

# Research on the Design of Typical Situational Teaching Activities for Financial English Based on Industry Needs

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**Abstract:** With the rapid development of the global financial market, the financial industry has an increasing demand for talents with professional English ability. Aiming at the needs of the industry, this paper designs a series of teaching activities based on typical scenarios of financial English, aiming at improving students' practical application ability of financial English. Through the implementation and evaluation of the teaching activities, this paper discusses the effect of the teaching activities in improving students' financial English listening, speaking, reading and writing skills, enhancing students' professional quality and promoting students' teamwork ability, which provides a useful reference for the reform of financial English teaching.

**Keywords:** financial English, typical scenario, teaching activities, industry demand

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## Introduction

With the continuous opening of China's financial market and the acceleration of the internationalization process, the demand for professional English talents in the financial industry is becoming more and more vigorous<sup>[1]</sup>. However, in the current financial English teaching process, we often pay too much attention to the learning of grammar and vocabulary, and neglect the cultivation of practical application ability. In order to change this situation, this paper designs a series of teaching activities based on the typical situations of financial English, in order to improve students' practical application ability of financial English.

### 1. The importance of financial English teaching

Financial English teaching not only helps students master professional vocabulary and grammar, but more importantly, cultivates their ability to conduct professional financial communication and business operations in English<sup>[1]</sup>. Financial English teaching is an important educational task, which aims to help students master the professional vocabulary and grammar rules in the field of finance, so that they can skillfully use English for communication and business operations in the field of finance. The content of financial English teaching includes professional vocabulary and terms in the financial field, such as stocks, bonds, exchange rates, financial markets, etc. Students need to understand the meaning and usage of these words in order to be able to accurately express their views and opinions in financial professional communication. In addition, financial English teaching also involves financial grammar rules, such as tense, voice, sentence structure, etc. Students need to master these rules in order to be able to correctly construct and express sentences and paragraphs for finance majors.

### 2. Analysis of English needs in financial industry

The demand for talents in the financial industry is reflected in professional knowledge of international financial markets, financial instruments, risk management, etc., as well as good English listening, speaking, reading and writing skills, especially in cross-border transactions and financial services. The financial industry is a highly specialized field, and it is essential for talents engaged in the industry to master the basic rules and operation mechanisms of the international financial market. Therefore, understanding the fundamentals of different financial markets, such as the stock market, bond market, foreign exchange market, and derivatives market, as well as their interrelationships, is essential for talents in the financial industry<sup>[2]</sup>. Therefore, talents in the financial industry need to have good English listening, speaking, reading and writing skills, and be able to skillfully use English to communicate and exchange, handle cross-border transactions and financial services. This not only helps to communicate and cooperate effectively with foreign customers, partners and competitors, but also helps to understand and grasp the dynamics and trends of the international financial market.

### **3. The gap between financial English teaching and industry demand**

At present, there is a certain gap between the teaching of financial English and the actual needs of the industry in terms of course content, teaching methods and practice links. Specifically, course content is often too theoretical and lacks practical case studies, making it difficult for students to apply what they have learned to practical work. In addition, the teaching method is too traditional, lecture-oriented, lack of interaction and participatory learning, resulting in students' learning interest and enthusiasm is not high. Moreover, the lack of practical links is also a major problem. Students lack enough practical opportunities to truly understand the actual operation of the financial industry.

### **4. Design of typical situational teaching activities for financial English**

#### **4.1 Scenario simulation**

Scenario simulation plays a crucial role in financial English teaching. By simulating real financial business scenarios, this teaching method enables students to feel the actual working environment, so as to apply and consolidate the knowledge more effectively<sup>[3]</sup>. For example, when designing a simulation course on foreign exchange trading, teachers can create a real foreign exchange trading environment as close as possible, and let students carry out practical operations such as foreign exchange trading and exchange rate calculation in this simulation environment. In this simulation environment, students can play different roles, such as trader, analyst, risk manager, etc., through role-playing, students can better understand the responsibilities and business processes of each position. In the process of simulated trading, students need to pay attention to market dynamics, analyze exchange rate trends, formulate trading strategies, and conduct risk assessment. Such practical operations can not only improve students' financial knowledge level, but also exercise their decision-making ability, adaptability and teamwork ability. In addition, simulation courses can also introduce real cases, allowing students to analyze and solve real problems. For example, teachers can provide some historical exchange rate data, so that students can analyze the reasons for exchange rate changes, predict future exchange rate trends, and propose corresponding trading strategies. Through this case analysis, students can combine theoretical knowledge with practical operation to improve their financial analysis ability. In the simulation course, teachers can also set some challenging tasks, such as simulating financial crisis and market emergencies, so that students can learn how to deal with various complex situations under pressure. In practice, students need to use English to communicate, analyze and report, which helps them accumulate professional vocabulary and improve their English expression ability. Teachers can also introduce some international financial news and reports in the simulation course, so that students can understand the dynamics of the international financial market and broaden their horizons.

#### **4.2 Case study**

Case analysis teaching activity is a teaching method based on actual financial cases, which aims to improve students' ability in financial English reading comprehension and critical thinking by involving them in analysis and discussion. In the case analysis teaching activity, the teacher will choose a news report related to the international financial market as a case, and ask students to carefully read and analyze the key information. In this process, students need to select the key information related to finance from a large amount of information. For example, they need to pay attention to the latest

developments in the financial market, the characteristics of financial products, and the remarks of relevant people mentioned in the report. Such information is crucial to understanding the background and connotation of the whole case. After analyzing the key information, students need to explain it in English. At this stage, students need to express the information they get from the case in their own language, which not only tests their financial knowledge, but also tests their English expression ability. Students need to use the financial terms and English grammar they have learned to simplify and refine the complex information. In order to better communicate to others. Through this teaching activity, students can not only improve their financial English reading comprehension, but also improve their critical thinking skills. Because in the process of analyzing cases, they need to think about the information they read and judge the authenticity and reliability of the information. This thought process not only helps students form their own opinions, but also fosters their ability to think independently and solve problems. In case analysis teaching activities, teachers can also guide students to role-play and simulate the financial decision-making process in real scenarios. In this way, students can more intuitively feel the complexity and challenge of the financial market, so as to improve their practical ability and adaptability.

### **4.3 Role play**

Role-playing teaching activity is an effective teaching method, which can make students better understand and master financial knowledge in the process of simulating real scenes. In this activity, students will have the opportunity to play different roles in the financial industry, such as investors, project managers, financial analysts, etc., through interactive dialogue, improve their financial English speaking skills and communication skills. To make the event more fun, design a role play activity about financial negotiations. In this activity, students will play the role of investor and project manager respectively, negotiating for an investment project, in this process, they not only have to use their financial knowledge, but also flexible use of English to communicate and negotiate. For example, the investor role needs to analyze the feasibility of the project, assess the risks and returns, and propose reasonable investment terms accordingly. They need to use financial analysis tools, such as financial statements, market research, etc. to support their opinions. In this process, students will learn how to think critically about a problem, how to analyze it from multiple perspectives, and how to present a persuasive argument. The role of project manager is to present the advantages of the project to investors, explain the operating model of the project, and try to convince investors to invest. They need to prepare a detailed project plan, including the project objectives, implementation steps, expected results, etc. In this process, students will learn how to communicate information clearly and accurately, and how to persuade and negotiate effectively. In role-playing activities, students will face various communication challenges, such as how to express their own opinions, how to listen to each other's opinions, and how to reach a consensus.

## **5. Conclusion**

Based on the requirements of the industry, this paper finds that this teaching mode has significant effects on improving students' practical application ability of financial English, enhancing students' professional quality and promoting students' teamwork ability through the implementation and evaluation of teaching activities. In the future, financial English teaching should continue to deepen the reform of situational teaching, and train more professionals with international competitiveness for China's financial industry.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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