

STUDENTS' STRATEGIC EFFORTS RELATED TO MANDARIN LANGUAGE PRACTICING DURING INDUSTRIAL TRAINING

Quinta Avenida¹, Ruth Kiana Nuratri², Clarosa Amanda Hasel³, Juairiah Nastiti Sandyaningrum⁴

^{1,2,3}Universitas Sebelas Maret, Surakarta, Indonesia

Email: quintavenida@staff.uns.ac.id

Abstract

This study intends to investigate the Chinese language usage and communication requirements of Industrial Trainees, the difficulties they encountered, and the applicability of Diploma in Mandarin courses at PT Formosa Bag Indonesia to these requirements. The interviewees consist of 16 Mandarin diploma students in their last year who had recently finished their three months of industrial training at various companies make up the sample. The data was gathered use semi-structured interviews. The findings of the study demonstrated that Mandarin was not commonly used in companies and that all four linguistic skills were required to carry out a variety of tasks at work. The majority of trainees found it difficult to conduct briefings, respond to client concerns and complaints, negotiate a deal with clients face-to-face, deliver oral presentations, connect with other firms, set up the filing system, make flyers, brochures, posters, and advertisements, as well as prepare accounts. As a result, it is advised that the fundamental courses, particularly those pertaining to public speaking and interpersonal communication skills, prior to the students' internships being taught. The study's conclusions have some pedagogical repercussions. These data can be used to revise the curriculum for similar courses offered by higher education institutions. Program that complies with the current needs of the workforce and of education. Additionally, lecturers can reconsider how individual courses should be taught to accommodate students' requirements and let them engage in meaningful exploration learning through practical experience.

Keywords: Students' Strategic, Mandarin Language, Industrial Training.

A. INTRODUCTION

During the third industrial revolution, high the importance of knowledge and skills career, socioeconomic factors, and competition status beginning to compromise the "social" function of qualifications, for instance, the transition from qualifications to proficiency in human practices development and management of resources (Brown, et al., 2011). Professional credentials may lose their historical ability to guard against the risk of precarious employment because of the spread of automation, digitalization, digital Taylorism, and other "technogenic" changes to the nature of work with the advent of industrial transformation. It is anticipated that Industry 4.0 would have a significant impact on technology used to organize certification systems. This may alter the procedures for obtaining qualifications. The prominence of the fourth industrial revolution is changing work conditions, labor market procedures, and skill needs (Schwab and World Economic Forum, 2016). The effects of Industry 4.0 on Germany's metalworking and electronics factories showed that the importance and applicability of industrial workers' technical abilities and credentials will not diminish (Spöttl, et al, 2016).

Industrial training is acknowledged as a crucial element of the world's engineering education. Training programs offer essential technical and cross-disciplinary abilities, especially for graduates of engineering who want to compete in a global labor market. Quality and accreditation have improved during the past two decades. International organizations have stressed the significance of incorporating cross-disciplinary skills into education curriculum to

get students ready for the engineering workforce market (Engineering Accreditation Commission, 2020).

Exposure to the workplace benefits students with the technical and interdisciplinary abilities demanded by cutting-edge engineering education for holistic growth. Jesus and Urbano (2010) claim that "Industrial training activities are times of engineering instruction beyond the university's physical boundaries that are focused on giving the students information and skills. Skills that are difficult to learn in a classroom". The term "industry" refers to manufacturing and service companies, as well as government agencies, cooperatives, labor unions, non-governmental organizations, foundations, and other collectives.

As information technology advances and markets continue to become more globalized, graduates must be prepared to meet the communication requirements of their future workplaces, including proficiency in the foreign language. In order to make current higher education institutions, students who are more marketable when they join the labor market should take employment possibilities and the expectations of related companies into account, keeping in mind the value of knowledge and communication skills in foreign languages in the workplace. However, to help graduates, make the transition from the classroom to the workplace, the courses provided by university should also be pertinent to them. Universities should create high-caliber graduates to win the trust of employers and to strike a balance between the supply and demand in the market.

In business and popular culture, English has long been promoted as the predominant language across the globe. However, current developments indicate that Mandarin is now on par with Mandarin as a global tongue. Due to China's continued expansion and eventual rise to superpower status, Mandarin is now spoken on a much larger scale globally. Chinese companies diversify since they don't just serve local customers. Chinese investment can be seen in both industrialized and developing nations. In order to dramatically increase their employability after graduation and to stay competitive in this increasingly globalized world, students must arm themselves with one of the key ingredients: Mandarin. Mandarin proficiency will become increasingly important. These international outreach initiatives by Chinese businesses show that the language may become the lingua franca even though they are based in different countries.

Multilingual people can easily communicate with different populations in an increasingly globalized environment. An interpreter, for example, could play a crucial role in business meetings by acting as a bridge between Mandarin speakers and those who do not speak the language. Furthermore, having Mandarin as a second language may put you ahead of competitors for jobs who may have comparable skills to yours, but who lack Mandarin proficiency. Students who learn Mandarin also increase their employment options, increase their chances of success in applying for jobs abroad, and increase their chances of earning more money.

Due to globalization and intensifying international competitiveness, the tertiary level requires that students have a strong grasp of the Mandarin language. Language to get the jobs they want and advance in their careers. Graduates' students from the Faculty of Languages and Communication must possess the essential language abilities for the workplace of the future. This can be made certain by performing a needs analysis that aids in identifying the Mandarin proficiency requirements for the Industrial Trainees working at their job. The simplest college degrees might not be sufficient to remain competitive in a society that is increasingly going global. This, together with the emergence of Mandarin as a global tongue, may presage the emergence of a new lingua franca, making it crucial for students to master.

The different issues that students who are undergoing industrial training encounter pose a lot of questions (Hanafi, 2015). Barkhaya (2013) stated the issue of unemployment affects many recent graduates every year. This is due to the fact that many students still lack

information and abilities as a result of their lack of communication confidence and inadequate job search preparation. According to previous research by Harun et al. (2018), skills and knowledge are currently being stressed as serious and ongoing concerns with students' performance following internships. Jalani (2017) argues the government works with the Ministry of Education to implement the industrial training program. Graduates will have early experience to the working world through this curriculum before they graduate. As a result, they are more competitive and have the skills necessary to meet the demands of the industrial sector and lower Indonesia's unemployment rate.

Universities must urgently reevaluate their policies to enhance the points made above. Frequently checking the language programs' Mandarin language curricula include the linguistic proficiency required by industry and to participate in the arena on a global scale. It is the responsibility of university language centers to provide suitable language-learning programs that address their academic and professional needs graduates. The Faculty of Languages is accountable, understudy to consider, reconsider, and fine-tune the pupils' professional requirements in many a variety of topics while establishing the necessary Mandarin language proficiency for student graduates.

The objective of the current study, which focuses on Diploma in Mandarin students, addressing the subsequent research inquiries:

1. What Mandarin language skills and needs do industrial trainees in their workplace have?
2. What difficulties do industrial trainees have at work?
3. How closely do the language and communication requirements of Industrial Trainees at the workplace align with the Diploma in Mandarin curricula taken at the university?

B. LITERATURE REVIEW

1. Mandarin Language Skills

The theoretical and practical role of language in international commerce has been emphasised. Consequently, a growing number of studies have focused on the connections between language and global business, including the influences of language variety, the complex nature of language, corporate language. Chinese has overtaken English as the second-most common language used internationally in the context of business as China has been the main driver of global economic growth since 2006 (Xu, 2019). Chinese language has a significant impact on China's place in the globe and in international trade. But over the last five years, numerous Chinese academics have studied Chinese communication abroad. These studies draw conclusions about ways to disseminate the Chinese language, like boosting travel (Wang, 2016), publishing news or information online in Chinese, etc (Ji, 2019; Bian, 2019).

Some academics have examined the connections between Chinese and economic value (Ji, 2019; Zhang et al., 2018) and the impact of Chinese on global economic cooperation (Bian, 2019). Only a few research have looked into the use of Chinese in international commerce. According to the author's best knowledge, Zhang has only ever undertaken one study on the use of Chinese in international commerce (2012). This study looked at the employment of the Chinese language in international trade in 26 different countries. The purpose of this study is to look into the significance of the Chinese language in contemporary international business in an effort to draw more attention to it. The results of this study will contribute to the body of literature and aid in spreading awareness of the value of the Chinese language.

According to Ji's (2019) evaluation of China's economic performance in light of globalization, the Chinese language possesses several distinctive features. The difficulty of the Chinese language is one of them. Chinese characters are very polysemic and polyphonic, making it challenging to read, write, talk, and listen in Chinese. Chinese is a bidirectional language, which is the other. To fill in the gaps in language context and cultural backdrop,

Chinese transmitters and receivers should be able to communicate and comprehend one another well enough to agree on language comprehension.

Based on Zhang's survey study, an explanation of how Chinese is used in international commerce is provided (2012). In addition, these respondents came from a variety of enterprises, including those involved in Production and manufacturing, the exchange of goods, financial services, transportation services, retail, technical services and trade, corporate management and services, and so forth. In total, 232 respondents from 26 different countries took part in the study. These statistics demonstrate the diversity of economic sectors and positions held by foreign Chinese speakers. This study also investigated the primary communicative goal of a businessperson when speaking Chinese. The outcome reveals that Chinese coworkers come in first, followed by Chinese clients and potential clients, and Chinese pals with a broken computer come in third. Foreigners working with Chinese has increased because of China's significant changes in its economy and corporate activity abroad.

It is consistent with the notion of language economics. Language, in addition to being a tool and a medium for obtaining and conveying information, has an economic essence that encompasses value, utility, cost, and benefit, according to the theory of language's economics. (Wen, 2007). According to Valliancourt (1996), language is a type of human capital that may be used to learn other skills that people can use to benefit their families, employers, and society. As China's political and economic standing has improved, so have commercial interactions with Chinese counterparts. As a result, there is a greater need for Chinese language skills on the global market. These skills can improve one's chances of doing business with Chinese rivals.

The task of interpreting data is constrained by language-related decisions that are influenced by culture, politics, and the situational environment. (Brannen et al., 2017). Thus, to acquire a consistent understanding of a second language, learners must also become familiar with its national politics and culture. Because they have some familiarity with Chinese business culture, foreign business people who speak Chinese well have greater opportunity to engage in international trade with Chinese peers. One of the keys to success is understanding Chinese business culture. Nearly all business literature about China, according to Cardon (2009), stress the need of dealing with conflicts in client relationships. When conducting business with Chinese counterparts, the concept of "face" refers to reputation, prestige, honor, and respect.

In conclusion, the productivity of the Chinese language is unique and can either enhance or restrict economic operations when conducting business with Chinese counterparts. Additionally, because the language barrier affects trade between nations, improving Chinese proficiency could advance the economic development of both China and other nations (Zhang et al., 2018; Ji, 2019).

2. Student Industrial Training

Chinese language instruction is based on the curriculum provided by each school in order to develop students' knowledge and skills prior to attending industry training. University typically views industrial training as one of the most successful methods for enticing students in order to provide a thorough curriculum with alluring industrial training. The cognitive level is required as a point of reference for this study to align with the theory and skill requirements. Application, analysis, synthesis, and assessment of knowledge are the first six levels of the cognitive domain. This so-called cognitive domain also includes developing skills and talents in addition to knowledge. According to Byrch et al. (2007), the center of human cognition is the cognitive structure. In this instance, the theory of architecture, which is connected to the students' memory, is necessary to have the theory of human cognition.

Ismail (2012) outlined the reasons why the short period of industrial training Some employers are unwilling to allow trainees into their organizations. Students are having trouble

accepting knowledge and understanding because of this problem. To students' degree of understanding of the tasks and instructions provided by employers that have an impact on performance. Industrial training is one method to put the theoretical components of students' learning processes that involve apprenticeship, cooperative education, workspace, fieldwork, industrial placement, placement learning, and experimental learning.

In addition, it was evident that two of them contributed a great deal of helpful and priceless experiences gained as a third-party supplier of footwork into the workplace between practical classes during industrial training and teaching and learning processes. Students' confidence is built through industry training in accordance with the knowledge and experience they gain from working in the field.

C. METHOD

The purpose of this study was to investigate: (1) the needs and utilization of the Mandarin language in the workplace by industrial trainees, (2) the difficulties they encountered, and (3) the importance of Mandarin diploma curricula at university help meet their language and communication demands at the office in training industrial. The 16 interviewees who participated in the semi-structured interviews did so voluntarily. Each interview lasted for approximately 10 minutes and was conducted individually. During the interviews, five inquiries were made. These inquiries were made in relation to the questionnaire with the goal of learning additional specific information about the respondents' internship experiences. For the goal of conducting a content analysis, a verbatim transcription was completed. Based on the three study goals, the responses were categorically classified.

D. RESULT AND DISCUSSION

This section summarizes findings from the semi-structured interviews covering (a) Mandarin language usage and demands in workplace (b) Relevance of the issues confronted by industrial trainees in terms of the five skills courses leading to a diploma in Mandarin, and (c) advice on how to earn a diploma in Mandarin could be enhanced to become more efficient and appropriate for workplace language communication.

1. Mandarin Language Needs and Usage at the Workplace

Trainees used Mandarin informal conversations with clients, coworkers, and superiors; provided services to national and international clients; answered questions and dealt with difficulties when either in meetings or on the phone. These are talkative and it was crucial for Mandarin activities and functions to be displayed in the workplace and required that the students have solid language instruction and skills. However, depending on the type of industry in which communication is regarded as the most important vital component and given priority. Typically, a global industry involves a variety of interactions across cultures at work.

While tasks that were expected to be done by the deadline were being carried out, trainees were attending professional workshops and trainings. because more senior employees in an organization only sometimes carried out these activities. Since most of the trainees were between the ages of 19 and 20, age range, with fewer than 5 years of experience, and working in a junior rank position the likelihood that they were uninterested increased during or only somewhat involved in their internship. These duties due to their lack of experience, they had not yet reached higher positions and obligations, qualifications and work histories. Yet another rationale for why briefings a lack of frequent practice could be attributed to students' unfamiliarity with such practice.

Mandarin is used in the workplace for certain jobs. The duties that trainees must complete at work using a computer for workplace functions was usually done in Mandarin, using the Internet to browse, reading website content, making notes, and producing reports.

Since most trainees were doing their internships in the top three industries, namely the tourism, education, and communication, therefore they were using the Internet to get information. Written documentations were viewed as necessary for their regular activities at the Office.

Some of the trainees held positions like program coordinators, liaison tourism officers, law firm assistants, customer service agents, travel agency assistants, proofreaders, translators, journalism interns, front desk assistants, and trainees in the human resources department. The result was in line with Stapa and Jais's (2005) need analysis, which identified writing reports as one of the top talents needed to execute positions in the hotel industry. Both Bowden (2002) and Jalal (2016) acknowledge the significance of report writing and classify it as a career skill. Bowden (2002) emphasizes further that a work can not only be a component of more and more jobs, but also have other effects a significant impact on one's work success and how one is perceived. Today, competent report writing, and effective communication abilities are vital skills for the job. However, the majority of the work responsibilities that only minimally needed the usage of Mandarin were when creating circulars, newspapers, agendas, and minutes, articles, research, manuals or catalogs, drafting contracts and legal papers, and creating proposals and financial statements. These projects necessitated that the students not only to be able to write well and to be fluent in the language.

2. Challenges Faced by the Industrial Trainees

When it came to speaking and listening activities, the respondents thought about making. The most difficult task was making hotel bookings and purchasing tickets online. in the office. This was most likely brought on by the trainees' lack of a professional designation and education in that industry, such as a bachelor's degree in hospitality management, an advanced diploma in tourism management. Holding meetings and participating in professional development addressing client/customer concerns, conducting workshops, and making oral announcements, advertising goods and services, and presentation, contact, and negotiation with clients or customers, networking with clients or consumers dealing with public relations, attending meetings, and were rated as being challenging duties at work.

Chan (2014), Rajprasit and Hemchua (2015), and other studies demonstrated the press Business meetings and briefings are statistically harder than other spoken conversations objects used at work. But none of the speaking and listening exercises in Figure 3 were categorized as simple and easiest. In the open-ended questions, respondents provided explanations. The claimed reasons were mostly linguistic in character, but they also mentioned the need for oral presentations and social connections with clients or consumers, use a distinctive accent or speaking style, together with a lack of confidence.

The trainees were also questioned to provide more details in addition to the questionnaire on the difficulties associated with the speaking and listening activities. Interviewee No 1 and No 2 experienced the same issues at work as those indicated above:

- (1) "I had trouble understanding some of the terms used in human resource, especially for the enrollment. Additionally, I had encountered challenges with conversing with international employees, particularly those from China, as they lack knowledge of how to even speak English."
- (2) "I had to listen to almost everything all at once. I intended to communicate this by saying that, but manager do not repeat where I completed my internship the same things twice. Considering the background noise, it was challenging to get information right away. No one had enough time to perform the identical action twice. Additionally, some visitors have their own slangs, thus I need to reiterate several points. Some visitors do although some of them become frustrated by repetition."

Three factors were identified as potential contributors to social interaction problems: noisy surroundings, unfamiliar language, and a strong accent when chatting on the phone. As

a result, the trainers were compelled to "ask the manager to repeat twice or more" (Interviewee No 2). To avoid the manager being frustrated with the recurrence of information, two respondents voiced concern about the phrases used in social interactions. Choosing words carefully is important since they reflect the speaker's personality (Interviewee No 3). Interviewee No 4 stated, " When conveying my message, I occasionally had to toy with words to help some individuals understand the context, thus I had to be very adaptable in my word choice."

Several interviewees admitted that they have trouble getting through to their superiors: "I have a hard time talking to my manager. I terribly changed. Interviewee No 4 said, " It was difficult to talk to my manager. He doesn't take in other people's ideas. Additionally, they stated that responding to supervisor' complaints and during their internship, they found it challenging to handle negotiations with clients or customers. When someone is attempting to reach an agreement with a client or customer, to interact with persons of various backgrounds, cultures, knowledge bases, attitudes, and needs. Customers with various mindsets are something and I have to cope with it (Interviewee No 5).

Another interviewee echoed this sentiment, saying, "I believe it's pretty difficult to deal with." As a novice in the business, I had to convince people to buy our products, so I had to be watchful and constantly learn new things (Interviewee No 5). Undoubtedly, some respondents must "face fussy" situations. I have to put up with managers, especially those who made regular complaints, having a "customer is always right" mentality (Interviewee No 6). It is in fact, as we must match their expectations, dealing with individuals can be challenging (Interviewee No 7).

This is due to the fact that I must convince them whether or not my remarks are reliable. Although it is not my fault, I still must exercise extreme patience and address their attitudes (Interviewee No 8). For the trainees, maintaining a solid It can occasionally be stressful to negotiate a transaction and make decisions on the fly. As a result, one respondent stated that he "didn't have complete rights to make judgements on my own." I had to talk to a few individuals, including my supervisor, before deciding (Interviewee No 7).

Another difficulty that the trainees encountered was speaking in front of an audience or giving oral presentations since presentations need for formal, business-like always "maintain the audience's attention and make sure the topic is provided accurately," according to the presenter. (Interviewee No 8). The hardest part of the lectures was the Q&A, where they would run into unforeseen questions that were challenging to answer. According to Interviewee No 9, "I didn't have any prior information relevant to the queries that the clients had made during his internship".

Others expressed a lack of confidence due to their inexperience in the field: "I don't really talk in front of the crowd with a lot of confidence." I find it challenging to provide a speaking engagement in front of the office (Interviewee No 10). Given that I may be a rookie in my field, the management committee (Interviewee No 11). The current findings suggest that the filing of the reading and writing activities should be prioritized, and other administrative chores are the most difficult ones at work.

The answers to the open-ended questions further bolster this conclusion. Four respondents made comments about preparing accounts even though they had never studied accounting and had no prior expertise in the industry. The remarks are as follows:

- (1) "Honestly, I have no knowledge about accounts. I've never taken accounting classes. I lacked any expertise in that field, thus I found it tough to prepare accounts. Setting up accounts was challenging because it required keying in data, managing finances, and frequently monitoring emails." (Interviewee No 12)
- (2) "I just study for practical purposes, therefore, I discovered that preparing accounts is challenging. I was given the duty of overseeing a program that my friend organized.

The ability to organize and occasionally engage with others. Due to how little I spend time in the office, I rarely completed such tasks (Interviewee No 13).

- (3) "It was challenging because I had little experience with informal communication because I not majored in Mandarin writing. Additionally, creating successful promotional materials requires making it sound lively and enjoyable (Interviewee No 14).

The results of this study are in line with those of studies by Carol et al. (2011) and Shrestha et al. (2018), which revealed that employees struggle to write letters, memoranda, notifications, agendas, and minutes as well as to prepare legal documents and contracts. In addition to the given list and things, the following additional difficulties with reading and writing tasks:

- (1) "I had to study every document quickly, including the booking documents for the clients. The guests might yell at me in front of everyone if I don't do it. It was really challenging to read several of the materials because they were printed in small letters (Interviewee No 14).
- (2) "In terms of writing, I can still do better in the areas of academic, business, and proposal writing. I couldn't fully utilize these writing styles to explain my views because I hadn't had enough exposure to them (Interviewee No 15).
- (3) "My administrative skills were notably lacking when I first joined in university. I took the effort to learn from the local business leaders and asked my supervisor for mentoring. Daily tiny steps helped me advance my work significantly (Interviewee No 16).

3. Relevance of Diploma in Mandarin Courses vs. Workplace Practice

Interviewees were questioned about if the Mandarin classes had completed for their certificate were pertinent to their occupational language and communication requirements. The assignments, teaching areas/topics, instructional resources, in-class activities, and learning objectives for the course were just a few of the things that needed criticism. Overall, interviewees believed that their current Mandarin courses for the Diploma were relevant in a variety of ways to professional communication. There were also open-ended inquiries to investigate the specifics of the curricular gap (Diploma in Mandarin courses) workplace communication and language requirements. As with all of the Diploma in Mandarin courses, the respondents appeared to be particularly concerned with the respondents' language content understanding. They pointed out that the Diploma in Mandarin courses lacked a language learning or a casual element, necessitating the exclusion of some academic theories.

They demanded more, and exposure should be provided on the actual use of the Mandarin language, outside of just the course both classmates in the classroom and coworkers in the "real-life" workplace environment. Therefore, it was also highly valued that educational materials be authentic required. Following is a few of the pertinent comments made by respondents:

- (1) "In my opinion, university should emphasize practical learning more so than theoretical learning because it can help students develop communication skills that are useful in the workplace. Even though many of us were language learners, we had trouble using good Mandarin (Interviewee No 1).
- (2) "I think students need to take more since talent is more important than any other skill." (Interviewee No 2).
- (3) " I need a lot of practical lessons, particularly in the areas of communication." (Interviewee No 3).

- (4) "Students should be given more chances to collaborate with others, not only their friends and classmates, outside of the classroom. They need to be exposed to the working environment more practically (Interviewee No 4).
- (5) "Less theory-teaching and more frequent demonstrations are required for students to truly learn the courses. Since the students' inadequacies prevent it, not all theories are applied throughout the internship (Interviewee No 5).
- (6) "The curriculum should emphasize application over theory. If students do not go beyond what they have learned, these courses are not sufficient to meet the expectations in the business sector, viewed through a professional lens. The pupils should have more exposure (Interviewee No 6).

The interviewee to the open-ended questions revealed a desire to cut down on the amount of time that is spent in the classroom teaching concepts. It is advised that practical exercises including demonstrations, dummy meetings, document translations, and other real-world tasks should receive more attention. To mentally prepare themselves and avoid the "cultural shock" that some students may experience once they enter the working world, the pupils must participate in numerous skills that they will require during their internship later.

There were two interviewee who emphasized the irrelevant nature of two courses, even though many interviewees agreed that the Diploma in Mandarin already efficient and pertinent courses. To better meet the future demands of the students, it is necessary to adapt the methods and exercises for a certain course. The interviewees said that all courses must be directly relevant to the workplace. Reinforcement of Mandarin grammar is necessary. The theoretical aspect of grammar should be emphasized, and there should be more practice (not only through exercises), such proofreading genuine manuscripts. Exposure to various resources (both local and foreign) should also be considered because it will enlarge students' horizons and diversity the instructional materials.

4. Suggestions to Improve the Diploma in Mandarin Courses

The interviewees provided several recommendations for future improvements to the Diploma in Mandarin courses. Implementing programs in public relations and proofreading must come first. This is due to the fact that many students are expected to manage circumstances where they must properly proofread documents at work, additionally, they must understand how to foster goodwill among both individuals and businesses. Second, computer skills should be integrated into Diploma in Mandarin classes, such as using various software to produce flyers or brochures in addition to other computer programs. Third, it is proposed that students who are participating in an internship or industrial training should take a preparatory course or seminar.

The students will at least be aware of what might be expected of them as interns and how to approach resolving typical workplace concerns. Fourth, prerequisite courses should be given before students complete their internships, with a focus on "Public Speaking and Interpersonal Communication Skills." Fifth, to meet students' demands and continue to be relevant in the age of rapid change, lecturers or instructors who are involved in teaching the Diploma in Mandarin courses should reevaluate their teaching methods and restructure students' learning. Sixth, lecturers or instructors are urged to use real materials in the classroom so that students can interact with actual circumstances. Seventh, inviting professionals from various businesses to speak to pupils about careers is advised. In order to better prepare them for internships and the workforce, the students will have the opportunity to ask questions about the positions and job requirements. Not least of all, it's critical to foster communication between local and international students. Local students get the chance to communicate with students from all over the world, giving them practice conversing with both native and non-native speakers from other countries.

E. CONCLUSION

The current study investigated (a) the language requirements and usage of Industrial Trainees at their place of employment, (b) the difficulties they encountered, and (c) the applicability of Diploma in Mandarin courses at a public university to their linguistic and communicative requirements at work. The findings of this study can aid instructors in understanding trainees' language and communication demands as well as the behaviors expected of them in the future workplace. The findings of this study also revealed the prevalence and difficulties of listening, speaking, reading, and writing assignments in industrial environment. They offered potential recommendations for educators to restructure the Diploma in Mandarin program to better suit the demands of various organizations and businesses. For all Diploma in Mandarin courses, it is advised that the practical application of the Mandarin language be heavily incorporated. The students must also participate in "genuine" and "real life" learning activities because they need to master new skills to work in organizations. In order to better educate students to participate in the workforce of the twenty-first century, instructors and higher education institutions should collaborate.

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