

## Research on Bilingual Scenario Simulation Teaching of Finance Major

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**Keywords:** Bilingual teaching; Scenario simulation; The practice teaching

**Abstract:** At present, many colleges are actively carrying out bilingual teaching practice, and bilingual teaching in finance is also in constant exploration. Scenario simulation teaching is a teaching method suitable for the development characteristics of financial specialty. How to effectively carry out scenario simulation in financial specialty needs to continuously improve the English teaching level of teachers and increase the social practice opportunities of professional teachers. It is necessary to strengthen students' English training and their understanding of the importance of bilingual teaching.

### Bilingual Teaching Objectives of Finance Major

With the continuous amalgamation of China's economy and the world economy, multinational financial institutions, mainly multinational banks, have come into China. Faced with such competitive pressure, domestic financial institutions are also vigorously implementing international business strategies and actively expanding overseas markets to improve their competitiveness in the international financial market. Under this situation, the financial talents cultivated by Chinese universities must be international and compound professionals who are proficient in financial theories and practical knowledge, familiar with the international financial environment, and able to effectively deal with international financial competition. Bilingual teaching is an effective way to cultivate interdisciplinary talents and make domestic education in line with international standards.

The importance of bilingual teaching has been agreed, but teaching objectives and methods should be different according to different characteristics of professional disciplines. For finance majors, in the job interview will involve the professional English interview, in the postgraduate entrance examination in many schools also take the English oral examination, and the content is relevant professional knowledge of English. Therefore, no matter for employment or further study, the study of professional English is indispensable and the bilingual teaching of finance majors is also clearly centered on these two goals.

### The Practice of Bilingual Simulation Teaching

**Bilingual Teaching at Home and Abroad.** Currently, bilingual teaching mode is still dominated by teaching. There are many bilingual teaching modes adopted at home and abroad [1], as shown in the following Table1:

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Table 1 Bilingual Teaching Model

Basic mode of bilingual teaching in foreign countries	Immersive bilingual teaching	A model of teaching in the non-native language
	Maintenance bilingual teaching	Students are taught in their native language when they enter school , but later a gradual change to the use of a second language for teaching some subjects and the native language for teaching others.
	Transitional bilingual teaching	When students enter school, they are taught by using part or all of their native language, and then gradually change to the mode of teaching only in the second language
Basic mode of bilingual teaching in China	Osmotic bilingual teaching	Chinese is used in the normal teaching process, and English is interspersed appropriately. This method is mainly used to explain technical terms and problems that are difficult to understand.
	Interspersed bilingual teaching	In the teaching process, Chinese and English are used alternately
	Demonstrative bilingual teaching	Choose a course in a subject that is easy for bilingual teaching and practice in pure English
	Elective bilingual teaching	Take an elective course in a subject, or set up a new course, and teach in pure English

The existing bilingual teaching modes at home and abroad are all dominated by lectures. In the teaching process, too much emphasis is placed on the conclusion of subject knowledge. Teaching and learning are separated in class, communication is simple, and the atmosphere is not active enough. In bilingual teaching, teachers teach alone, lack of dialogue in teaching, and students' discourse is missing, which results in students' weak knowledge generation ability and lack of creative thinking, and fails to achieve the purpose of bilingual teaching[2]. The traditional teaching philosophy of instrumental rationality dominates the current bilingual teaching practice in colleges and universities, and takes improving students' foreign language skills and learning western knowledge as the purpose of bilingual teaching, while ignoring the educational nature of bilingual teaching, that is, promoting people's all-round development. Therefore, the purpose of bilingual teaching in colleges and universities should be the development of students and the concept of dialogue teaching should be established.

Based on the teaching content of subject knowledge, scenario simulation teaching simulates the professional environment. Students no longer simply accept what they have learned, but become active information processors. Many Chinese courses have conducted scenario simulation practice teaching, but the scenario simulation in bilingual environment enables students to not only master professional knowledge, but also be familiar with English expressions, and at the same time enable students to be familiar with the actual business environment, laying a good foundation for future employment.

**The Process of Simulated Teaching Practice.** Start with a course of finance major, prepare interim outline of scenario simulation bilingual teaching, and design scenarios of related businesses in various professional fields. According to the interim syllabus, bilingual scenario simulation teaching practice is carried out. Students prepare relevant materials one week in advance and utilize new and old knowledge to create new environment under a certain topic and participate in part role play. Through the bilingual scenario simulation teaching practice in the first semester, the problems in bilingual teaching were solved pertinently, and the practical and feasible bilingual teaching

syllabus was prepared. Meanwhile, the practitioners in the financial field were invited to conduct evaluation and conduct demonstration work with experts inside and outside the university. According to the syllabus, bilingual scenario simulation practice teaching is carried out again in the second semester to improve the syllabus.

At the same time, according to the implementation effect of the bilingual scenario simulation teaching assessment methods in two semesters, the course assessment system is constantly improved, and more reasonable assessment methods are formulated to stimulate students' interest in learning professional English, so that the assessment results can reflect the actual learning effect of students comprehensively and accurately.

### **The Analysis of the Problems Existing in the Scenario Simulation Teaching**

**The Number of Students Is Too Large, and the Simulation Effect Is Limited.** Many colleges and universities actively promote bilingual teaching, but due to the limitations of teaching conditions, the number of students for scenario simulation teaching is too large, which leads to some students' inattention during scenario simulation. Even though some students were asked questions after the simulation, due to the large number of students, many of them had fluke psychology and could not take it seriously, which seriously affected the teaching effect. Especially for finance major, one financial business simulation usually involves three or five people, and some banking business simulation may involve two people. If the class size is too large, many students will spend most of the time watching and cannot actually participate in it, and finally, many students' enthusiasm for learning decreases.

**The Lack of Teachers and the Gap of Students' English Proficiency Greatly Affect the Teaching Effect.** Teachers are the key to bilingual teaching. Bilingual teaching requires teachers to be proficient not only in professional knowledge, but also in the use of English to elaborate and explain professional knowledge. Meanwhile, the language taught should be standardized to some extent. There are two main sources of bilingual teachers in China: one is English teachers who are not familiar with the structure and system of professional knowledge; The other is the professional teachers who have not fully mastered the norms and principles of the use of English language, and the teaching effect is obviously affected. If scenario teaching is adopted in bilingual teaching, the disconnection between theory and practice of teachers will appear. At present, there are few opportunities for college teachers to participate in social practice. Especially for teachers majoring in finance, the business of major banks, insurance and securities institutions will not allow too many external person to participate, which leads to teachers' lack of practical experience. There are some obstacles in scene design[3,4].

Students' English level is not very good. In bilingual teaching, students pay more attention to the English language and neglect the learning and understanding of professional knowledge, which makes the professional courses negatively affected by the teaching language. For the bilingual teaching form of scenario simulation students are very interested in, but also because of the limitation of language level, most students have a strong fear of difficulties, the initiative of cooperating with simulation is not strong.

**Students Need to Further Understand the Importance of Bilingual Learning.** From the perspective of bilingual assessment system, the assessment system of bilingual courses has not been established effectively because the methods of bilingual teaching are still in the exploration stage. In consideration of students' English proficiency, some teachers use Chinese in the examination. If they use English in the examination, the scope of the test questions is given before the examination and they can only memorize them. As a result, students do not pay much attention to bilingual learning, so they will not put too much effort into their study, thus failing to achieve the goal of bilingual teaching [5].

From the perspective of future employment demand, students do not understand deeply. Although at the beginning of the semester teacher tells students teaching objectives and teaching tasks, at the same time to emphasize the importance of bilingual learning, but because the student did not enter the society, not much feeling. Therefore, some students complain about the pressure

brought by bilingual courses, especially situational simulation bilingual courses. They think that they do not use professional English very much at work, and some even do not use it at all. This is also the problem to be solved by bilingual courses.

### **Some Suggestions on Promoting Bilingual Scenario Simulation Practice Teaching of Finance Major**

**Small Classes Are Conducive to the Development of Scenario Simulation Teaching.** Adjust the class size, if the class size is too large, can be divided into small classes. English teaching should be adopted in the form of small classes to facilitate the development of scenario simulation teaching, so that students can fully participate in the designed activities in each class. Small class teaching is conducive to mobilizing the enthusiasm of all students in learning, and teachers can understand the difficulties students encounter in learning in class time, and help solve problems in time.

**Take a Variety of Measures to Improve Teaching Quality.** It will greatly improve the bilingual teaching level of teachers to participate in bilingual teaching seminars in China and have regular communication with peers or select some excellent professional teachers to go abroad for short-term training. Hiring foreign teachers or teachers who have obtained corresponding degrees abroad to undertake professional teaching work will enable students to have a deeper understanding of western culture and help students improve their English quickly. In this way, students can better understand professional knowledge while learning the language effectively. Try to get English teachers who are interested in a subject to further study the course and then do bilingual teaching. This method requires English teachers to study the course and related courses in order to achieve mastery in teaching.

While teachers improve their English level, they should also increase their social practice opportunities. This is not only conducive to the scenario simulation design of bilingual teaching for teachers, but also conducive to students' more intuitive contact with the society through the curriculum design of teachers, so as to obtain the trend of bilingual talent demand in the society in the first time.

**Strengthen Basic English Training for Students.** Students should consciously strengthen their English learning when they start English courses in their first and second years, so as to lay a good foundation for the application of bilingual courses, especially scenario simulation teaching in bilingual teaching. Teachers should also consciously cultivate students' listening and speaking ability in basic English teaching, and try their best to use English teaching. Encourage students to carry out a variety of English competition activities. Campus English newspaper, campus English broadcast, English corner and other ways to create a bilingual environment, which is of great help to train students' English expression ability.

**Enhance Students' Awareness of the Importance of Bilingual Learning.** To illustrate the importance of bilingual teaching to students, let students fully understand the specific requirements of bilingual teaching, make students realize that the implementation of bilingual teaching is a good opportunity to improve their foreign language level and learning ability, is the need for further study in the future, is the advantage of good job opportunities. Encourage and guide students to actively participate in bilingual learning and strive to adapt to bilingual teaching.

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