

Study on Students' Willingness to Participate in Voluntary Service of Emergency Language

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ABSTRACT

The COVID-19 epidemic continues up to now. In the process of fighting the epidemic, the voluntary groups of emergency language in colleges has played an important and significant role. This investigation discusses students' willingness to participate in voluntary service of emergency language, so as to analyze their understanding of emergency language, and distinguish the factors that affecting students' willingness to participate in these services. In order to promote the adjustment and improvement of voluntary service of emergency language, this paper puts forward three relevant suggestions. And the suggestions which include increasing the social popularity of voluntary service of emergency language, enhancing the professional level of voluntary service of emergency language, and taking organization as the main form of voluntary service of emergency language.

Key words: *voluntary service, emergency language, students' willingness*

1. INTRODUCTION

According to the definition put forward by Wang (2020), emergency language refers to the language used for emergency rescue or crisis communication in sudden natural disasters, accident disasters, public health events and social security events. Emergency language includes national common language, foreign language, minority language, dialect, sign language, etc.

In 2020, the COVID-19 epidemic all over the world was widely spread. Taking the epidemic prevention and control as a starting point, the academic community has carried out multi-dimensional research around the practice of emergency language. The groups of volunteers have played an irreplaceable and important role as well. The voluntary service of students is not only conducive to make full use of the existing human resources of colleges, but also give great efficiency to the unique advantages in the field of emergency language. However, college students, as a significant part of the groups, although they have participated in several practical activities of voluntary service of emergency language personally, there is still no adequate relevant research to carry out a detailed investigation. Meanwhile, there is still a lack of specialized research on students' motivation and influencing factors towards participating in voluntary service of emergency language. This paper contributes to make up for the gap in this field, so then

promote the development of theory and practice through this investigation.

2. RESEARCH BACKGROUND

In the process of fighting COVID-19 epidemic, the importance of emergency language has become increasingly prominent. The voluntary service of emergency language has significantly improved the effectiveness of resource mobilization. For one thing, Chinese linguists spontaneously set up a language service group, and nearly 40 scholars (including some students, mainly doctoral students) worked together to quickly prepare the guide of local dialects to fight against the epidemic. What is more, the guide covers as much as nine dialect areas. Guangzhou, Shenzhen, Wuxi, Nantong, Hefei and other cities in China, according to incomplete statistics, have launched a considerable number of emergency projects for foreign language translation volunteers. Some college students and social people who are proficient in foreign languages have joined the voluntary service groups of emergency language.

Throughout this years, almost all emergency events have been concentrated in the fields of safety production and natural disasters. And there is still no enough study on emergency language. At the same time, volunteers for the publicity activities did not provide essential training for emergency language as well.

3. ANALYSIS OF QUESTIONNAIRE

Aiming to understand the willingness of college students to participate in voluntary service of emergency language, we conducted a questionnaire survey from June to July in 2021. This investigation mainly applies the method of random sampling, which is used to distribute questionnaires through on-site and electronic form. A total of 192 questionnaires were distributed, while 186 of them were valid. In other words, the validity of questionnaire was 96.88% in total. With an effective rate of 97.31%, 181 questionnaires were analyzable.

3.1. The Understanding of Voluntary Service of Emergency Language

In the question of "the understanding of emergency language service", we can see that only 10 students being investigated choose "very familiar" which accounted for 5.52%. On the contrary, up to 77 students thought it for "completely not familiar with it" which accounted for 42.54%. The specific results are shown in the following figure.

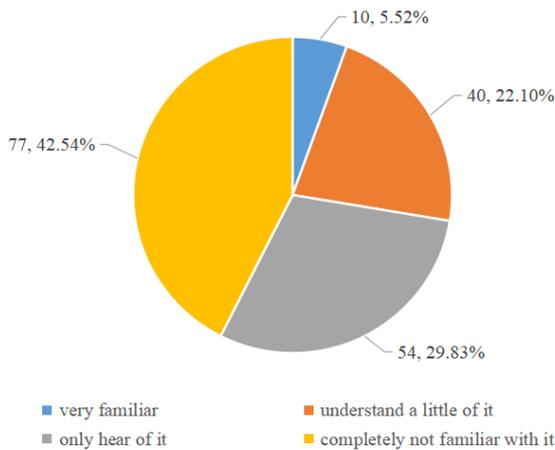


Figure 1 The Understanding of Voluntary Service of Emergency Language

The results showed that 115 students being investigated had voluntary service experience before, accounting for 63.54% of the total number. Among which, 31 students' voluntary service content includes language, which accounting for 26.96% of the number of voluntary service experience. In other words, only 31 of 181 respondents had voluntary service experience in language, accounting for 17.13%. Starting from the main contents of voluntary service, national common language and foreign languages are the most favorite fields of the main contents of voluntary service in language, which are followed by dialects and sign languages. On the contrary, minority languages are at the end of all.

Combined with the feedback from the interview, the students being investigated responded to the situation of "being worried about their language ability, so that they may prefer to do certain physical work instead". At the

same time, a great number of students hold the view that teachers and students of foreign language college must be much more helpful and professional, because their foreign language competence may be more stronger. In addition, the questionnaire finds that the students being investigated generally hold the passive attitude that voluntary service in language should be participated by professionals in Chinese or foreign languages. And they even do not know that dialect, minority language and sign language also belong to the contents of voluntary service in language as well. It shows that students are not self-confident enough or they are lacking a fundamental understanding of voluntary service of emergency language.

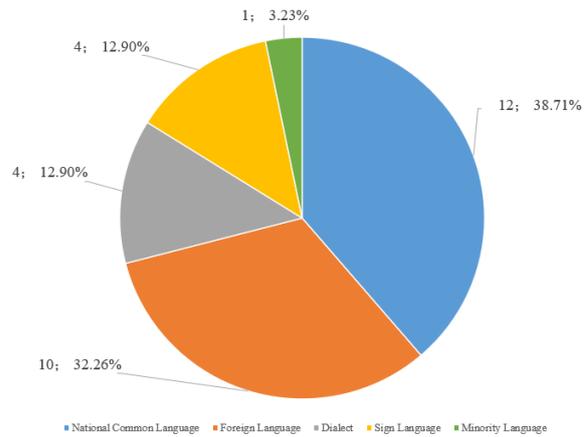


Figure 2 The Main Contents of Voluntary Service in Language

3.2. Factors Affecting Students' Willingness to Participate in Voluntary Service of Emergency Language

The questionnaire investigates whether students are willing to participate in voluntary service of emergency events. The results show that up to 89.5% of students are willing to participate. In order to get to know whether students' voluntary service experience before may affect their willingness, we conduct a cross analysis. The results showed that there is no significant difference between them. In other words, students' willingness to participate in voluntary service of emergency events will not be affected by whether they have voluntary service experience before.

For the reason to get to know the factors affecting students' willingness to participate in voluntary service of emergency language, seven options are being set in the questionnaire. Students being investigated would order the seven options on the basis of their importance. According to the standard of average comprehensive score of each options, the statistical results imply that score of "improvement of one's own professional quality" is as high as 5.18, far exceeding other six options. That means internal driving force is the main motivation for

colleges students to participate in voluntary service of emergency language. That is to say this outcome enlightens us that we should stimulate students' enthusiasm for participation from this aspect. At the same time, we should also pay attention to providing necessary guidance in professional knowledge, so that students may have a good sense of professional gain and satisfaction. Time arrangement and safety measures are also the special important factors considered by students. The material reward, however, is at the bottom. It shows that students do not take participation in such voluntary activities as a way to gain material reward in some degree, and it is consistent with the above-mentioned findings of investigation.

3.3. Attitude towards Training in Voluntary Service of Emergency Language

The questionnaire also investigates the attitude of students to the training of voluntary service of emergency language. Among the subjects of "being in training or not", 159 students that being investigated express their positive willingness, accounting for 87.85%. On the other hand, 22 students prefer not to being trained. In the follow-up investigation, we find that 13 of the 22 students said that training will take up personal time, so that they may not ready to attend relevant training.

Towards the main content of training, 83.65% of 159 students who are willing to attend the training choose "emergency knowledge (such as all kinds of emergency skills)", 64.78% choose "language knowledge (such as foreign languages, dialects)", while 62.26% of which choose "communication skills (such as crisis public relations response)". Furthermore, only 1 student choose "others", and he/she wrote "the local cultural knowledge". In the interview, students generally express that they are more confident in their language knowledge than emergency knowledge. If participating in voluntary service of emergency language, they are more likely to get training related to emergency skills instead of other skills, so that they can increase personal emergency competence. On the other hand, students can also enhance their self-confidence through participating in related voluntary service of emergency language. It should be noted particularly that it is a multiple-choice question. In other words, students can choose more than one options of training content, so the sum of the final amount will be greater than 100%.

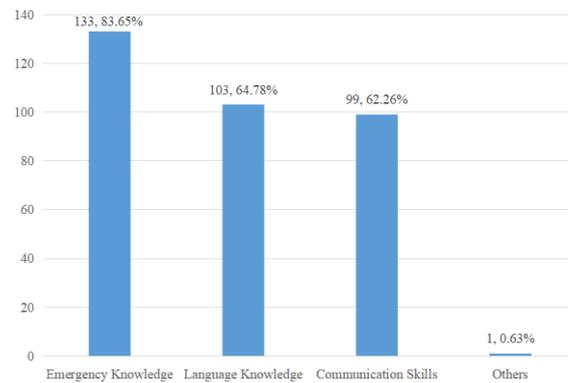


Figure 3 Training Content that Students are Most Willing to Attend

3.4. Attitude towards the Form of Voluntary Service of Emergency Language

According to the investigation, only 6.79% of students tend to be participate voluntary service of emergency language by individual, while 36.42% of them hope to participate in such voluntary service through organization. Of course, there are about 56.79% of students hold the view that the form of voluntary service does not matters. Therefore, the form is not a major factor that affecting students' enthusiasm for participation.

In terms of volunteers recruitment, 6.79% of students think that the best way is recruiting professionals in relevant fields after an emergency immediately. In contrast, as mach as 48.77% of them think that it is better to recruit volunteers regularly and call them quickly after emergency events. Meanwhile, 43.21% of students consider that both forms can be accepted in the same light. A few number of students respond that recruit those students related to this major may be much more better, which can achieve high efficiency easier.

4. SUGGESTIONS

4.1. Increase the Social Popularity of Voluntary Service of Emergency Language

During the investigation, quite a number of students say that they do not know the concept of emergency language clearly, and they may ask for investigators' help to give one or two specific examples to illustrate it. It is not doubt that college students lacking certain understanding of voluntary service of emergency language will lead to their weak awareness of participating in voluntary service of emergency language finally.

It is high time to increase the social popularization of voluntary service of emergency language, so as to improve students' enthusiasm to participate in such services effectively. In this aspect, it depends on the cooperation between government and schools. On the

other hand, it is also necessary to use the power of mass media, especially the communication platform that are commonly used by young people, such as Tik Tok and the web of bilibili.

4.2. Enhance the Professional Level of Voluntary Service of Emergency Language

The main influencing factor of the students participating in voluntary service is the improvement of their professional competence. Therefore, we should strive to improve the professional level of voluntary service of emergency language, so as to make the students involved have a good sense of professional knowledge. By this way, they can combine theoretical knowledge with practical activities perfectly. Personal special skill of the students should be considered and developed as well. For example, students majoring in foreign languages may take part in emergency events related to different foreign languages much more better. And students of social work major can also focus on communities and families in voluntary service of emergency language, while the students majoring in technology can focus on developing technical products of emergency language.

4.3. Take Organization as the Main Form of Voluntary Service of Emergency Language

There is a certain fear of emergency response for students, because much of them are properly lacking enough social experience. Therefore, maybe we should consider it as an existing problem at this moment. It is suggested that students should be gathered to participate in voluntary service of emergency language with organizations. The organizations may include colleges, the Red Cross, social work organizations, etc. In particular, we should give full attention to the role of colleges. So that we can rely on the strength and the resources of each college as the guarantee, so as to ensure the safety of students who participating in voluntary service of emergency language.

5. CONCLUSION

This investigation focuses on the willingness of college students to participate in voluntary service of emergency language. Through the investigation, it can be found that most of the students are lacking a certain understanding of emergency language and short of self-confidence too. In addition, students' willingness to participate in voluntary service of emergency events will not be affected by whether they have voluntary service experience before. The internal driving force is the main motivation for students to participate in voluntary service of emergency language. Furthermore, emergency language knowledge is the training content that students are most inclined to acquire.

This paper holds the views that through increasing the social popularity of voluntary service of emergency language, enhancing the professional level of voluntary service of emergency language, and taking organization as the main form of voluntary service of emergency language, so that we can promote the development of college students' willingness to participate in voluntary service of emergency language.

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