time and space factors, the ultimate purpose of reach a language output and input. Only when teachers and students continue to adapt to each other can the classroom teaching be carried out smoothly. This paper attempts to explore the implications of communicative context for French teaching as a second foreign language.
The psychological world is one of the three factors in the communicative context. It refers to the psychological state of the communicators, involving a wide range of factors, ideas, motives, intentions, purposes, etc. As a compulsory course for Senior English majors, the French curriculum is usually set up for two semesters. When students face a brand new language, there will inevitably be a sense of urgency in time. French is more difficult than English in pronunciation, listening, vocabulary, grammar and pragmatics. Due to historical reasons, a lot of French and English vocabulary spelling pronunciation is similar, but it will have totally different, negative transfer in learning French, caused the French entry more difficult, the students will have a psychological fear and distress, learning enthusiasm. At the same time, students have different intentions and expectations for learning French as a second foreign language, and their learning motivation and psychological state are also different. Concept is an important factor affecting the two language acquisition, because the learners' philosophy has a dominating effect on their learning methods and learning strategies. Different learning beliefs and opportunities directly lead to different learning effects. Therefore in French teaching, teachers can take the conversation or questionnaire and analysis of students' psychology in the learned French acquisition process and motivation in a timely manner, to help them overcome fear to overcome the fear of anxiety, emotional factors; design is simple and easy to understand, living close to the teaching language, select teaching content reasonably to meet the needs of different students, to different psychological needs of students' adaptation in lesson preparation. Preparing for the postgraduate examination of the students expect teachers to explain vocabulary and grammar knowledge in the classroom; and eager to learn the French language characteristics, French culture, cross cultural literacy of the students need to have relevant information output more in the classroom. This is the teacher's pre class preparation and classroom teaching put forward higher requirements. In view of the limited class time, teachers can make full use of modern information technology, open up the network second classroom, extend the teaching time, and make rational and effective use of students' extracurricular time.

![Figure 3. French communication](image)

4. SOCIAL COGNITIVE THEORY AND ITS IMPLICATIONS FOR COLLEGE FRENCH TEACHING

4.1. Strengthening classroom teaching reform

In the foreign language curriculum and teaching, the special environment of foreign language learning determines that foreign language teaching should choose the two language theory of social cognitive theory, emphasizing the student centered teaching philosophy and principles. As the two language of foreign language teaching, the students lack of the real situation and a lot of contact with language acquisition opportunities, so in foreign language teaching in China, the classroom is the main way for students to learn, language contact, the quality of interactive classroom discourse often determines the quality of students' learning. The traditional foreign language teaching classroom, the teacher usually learned to ask questions to do the warm-up, explaining a new class of words and phrases, and then let the students do the exercises, discuss the topic, summary text, finally with practice, discuss things in life, that this teaching method is the practical application of vocabulary and structure. For example, the French family study entitled the text, the teacher will ask the students to have several brothers and sisters home, home, family practice using words, a dialogue to describe the family, then the comparison of French and China family, according to the text reading comprehension, etc.. With the background of social cognition in English teaching with a kind of new pattern: the teacher asked the students to before they received from the French pen pal letter and photos into the classroom, group show letters and photos are described on the French family; then let them draw the letter on the description of family members the relationship between, and note the letter under the impression profound sentences; in the full understanding of
the French family information, and then began to study the text, then the text mentioned and they through the mail that information, different types of letters and text language use and different writing styles of their influence and so on. The two classes are similar and different. The two classes completed the teaching objectives through communicative activities, and also enabled students to participate in French listening, speaking, reading and writing. But on another level, the first class does not expand the students' understanding of what is outside of their own cultural world. The second classroom is content based, not focused on the expression of students' personal experience, but the development of a world that connects their own thoughts and experiences. This kind of teaching ideas on the author's own is also an inspiration, previously only teach students in another language and another world of experience, and not to the world and the natural world of his own students together, such teaching is jerky and stiff, students are not a good understanding of the teaching goal. Learning to use social cognitive vision to organize teaching can be twice the result with half the effort. The goal of foreign language teaching is to train students' ability of reading and writing. The principles of social cognitive perspective include interpretation, cooperation, customs, cultural knowledge, problem solving, reflection and reflection, and the use of language. In foreign language teaching, reading and writing should not be regarded as a consistent universal structure, but should be a dynamic linguistic, social and cognitive process motivated by culture. The field of reading and writing should pay attention to the use of language in the social context, and develop the process of reading, writing and using as a tool for thinking and learning, so as to expand the learners' understanding of themselves and the world.

4.2. Emphasis on communicative competence

Ability is the necessary knowledge, ability and emotion necessary for the completion of an activity. Language communicative competence includes language competence, social language competence and pragmatic competence. Language competence is defined as the cognition and application of language forms. Language competence can be classified into lexical competence, grammatical competence, semantic competence, phonological competence and spelling ability. Social linguistic competence refers to the ability to use language from a social point of view and its related knowledge. Pragmatic competence refers to the ability of language learners and users to have the following abilities: discourse ability, functional ability and ideation. Communicative competence is the main foundation of foreign language learning. It reconstructs and redesigns the existing knowledge system and meaning resources by absorbing new knowledge. From a macro point of view, the ultimate goal of foreign language teaching is to convey meaning and communicate ideas in foreign languages. Language learning practice must live, must often speak, the reason is the problem of learning method. Foreign language teaching must provide students with the opportunity to practice language use in various practical situations that may be encountered in the future use of target language. Therefore, the object of language teaching research should be the language in the specific use context (context), rather than the abstract language in linguistics. In college French teaching, emphasizing the context of teaching is to guide students in the process of language comprehension in more concerned about the "semantic" level, and the degree of understanding of the semantics is directly related to the students' background knowledge.

Communicative teaching theory has been widely spread in the world in the past more than 20 years, and it is the mainstream of the teaching method of international foreign language teaching. Communicative approach is critical in the traditional grammar translation teaching method, based on the set up, is one of the main reasons for the excessive emphasis on language knowledge of traditional teaching methods, neglect the training of language skills. Communicative language teaching emphasizes the cultivation of students' awareness of foreign language communication and the improvement of students' initiative and positive foreign language learning enthusiasm and application ability. It changed the passive, one-way and closed teaching mode, and changed it into an active, two-way and open teaching mode.

5. CONCLUSIONS

Classroom teaching is the process of continuous adjustment and adaptation between teachers and students, and the proper choice of content, methods and strategies in teaching and learning. Communicative context adaptation theory provides an attempt to solve the problems existing in the teaching of French as a second foreign language. For the scientific selection of teaching content and strategies, the rational design of teaching process to promote the teaching of French as a second language, complete the established teaching objectives of undergraduate opened up a new research direction.

REFERENCES


