SHIFTING MOTIVATIONS AMONG STUDENTS WHILE INDUSTRIAL TRAINING: MAINTAINING STUDENTS' LEARNING OF MANDARIN

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ABSTRACT

This study, which was covered in the paper, looked at how Diploma in Mandarin students' motivation for learning Mandarin changed before and after they were relocated to China. In the investigation, we urged the 15 participants to keep reflective journals and interviewed them twice, once before and once after their industrial training experience at PT Formosa Bag Indonesia. The research showed that the majority of participants projected to maintain their trip-induced increases in desire for learning Mandarin in the future. The results show that the participants' motivations changed during their industrial training at PT Formosa Bag Indonesia, and that this change was prompted by their new educational environment and individual learning experiences. Because the learning and sociocultural environments are always interacting with the participants' L2 self-concepts in industry, the motivational boost evolved. These results provide novel insights into the dynamic motivation for learning the Mandarin language as well as the function of formal and informal learning environments. They imply that in order to increase international students' motivation for long-term Mandarin study, educational stakeholders must offer genuine communication chances and resources.

INTRODUCTION

Over the past 20 years, both inside and outside of China, there has been a significant increase in the number of people studying Mandarin as a second or foreign language (Gong et al., 2020). Over the past 20 years, Mandarin has gained in popularity as a second language that is taught and mastered all over the world (Chen, 2021). By the end of 2018, purportedly more than 2.7 million people from 154 different nations and regions were studying Mandarin as a second language (CAL) (Chu, 2015). Numerous issues that are related to this study have been brought up by CAL teachers, including the difficulty in developing and maintaining learning motivation (Cohen, 2015), low learner retention rates (Cruz and Parina, 2018; de Guerrero, 2018), and a lack of studies on the motivation of Mandarin language learners (Dörnyei, 2007), despite the rising
number of CAL learners both inside and outside of China. Research on CAL learners' motivation in various teaching and learning environments is urgently needed because of this (Cohen, 2015).

Previous studies on CAL students' motivation were influenced by a typical social psychological viewpoint and lacked an understanding of "the fluctuation and diverse complexity of (the) Mandarin learning motivating process" since they preferred to define motivation in a static manner (de Guerrero, 2018). The majority of the research on CAL students' motivation that has been done so far is focused on their experiences in non-Mandarin speaking countries like the United States and Europe. According to a study by Wen & Piao (2020), students' unwavering desire to communicate in Mandarin and retrospective assessments of their learning requirements and learning preferences guided them through their learning. When faced with challenging circumstances, they kept an eye on things and adjusted in accordance with their learning objectives and strengths. Last but not least, learning experience, which responded to challenges in context, interacted with motivation associated to a positive self-concept.

The focus of Waninge et al. (2014) was on the flexible and dynamic aspects of student motivation. Three processes of motivational growth were looked at: change, stability, and contextual dependence. The findings showed that although there are stable stages in motivation, it evolves on a personal level over time and is intricately tied to each learner's particular learning environment. The current study examined the interactions between motivational factors, the learning environment, and learners' strategies for maintaining learning in a manner similar to that described above and also in an environment where the dynamic character of motivation is evident. Unlike previous studies, this one evaluated motivation over the course of a semester and at various skill levels (cross-sectional). Contexts, peers, instruction, and self-control techniques have a substantial impact on the learning experience and motivation (Ushioda & Dornyei, 2012). Although rarely studied, these subjects were looked at in this study since they are the center of motivation research.

EFL/ESL learning has been the primary focus of motivation research (Thompson, 2017). Studies on foreign languages are uncommon, especially Mandarin. The present study closes this gap in the literature. In the last two decades, Mandarin, which was earlier not as widely taught in the US, has exploded. Mandarin language enrollment increased by 195 percent in K–12 US public schools between 2004 and 2008 (ACTFL, 2011). The US government sponsors more than a dozen significant flagship Mandarin programs that educate students to near-native ability over the long term (NSEP, 2020). Mandarin is spreading internationally in the current multilingual context, along with globalization and diversity, and students in a Mandarin classroom are frequently multilinguals (Wang, 2019).

The current study examined the student's motivation of Mandarin learning experiences in a group of Mandarin Diploma Students who were doing industrial training at PT Formosa Bag Indonesia, in order to fill in the gaps mentioned above. It also looked at the dynamic nature of the students' motivation to learn Mandarin during their industrial training in the company. This study specifically attempted to show how students who were doing industrial training changed in their motivation to learn Mandarin and how that motivation interacted with the varied contexts in manufacture industry. It may deepen our understanding of SL/FL motivation in particular and CAL.
learning motivation in general, offering useful implications for CAL teaching and learning around the world.

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).

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

1. How does industrial training experience in PT Formosa Bag Indonesia affect students' motivation to learn Mandarin?
2. How do the participants' motivation to learn Mandarin during their industrial training experience in PT Formosa Bag Indonesia connect with their learning and sociocultural contexts?

LITERATURE REVIEW

Motivation in the Teaching of Second/Foreign Languages

Most experts agree that motivation is essential for studying a second or foreign language (SL/FL) successfully (Lamb, 2017; Zhang, et al, 2020). A social psychology approach has had a significant impact on early understandings of SL/FL learning motivation, particularly Gardner and Lambert's (1972) conceptualizations of integrative and instrumental motivation. Integratively motivated learners have positive attitudes toward the target language community and learn the language to communicate and identify with members of that community, in contrast to instrumentally motivated learners who learn a language for potential pragmatic benefits, such as having a better job or earning more money.

Additionally, it has been proposed that motivation exists on a spectrum that includes intrinsic motivation. The proportion to which amotivation and extrinsic motivation control a target "vary in the amount to which the goal is either by the person or owing to external events" (Goldberg and Noels, 2006; Deci and Ryan, 2008). Intrinsic motivation is the desire to learn a language for its intrinsic enjoyment and personal fulfillment. External regulation, introjected identifiable regulation, and regulation are the three subcategories of extrinsic motivation. Introjected regulation involves taking a course of action in response to internal demand, such as guilt or self-improvement. External regulation, on the other hand, shows that the learning is influenced by introjected regulation. Individual students participate in an activity for personally significant reasons, which is known as identified regulation. For instance, they aspire to learn a second language or consider becoming bilingual or multilingual to be an important part of their personal growth. Amotivation, on the other side, is the lack of either internal or extrinsic motivation during the learning process. The most self-determined subcategory of extrinsic incentive is identified regulation (Deci and Ryan, 2008).
When it comes to accurately describing the richness and diversity of SL/FL learners' learning motivation, established approaches have frequently been criticized for being overly simplistic (Wen, 2018; Zhang, et al, 2020). Higgin's (1987) self-discrepancy theory and other significant motivation theories were built upon by Dörnyei (2005), who expanded the scope of SL/FL learning motivation research and proposed the L2 Motivation Self System, underscoring the importance of understanding one's learning motivation as a "socially constructed, dynamic" process (Gao & Lv, 2018). (LMSS). The ideal L2 self, ought-to L2 self, and L2 learning experience are the three main motivational components that make up the LMSS in order to represent the dynamic and variable character of L2 motivation.

The L2 self is that aspect of one's ideal self that is L2-specific. An instrumental or integrative motivator with a promotion focus can serve as an example, representing a learner's goals, aspirations, and desire for success or advancement. According to Dörnyei (2005), the ought-to L2 self is focused on "the attributes that one feels one ought to have in order to prevent possibly detrimental effects." The L2 learning experience is centered on "situation-specific motives related to the immediate learning environment and experience" (Dörnyei, 2005), such as social learning environments or classroom settings, as opposed to the ideal L2 self and the ought-to L2 self, which are thought of as motivational constructs.

**Students' Motivation for Learning Mandarin as an Additional Language in Industrial Training**

Since the 1990s, very few studies on the motivation of Students who study Mandarin as a Second Language (CAL) have been tested. Early research typically took a social-psychological stance and focused on the relationship between CAL learners' personal traits and their learning motivation or on the impact of motivation on proficiency in Mandarin (Wen, 2018). It was found that the students' intrinsic interests in Mandarin culture and their desire to understand their own cultural heritage were connected to their motivation to start learning Mandarin, but not to their motivation to continue learning Mandarin. This research examined the various intrinsic motivational patterns among beginning and intermediate CAL students at a university in the United States.

Yu & Watkins (2008), who concentrated on international students studying abroad in China, discovered a substantial correlation between proficiency in Mandarin and integrative motivation to learn about Mandarin culture. Recent CAL research has broadened its scope to investigate motivation shifts based on learning experience and has focused on the significance of instructional contexts such educational subject factors. Cai & Zhu (2012) used the LMSS as a framework to examine the impact of an online learning project on university students' motivation for CAL learning in the United States. They discovered that both before and after the online experiment, L2 learning experiences altered significantly. Ruan et al. (2015) looked at the effect of task-based training on the drive of starting CAL students in a Danish institution. The results demonstrated that tasks with no specific goal could inspire learners just as much as tasks requiring teamwork, engagement, learner autonomy, and cultural elements.

More research is required to investigate relationships between learning circumstances, learning experiences, and motivation (Wen, 2018; Cai and Zhu, 2012) building on the existing studies of CAL learners' motivation. A socio-dynamic viewpoint has not been
used in previous research on CAL motivation, and as a result, these studies have not been able to provide a genuine explanation of interactions with the population speaking the target language, as well as motivating processes (Wen, 2020; Dörnyei, 2015). This considerable difference encouraged further research into the motivational changes of CAL students and the role that environment plays in shaping motivation in the study abroad setting.

METHOD

Research Context and Participants

The current study concentrated on the changes in learning motivations of a group of Mandarin Diploma Students who were participating in industrial training at PT Formosa Bag Indonesia. These students were enrolled in a university-run Indonesian language course. With students from both face-to-face and online distance learning modes using the same study materials and moving at the same speed, the Mandarin Diploma Students offers beginner-level through intermediate Mandarin language classes. More and more Indonesian students are interested in advancing their Mandarin language skills and gaining cultural awareness through industrial training programs as a result of China's fast economic growth and growing global impact, particularly in the Asia-Pacific region.

Our 15 participant students were willingly taking part in an industrial training program at PT Formosa Bag Indonesia, which lasted roughly six weeks, with the goal of enhancing their knowledge of Mandarin culture and skill in the language. The main goals of the industrial training program were to improve the students' hearing, reading, and writing skills in Mandarin characters. Their comprehension of China's history, society, and culture was facilitated at the same time through the use of movies, music, literature, and field trips to historical locations. The following criteria were used to choose the participants: (1) they were studying in Indonesia and spoke native Indonesian; and (2) They agreed to discuss how their motivation for studying Mandarin changed before and after moving to university, as well as how their motivation changed during their year of industrial training. Prior to the research, consent forms were gathered, and all participants received assurances regarding the confidentiality and anonymity of the study.

The 15 participants had no exposure to authentic Mandarin-speaking surroundings, communities, or culture before to attending university; as a result, they had little prior knowledge of China's sociocultural structure, which includes daily living, modes of communication, and the educational system. We learned from their self-reports, for instance, that some of them had preconceived conceptions that English was widely spoken throughout China, particularly in significant places like Indonesia.

The goal of this study was to further explore and evaluate the students' first-hand accounts of learning Mandarin from the planning stages to the six-week industrial training, which took place right after they were admitted into the university program. It concentrated on the students' motivational paths for learning Mandarin before and after their new learning environment. To get a “rich description” and a comprehensive knowledge of the phenomenon under study, the study involved three stages of data collecting (Skyrme, 2007). The first author conducted interviews with each participant to learn more about their experiences learning and using Mandarin throughout
industrial training. The following subjects were covered in the interviews: (a) reasons for studying Mandarin; (b) attitudes about the language and the Mandarin community; (c) experiences with learning and using Mandarin; (d) present academic achievement; (e) reasons for studying Mandarin; and (f) predicted results of industrial training.

While receiving industrial training, stage two participants were advised to keep reflective notebooks. Reflective journals can be used by researchers as a method and a final product to "record an experience, describe an event, analyze our thoughts, or make sense of what we know" (Boud, 2001). Our research participants were particularly inspired to describe and document their motivational shifts before and after moving to university, to reflect on and express their future goals for learning and using Mandarin, to consider and assess their L2 selves and how they interact with their Mandarin learning experiences and the learning context. These advantages are in line with the two research goals of the study.

Four questions or prompts were used to help participants reflect on their changing learning motivation and their interactions with the work environment for learning. (1) How have you used and learned Mandarin in a professional setting? (2) What are your professional learning accomplishments? (3) How would you characterize the shift in your learning motivation at work? (4) Which aspect of China's educational system do you find the most difficult to adapt to? Each week, the reflective notebooks were gathered, totaling 86 entries. Each post, which was around one single-spaced typewritten page long, was given a code to identify it. For instance, "Participant 1" denoted the first participant reflection entry from her industrial training's sixth week.

To reduce potential memory biases, the first researcher conducted interviews with all of the participants in the third phase within a week of the completion of the industrial training program. The interviews centered on the variations in their motivation to study Mandarin before and after receiving industrial training. These interviews included the following questions: (1) Were your experiences using and learning Mandarin at a business similar to those you had before in university? (2) Is your present desire for learning Mandarin the same as it was before you started your industrial training? (3) Do your current efforts to learn Mandarin resemble those you made in college? (4) Is your present Mandarin study strategy the same as the one you had when you were an undergraduate?

To reduce language barriers, all of the stage one and stage three interviews were conducted in the participants' native language, which was English. These interviews were recorded on audio, verbatim translated into English, and verified for correctness. Following the transcription of the interviews, we carried out participant-checking processes to increase the validity of the research and the reliability of the analysis that followed (Thomas, 2017).

The data was analyzed with NVivo 12 software. This study used an open-coding methodology to analyze and monitor changes in students' motivation to learn Mandarin as well as the relationship between various motivational factors and the learning environment (Du and Jackson, 2018). In other words, there was no restriction on the coding and recoding operations to any predefined categories. The coding procedure, which entailed going through all the journal entries and interview transcriptions five times, was motivated by the research questions and the body of literature on participants' shifting motivation to learn Mandarin and its relationship to
the learning environment. Prior to being coded, the data was first divided into a number of descriptive categories, such as "desire to study Mandarin in industrial training and college" and "future aspirations." After then, the connections between various original nodes were discovered, and lower-order nodes were used to create higher-order themes (Creswell, 2007).

For instance, the node "motivational oscillations throughout industrial training" was used to group "a momentary irritation in learning Mandarin," while the nodes The node "ideal L2 self" had the nodes "being a fluent Mandarin speaker" and "becoming a competent communicator in Mandarin." Following the discovery of several motivational shifts and components for learning Mandarin, the interaction patterns of these aspects were explored. The linkages between the "ideal L2 self" and relevant contextual nodes like "academic setting" were gathered together to form a higher-order node called "interaction between ideal L2 self and context." As new categories developed, the current nodes were continuously updated, eliminated, or combined with others. Analysis and coding were compared amongst participants, then carried out repeatedly until saturation was attained. Annotations and memoranda were utilized to help with data coding and categorization as well as to capture instant remarks and reflective thinking throughout the data analysis (Maxwell, 2005).

RESULTS AND DISCUSSION

In general, the data analysis showed that during the participants' industrial training, their motivation to learn Mandarin significantly improved after arrival and fluctuated throughout the program. Twelve of them (12/15) claimed that after completing industrial training, their motivation had increased, and they anticipated that this increased motivation would continue once they were back in school and learning Mandarin. They occasionally also had motivational spikes brought on by contextual circumstances and individual learning experiences, such as being in unfamiliar settings and interacting with managers or supervisors at work. It should be mentioned that the participants typically reverted to their previous levels of motivation when they realized how much they had learned about Mandarin throughout the industrial training.

According to the participants' narratives, the interaction between their ideal L2 selves, their L2 self-concepts, and the industrial training situation continuously triggered and altered the individuals' continuing motivational changes and surges. Upon entering college, the majority of them demonstrated an instrumental value direction in terms of their motivation to learn Mandarin, despite having various learning objectives. Nearly half of the participants imagined more intricate ideal L2 selves during their job, focused on listening and speaking abilities and high Mandarin competence (e.g., becoming a competent Mandarin speaker). They took various steps to look for opportunities and resources within and outside of the classroom to advance their spoken Mandarin in an effort to lessen the gap between their L2 self-concepts and their ideal L2 selves. Their connections with their learning and social settings led to their ongoing motivational transformation.
Shift Motivational Following Back to College

1. Improvement of Motivation from College to Industrial Training

A comparison of the participants' motivation for Mandarin learning before and after their Industrial Training revealed that the majority of the participants reported that their motivation for learning Mandarin had increased after they had moved to college and that they also anticipated maintaining their increased motivation after returning to college. All the other participants clearly mentioned an increase in their motivational intensity toward learning Mandarin after joining the group, with the exception of one person who did not detect a change in motivation. They remarked in the final week of their visit a few weeks later:

a. One thing is certain: I'm more motivated than ever to learn Mandarin! (Participant 1)

b. As a wise man once said, "This is not the end, this is not even the beginning of the end, but it may be the end of the beginning," and I shall use that expression for my journey into Mandarin (Participant 2).

Prior to working abroad, Participant 1 and Participant 1 both expressed an interest in learning new languages, but their industrial training increased their drive to learn Mandarin. Their exposure to and use of the Mandarin language in natural contexts increased their participation and improved their actual connections to the Mandarin community. Participants 3 and 4 contrasted their motivational changes before and after moving to college, citing their industrial background as "fuel" for studying Mandarin:

c. Before this experience, I was a little unsure about the direction of my Mandarin language studies; but the realization that I still have a lot to learn about the Mandarin language has just fueled my fire and made me realize how much more I want to learn. I'm more determined than ever to keep going with my studies and work on honing my communication and listening abilities (Participant 3).

Participant 3 is expressing her intention to keep devoting time and money to learning Mandarin language. To immerse himself in "the culture," Hunter even "intended to move to China in the future" (Participant 4). In this way, his learning objectives had changed from merely learning Mandarin to being a contributing member of the host society.

The results also showed that the participants' levels of motivation were strongly correlated with their learning objectives for Mandarin, and that motivation increased as the learning objectives took on a more concrete form. For instance, Participant 5 had only focused on her language abilities prior to working or studying in China. Ella worked for a coffee machine company with connections to China. But in the final week of her industrial training program, she exhibited a great desire to comprehend Mandarin culture and outlined her learning objectives beyond a language-only perspective:

d. I've been able to understand and appreciate Mandarin culture as a result of this trip as a whole. I'm going to use reading the Mandarin news once a week as one of my strategies. I will be able to regularly learn about Mandarin language, culture, and current events using this method. Along with enhancing and
preserving my language abilities, I will also be increasing my cultural intelligence (Participant 5).

Her learning objectives became more concrete and explicit as a result of the industrial training experience, including "a deeper understanding and knowledge of Mandarin food and manners" and "common classroom terminology" (Participant 5). As a result, she became more motivated to study in terms of both linguistic and multicultural comprehension. In a similar vein, Participant 6 had Mandarin relatives and disclosed an extrinsic desire to learn Mandarin in his original interview in order to conduct business with Mandarin people. He became aware of the value of social and cultural components of learning Mandarin during his time there, such as "knowledge of Mandarin culture and lifestyle" (Participant 6) and anticipated to maintain his increased motivation by creating clear study objectives after he returned to college:

e. Since I won't be surrounded by Mandarin speakers when I return to college, I've downloaded a lot of Mandarin music so I may continue to develop my listening comprehension and singing in Mandarin. (Participant 6)

Other participants who had general aspirations to enhance their communication abilities before doing industrial training stated more specific goals, such as enhancing their listening or speaking skills.

2. Improvement of Motivation During Industrial Training

Despite the fact that after moving to college, the participants' motivation to learn Mandarin generally increased significantly, many of them experienced a variety of motivational swings over the course of their industrial training due to the specific learning opportunities or contextual factors in the host community. The educational environments in industrial training and college differed in a number of ways. The lecturer typically serves as a role model and an authoritative figure in Mandarin classrooms.

More specifically, Mandarin manager in company frequently use memorization, repetition, and wrote learning in classes where Mandarin is being taught as a second language. Participant 7 was the only participant in this program specializing in Mandarin, and he showed a significant enthusiasm in learning the language. However, after participating in a self-introduction exercise in the Mandarin speaking session, he lost motivation:

f. The manager kept repeating it louder and louder, hoping that I would utter her version if she became louder and slower. I kept repeating the incorrect line at this point because I was so irritated, but in the end, I just mumbled, "I forgot it," and turned my head away. In Mandarin, I was unable to express, "I am attempting to say this." ... I became irritated as a result, and it has decreased my enjoyment of the lesson because I go there to learn, not to be embarrassed in front of the manager. Although I am aware that we need to speak Mandarin more frequently, I have declined speaking engagements since I have never enjoyed being in front of an audience. (Participant 6)

It has been reported that this manager centered educational approach decreased Participant 6's willingness to participate in the learning activities, especially when coupled with the manager's potential ignorance of their students' level of linguistic
competency. Although he understood the value of practicing spoken Mandarin with the manager's help in the workplace, his drive to learn Mandarin declined because of the "annoying" manager-student contact. Because Participant 6 did not note any motivational recovery or enhancement for learning Mandarin in his summary, it appears that the impact of this motivational drop persisted throughout his academic journey. The participants' motivational declines also typically manifested in the early stages of their industrial training term and vanished as soon as they adjusted to the new environment because the workload was frequently beyond their typical learning pace in college. During industrial training, (Participant 6)-an intermediate Mandarin learner-expressed his frustration with the language:

   g. More new words and grammar rules are being learnt simultaneously than we are all used to. Due to the extensive usage of new vocabulary and sentence structures in one case last week, I was unable to understand the Mandarin text while it was being read aloud. This annoyed me. (Participant 7)

He subsequently acknowledged that he had succeeded in "slowly overcoming my phobia of using erroneous grammar" when using the language (Participant 7), and he expressed a wish to "join a Mandarin professional group" once she had returned to college in order to continue honing her Mandarin. Her sense of accomplishment was essential in assisting her in overcoming the obstacles in the Mandarin educational system that had first made her less motivated to learn.

In conclusion, the majority of participants said that their reason for learning Mandarin was a desire to advance their knowledge of the language, but that when faced with academic difficulties while industrial training, their motivation frequently decreased.

**Student Learning Motivation, Self, and Context in Mandarin While Industrial Training**

The research showed that although the participants' motivations for learning Mandarin varied widely, most of them showed an instrumental orientation to the language once they arrived in college. Three participants asserted that their initial interest in Mandarin linguistic content was in college; nevertheless, they all concurred that after moving to a Mandarin community, they developed a greater interest in Mandarin culture. Additionally, others three participants noted that the social and working surroundings of industrial training were becoming a stronger influence on their motivation to learn Mandarin. All had all expressed an intrinsic goal to learn Mandarin before going to study or work in China (e.g., an interest in learning languages), but they demonstrated a significant career-related learning incentive while training in industrial.

For instance, Participant 8 was interested in learning many languages and was pursuing a double degree in Mandarin and Japanese. Participant 8 and her classmates visited a diary company in China as part of their study of Mandarin culture, and she was able to "really recognize the efficiency and excellent standards that China has" as a result (Participant 8). She believed the trip to be a significant opportunity for cultural understanding, giving her the chance to investigate "China-related jobs".

   h. I believe I need to give my aims more thought in order to connect this broad awareness to my individual learning and objectives. The biggest one is that,
Participant 8 learned from her industrial training experience that being fluent in Mandarin or a bilingual communicator reflects cultural capital in China, which might be advantageous for her professional development. The practicality and closeness of Participant 8’s contact with the target language community improved the tangibleness of her cultural capital. She was grateful that her studying efforts were more fruitful as a result, and her enthusiasm to learn Mandarin was “stronger than before!” (Participant 8). Other participants claimed that remaining with the company increased their intrinsic motivation, and that learning Mandarin created a social, economic, and symbolic connection between Indonesia and China. It is crucial to comprehend a learner’s L2 self-concept since the incentive to learn a language is to bridge the gap between the ideal L2 self and the L2 self-concept. The L2 self-concept is described as “an individual’s self-descriptions of competence and evaluative judgments about themselves” in relation to the acquisition of an L2 (Mercer, 2011). The intrinsic motivation of six participants to study Mandarin was reported (their interest in the language) before going to industrial training. Five individuals had learning motivations focused on communication. Two participants concentrated on their understanding of Mandarin. Two participants demonstrated a strong extrinsic learning motivation related to their future careers.

The majority of the participants had not developed intricate ideal L2 selves in college, despite the fact that they displayed a variety of motivational profiles for studying Mandarin. Living in an English-speaking environment often left them with little awareness of their L2 self-concepts, and some participants even expressed frustration when they learned that Mandarin was the only language that predominated in the industrial training.

i. I had some idea that English would be a language that was spoken widely. But it didn’t take long for me to learn that, at times, I had very limited, if any, understanding, which was irritating, and that, most of the time, the other party couldn’t speak English either. (Participant 9)

However, the participants found that their Mandarin skills were inadequate as a result of the difficulties they faced learning and using the language while industrial training, especially at the beginning of their stay:

j. When I initially arrived in company, speaking Mandarin with the supervisor was my first experience that caused me to truly struggle. I had to utilize what little Mandarin I had to order food and drinks at the canteen, so this was a big problem. (Participant 10)

k. During the first job, I distinctly recall feeling completely overwhelmed by all the Mandarin speaking. At all times, you must pay close attention to what the supervisor is saying. I recall telling the others, “Wow, my brain is fried,” as soon as the first job was through (Participant 11).

Nearly all participants thought their initial Mandarin language learning and use in industrial training was unsatisfactory and disappointing due to experiencing a variety of negative feelings in the target language community. When they realized the predominance of the Mandarin language in Mandarin academic and social situations,
this experience encouraged them to develop more intricate ideal L2 selves and discover more practical methods to improve their Mandarin competence.

Majority of participants had an idealistic self-image of someone who could speak Mandarin well. A few examples include Participant 12 expectation to "reach the aim of becoming a fluent Mandarin speaker" (Participant 12), his description of his academic journey as "a road to Mandarin fluency" (Participant 12), and Participant 13’s goal to improve her ability to communicate with the local Mandarin population. High levels of Mandarin competence were envisioned as being a crucial component of the participants' ideal L2 self. It was also discovered that the participants' future plans heightened their idealized self-images. Participant 13 had a great desire to engage with possible Mandarin partners and was fluent in Mandarin. He considered being fluent in Mandarin to be either a requirement or at the very least a comparative advantage.

1. My main objective is to increase my capacity to collaborate successfully with Mandarin commercial partners and decrease my reliance on interpreters. (Participant 13)

The actual discrepancy between the participants' L2 self-concepts and their ideal L2 selves spurred their motivation to improve their spoken Mandarin while they were in industrial training. Similar with Participant 13, the majority of participants actively pursued chances and resources both inside and outside of Mandarin classrooms to advance their pragmatic competence. Participant 14 pointed out:

m. The motive behind this, in my opinion, may result in actual use of it (Mandarin). You must always surround yourself with Mandarin acquaintances who speak Mandarin as a matter of course. It is available for daily use. (Participant 14)

All of the participants stated that their motivation for learning Mandarin in industrial training was a desire to socialize with Mandarin workers, and they all expressed a willingness to make Mandarin friends both inside and outside of the university. The majority of participants in the industrial training program showed initiative, tapped into resources, and used those resources to become more involved and advance their pragmatic competence in the neighborhood.

The current study looked at how a group of students' motivation changed as they learned Mandarin and how that motivation interacted with their learning and sociocultural environments during the industrial training experience in PT Formosa Bag Indonesia. According to the findings outlined above, the participants' desire to learn Mandarin was a dynamic process that was driven by constant interaction between their ideal L2 selves, their L2 self-concepts, and the workplace environment. Their learning objectives and variations in motivation were closely associated. This result is consistent with findings from past study, which has constantly shown that the concept of motivation for second language learners is a moving one originating from interactions with the surrounding setting of industrial training.

The discrepancy between participants' real learning and usage experiences in industrial training and their perceived learning successes in college has been further highlighted by this research. This gap was caused by the participants' perceived learning achievements in college. Additionally, this study has often demonstrated the participants' drive to learn Mandarin as being dynamic. In general, the participants felt inspired to work hard to minimize their deficit in the target language community. Due
to this gap, they encountered a variety of difficulties in their academic and social environments, which often strengthened their internalization of practical learning objectives (such as migrating to China, developing their careers, and becoming fluent in Mandarin). It inspired them to undertake long-term efforts to lessen the problems they faced in their academic and social environments, as well as their disadvantage in the target language community. As a result, throughout their industrial training in PT Formosa Bag Indonesia, their motivation for studying Mandarin indicated a value-instrumental propensity.

Regardless of their initial motivation in college, almost all of the participants in this survey reported greater motivation once they started their industrial training. They also all expected to continue to be motivated to learn and utilize Mandarin in the future. This research looked at how the participants' motivation changed during their time industrial training. Industrial training programs must therefore be promoted as a key strategy for maintaining and enhancing learners' motivation to learn Mandarin as a second language. Additionally, industrial training should be taken into account as a crucial element that can spark learners' self-image building and transformation, as well as a contextual factor impacting their motivation to learn and use the target language. To evaluate the impact of industrial training experiences on Mandarin Longitudinal research is needed to determine language learners' motivational sustainability once they return to their native language environment. In the current study, the latter process had a complicated relationship with the individuals' altered motivation.

Additionally, it was shown that the participants' mood swings were frequently directly correlated with their unique experiences and sense of accomplishment, particularly the development of their pragmatic competence. As a result, program managers and educators should focus more on each student's unique learning needs and sociocultural background. Teachers should also design customized courses for students studying Mandarin in industrial training settings, taking into account factors including pedagogical approach, instructional tempo, and course content. Administrators of the program and teachers should, give students opportunities and tools for real communication in particular to help them get better at speaking Mandarin orally and feel more accomplished.

Future studies should focus more on how participants' competence levels affect their motivation to learn SL/FL in workplace settings. In order to investigate the connection between learners' increased language proficiency and changes in their motivation, longitudinal studies involving prolonged stays in the target language community are required. Participants demonstrated a strong motivation to get involved in the community to increase their Mandarin proficiency, and this involvement in turn increased their knowledge of Mandarin society and the oral Mandarin used in everyday social settings.

In this sense, language practice outside of the classroom should be seen as a crucial learning method to maximize the participants' participation in their language practice in industrial training. Language learning in the classroom with a focus on linguistic knowledge only constitutes a portion of language learning experiences while industrial training. Even though they did not represent the majority, seven participants in this study showed a propensity for learning Mandarin for practical purposes. However, their motivational shifts before and after enrolling in an industrial college suggested that sociocultural and educational contexts may have a significant impact.
on motivation for language learners. Therefore, it is crucial for academics to keep looking at how students’ motivational change in industrial training and their contextual reality interact.

CONCLUSION
Drawing on Dörnyei’s (2009) L2 Motivational Self System (L2MSS) and Deci and Ryan’s (2008) concept of motivation, the current study looked at how 15 students’ motivation to learn Mandarin changed over the course of their industrial training at PT Formosa Bag Indonesia and how it interacted with their learning and sociocultural contexts. The majority of the participants in this study appeared to have grown more motivated and anticipated continuing analysis of data from reflective journals and two rounds of interviews done before and after their occupational training experience revealed their efforts to continue learning Mandarin. The educational setting for Mandarin (such as instructional style, course material, etc.) as well as individual language learning and usage experiences, also had an impact on the students’ motivation during their industrial training experiences.

The continual interconnections between the students' changing learning and sociocultural settings, their ideal L2 selves, and their L2 self-concepts served to support their altering motives. These encounters encouraged students to employ various techniques to sustain their Mandarin learning while also enhancing their spoken and written Mandarin. Thus, educators must think about how to support CAL students' passion for studying and assist them in better adjusting to the new Mandarin language environment (Fryer, 2019).

Any extension of the findings to all students in industrial training or other language learning settings should be done with caution as the current study only included students doing industrial training in PT Formosa Bag Indonesia. The majority of the information used in this study came from interviews and reflective journals. Despite the fact that the reflection entries were gathered weekly and a number of techniques were employed to assure the validity of the research findings, what was reported might not have been the same as what was carried out in the actual situation. In light of this, a mixed-methods approach can be used to suggest the dynamics of motivating development in larger learner populations. This technique combines quantitative and qualitative viewpoints.

Additionally, because we are Mandarin researchers, some features of our data may reflect Mandarin research traditions, particularly those that relate to the Mandarin pedagogical context. Despite these drawbacks, we think that the findings of this study offer novel insights into understanding motivational shifts among CAL language learners and offer some suggestions for maintaining Mandarin language learners' motivation and practices. This research also highlights the importance of formal and informal learning environments in supporting international students' language learning and usage over the long term (Gong, et al, 2020; Ma, et al, 2017).
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