



A Corpus-Based Action Research on the Teaching of Policing English

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Abstract. In the era of digital empowerment and the demand for high-quality development in education, the development and application of corpora, along with the use of case teaching methods, have become effective approaches to reform the teaching of English for Specific Purposes (ESP). This study focuses on the teaching practice of policing English, exploring the positive roles and effects of corpora and case teaching. It asserts that the corpus-based case teaching method combines professional knowledge and language skills in practice, fostering students' initiative and practical abilities.

Keywords: Corpus, Policing English, Case Teaching, Action Research

1 Introduction

The "Belt and Road" initiative has provided tremendous opportunities for the development and vitality of China and countries along the route. With the increasing number of foreign nationals in China, there is a growing demand for law enforcement activities involving foreign affairs. Additionally, China and countries along the route have engaged in various cooperative endeavors, including law enforcement collaboration and police training programs. The teaching of policing English in police academies plays a crucial role in cultivating talents for foreign law enforcement, serving national security strategies, overall diplomacy, and international law enforcement cooperation.

However, several challenges persist in the teaching of policing English in police academies. Common issues include a lack of necessary output practice, limited enthusiasm for learning, and passive classroom engagement. Specific learning activities reveal shortcomings such as deviating from the main theme in reading comprehension, a tendency toward "Chinglish" way of translation, and errors in writing formats [1]. Addressing these prevalent problems necessitates reform in the teaching of policing English.

In the current era of digital empowerment and the call for educational transformation and high-quality development, corpus-based methods serve as vital tools for language research and teaching. A comprehensive analysis of the current research landscape in China indicates that some natural language processing experts have

conducted corpus research based on natural language processing techniques. Linguists, represented by scholars like Hu Kaibao, have primarily focused on translation and applied linguistics research[2]. Additionally, some corpus researchers have primarily engaged in corpus-based natural language processing and information extraction research. Initially, corpus research in China intersected with the English discipline in the field of corpus translation studies, where scholars developed and constructed parallel translation corpora and conducted research on their applications[3] [4] Research areas encompassed translation universals, contrastive translation, translation norms, translation applications in teaching, and translator-focused translation studies.

The application of corpus methods to ESP teaching is essentially an extension of corpus translation studies, utilizing research findings to enhance ESP teaching. This endeavor aims to promote English teaching, enrich teaching methodologies and techniques, provide dynamic language environments, and improve the efficiency of English language learning[5].

2 Construction of Policing English Corpora and Question Banks

In the initial phase of this course, the researchers established the requisite policing English corpora. The sources of these corpora primarily included the following aspects: firstly, policing English textbooks available in the Chinese market and Chinese-English parallel corpora of legal texts. The corpus included legal texts pertaining to police affairs, such as "Criminal Law of the People's Republic of China (2020 Amendment)," "Criminal Judicial Assistance Treaty of the People's Republic of China," "Extradition Law of the People's Republic of China," "Exit and Entry Administration Law of the People's Republic of China," "Frontier Inspection Regulations of the People's Republic of China," "Nationality Law of the People's Republic of China," "Regulations of the People's Republic of China on Entry and Exit of Foreigners," "Regulations on Employment of Foreigners in China," "Measures for the Examination and Approval of Permanent Residence of Foreigners in China". Secondly, news resources from official websites like China Daily were extensively utilized through manual screening and automated identification, creating Chinese-English parallel corpora. Third, existing open corpus resources available on the internet, such as the "Chinese Legal Regulations Chinese-English Parallel Corpus (Mainland China)" established by Shaoxing University, were referenced. These self-constructed and shared platforms were applied in the teaching of policing English.

The foundation of policing English instruction lies in vocabulary and language chunks. Compared to vocabulary learning, the study and application of policing English language chunks improve translation efficiency, enhance translation authenticity and accuracy, aid in overcoming native language interference, reduce translation difficulties, and bolster translator confidence[6] In the initial stages of teaching, the researchers introduced students to the available corpora resources and demonstrated typical methods for translating policing English language chunks on computers,

providing a platform for students to access policing English language materials for future case-based teaching.

Moreover, based on the policing English parallel corpora, key topics related to the management of foreign nationals in China and criminal judicial assistance were identified. Consequently, a question bank on foreign police affairs knowledge (both in Chinese and English) was developed for students to study before and after class.

3 Case Teaching in Policing English

The present case teaching centers around the theme of international police cooperation and negotiations, utilizing a policing English competition case as the teaching case. The classroom teaching mode transitioned from lecture-style to a scenario-based drama format, immersing students in a participatory simulation of bilateral negotiations. The teaching process is divided into several stages: corpus preparation, case analysis, role allocation, script design, and enactment of the drama.

3.1 Corpus Preparation

Concerning the content of this case teaching, the researchers integrated the previous corpus content into the preparatory materials for students. Relevant language chunks translation tasks were assigned through the online platform, involving topics such as international organizations, transnational crimes, police cooperation, and judicial assistance, necessitating students to search for and translate relevant content using the corpora.

3.2 Case Analysis

In the teaching of policing English, the researchers often employ case teaching methods and conduct practical simulations of law enforcement and police cooperation activities. In this case teaching, the researchers adapted a challenge from a policing English competition and designed teaching methods and activities based on the scenario. They experimented with using the corpus methodology to facilitate language and police knowledge teaching.

The scenario is illustrated as: Chinese law enforcement agencies discovered several Chinese criminal suspects operating illegal gambling dens in a city in Cambodia. These suspects rented overseas servers to host online casinos, attracting gamblers from China. The city, situated near Cambodia's northwest border with Thailand, is known as the "Las Vegas of Cambodia." The Ministry of Public Security dispatched a delegation to Cambodia, requesting the cooperation of the local police.

Through case analysis, it was found that the design of this scenario encompasses topics related to cross-border telecom fraud, online gambling, international police cooperation, bilateral negotiations, and more police-related knowledge. The scenario also includes legal knowledge regarding the relevant international rules, laws, poli-

cies, judicial systems, and diplomatic etiquette of the target country. This comprehensive design challenges students' proficiency in policing English expression and usage.

3.3 Role Allocation

Based on the scenario, the teacher and students determined the roles of the representatives participating in the bilateral negotiations. The original role allocation included a "foreign side" delegation of four members and a "Chinese side" delegation of four members. The students were allowed to decide the specific roles they would play in the scenario, but the essential roles had to meet the basic requirements of a bilateral police negotiation. For instance, one group's role allocation consisted of three local police officers from a police station in Cambodia and one police liaison officer in the "foreign side" delegation, while the "Chinese side" delegation comprised one official from the International Cooperation Bureau of the Ministry of Public Security, one member from the International Cooperation Bureau of a provincial public security department serving as a liaison officer, one economic investigation police officer from a municipal public security bureau, and one electronic forensics expert (police officer) from the same bureau. This role allocation was based on the nature of the scenario and the areas of expertise involved, effectively catering to the needs of the bilateral police negotiation.

3.4 Script Design

Guided by the role allocation, the students designed the dialogue for the characters they portrayed during the police negotiation. For example, the student playing the role of the official from the International Cooperation Bureau was responsible for controlling the overall rhythm of the negotiation and linking different segments together. The economic investigation police officer was mainly responsible for introducing the specifics of the case and the evidence that "Chinese side" had collected. The liaison officer was tasked with presenting the content and requests of "Chinese side" for cooperation to the other side. The electronic forensics expert addressed any questions that the other side might raise regarding the relevant evidence on online gambling. During the negotiation, the "Chinese side" had limited knowledge of the script and the possible questions raised by the "foreign side," posing a significant challenge to students' language expression and impromptu abilities.

3.5 Drama Presentation and Reflection

After the role-playing exercise, the students and teacher provided feedback and reflections. The assessment indicated that both delegations were well-prepared in terms of their dialogue and introductions. The "foreign side" posed sharp and realistic questions during the interaction. However, the "Chinese side" members were somewhat unprepared in responding to the demands and inquiries raised by the "foreign side," especially regarding the significant differences in legal systems between the two countries. This led to considerable discrepancies in their stance on the legality of

gambling, highlighting the need for more comprehensive preparations in advance. Another prominent issue was that during the negotiation, both sides tended to avoid addressing critical issues and evade direct answers, possibly due to misunderstanding the other side's questions or being unable to provide direct answers. This indicated that students lacked sufficient proficiency in language expression and foreign police knowledge.

4 Classroom Teaching Summary

4.1 The Role of Corpus Methods in Enhancing the teaching of Policing English

Based on the case teaching experience, it is evident that policing English instruction encompasses an extensive scope. Policing English involves not only norms for clear and accurate English expression, precise vocabulary selection, standard pronunciation, fluency, concise language usage, and natural intonation but also entails a wide array of specialized knowledge from fields such as public security, law, sociology, psychology, and more. Additionally, it covers international rules, the legal provisions of target countries, policies, judicial systems, diplomatic etiquette, and more concerning international police cooperation.

Through the observation of the case teaching process, both teachers and students recognized the efficacy of policing English corpora as a valuable resource platform and teaching tool. The instruction of policing English should capitalize on the advantages of policing English corpora, leveraging its vast information storage and rapid retrieval functions to provide flexible teaching methods. In this teaching scenario, the use of corpora provided students with a solid platform to access police practice and English expressions related to international police cooperation, forming the basis for the simulation of bilateral negotiations.

4.2 The Application of Case Teaching Methods in the teaching of Policing English

In comparison to traditional teaching modes dominated by grammar-translation methods, case teaching, particularly scenario-based case teaching, emphasizes the application of knowledge and the enhancement of practical skills. Through the use of scenario-based drama case teaching, students comprehensively apply their acquired police expertise and language knowledge in practical situations, fully participating in simulated bilateral negotiations and various foreign police activities. They take on different roles, conducting comprehensive exercises in police theory and language skills.

Furthermore, the case teaching method emphasizes cultivating students' abilities in problem identification, data processing, critical thinking, and decision-making[7]. It enhances their application of police theories and knowledge and provides opportunities for learning active listening, self-expression, independent thinking, maintaining their own positions, and learning conflict resolution and compromise skills.

5 Conclusions

In the context of the digital transformation of teaching and the pursuit of high-quality development, utilizing corpus methods in policing English instruction promotes a shift from traditional teacher-centric classrooms to learner-centered classrooms guided by teachers. In policing English classes, teachers should not only focus on imparting police knowledge and language skills but also guide students to apply their expertise and language knowledge in practice[8], engaging in scenario-based role-play training and encouraging students to actively explore and learn. Students should observe real-life situations, engage in continuous thinking, analysis, and summarization of issues. Only by integrating knowledge, skills, and qualities can students develop comprehensive abilities for solving complex problems and advanced thinking[9].

The use of corpora in teaching reflects the cutting-edge and contemporary nature of course content, the advanced and interactive nature of teaching formats, and the results of students' learning become more exploratory and personalized. Furthermore, when formulating or revising the teaching of policing English syllabus, the course's challenge should be considered, and students' performance in corpora application, police knowledge accumulation, and improvisational abilities should all be included in the assessment scope to enhance the course's difficulty level. In conclusion, efforts to reform the teaching of policing English methods and improve the quality of policing English instruction will always be ongoing.

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