

Research on the Satisfaction Degree of Energy Language Service Talents Training Based on the Second Classroom - Take North China Electric Power University (Baoding) As An Example

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Abstract:

In order to better achieve the “double-carbon” goal, breaking the dilemma of single input knowledge, this paper focuses on the second class of a series of academic salon seminars based on the principle of constructivism. Learning satisfaction was investigated based on students’ expectations, analyze whether the second class effectively assists the first class to help students to build their own set of energy and language service cognitive learning theory in the new classroom in the form of social interaction. Based on the questionnaire to understand the students’ understanding and practice of the second class content of energy language service talent training, the questionnaire was designed for data statistics and analysis of students’ satisfaction and expectations.

Keywords:

Energy Language Service, Investigation and Research, Second Class, Satisfaction, Construction Doctrine

1. Introduction

Based on the focus on the transformation of the energy structure, and the implementation of the national energy power strategy, the “20th list” points out that the country has put forward more urgent requirements for the cultivation of high-quality energy language service talents. Energy universities are the main force in the training of energy language service talents, and the training of language service talents in energy universities should be more closely connected with the national strategic needs. The cultivation of talents focuses more on the knowledge supply side. Changing the thinking from the main supply to paying attention to the satisfaction of college students with the relevant course arrangement, thus reversing the curriculum and teaching plan of energy language service personnel training, can further realize

the cultivation of sustainable energy language service talents, and provide intelligent support for the realization of the “double carbon” goal.

2. The Questionnaire Survey Content Setting

2.1. Study subjects

This paper takes all the students of North China Electric Power University as the research object, and investigates the satisfaction degree of the second class activities such as the academic salon held by the English department of North China Electric Power University.

2.2. Investigation Purpose

A questionnaire survey was conducted for foreign language department students and engineering departments who were interested in energy language services to clarify the students' participation in the relevant second class, influencing factors, learning needs, teaching content expectations, etc. Explore is constructing the pattern of the second class is widely recognized and accepted by students and initially form their own set of energy language service cognitive learning theory, and how to overcome the energy based on the second classroom language service personnel training satisfaction related factors, and improve the second classroom implementation method and put forward reasonable Suggestions.[1]

2.3. Questionnaire design

Two sets of questionnaires were designed in this exploration, which contained single selection, multiple selection and open questions. First of all, the first set of questionnaires is the second classroom interest survey on the cultivation of energy and language service talents for all the students, with a total of 29 questions. The topic is divided into three parts. The first part is a survey on the students' cognition of the second class of language service talents. The second part is the survey on the interest and the participation of the class, and finally the expectation for the improvement of the class. The second set of focus on north China electric power university, for the classroom satisfaction, influencing factors and future expected 28 questions, further investigate the content of the classroom design, organization form, teaching methods, etc., analyze the second classroom effective auxiliary first class help students in the form of social interaction new classroom build a set of their own energy language service cognitive learning theory, using effect feedback reverse teaching innovation means to cultivate high quality foreign language talents. [2]

2.4. Investigation method

Using Questionnaire star, questionnaires were distributed to all students of North China Electric Power University and the participants of the second class of language service personnel training through wechat and other online means. There were 70 valid questionnaires and 64 valid questionnaires collected, respectively.

3. Questionnaire Survey Results and Analysis

3.1. Investigation and analysis of the interest and attention of the second class of Language Service Talent Training

3.1.1. Study subjects

In this survey, college students are selected as the research object. The survey form of questionnaire star network questionnaire was used for distribute, and a total of 80 questionnaires were distributed. After strict selection, 70 valid questionnaires were determined, with an effective rate of 87.5%.

According to the results of the basic information survey, the proportion of men in this survey is 25.7%, and that of women is 74.3%. It can be seen that most of the results of this survey are women, so the focus is on women. As shown in Table 1, the questionnaire, sophomores accounted for the largest proportion, reaching 31.4%, followed by freshmen, accounting for 27.1%, and graduate students were relatively small. Therefore, this survey mainly reflects the will of sophomores. According to the proportion of majors, it can be seen that language accounts for the most, 47.1%, science and technology students account for 30%, and humanities and social sciences account for the least, 22.9%. Therefore, this survey mainly reflects the views of language and humanities and social science students.

Table 1. Frequency analysis of the basic information variables.

Option	Variable	Frequency	Percentage
grade	freshman	19	27.1
	sophomore	22	31.4
	junior	16	22.9
	senior	8	11.4
	Research a	2	2.9
	Research two	3	4.3
specialty	Language class	33	47.1
	Humanities and social sciences	16	22.9
	science and engineering	21	30

3.1.2. Study design

The question of this research is the interest and attention of the second class of language service personnel training, and the research is carried out through the questionnaire. The questionnaire is a self-compiled questionnaire. The measured questionnaire consists of three parts. The first part investigates the basic information of English major learners, including gender, major and grade. The second part includes 17 questions, which investigates the participation and understanding of English students in the language service talent course. This part adopts Likert six points (1= very disagree; 2= comparative disagree; 3= disagree; 4= agree; 5= comparative consent; 6= very agree). The third part is the open question, in which the participants put forward targeted suggestions for the second class of language service according to their actual situation. After recovering the questionnaire, the statistical analysis was performed by using the social science statistical analysis software SPSS.

3.1.3. Reliability and validity test

After data collection, the construct validity of the questionnaire was first tested by performing an exploratory factor analysis using SPSS. Among them, the analysis results of 17 items in the second part of the questionnaire showed that the KMO index reached 0.889, and the approximate chi-square value of Bartlett sphere test reached 1146.986, as shown in Table 2, indicating that the overall validity is very good, so the

data is suitable for factor analysis. The maximum variance method was used to rotate the five factors, and the cumulative total variance interpretation was 74.413%, indicating that the interpretation of the original variables is good.

Table 2. *KMO and Bartlett tests.*

Number Of Kmo Sampling Suitability		0.889
Bartlett Sphericity Test	Approximate Chi Square	1146.982
	Free Degree	153
	Conspicuousness	0

The reliability test is to analyze the reliability of the questionnaire. In this study, the alpha consistency coefficient of Cronbach is used, and the alpha value of Cronbach is between 0 and 1; the larger the coefficient, the greater the correlation of the item in each variable; if the value is higher than 0.8, the reliability is high; if the value is between 0.7 and 0.8, it is good; if the value is between 0.6 and 0.7, the reliability is acceptable; if the value is less than 0.6, the reliability is poor. As shown in Table 3:

Table 3. *Reliability statistics.*

Clone of Bach, Alpha	Clone Bach Alpha based on the normalization term	Number of terms
0.939	0.938	17

According to the analysis results in Table 3, the standardized reliability coefficient of the sample population of this questionnaire is 0.939, thus indicating that the reliability between the items is high, and the internal consistency among the factors is high. It shows that the public factor extracted from the questionnaire of this study can better measure the interest and attention of the second class of language service personnel training.

3.1.4. Analysis of each question item

As far as the questionnaire is concerned, “What is the length of time when I participated in the second class of language service talent training?” Among them, students who have not participated accounted for the largest proportion, reaching 70%, and only participated in this course accounted for 14.29%. It shows that the participation in the second classroom of training language service talents is extremely scarce. In terms of the understanding of the second class, 44.29% of the students who did not pay attention to the second class of the school accounted for 44.29%, while only 5.71% knew very much about the second class of the school. From the side, students do not have a high understanding of the second class of language service talent training. Students will not spend time paying attention to the second class of language service talent training after class, and will not publicize the second class of language service talents in the school. [3]

However, learners lack understanding of the second class of language service talent training, mainly because they have heavy studies, have no time to understand and do not involve course credits, and are unwilling to take the initiative to understand. Some learners hope to gain relevant knowledge and skills, relevant credits, certificates or certificates, as well as improve their own ability from the second class of language service personnel training. In the survey of the second class of language service personnel training in which learners are interested, the students are most interested in scientific research practice accounting for 60%, followed by academic lectures

accounting for 52.86%. Other forms, such as academic salons, academic seminars, and related associations, are also favored by learners.

In view of the above problems, on the one hand, the school should strengthen the opening of the second class of language service personnel training, cater to the interests of students, develop various aspects of language service personnel training, and combine other professional knowledge with language knowledge. For learners, in terms of the language service knowledge at the present stage, most students think that they need to improve their small vocabulary, which is the main reason, accounting for 70%, the largest proportion. Secondly, lack of understanding of foreign culture, poor listening and poor oral expression ability, which are also problems for students integrating into the second class of language service talent training, accounting for 41.43%.

3.2. Investigation and analysis of the second classroom teaching content of Language Service Personnel Training

Through the statistics of questionnaire data, the participants of the “Belt and Road” energy language service second classroom organization content evaluation, satisfied and very satisfied accounted for 60.63%, 28.13% of students think its content is relatively general, still 11.25% of students on the current “area” energy language service second classroom organization content is not satisfied or even very dissatisfied. Among them, the first graduate students have the highest satisfaction with their evaluation, followed by the third, first, second and second grades, and the poor evaluation results are the third and fourth grades.

Secondly, in the questionnaire, what do you think can improve the second class of “Belt and Road” energy language service, 68.75% of the students choose “second class content and organizational form”. In the questionnaire, if you can participate in the second class of “Belt and Road” energy language service again, what would you like to see?(Multiple choice): 73.44% of students chose “pedagogy professional knowledge”, 62.5% “legal and economics knowledge”, 56.25% “science and engineering knowledge”, 53.13% “country studies, Chinese characteristics knowledge”, and 46.88% “agriculture, forestry, animal husbandry and fishing knowledge”.

By analyzing the above data, it is not difficult to find that students’ overall satisfaction with the evaluation of the second class of the “Belt and Road” energy Language service is high, but some students are still not satisfied with it, that is, there are still problems in some aspects that need to be improved. First of all, to participate in the “area” energy service in the second class students mostly humanities and social sciences and language disciplines, and we currently “area” energy language service the second classroom content and energy, humanities and social sciences related to language, and the participants’s professional height, there is the participants of the teaching content monotonous dissatisfaction. In the questions related to the questionnaire, it is also mentioned that students want to choose other majors to be taught. Moreover, today's society needs more diversified professionals. Those who have mastered diversified professional knowledge and skills are easier to find a foothold in the society. Therefore, the second classroom teaching content of Belt and Road energy language service should add the diversified direction of the course on the basis of its own development direction to achieve the diversified balance of the teaching content.

3.3. Investigation and analysis of the second class effect and expectation of the language service personnel training

“Do you think the second class of language service talent training is helpful to your study?”, 85.16% of the students think it is very effective, and 10.47% think that the second class can help them learn effectively. It shows that the vast majority of participants in the second class can achieve self-improvement through the second class, believing that the class is effective, but there is still room for improvement in all aspects of the classroom conditions. For the open question “What are your expectations for the future of the second class of language service talent training?” Students said, “expect classroom content can be combined with the actual”, “hope the classroom can enrich organization form, such as community, practice form”, etc., students do not expect language service personnel training the second classroom content and form is too single, students expect the second class can be different from the first class, the teaching form focuses on practice, rather than the book theory. Students also hope to learn in the exploration, maintain and stimulate their own learning fun in the exploration, achieve the learning goal to the greatest extent, and maximize the learning effect through the rich content and organizational form displayed in the second class. In addition, there are a number of students said “hope language service can strictly training us, help us with the future social work”, that the students change thinking, generally pay attention to the cultivation of self work ability, looking forward to language service personnel training the second class can improve students’ professional strength, work a solid foundation for the future. Students have multiple expectations for the second classroom of language service talent training, and the classroom should be paid attention to and be improved continuously. [4]

4. Suggestions and Countermeasures

4.1. Expand classroom communication channels and enrich classroom content

4.1.1. Make full use of the main position of the second English classroom - English Corner

In order to improve the level of energy language service, the first step is to provide students with the opportunity to speak English, so that they can express their views and ideas accurately and smoothly. Therefore, the second class of energy language service can choose the English corner in a fixed place in the campus, and invite foreign teachers and energy language teaching teachers to participate, so that college students can listen to more standard and pure English pronunciation and get more opportunities to speak English; on the other hand, it also enables college students to have a more comprehensive understanding of language service skills and other deep content, so that students benefit. At the same time, the free communication between students and teachers can also pull into the distance between teachers and students, and enhance the relationship between teachers and students. At the same time, the use of students’ own promotion to further broaden the communication channels.

At the same time, the research practice shows that students’ love of the course is closely related to the teachers who teach related subjects, so that students can keep their interest in the learning of the first class of energy language and English. The activities of the English corner can take different forms, such as to discuss the recent hot events at home and abroad, guide students to conduct in-depth discussion and analysis on some challenging problems, and improve the depth of energy language

service ideas. In order to ensure the effectiveness of the activity, students can be informed of the theme of this activity in advance, so that students can prepare and fully participate in it. In addition, different types of activities such as role playing, short play performance, impromptu speech, acoustic imitation show and English sketch can also be adopted to attract more students to participate in the second energy language class in various ways.

4.1.2. Carry out the English discipline competition to expand its popularity

Discipline competition plays a very important role in cultivating college students' innovative spirit, improving students' practical ability and improving their energy and language service ability. Therefore, the second class of energy and language service can promote the development of the second class of English major based on the competition of energy and language-related disciplines, and achieve the purpose of promoting students' language service ability. The second class activities related to energy and language, such as English recitation contest, speech contest, short play contest, film dubbing competition, etc. The school provides professional English instructors for all levels of English competitions, and gives students professional guidance. In the process of preparing for the subject competition, students conduct in-depth analysis and discussion on the content of the energy language with the instructor, and find ways to properly solve the problems. The whole process requires students to constantly analyze, think, distinguish and explain, which also improves students' critical thinking ability. And with the improvement of students' ability, not only the form of the second class is enriched, but also the popularity of the second class of energy language service is further expanded with the name of competition.

4.2. Adhere to the principle of the second classroom and deepen the classroom construction

4.2.1. Initiative principle

The second classroom of energy language service should give full play to the main role of students and meet different needs. The development direction of the new teaching mode of college English teaching outlined in the New Requirements should be personalized and active learning. At the same time, there are also great individual differences in college students' English learning ability, actual English level and English learning needs. Therefore, the planning and practice of the second classroom construction of energy language should fully consider the main participation of students and meet the different needs of students in an all-round way. This requires teachers to first capture students' English learning needs through surveys, interviews and other forms, give students space to give full play to their potential, let students really participate in the organization and management of the second class activities, and participate in the screening of the second classroom activities according to their own different needs.

4.2.2. Practical principles

The second class of energy language service should be combined with the students' major and social practice, with practical principles. Robert W. Blair, a famous American scholar, believes that as long as foreign language learners are immersed in a rich, intensive and continuous foreign language environment, the most effective foreign language learning effect will be achieved. Therefore, the second classroom

activity English should be combined with the relevant content and social practice, that is, the activities should be able to cover the professional knowledge, future career development, and even people and other aspects of daily life, so as to improve students' professional quality, humanistic quality and ideological quality. Only on the basis of emphasizing the practice, the combination of the second classroom and teaching can have vitality, and the students' comprehensive ability to use English can be truly improved.

4.2.3. Principles of lifelong education

The second class of energy and language service should be an effective extension of the first class and the principle of lifelong education. New teaching mode advocates the transformation of teaching concept, namely "implementation from teachers as the center, simply teaching language knowledge and skills of teaching ideas and practice, to the student as the center, both teach language knowledge and skills, pay more attention to cultivate language practical application ability and autonomous learning ability of teaching ideas and practice, and to cultivate students' lifelong learning ability oriented the transformation of lifelong education." So the second classroom can not become optional extracurricular activities, but should be organized under the guidance of teachers and to cooperate with and promote the classroom teaching for the purpose of practical education activities. It should be subject to the educational goal, and under the premise of coordinating with the syllabus teaching, it should become the effective extension of the syllabus teaching, namely the first classroom teaching. Under this new teaching mode, we should subtly improve students' independent learning ability and truly realize the purpose of lifelong education.

5. Conclusions

In the process of investigating the implementation of the second classroom of language talent training in energy colleges and universities, this paper explores the college students' interest in the classroom, and deepens the college students' understanding of the second classroom. Through the research on the satisfaction status of the second class of language service, strengthen the classroom development, uphold the education goal, innovate the teaching methods, adhere to the principle of active learning, refute the classroom teaching with the help of the satisfaction research results, and strive to maximize the effect of the second class. Optimize information exploration technology and promote the all-round and in-depth development of the second classroom of energy language service.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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