

Research on Tourism English Teaching Based on ECM Translation Strategy

Lu Yahui, Chen Minzhi

Hunan Institute of Engineering, Hunan 411104, China

ABSTRACT. *In recent years, with the rapid development of foreign tourism in China, the market has higher requirements for the English proficiency of tourism professionals. In this context, tourism English has become a widely offered course in many colleges in China. This paper takes the event domain cognitive model (ECM) as the research object, aiming to further improve the efficiency and quality of tourism English teaching, and discusses the application of ECM translation strategy in Tourism English major.*

KEYWORDS: *ECM; Event domain cognitive model; Tourism English; English teaching*

1. Linguistic Features of Tourism English

In terms of vocabulary, tourism English has a large number of vocabularies due to its professional and cross cutting features, involving tourism, history, geography, culture and other multi-disciplinary vocabularies. In terms of specific wording, the vocabulary of tourism English usually reflects some specific psychological themes, such as romance, enjoyment, fantasy, freedom and so on. In addition, in tourism activities, the staff will use some foreign words (words used in the country where the visitor is located) to enhance the sense of closeness to the visitor. Due to the simple rules of acronym formation, staff can flexibly create acronyms according to their own needs, thereby efficiently completing the purpose of communication.

In terms of syntax, tourist English can use adjectives to replace relational clauses; past participles (as post-attributives or adjectives) can be used to replace passive attributive clauses; current participles (as post-attributes) can be used to replace active attributive clauses. In terms of phrases, tourist English can use noun phrases as appositives to explain another noun; verb phrases can be used as nouns; advance (thematic) non-predicate actions can be used as adverbials, and so on.

2. Brief Introduction to Cognitive Model and ECM (Event Domain Cognitive Model)

Cognitive model is a psychological framework for people to produce their own

stored knowledge in a certain field. There are many cognitive models in the field of cognitive linguistics, involving many aspects of human cognition. However, many cognitive models focus on a single level of analysis and ignore the hierarchy within the event. In addition, many cognitive models focus on dynamic events and ignore static ones. In addition, many cognitive models focus on the syntactic construction of the language and ignore other aspects of the language [1]. The proposal of ECM makes up for the shortcomings of the above cognitive model. Figure 1 shows the basic idea of ECM.

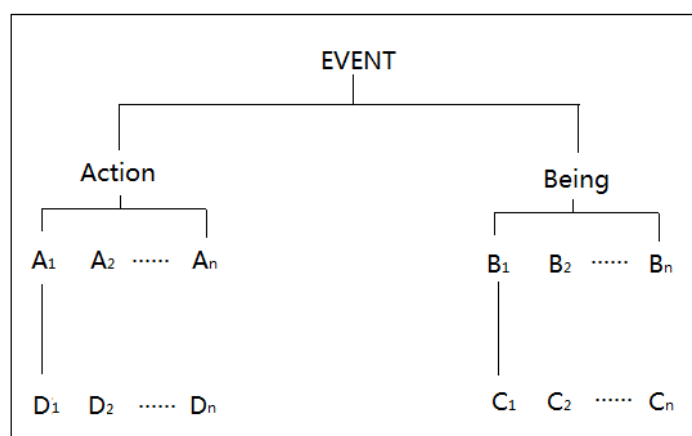


Figure.1 Basic Idea of ECM

As can be seen from the above figure, an event field EVENT (referred to as E) includes Action (referred to as A) and event Being (referred to as B). Among them, A is composed of many dynamic and static behaviors, such as A1, A2, A3, etc.; B is also composed of many individual events, such as B1, B2, B3, etc. It can be seen from subdivisions that A and B have a lot of categorical information (or typical characteristics), such as D1 and D2 under A1; C1 and C2 included in B1. An event domain contains several factors, such as action sender, action taker, scene, etc.

3. Tourism English Teaching Practice Based on ECM Translation Strategy

At present, college tourism English teaching in China mainly adopts the grammar translation methods such as dictionary lookup, translation of new words, etc., but the effectiveness of teaching needs to be improved. Taking vocabulary teaching as an example, although many students recognize a large number of vocabulary, it is difficult for them to understand the meaning changes in tourist English text. In addition, some students can correctly understand the meaning changes in Tourism English texts, but they dare not use them in specific translation practice. ECM emphasizes the hierarchy of event elements, so teachers can make

use of ECM theory to help students better understand the changes of meaning in tourism English.

3.1 Based on the ECM Translation Strategy to Help Students Understand the Meaning of Tourism English Vocabulary

ECM has a strong explanatory power on the changes of word meaning, the details are as follows.

Meaning expansion: that is to say, the meaning of a word changes from “representing the concept of the lower level” to “representing the concept of the upper level”. According to ECM theory, word meaning expansion is to use D1 for A1, or A1 for action. The expansion of word meaning makes people’s cognitive scope and cognitive perspective move up. For example, the word “bird” in English originally refers to “bird”. Now the meaning of the word can be extended to “any kind of bird”.

Meaning reduction: the meaning of the word has changed from “representing the upper concept” to “representing the lower concept”. According to ECM theory, the meaning of word enlargement is A1 for D1 or Action for A1. Word sense is usually reduced from the concept of “class” to the concept of “species”. The enlargement of word meaning makes the range of cognitive events smaller and the perspective of cognition move down. For example, the word “meat” in English, which originally meant “food”, is now reduced to “edible meat”.

Meaning Transfer: Word meaning transfer means that the meaning of a word changes from “the original concept” to “another concept”. There are two types of word meaning transfer: word meaning ascension and word meaning demotion. Among them, the promotion of the meaning of the word means that the meaning of the word changes from “derogatory” or “neutral” to “euphemistic”. For example, “minister” in English originally meant “servant”, but now means “minister”. The meaning of the word is degraded, that is, the meaning of the word is changed from “sense” or “neutral” to “derogatory”. For example, “censure” in English originally meant “judgment and estimation”, but now it means “blind condemnation and harsh criticism”.

3.2 Key Points of Tourism English Teaching Based on ECM Translation Strategy

First, teachers should actively guide students to activate the cognitive model of event domains stored in the brain during teaching, so that students can analyze and understand English vocabulary from the perspective of behavior and events, and try to find relevant elements of vocabulary.

Secondly, teachers should first teach the basic vocabulary in Tourism English texts, classify the frequently used vocabulary in texts, and then teach them according to their usefulness and frequency of use, which will not only increase students’ basic vocabulary, but also enhance their memory of basic vocabulary. During the teaching, the teacher should list the words in the same category (event domain under ECM

theory), and then provide relevant example sentences to the students to fully activate the imagery in the students' minds. For example, the teacher can ask the students to recall the behaviors and events in the shopping and activate the image diagram in the students' mind. Through the recall, the students subdivided the "shopping" event domain into shopping behaviors and shopping events. Where, "Selection of goods" is a shopping behavior; and "commodity" is a shopping event. When it comes to "commodity", the teacher asks the students to use the upper level and the lower level to expand their vocabulary, as shown in figure 2. It can be seen that "drink", "dress" and "meat" in the following words are phrases and compounds derived from the basic category of commodity. In view of this, while teaching students the basic vocabulary of tourism English, teachers should pay attention to the teaching of the following compound words and phrases of basic vocabulary [3].

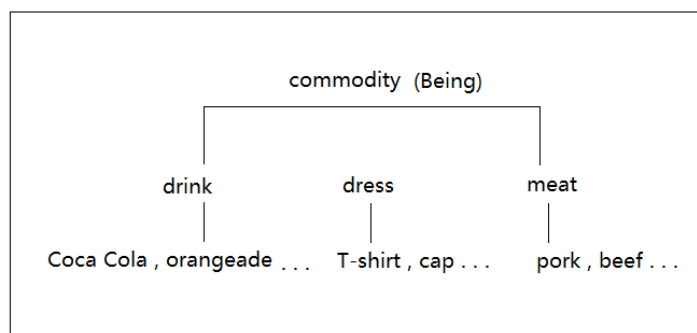


Figure.2 Teachers Should Actively Guide Students to Use ECM to Practice Word Meaning Changes. Teachers Should Encourage Students to Use ECM Flexibly to Think and Make Bold Predictions When They Come Across Texts with Meaning Changes[4].

Third, teachers should encourage students to learn more knowledge on the basis of the existing tourism English teaching materials. Because tourism itself has the characteristics of professionalism and intersections, so tourism English also has the characteristics of professionalism and intersections. From a professional perspective, tourism English involves tourism professional language, language variation, language and culture, language and ethnicity, language and social context. From a cross-cutting perspective, tourism English involves subjects such as tourism, history, geography, culture, psychology, and economics. Only by mastering as much knowledge as possible can students continuously enrich the knowledge reserve already in the brain. In this way, students can fully understand the vocabulary and its changes.

Acknowledgement

This paper is the project of Hunan province teaching and research reform "the

reform of CET-4 translation teaching under ECM cognitive model-based on the empirical research of college English grading teaching” (project No.: xiang jiao tong [2019] No. 291); Hunan university students’ innovation project “research on English ECM translation learning strategies in independent colleges under the background of college English translation reform of cet-4 and cet-6” (project No.: xiang jiaotong [2017] No. 205); the stage achievement of Hunan province’s “13th Five-Year Plan” for the 2016 English special project “research on college English grammar ‘micro course’ teaching in independent college under Ted-ed mode” (project No.: XJK16BYY12); the stage achievement of 2016 English special project “research on college English grammar ‘micro course’ teaching in independent college under Ted-ed mode” (subject No.: XJK16BYY12).

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