The Implementation of IIPCIC Network Course in Bilingual Teaching for the Course of Economic Crime Investigation

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Abstract. The IIPCIC network courses help to promote bilingual teaching of the course of economic crime investigation. There are several difficulties in the implementation of the IIPCIC courses in the bilingual teaching of the economic crime investigation. Only by strengthening the teacher's team construction, improving students’ bilingual learning capacity, and promoting the compilation of bilingual textbooks for economic crime investigation, can we achieve the goal of bilingual teaching for the economic crime investigation.

IIPCIC Course Content

IIPCIC is a fully interactive online training platform providing intellectual property (IP) crime courses and is operated between INTERPOL and Underwriters Laboratories (UL). The College serves the needs of all key international partners and stakeholders joined in the fight against IP crime. In terms of curriculum, IIPCIC provides relatively simple training content for non-enforcement departments (private departments) while providing professional training for law enforcement. This article focuses on the content of the law enforcement department and its application.

The IIPCIC Programs for law enforcement agencies includes the IIPCIC Introductory Course, Intermediate Course, Advanced Course, Law Enforcement Course Industry Module, and Customs Professional Course. All law enforcement IP crime investigators including police officers, customs or appropriate regulatory body representatives can take the IIPCIC training without charge. These courses are developed for investigators to identify typical IP crime cases, initiate actions to undertake counterfeiting and piracy investigations and promote proven strategies for interdicting IP crime on an international stage.

Advantage of IIPCIC Course in the Bilingual Teaching of Economic Crime Investigation

The IIPCIC courses contain a large number of English terminology on IP rights and American litigation procedures. The introduction of IIPCIC curriculum in the bilingual teaching of economic crime investigation can not only enrich the students' English vocabulary, improve the students’ foreign language skills, but also expand the students’ professional vision. During the teaching, the advantages of the IIPCIC course are mainly reflected in the following two aspects.

Firstly, the combination of learning and training. The IIPCIC courses highlight the student-oriented teaching methods and conducts training in the classroom on the basis of explaining the course. In addition to the introductory course, IIPCIC courses have a specific knowledge assessment in all modules of the courses, which allows students to assess what they have learned in the classroom. Each knowledge assessment is conducted in the form of multiple-choice questions based on the teaching contents. Students who do not meet the eligibility criteria can repeat the test until they are qualified. In addition, IIPCIC has set up a number of extended discussions around the subject of the course, which has led students to think deeply about legislation and case investigation. This teaching mode can properly handle the relationship between learning and practice, and help students to master the course through repeated practice.

Secondly, the combination of theoretical teaching and case study. Case-based teaching is to
organize students to do such activities as investigation, reading, thinking, analysis, discussion and communication on the case, so as to improve the students’ ability to solve problems[1]. IIPCIC course focus on the identification of the fake and inferior goods involved in the investigation of IP cases, and the key points of evidence collection, through the analysis of the US IP case, with reference to the provisions of relevant legislation. Take “The Lesson of Sale Counterfeit Medical Products” for example, the IIPCIC courses integrate the legislation for the sale of counterfeit drug and a case study, which are carried out to deepen students’ understanding of the crime investigation procedures and disposal principles of US IP crime investigation. Based on the analysis of typical cases, the students master the best practices in combating international IP crimes.

Problems in the Application of IIPCIC Course in Bilingual Teaching of Economic Crime Investigation

The knowledge system of the economic crime investigation is complicated, and it is difficult to complete the huge knowledge system in a limited teaching time. This is a serious challenge in the case of English communication [2]. Therefore, the introduction of IIPCIC courses in the process of bilingual teaching of economic crime investigation will inevitably encounter certain difficulties.

Lack of Teaching Staff

In many colleges, teachers who engage in bilingual teaching of economic crime investigations are usually not fixed. The main reason is that bilingual teaching has higher requirements for teachers. Bilingual teaching requires teachers not only to have professional knowledge, but also to have a high level of foreign language and teaching experience [3]. There are currently very few teachers who can use English to teach investigation courses in police colleges. Most teachers have limited ability to apply English in teaching, especially oral expression and communication skills [4]. Most teachers can only translate the teaching content into English in the classroom, so that the goal of bilingual teaching cannot be achieved. Some teachers also have a background in English education, but they lack relevant knowledge in investigative science. Although they have high literacy skills, they still cannot undertake the task of bilingual teaching in economic crime investigation. The IIPCIC courses involve a large number of professional terms such as criminal charges and criminal procedures. It has high requirements for teachers’ listening skills, presentation ability and related knowledge of foreign criminal legislation, and it has posed a tremendous challenge to teachers’ comprehensive quality.

Students’ Weak Language Ability

Similar to other disciplines, students’ acceptance of bilingual teaching and cognitive outcomes determine the effectiveness of bilingual teaching [5]. The level of students’ English proficiency in economic crime investigation is uneven, and most students are not familiar with legal professional vocabulary. Therefore, in the process of learning, the students focus most of their attention on the cognition and understanding of individual words, and lack the overall understanding of the professional knowledge [6]. More importantly, due to the influence of traditional English teaching mode, the ability of students to read and understand is generally higher than that of listening and speaking. Under this circumstance, it is difficult for students to meet the requirements of bilingual teaching for professional English practical application ability [7]. In the long run, students will feel that the bilingual courses are so difficult that they gradually lose the motivation and interest in learning after meeting the basic requirements of the courses. The IIPCIC program focuses on a combination of classroom learning and practice, which involves a large number of thematic discussions. In practice, the number of students participating in class discussion and interactive communication is very limited. Most students express themselves in the way that do not conform to English native speaker’s habits, thus affecting the quality of bilingual teaching.

Poorly Organizing Teaching Materials

The selection of teaching materials is a key factor in bilingual teaching. At present, a major
obstacle in bilingual teaching in China is the lack of high-quality bilingual teaching materials. The selection of textbooks for bilingual teaching usually includes two forms, one is to use original foreign textbooks, and the other is to use self-edited English textbooks. The advantages of using the original foreign textbooks are obvious. Students can access to the original foreign language, on the other hand, teachers can learn from foreign advanced teaching ideas [3]. However, the original textbooks have high requirements on the English level for both teachers and students. In addition, due to the different law enforcement mechanisms, there are very few foreign books devoted to the investigation of economic crimes. Therefore, bilingual teachers usually use self-edited textbooks. Most of the bilingual textbooks for economic crime investigation refer to the English version of the "white-collar crime" in western countries. This self-edited textbook can solve the problem of language ability of both teachers and students, but the organization of the content is relatively rigid, and it is difficult to fully cover the knowledge points. The investigation of IP crime cases is an important part of economic crime investigation. The IIPCIC curriculum involves US IP legislation and countermeasures, while the content of relevant bilingual textbooks is almost blank. The small number of related textbooks and the poor quality of teaching materials have become an important bottleneck restricting the development of bilingual teaching [8].

**Countermeasures to Improve the Bilingual Teaching of Economic Crime Investigation**

**Strengthening the Construction of the Teaching Staff**

Teachers are the key to the success of bilingual teaching. Bilingual teachers need to acquire professional knowledge. Teachers engaged in bilingual teaching of economic crime investigation not only need to master the legislation and judicial practice of domestic economic crimes, but also understand the relevant dynamics and judicial experience of other countries in fighting against those crimes. At present, among the public security colleges in China, there are few professional teachers in economic crime investigation who have studied abroad. Teachers' ability to retrieve foreign literature is weak, and they can only rely on limited second-hand academic materials. Therefore, they cannot fully understand the legislation and judicial practice of foreign economic crimes, nor can they pass on the knowledge to students which they have learned. To this end, all public security colleges should improve the English ability of all teachers, and form an English dominating environment for bilingual teaching. At the same time, the college should encourage teachers of economic crime investigation to actively participate in bilingual teaching training, master the theory and methods of bilingual teaching. On the other hand, it is necessary to support the teachers of economic crime investigation to participate in international academic exchanges, provide teachers with opportunities to go abroad for further study, and expand their research horizons while improving their foreign language ability. In addition, the college should also establish a certain incentive mechanism for the teachers who are suitable for bilingual teaching.

**Improve Students' Self-learning Ability**

In order to improve students' self-learning ability, public security colleges can adopt a variety of learning forms to create a good atmosphere of English learning, including regularly organize students to watch English film and television programs and listen to English broadcasts [6]. During the process of teaching, teachers can adopt a layered teaching mode. English proficient students are exclusively taught in English; and those less proficient in English are taught in both English and Chinese in a mixed way [9]. In this way, teachers can better understand the lectures content and track the progress of the teaching according to the class situation. It is also beneficial to promote the exchange and interaction between teachers and students in the bilingual teaching [10]. Furthermore, in the teaching practice, teachers should adjust the ratio of two languages according to the language ability of different students [9]. In the introduction of the IIPCIC course, teachers alternately use Chinese and English to explain the core terminology and judicial procedure principles of relevant IP crimes, and let students learn how to express Chinese content in foreign languages. After a period of training, the students found that they could understand and use English, thus increase their interest
in bilingual courses. Additionally, teaching methods should be changed, teacher should pay attention to the practical application of foreign language, stimulate students' enthusiasm for learning English, cultivate students' English thinking modes, and gradually help students adapt to the conversion of English-Chinese thinking [6].

Promoting the Construction of Bilingual Textbooks

Since there is currently no complete set of original textbooks for economic crime investigation, self-edited textbooks are undoubtedly a better choice. With the adjustment of China's economic policies, the types and situation of economic crimes are constantly changing, which means the teaching content of economic crime investigation will inevitably change accordingly. Therefore, when preparing the bilingual textbooks for economic crime investigation, the teachers can choose appropriate teaching materials and knowledge, give full play to the practicality of economic crime investigation courses, and pay attention to the connection between teaching content and teaching methods. In recent years, as the number of crimes against IP rights has increased, the investigation of IP crime should be included as a core content in the bilingual textbook of economic crime investigation. Furthermore, the IIPCIC courses have introduced the procedures and classic cases of IP rights infringement abroad. When editing this chapter, the teacher should introduce more practical cases for analysis. The English structure and technical terminology should be used as far as possible to draw on the original text of the course. This can not only meet the needs of applying foreign languages in bilingual teaching, but also achieve the purpose of teaching economic crime investigation. Once the bilingual teaching materials are finished, the teachers should appropriately simplify the teaching difficulty according to the English level of the students and curriculum attributes, so that the students can fully understand the teaching content.

Conclusion

Bilingual teaching can not only promote students to better master the professional knowledge of economic crime investigation, but also improve students' communication skills in foreign language. By using a large number of case analysis, the IIPCIC courses help students understand the professional knowledge of economic crime investigation and improve their language application ability. However, at present, bilingual teaching of economic crime investigation in China is still in the exploratory stage. How to make full use of online course resources and effectively improve the effectiveness of bilingual teaching in economic crime investigation is a practical problem that we must seriously consider and explore.

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