

Application of Systemic Functional Linguistics in the Undergraduate Cultivating Model for Tourism English Major in China: A Case study of Guilin Tourism University

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Abstract:

The theories of systemic-functional linguistics (SFL) can be applied to the undergraduate cultivating model for tourism English major, including cultivating target, curriculum setting, and foreign language teaching, thus manifesting its important value in applicability and applicability. First of all, SFL has been applied to cultivating the undergraduates of tourism English major with its scientificity, objectivity and practicality. In other words, SFL has guiding significance for the undergraduate cultivating target and curriculum setting for tourism English major under the background of the Teaching Guide for Undergraduate English Major. Secondly, text teaching, which integrates the core theories of SFL, can help to cultivate learners' language communicative ability, i.e. the ability in text comprehension and expression. Finally, analyzing the application of SFL theory in the undergraduate cultivating model in terms of cultivating target and curriculum setting combined with the English teaching of listening, speaking, reading, writing and translation is not only helpful to establish a tourism English undergraduate cultivating model suitable for Guilin Tourism University, but also enlightening for English teachers to select and compile textbooks, set teaching objectives, design and make teaching courseware, improve their teaching skills, and so on.

Key words: systemic-functional linguistics; applicability; metafunction; genre; text analysis

1. Introduction

As a linguistic theory concerned with social practice and solving linguistic problems, systemic functional linguistics (henceforth abbreviated as SFL) is referred to as applicable linguistics for its applicability and applicability in the sense that SFL can be applied in many disciplines and fields such as ecolinguistics, educational studies, genre studies, translation studies, and to numerous languages such as Chinese, French, Japanese and Thai other than English (Huang, 2006).

SFL has exerted a profound influence on linguistic education. For decades, many systemic-functional linguists have written and published a number of monographs and journal papers on language teaching and the interaction between SFL and English teaching, such as *Functional Linguistics and Foreign Language Teaching* (Zhang et al., 2005), and "Some theoretical considerations underlying the teaching of English in China" (Halliday, 2006), and "A Systemic Functional Approach to Research in Educational Linguistics"(Yu, 2018). These research results on SFL and foreign language teaching provide theoretical and practical basis for the tourism English undergraduate cultivating model.

The core ideas or main characteristics of SFL can be summarized as follows: (i) SFL attaches great importance to the social function of language, which can be categorized into three metafunctions: ideational function, interpersonal function and textual function, (ii)in SFL, language is seen as a system network, i.e. a meaning potential which is composed of many meaning subsystems, and the process of language users using language to express meaning is actually the process of the language users making various meaningful choices from the system network. In addition, SFL distinguishes two types of choosing relationship — realization and instantiation: the former interprets the relationship between two different levels of abstraction, such as social context and language, semantics and lexicogrammar, e.g., the transitivity system realizes the ideational function, while the latter describe the relationship between two perspectives within a same level, e.g., a text instantiates the linguistic system,(iii)SFL highlights the relationship between language and context, and puts forward the concept of "context of situation" in order to explain the relationship between text and context by means of field, tenor and mode. That is, a text is produced in a certain context of situation, that is, the situational context of a text tends to constrain the choice of meaning potential by language users, (iv) a text has its structure and function, e.g., a text's microstructure (including thematic structure and information structure) often realizes the textual function, and the macrostructure (such as generic structure) of a text is used to realize a specific social function, since genre in SFL is seen as a staged, goal-oriented social process, and(v)language is the tool by which human beings construe the world. SFL views grammar as a theory of experience and defines experience as reality construed by means of language (Halliday & Matthiessen, 1999: 3).In other words; humans construe experience through meaning by means of language.

In this sense, the theory of SFL can be not only helpful to define the goals and objectives of foreign language education in a more comprehensive way, but also beneficial to designing English cultivating target and then setting English major courses in terms of linguistic competence objectives (Cheng, 2012, 2014).

2. The Teaching Guide and curriculum setting for undergraduate English major

To meet the challenge of English major education in the New Era and implement the *National Standards of Teaching Quality for Undergraduate Foreign Language and Literature Majors* (henceforth referred to as the *National Standards*) issued by Ministry of Education of the People's Republic of China in 2018, the *Teaching Guide for Undergraduate English Major* (henceforth referred to as the *Teaching Guide*) has been drawn up. The *National Standards* allow foreign language majors in colleges and universities to develop talent training programs that are suitable for and reflect the orientation and characteristics of the university according to the standards, and stipulates the curriculum structure of foreign language majors, while the *Teaching Guide* stipulates that students of English major should master the basic knowledge of English language, literature and culture, as well as the basic theories, methods and academic norms, and get a general picture of major English-speaking countries and international development trends while familiarizing themselves with the knowledge of Chinese language and culture. Therefore, based on the structure and content of the *Teaching Guide*, the teaching program for English major undergraduates involves five-direction curricula—linguistics, literature, translation, comparative literature & cross culture, country & region, among which linguistics can be seen as a core curriculum with the most disciplinary attribute of English major. This suggests that the curriculum provision of English major cannot offer without the guidance of linguistic theory, i.e. linguistic theory has great influence and enlightenment on curriculum design and teaching of English major.

However, the current English curriculum teaching is mainly guided by the traditional grammar theory, which pays too much attention to the form and structure of language other than the social function of language. Therefore, the application of SFL in language teaching would be of guiding significance to establish a more perfect curriculum system for undergraduate English major, which is not only conducive to improving the teaching quality of English courses but also beneficial for training the students' scientific thinking and methods in language learning.

3. Implications of SFL for cultivating target and curriculum setting

Economic globalization and world's opening up make the tourist industry focus on internationalization and specialization, and the tourism English major, which cultivates talents for this industry, inevitably faces opportunities and challenges. The practicalities of tourism English suggests that this major should aim at cultivating practical talents, setting courses combining theory and practice as teaching contents, and adopting flexible multimodal teaching methods. SFL focuses not only on the language system itself, but also on the function and actual use of language in social life, underlining the role language and cultural context on human development. In a word, SFL has been applied to the cultivation of tourism English major with its scientificity, objectivity and practicality. In other words, SFL has guiding significance for the undergraduate cultivating model of tourism English major under the background of the *Teaching Guide*.

3.1 Implications of SFL for designing English undergraduate cultivating target

The above-mentioned core ideas of SFL have the following implications for the undergraduate cultivation of English major in terms of linguistic knowledge objective and linguistic competence objective.

First of all, the metafunctional theory of SFL can be used to describe the goals of linguistic knowledge and competence. For example, the ideational function of text can be used to describe things and the process of things happening, the interpersonal function can be used to construct social identity and maintain interpersonal relationship through mood system, modality system, and appraisal system, and textual function is used to describe the thematic structure and information structure of a text, as well as the cohesive devices to achieve textual coherence.

Secondly, based on SFL, we can summarize the goal of linguistic competence into the following six aspects: (i) the ability to use language to express meaning, (ii) the ability to construe the world around us by means of language, (iii) the ability to enact interpersonal relations by means of language, (iv) the ability to understand textual structure and organization, (v) the ability to interpret, analyze and evaluate a text, and (vi) the ability to recognize language changes (Cheng, 2014).

In general, SFL can be used to describe: (i) how people use language in real life, (ii) what meanings the language system can express, (iii) how language expresses meaning. In other words, the goal of linguistic competence is to teach

students how to use language, let them know what meanings language can express, and how each subsystem of linguistic system and specific linguistic form in subsystem express meanings (Cheng,2014).

Based on this, the tourism English major of Guilin Tourism University designs the linguistic knowledge objectives—the students are required to:(i) have a good command of basic knowledge of English language, and social and cultural knowledge of English-speaking countries and regions,(ii) have a good knowledge of tourism, international business, and translation theory, (iii)have a better understanding of foreign tourism and the tourist culture in China and Guangxi, and (iv)be familiar with English language specialized knowledge and have a basic knowledge of humanities and social science, and natural science, and in doing so to form an interdisciplinary knowledge structure. The linguistic competence objectives include: (i) good command of English listening, speaking, reading, writing, and translating, (ii) cross-cultural communicative ability, (iii) the ability to use English for international business and translation service, (iv) the ability to serve foreign tourism in English, (v) the ability to tell Chinese stories and Guangxi stories in English, and (vi) the ability to use a second foreign language.

In a word, the linguistic knowledge objectives and linguistic competence objectives constitute an overall undergraduate cultivating target for tourism English major of Guilin Tourism University: facing modern cultural tourism industry, serving local economy, the undergraduate tourism English major is to cultivate high-quality application-oriented talents with:(i) social responsibility, Chinese feelings, international vision, and professional ethics, (ii) a good knowledge of English language, international tourism and business, (iii) systematic knowledge of English language, cross-cultural communicative ability, culture-disseminating ability, and innovation ability, and (iv) the ability to engage in language service, foreign affairs reception, and management in the fields of tourism, cultural exchange, and business.

3.2 Implications of SFL for setting English undergraduate curriculum

The contribution of SFL to language teaching lies in that it provides linguistic description for teaching. SFL, which regards language system as meaning potential, holds that the overall goal of language teaching is to develop students' meaning potential. Specifically, it is to cultivate students' ability to choose appropriate language forms to express meaning in specific contexts.

In this sense, SFL has some implications for setting undergraduate courses for English major. In other words, the theories of SFL can be adopted to define the goals and content of language education, discover the linguistic characteristics and the methods of using language to express meaning by describing learners' linguistic output, thus providing a theoretical reference for setting language major courses and designing the teaching methods. In other words, the theories of SFL can help to explain what, when and how long the English major should study. In this sense, it is a correct direction in which we set up undergraduate courses for English major around the objectives of linguistic knowledge and linguistic competence. For example, according to the two objectives, we can set up the core courses such as Comprehensive English, Advanced English, Advanced Audio-visual English, Cross-cultural Communication, Translation Theory and Practice, Introduction to Linguistics, Outlines of Chinese Culture, which solve the problem of what to learn. And then we can give a reasonable and orderly arrangement to those courses in terms of semester and period. For example, the course Introduction to Linguistics can be arranged in the second semester of junior year with 34 periods, since this course requires students to have taken several prerequisite courses and to have an accumulation of English language knowledge. In this way, we can solve the problems of when to learn and how long to learn.

4. SFL and text teaching

Since the second half of the 20th century, the emphasis of linguistic studies has gradually shifted from the study of speech sounds (phonetics and phonology) to grammar (morphology and syntax) to meaning (semantics) and then to the study of texts (text analysis). Initiated by American structural linguist Z. S. Harris in 1952, 'text analysis', after having absorbed the research achievements of semiotics, linguistics, psychology and sociology, has gradually developed into an interdisciplinary research field with focus on the language in communication. With metafunctional theory as its core, SFL refers to text as any passage, spoken or written, of whatever length, that does form a unified whole (Halliday & Hasan, 1976). In other words, a text is a semantic unit—a unit of language in use. Furthermore, SFL sees a text as an instantiation of the linguistic system and has been mainly concerned with the relationship between text and context (Halliday, 1985).

The contextual elements that affect the production of text can be classified into field, tenor, and mode, each of which corresponds respectively to ideational, interpersonal and textual metafunctions, among which ideational function can be realized by transitivity system of clause, interpersonal by mood, modality and appraisal system, and the textual by thematic structure, information structure, and cohesive devices. The relationship between context (stratified into genre

and register) and language (stratified into semantics, lexicogrammar, and phonology & graphology) can be shown in Figure 1.

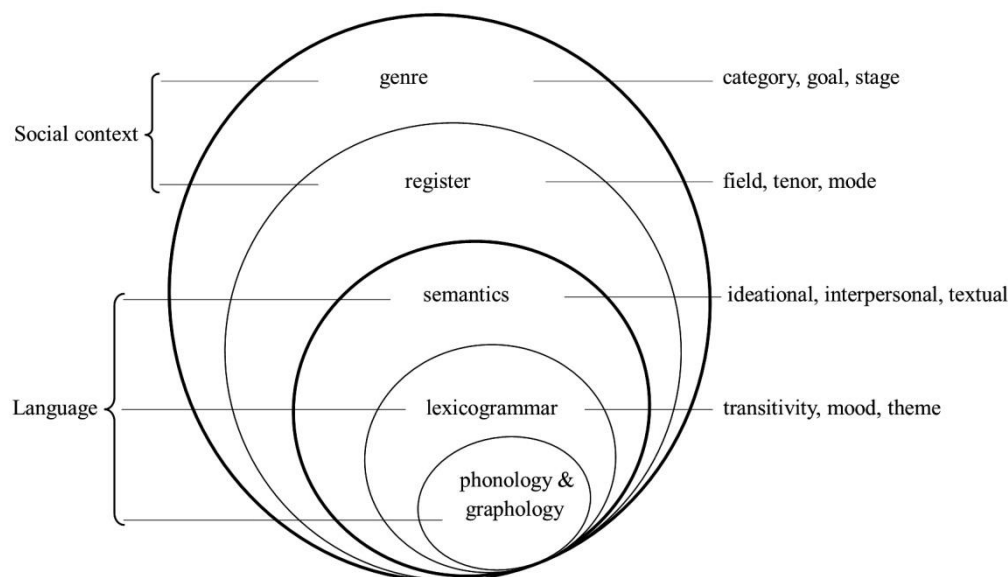


Figure 1A stratified model for text analysis
(based on Halliday & Martin, 1993; Halliday & Matthiessen, 1999)

Apart from metafunction, genre and register theory (G & RT) of SFL can be applied to text analysis and teaching. Genre refers to different types of texts, corresponding roughly to cultural context. However, the best known definition of genre is given by Martin, who defines genre as “staged, goal-oriented social processes” (Martin, 1997). According to Martin’s generic structure theory, generic structure is mainly used to refer to schematic structure, e.g., the schematic structure of narrative genres can be “Abstract ^ Orientation ^ Complication ^ Evaluation ^ Resolution ^ Coda”. According to the theory of generic structure potential (GSP) proposed by Hasan (1985), each text is an actualized genre, and the textual structure is the actualization of generic structure potential in specific context (Halliday & Hasan, 1985), and generic structure potential contains mainly obligatory moves and optional moves (Eggs & Martin, 1997), e.g., the generic structure potential of tourist texts tends to be “arousing interest^identification^indicating value^soliciting action^location^explanation^history^destination details^activities^travelling tips”, among which ‘identification’ and ‘destination details’ are obligatory moves and the others are optional moves.

Register refers to the situation in which language is used, roughly corresponding to the context of situation, and can be defined as a semantic variety involving the situations of language use with specific purposes, such as tourist texts. Register consists of three components of situation —field, tenor, and mode, the three of which collectively define the context of situation of a text. That is, the linguistic features associated with the three variables constitute a register, and there is a systematic relationship between the three situational components and the three metafunctional components—the field determines the ideational meanings, the tenor determines the interpersonal meanings, the mode determines the textual meanings. Conversely, ideational meanings are realized by the field of social action, interpersonal meanings are realized by the tenor of social relationships, and textual meanings by the mode of organizing language into a text within the situation.

In a word, a text which is produced in a particular context of culture presents the characteristics of generic structure with communicative intention. Similarly, a text which is produced in a specific context of situation has the register features of expressing semantic functions. In this sense, text teaching is helpful to cultivate students’ ability to express communicative intention according to genre and register and to select language suitable for context to express semantic function.

Therefore, to conduct discourse analysis and teaching, it is necessary to identify the register and genre of a text and its generic structure. For example, the text type (i.e. genre) used in tourist activities (i.e. register) is mostly descriptive and often used to describe the quality and character of particular objects such as tourist products or tourist attractions, while the descriptive sentences of declarative mood tend to provide the basic sentence pattern for descriptive generic structure.

In addition, multimodal text analysis method can be applied to foreign language teaching. Multimodality can be defined as “the use of several semiotic modes in the design of a semiotic product or event, together with the particular way in which these modes are combined” (Kress & van Leeuwen, 2001), while multimodal text which refers to any communicative activity created by two or more semiotic modes, can be a compound discourse as well as a text whose meaning is realized by two or more semiotic modes. Multimodal text is multifunctional, i.e. human beings construe experiential world through meaning that is realized through various modes which are combined to construct multimodal discourse, thus making the interpretation of discourse meaning more comprehensive and accurate. Multimodal discourse analysis is based on the metafunctional theory of SFL, which holds that all semiotic modes can realize ideational meaning, interpersonal meaning and textual meaning. Therefore, the theory of multimodal discourse analysis is helpful to improve the effect of foreign language teaching. For example, by making PPT and using multimedia technology, we can cultivate and improve students’ multi-literacies in foreign language learning.

To sum up, the theory of SFL has three implications for text teaching: (i) the production of text is the result of the constant linguistic choice of meaning potential in certain context, and the construal of text is realized through ideational, interpersonal and textual metafunctions, (ii) text teaching can to a very large extent cultivate students’ ability to select appropriate language to express semantic functions according to the characteristics of genre and register, i.e. text teaching based on genre and register is an effective method to cultivate students’ text-interpreting ability, and (iii) it is helpful to the selection of teaching texts and the compilation of textbooks, particularly to the selection and compilation of teaching materials for tourism English major courses. In a word, the theory of SFL can be adopted to cultivate students’ communicative competence through practical text teaching, that is, the ability of text expression and comprehension. To be more specific, the metafunctional theory, G & R theory, and text-analysis method of SFL can be applied to English teaching including listening& speaking, reading& writing, and translation.

5.The application of SFL in tourism English curriculum teaching

As mentioned above, the *National Standards*’ stipulations on the curriculum structure of foreign language majors have left more space for tourism colleges and universities to develop their talent-training programs and determine their positioning and characteristics of foreign language major. That is, according to the *National Standards*, foreign language majors in colleges and universities can develop their own training programs that not only meet the needs of social development but also reflect the orientation and characteristics of their schools. To be specific, the English major of tourism universities can be established as an English major with tourist characteristics. In other words, in the case that the curriculum setting is the same or similar to that of English major in most universities, the tourist characteristics of tourism English courses are mainly reflected in the selection of textbooks, specifically in the selection and compilation of tourist texts and text teaching. In this sense, the metafunctional theory and text-analysis method of SFL can be used to guide the selection and compilation and the teaching of tourist text, and thus can also be applied to the teaching of listening and speaking, reading, writing and translation.

5.1The application of SFL in the teaching of listening and speaking

The cultivation of students’ listening & speaking ability is an important part of English teaching. Linguistic communication, by means of sound system and writing system of a language, involves two modes of discourse: spoken language and written language. Spoken language is divided into listening and speaking—the former is an input decoding process, i.e. the listener construes the meaning of utterance through lexical and grammatical features of phonology in certain context, while the latter is an output encoding process, i.e. the speaker uses phonological lexicogrammar to express communicative intentions suitable for the context. In the process of oral communication, the speaker utters the words suitable for the context, and the listener construes the meaning of the words as well as the cultural and situational context in which the communicative event takes place. The context of culture refers to the cultural background of linguistic performance, which provides both communicating parties with background information concerning culture, customs and knowledge about the subjective and objective world. The context of situation refers to the context in which language is used, whose three variables determine the register type. The systemic-functional perspective of listening & speaking teaching highlights the relationship between text and contextual meaning (intention), but does not ignore the important role of lexicogrammar in the production of text. That is, SFL holds that there is an inter-predictable relationship between context and text—a text can be predicted from the context, and the context can in turn be derived from the text (Halliday, 1978).

Since understanding correctly the context or not is related to whether the speaker can produce text appropriate to the context and whether the listener can correctly understand the speaker’s intention and the text, the construction of contextual knowledge of the text is particularly important in the teaching of listening and speaking. Furthermore, based on the inter-predictable relationship between the context and the text, both communicating parties cannot only predict

the lexicogrammatical features of a text from a particular context but also derive the contextual features embodied in the text. Therefore, in the teaching of listening and speaking, it would be great help to improve students' listening & speaking ability by training students to predict the discourse intention and the linguistic forms according to the context of the situation.

Specifically, in the listening stage, we can help students to (i) catch the events described in the discourse in terms of ideational function combined with the field of situational context, (ii) identify the relationships between the participants in the discourse in terms of interpersonal function combined with the tenor of situational context, and (iii) figure out how the participants organize discourse in terms of textual function combined with the mode of situational context. For example, the teachers should cultivate students' awareness of cohesion and coherence, let them understand how cohesive mechanism is used in discourse, and enable them to grasp the structure of listening discourse by means of cohesive devices (reference, ellipsis, substitution, conjunction, repetition, and co-occurrence).

And in the speaking stage, we can help the students to produce a discourse that fits the situational context and communicative purpose. That is, the students can give an oral presentation in terms of field, tenor and mode of discourse. Therefore, in the selection of oral materials, the teachers should expose students to real oral discourse, rather than the scripted and idealized dialogues. In other words, the teachers should cultivate students' ability of oral expression in natural context.

5.2 The application of SFL in the teaching of reading and writing

The application of SFL theories to the teaching of English reading and writing can be seen in the use of genre and register theory.

The cultivation of reading & writing ability is another important part of English teaching. Reading and writing are roughly equivalent to the written forms of listening and speaking. Reading is the reader's input decoding process, while writing is the author's output coding process. Reading and writing are the two sides of the same communicative activity—the former is for readers to receive information, i.e. the analysis and interpretation of the text, while the latter is for authors to send information and output the text.

In the light of SFL, reading is a process in which readers construe linguistic features and textual meaning according to contextual knowledge. Therefore, English reading teaching can be conducted in a combined model which comprises a top-down approach (genre→register→semantics→lexicogrammar) and a bottom-up approach (lexicogrammar→semantics→register→genre), as shown in Figure 2.

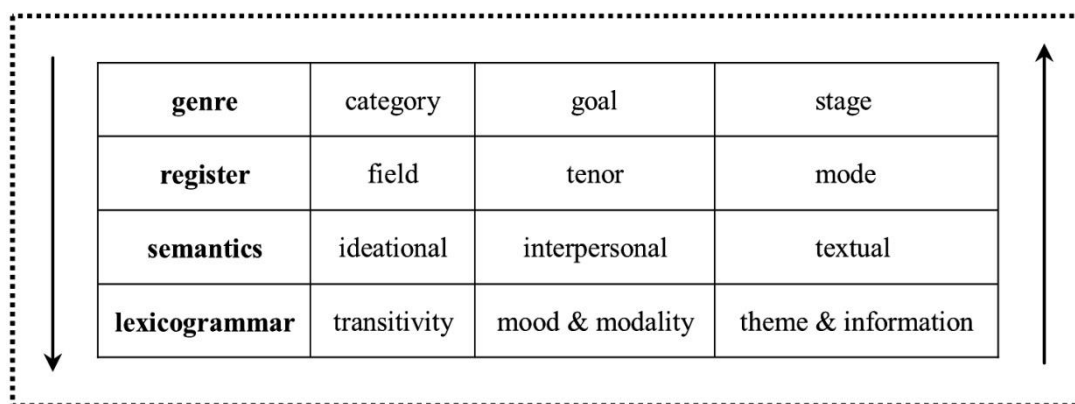


Figure 2A bidirectional-predictable model for text analysis
(based on Halliday & Martin, 1993; Halliday & Matthiessen, 1999)

That is, reading can be done with focus on context and function, together with lexicogrammatical and graphological features which can be represented in a formula: “extensive reading + intensive reading=macro meaning + lexicogrammatical meaning”, whose advantage is that it can combine the text with the context in which the text is produced and the author's communicative purpose so as for the reader to understand the meaning and function of the text from a macro perspective. In addition, the predictive relationship between contextual elements and textual structure is bidirectional—we can not only predict the structure of a text from context configuration, but also predict the contextual elements from the structural components of a text. That is, the reader can predict contextual elements from textual meaning, and then predict textual meaning from contextual elements. A text can be construed completely and

accurately only by understanding the text from context to meaning and then from meaning to context, and so forth. Therefore, in practical teaching of text reading, it is teachers’ duty to train students to predict contextual meaning and author’s communicative intention according to linguistic features, and then predict linguistic features from contextual meaning and communicative intention. This is a bi-directional reading teaching model for improving students’ text-reading ability.

SFL is also concerned with the bidirectional nature of linguistic communication, with emphasis on the connection between the reading & writing process and the contexts of culture and situation. It views reading and writing as two ends of a communicative cline, with the former as an input process and the latter as an output one. Therefore, the teaching of reading and writing can be regarded as a comprehensive communicative course, whose goal is to cultivate students’ critical reading & writing ability, which can not only meet the needs of daily communication, but also enrich their spiritual life and acquire cultural knowledge and communicative experience. Based on this, the writing teaching model can be divided into four stages:(i) to establish field knowledge, (ii) to determine textual pattern, (iii) to co-create text (i.e. the teacher instructs students in writing), and (iv)the students create text independently, the first two of which are receiving process, while the last two are writing process. This teaching model allows repetition in any of these stages. Therefore, writing teaching is actually a reading-and-writing circular teaching method, in which reading is the basis of writing, while writing is the deepening of reading stage. In addition, this teaching method can combine the training of reading & writing ability with listening & speaking ability, enhance students’ ability to read written and spoken texts, and then realize the transformation of listening & speaking ability to reading & writing ability. In a word, based on SFL, this reading-and-writing circular teaching method combines reading with writing from the perspectives of genre and register, which can not only help students to establish a complete textual knowledge structure, but also enable students to improve their linguistic competence in a certain field (e.g., tourism), so as to obtain higher level of reading & writing capacity in related fields.

5.3The application of SFL in the teaching of translation

Translation ability reflects the linguistic competence for the undergraduates of English major. Cultivating students’ translation ability is another important task in English teaching.SFL introduces text-analytical method into translation teaching and combines text with genre and register, so as to realize the equivalent translation between English and Chinese to the greatest extent. Therefore, like reading and writing teaching, translation teaching can also combine “top-down” and “bottom-up” approaches with focus on contextual elements and lexicogrammatical features so as to guide students in translation to achieve maximum “translation equivalence” in genre, register and semantics, i.e. to realize “maximal congruence” (Matthiessen, 2001) between English and Chinese in terms of genre, register and semantics, as shown in Table 1.

Table 1Text translationin SFL model

	genre ↘	category	goal	stage	→ cultural context
	register ↘	field	tenor	mode	→ situational context
text	semantics ↘	ideational	interpersonal	textual	→ intratextual context
	lexicogrammar ↘	transitivity	mood & modality	theme & information	

As an important concept in SFL which underscores the social and purposeful aspects of a text, genre provides a theoretical basis for translation teaching model. That is, the genre-based translation teaching model can help students to translate the language in the text in a way consistent with the generic characteristics and the social goal of the text.

Genre, constrained by cultural context, is a kind of staged, goal-oriented social activity involving language users as the participants of certain cultural community— it is staged since accomplishing a social activity usually takes more than one step; goal-oriented since the stages tend to reach a certain goal; social since genres are used for speakers & listeners or writer & readers to enact their communities (Martin, 1997). Genre tends to realize the ideology such as culture and is realized by register. Register, a semiotic system comprising contextual configuration of field, tenor, and mode selections, is constrained by the context of situation but realized by textual semantics which in turn is realized by lexicogrammar of the text. Finally, lexicogrammar tends to be realized in the forms of transitivity, mood & modality, and theme & information. In general, textual semantics is constrained by intratextual context which refers to the semantic and grammatical coherence of a text, i.e. a text is not only a semantically coherent unity, but also a grammatical entity.

Due to the differences between Chinese and English languages, it is difficult to achieve translation equivalence of texts in lexicogrammar. Therefore, text-based translation teaching can only focus on the highest equivalent transformation of the two languages in genre, register and semantics. In other words, the translation teaching of lexicogrammar can focus merely on the translation skills and methods at sentence level, such as amplification, omission, conversion, division, and negation. In a word, the translation teaching from a systemic-functional perspective underlines the equivalent translation between Chinese and English, which is not based on the equivalence of lexicogrammar, but on the equivalence of contextual meaning, that is, the equivalent translation in terms of cultural context, situational context, and intra-textual context. By means of such translation training, students can realize the equivalence between two languages in the global context, i.e. the equivalent translation of contextual meaning between the two languages. Therefore, translation teaching is no longer confined to the teaching of grammatical or syntactic structure. On the contrary, it can help students in finding the closest translation to the original text, and then achieve the maximal congruence in the overall meaning of the texts between the two languages.

In general, SFL regards language as a social semiotic resource and an approach to achieving the social goals of language users. Therefore, the introduction of SFL theories such as genre, register and context into translation teaching combined with the communicative purpose of discourse will not only help to cultivate students' ability in analyzing the macrostructure of discourse, but also enable them to improve their ability in the translation between different text types and linguistic forms, hence enhancing students' ability to use translation methods and skills.

5.4 A brief summary

As mentioned above, text teaching that is based on genre, register and semantics can be applied to the teaching of listening & speaking, reading & writing, and translation. In fact, the teaching of tourism English courses with tourist characteristics is closely related to genre and register. From generic perspective, tourist texts mostly belong to descriptive and narrative genres, which are often used to describe the tourist attractions and narrate the tourism-related activities and events. And declarative mood tends to provide the basic sentence pattern for describing and narrating tourist attractions, activities and events, while relational clauses are often used to describe the sceneries and characteristics of tourist destinations in the sense that we can infer the grammatical structure of a text in terms of genre. From register perspective, tourist texts can be divided into tour-guide discourse, tourism-reception discourse, scenic-spot introduction, natural-landscape documentary, which can be used in the teaching of watching, listening and speaking, as well as tourist brochures, travelogue, and travel literature, which can be used in the teaching of reading, writing and translation. From semantic perspective, if a text is seen as a social event, then tourist text serves to provide tourist information and enact social relationship, corresponding roughly to the text's ideational meaning and interpersonal meaning which can be realized by transitivity and mood & modality respectively. In other words, the analysis of text semantics can be conducted by analyzing the transitivity, mood and modality in the text.

In general, the G & R theory of SFL can be not only used in the text semantic analysis, but also applied to English teaching of listening & speaking, reading & writing, and translation. That is, to organize English course teaching from the perspective of genre and register can not only improve students' ability in language expression, but also enable students to have a correct understanding of the text in accordance with the characteristics of genre and register.

6. Conclusion

To sum up, the theories of SFL can be applied to the undergraduate cultivating model for tourism English major, including cultivating target, curriculum setting, and foreign language teaching, thus manifesting its important value in applicability and applicability.

First of all, SFL has been applied to cultivating the undergraduates of tourism English major with its scientificity, objectivity and practicality. In other words, SFL has guiding significance for the undergraduate cultivating target and curriculum setting for tourism English major under the background of the *Teaching Guide*. For example, we can describe the goals of linguistic knowledge and language competence in terms of the meta-functional theory, so as to establish the cultivating target for tourism English undergraduate program. We can set up the undergraduate courses for English major in terms of the cultivating target, and then give a reasonable and orderly arrangement to those courses in terms of semester and period, so as to solve the problems of what, when and how long the undergraduates of English major should learn. In addition, the application of the metafunctional theory of SFL in English teaching contributes to the construction of multimodal tourist discourse, and is of guiding significance to the teaching activities of tourism English major, such as curriculum setting, textbook compilation, and teaching courseware design.

Secondly, text teaching, which integrates the core theories of SFL, can help to cultivate learners' language communicative ability, i.e. the ability in text comprehension and expression. Text is the result of language users making choices in meaning potential, while the expression of meaning is constrained by cultural context and situational context. In this regard, the theories of metafunction, genre and register as well as the method of text analysis can be adopted to guide the specific teaching of listening, speaking, reading, writing and translation, by which we can achieve the goals of linguistic knowledge and linguistic competence of English undergraduate program by helping students to master English language knowledge and developing their practical language ability.

Finally, analyzing the application of SFL theory in the undergraduate cultivating model in terms of cultivating target and curriculum setting combined with the English teaching of listening, speaking, reading, writing and translation is not only helpful to establish a tourism English undergraduate cultivating model suitable for Guilin Tourism University, but also enlightening for English teachers to select and compile textbooks, set teaching objectives, design and make teaching courseware, improve their teaching skills, and so on.

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