

Applied Research on Tourism English Teaching in Colleges and Universities on the Perspective of Conceptual Blending Theory

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Abstract. This paper analyses the application of Conceptual Blending Theory in tourism English teaching in Colleges and universities. The application of Conceptual Blending Theory to tourism English translation strategy provides a new teaching perspective for English teaching. Conceptual Blending Theory can establish mutual mapping in psychological spatial network and integrate into new spatial network in various ways. This paper emphasizes the importance of conceptual integration in tourism English teaching from the perspective of cognitive linguistics. It holds that tourism English teaching is not a static teaching, but a dynamic process of semantic construction. In teaching, English teachers should enrich students' imagination, start with teaching methods, and let students use language creatively. At present, there are some problems of integrating linguistics with professional content in tourism English teaching. Therefore, it is necessary to study tourism English teaching in Colleges and universities from the perspective of conceptual integration theory so as to promote students to develop better in the future.

Keywords: conceptual blending, tourism English, translation strategy, English teaching.

1. Introduction of Conceptual Blending Theory

Conceptual Blending Theory, namely, Conceptual Integration Theory was put forward by Fauconnier in 1997. Conceptual blending is a general cognitive operation. It serves a variety of cognitive purposes. It is dynamic, supple, and active in the moment of thinking. [1]

Simply, conceptual integration can establish mutual mapping in psychological spatial networks and integrate them into new spatial networks in various ways. The basic conceptual integration network consists of four mental spaces: two input spaces, one generic space and one integration space. [2] The shared structure of the two input spaces and their common abstract organizational framework are projected into the third space, namely the generic space. In this way, the four mental spaces are interconnected by projection, forming a complete conceptual integration network. Integration of information is to fuse the knowledge from different fields with the help of two input spaces, and then to project some elements of two input spaces in the third space after matching their cross-space parts.

2. The Current Situation and Problems of Tourism English Teaching in Colleges and Universities

Tourism English translation course pays attention to the combination of practicality and usage in the teaching process, focusing on the training of students' practical skills. In order to carry out efficient tourism English teaching, it is necessary to analyze its target needs so as to facilitate students' reception of foreign-related tour guides. The curriculum of tourism English should be oriented to the front line of tourism and meet the needs of tourism industry in terms of personnel training.

Students' English proficiency is different, and students' interest in this course is not the same. Creatively transform teaching content into project activity and make necessary trade-offs between teaching content. The application of Conceptual Blending Theory can also help students understand the difficulties and key points better in Tourism English. The quality of teachers and teaching methods still need to be improved. More advanced and scientific teaching methods should be combined with cognitive linguistics to enable students to better master the language they have learned and to enable them to work in the tourism industry on their own expertise and ability.

3. Application of Blending Theory to Tourism English Translation

Tourism English translation can be analyzed from the perspective of Conceptual Blending Theory, so as to adopt certain translation strategies from the cognitive perspective. These translation strategies are important transitional parts and play an important role in the translation of Chinese English tourism. Among them, free translation strategies, enhancement strategies and transliteration strategies are reasonable and feasible strategies. [6] On the basis of understanding the differences between Chinese and English tourism translation, some translation strategies should be adopted to improve the level and quality of Chinese-English tourism translation.

3.1 Application of Free Translation Strategies.

In the practice of translation, the “老字号” can be translated as “famous and traditional”.

However, after comparing Chinese and English texts, we find that their translation is not one-to-one correspondence. There is a one-to-one correspondence between the source language space and the target language space, mapping “old brand” directly across the space and restaurant in the translator space, which share the same conceptual structure in the generic space. In this case, the translator can easily project the corresponding elements in the translation space. [4] At the same time, due to the different ways of thinking and the acceptability of the translation, the translator adds cultural factors to the content, integrates them, and reconstructs the text logically and systematically.

3.2 Application of Enhancement Strategies.

This tourism Chinese text “楚韵长河,千年书院,惟楚有才,于斯为盛” focuses on Chu culture and can be regarded as a perfect representative of Hunan tourism English. First of all, the translator interprets a series of basic elements in the Chinese text, namely “楚韵、书院、才”. The two key elements of Hunan tourism are Chu Culture and Yuelu College, but there are no corresponding words in the target language space, so it is impossible to map directly across the space. In this case, on the one hand, the translator chooses “talent” as the starting point. In the process of conceptual integration, the two mental spaces “academy” and “talent” are compressed into the relationship between function and value. [3] Therefore, translators add translation and integration into the following conceptual structure: “Hunan fosters talents with Yuelu Academy the best in ancient China”, which makes it easier for Western readers to enter the context of “Yuelu Academy is related to talents”. On the other hand, the translator does not translate word for word, but takes full account of the reader’s acceptability and conceptual structure. “长河” is translated into “established tradition” rather than “long river”; and the typical ancient Chinese structure “于斯为盛” means “the best talents” to emphasize the meaning of “Sheng”, while “Chu” is translated directly into “Hunan”.

3.3 Application of Transliteration Strategies.

It mainly refers to a strategy of translating scientific and technical language and place names in the original text according to the pronunciation of Chinese. Taking “天安门” as an example, in the process of Chinese-English tourism translation, it can be translated into “Tian, anmen Square”. In the process of translation, this transliteration method can not only make foreign tourists understand at a glance, but also convey the regional culture of our country. The application of Conceptual Blending Theory in Chinese-English tourism translation is a process in which the translator obtains information from the original text, inputs it, and then processes it mentally. In this process, the conceptual factors in the mind will produce conceptual categories and generate meaning. There are many differences between Chinese and English tourism translation in cross-cultural communication. Conceptual Blending Theory provides a new perspective for Chinese-English tourism translation in order to achieve better communication.

4. Application of Tourism Teaching in the Context of Conceptual Blending Theory

It is necessary to apply conceptual integration in Tourism English teaching. Conceptual blending theory is a kind of English language style in a specific profession. It combines language skills training with professional knowledge, and applies its teaching to a new teaching mode in the classroom. Under this teaching mode, the teaching of tourism English will be mainly based on interactive teaching.

4.1 Class Presentation under the Theory of Conceptual Blending.

Based on the theory of conceptual integration, the key to this method is to arrange one or two students to report in English in the first five to ten minutes of the class. The specific content is unlimited. The introduction of events, news hot spots and scenic spots can reconstruct each psychological space through decompression principle and translation.

Content integration is eventually achieved. In addition, in the classroom, teachers teach students translation strategies, analyze the impact of teaching on students' psychological space, and test whether the translation conforms to the basic principles of conceptual integration. The introduction and analysis of translation methods show that transliteration with annotations is conducive to retaining tourism characteristics, and can also enable target language readers to smoothly map and synthesize concept to understand the purpose of the translation.

4.2 Modern Media Technology under the Theory of Conceptual Blending.

With the development of science and technology and the popularization of information technology, modern teaching equipment and tools marked by multimedia have gradually entered the campus. These modern technologies and tools can also be fully applied to the teaching of tourism English major, which is conducive to cultivating students' interest in the subject, broadening their knowledge, and promoting the student base.

The stability of this knowledge and the rapid improvement of language communicative competence. The concept of exhibition will enhance the sense of relevance. In College English teaching, teachers should consciously develop students' language conceptual space and cultivate their conceptual integration ability so as to effectively carry out college English vocabulary teaching. For example, students will be shown some multimedia materials such as movies, videos, pictures related to textbooks. In addition, online video materials, TV programs and so on are also good teaching materials. They can also be compiled into electronic teaching plans.

4.3 Interactive Teaching under the Theory of Conceptual Blending.

The application of interactive teaching method in tourism English teaching can effectively cultivate students' creativity, improve flexibility and enhance students' creativity. Students' practical ability to travel English. In short, we should strengthen the sense of conceptual integration and cultivate the cognitive thinking of metaphor.

In order to improve students' ability to understand metaphorical language accurately, teachers should give students more opportunities to practice, so that students can practice in units related to tourism industry, such as travel agencies, star hotels, scenic spots and so on, so that students can learn faster. Improve the practical ability of tourism English. Teachers should expand the conceptual schema of students' common sense of experience, that is, common sense in human daily life and in nature. We can invite foreign teachers to give lectures regularly and organize some performances of tourism English regularly.

4.4 Case Teaching under the Theory of Conceptual Blending.

The so-called case teaching refers to a teaching method which uses typical cases to carry out in-depth analysis in order to improve the teaching effect under the careful design and guidance of teachers, according to the teaching content, students' actual situation and teaching purposes. It can follow the following steps: introducing cases, explaining, discussing, summarizing conclusions,

expanding knowledge, etc. It can help students better understand the real meaning hidden behind the metaphorical meaning, make them better appreciate the vividness and beauty of the language, and improve students' ability to accurately understand and apply the language.

Conceptual integration is a cognitive process of creative thinking, which plays a role of meaning construction and reorganization. In teaching, teachers consciously use this theory to interpret English proverbs, so that students can better correlate English proverbs with their corresponding background knowledge or contextual knowledge. Teachers should encourage students to actively develop cognitive association, activate their background schema knowledge, and cultivate their conceptual integration ability so that they can correctly understand the implicit meaning of words and phrases, so as to effectively acquire tourism vocabulary.

5. Summary

In summary, the theory of conceptual blending emphasizes the dynamic and innovative process of conceptual integration of meaning. It inspires us to start from semantics and concepts, excavate the semantic structure through the form of language, and further develop our cognition through its operational mechanism. It has positive guiding significance for English reading teaching practice. Students majoring in this course should not only have skilled daily tourism communication skills, but also communicate with tourists from other countries in skilled English, so that more overseas tourists can fully understand the broad and profound Chinese traditional culture and the great achievements of reform and opening up.

Concerned by the conceptual integration theory, the English teaching center is to enable students to pay attention to how to construct the meaning, and on the basis of enriching their English cognitive thinking, to make them actively and creatively use language to repeat the contents of textbooks non-mechanically. In teaching, teachers should decompose and reconstruct the teaching contents properly, so that students can see the cognitive thinking behind the language and the manipulation of the language by this way of thinking, so that they can integrate different concepts to conform to the English pragmatic habits. Teachers should guide students to understand the contents of controlling language output on the basis of respecting their language competence. As the center of teaching, students should pay attention to the changes of their own cognition and thinking in learning. While learning various expressions of sentences, they should have a deep understanding of the cognition embodied in language and take in them dynamically. Semantic construction is thus divorced from the mechanistic learning mode.

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