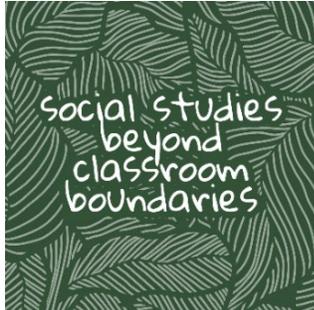# Intercultural Communication Challenges for the Internship of Engineering Students in Japan

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ABSTRAK

Komunikasi merupakan hal yang sangat penting untuk mempermudah dalam menjalankan suatu kegiatan atau proyek. Ada pula pemahaman antar kebudayaan yang ada merupakan menjadi tantangan tersendiri termasuk mahasiswa yang sedang menjalankan proyek magang di negara yang mempunyai perbedaan bahasa dan budaya dengan negara asal mereka. Salah satu contohnya adalah negara jepang yang kental dengan adat dan budaya yang khas. pada penelitian ini mengambil 20 sampel dari mahasiswa teknik yang dalam proses menjalankan magang di negara jepang. tujuan dibuatnya penelitian ini untuk mengetahui tingkat kesulitan dan tantangan yang dihadapi oleh mahasiswa intercultural di negara tersebut. menurut hasil penyebaran kuesioner, mahasiswa mempunyai tingkat kesulitan pada level tinggi. data yang diperoleh diolah menggunakan metode kuantitatif dengan perhitungan melalui alat yaitu SPSS versi 25. Dengan itu tindak lanjut untuk mempersiapkan mahasiswa yang hendak melakukan perjalanan dan kegiatan di negara lain agar mampu diterapkan lebih baik lagi.

KATA KUNCI: Komunikasi antar budaya; Tantangan komunikasi; Magang; Industri.

ABSTRACT

Communication is very important to make it easier to carry out an activity or project. There is also an understanding between cultures that is a challenge in itself, including students who are running an internship project in a country that has language and cultural differences with their home country. One example is Japan, which is thick with distinctive customs and culture. This study took 20 samples from engineering students who were in the process of running an internship in Japan. The purpose of this study is to determine the level of difficulty and challenges faced by intercultural students in the country. According to the results of distributing questionnaires, students have a level of difficulty at a high level. The data obtained is processed using quantitative methods with calculations through tools, namely SPSS version 25. with that follow-up to prepare students who want to travel and activities in other countries to be better.

KEYWORDS: Intercultural communication; Communication challenges; Internship; Industry.

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A. Introduction

The entire world has become borderless as a result of today's rapid technological breakthroughs, and human-centric designs, such as Society 4.0, are extensively stressed. As a result of fast globalization, technical advancements, and demographic development, the function of the engineer in society is being reinterpreted. Engineers of the twenty-first century confront new obstacles and work in a different professional setting than their forefathers. Intercultural competence is the ability to interact successfully and responsibly with people from other cultures.[1] Understanding and accepting cultural differences, being aware of one's cultural biases, and adjusting one's communication style to the cultural environment are all part of that. Engineers who lack cross-cultural skills may find it difficult to negotiate the cultural differences they encounter during Engineering students' internships in Japan.

Students who come from foreign countries such as from Indonesia then have activities in Sakura country, of course there must be an interaction and communication as well as its own challenges when interacting in a new environment, especially since Japan is a country that has its own alphabetical letters such as katakana and kanji which not all engineering students those who go for an internship there have these skills. In this study, engineering students took part in a campus cooperation program with Sending organizer TMM Wonogiri. So that through this research, researchers want to know what are the challenges experienced by mechanical engineering students during internships in Japan.

Intercultural learning is essential for encouraging variety and bringing people together.[2] Recognizing and appreciating cultural differences, gaining empathy and understanding for individuals from other cultures, and learning to communicate successfully across cultural borders are all part of intercultural learning. Engineering students that participate in intercultural learning may be better prepared to face the challenges of Engineering students' internships in Japan. There are many differences in intercultural communication, and the challenges of foreign cultures between Indonesia and Japan are very different, so the researchers would like to conduct more research on the challenges of intercultural communication for engineering students who do internships at P; T Isuzu Ltd. Tochigi Plan Japan.

In this study, the researcher will use a quantitative research approach to interpret research data from closed-ended questionnaires, because in this study the researcher also uses a survey research design to collect data. Survey research as one of the types of quantitative research that is conducted by using a numerical system to gather data. The goal is to comprehend and predict someone's behavior.[3] The subjects of this study were 6th semester mechanical engineering students from the Faculty of Engineering, Yogyakarta State University who took part in an internship program at PT Isuzu Ltd. Tochigi Plan Japan.

This study aims to gain insight into the challenges of intercultural communication faced by Indonesian engineering students participating in internships in Japan. By examining the intercultural communication barriers experienced during internships in Japan, this research will make a valuable contribution to the current understanding of intercultural communication and the internship

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[1] Berka, Sigrid, et al. "The role of study abroad curricular interventions in engineering students' intercultural competence development." 2021 ASEE Virtual Annual Conference Content Access. 2021.

[2] Patel, Fay, Li Mingsheng, and Prahalad Sooknanan. Intercultural communication: Building a global community. Sage, 2011.

[3] Andriani, Widdi, and Patricia Angelina. "English Language Education Students Perception of the Use of English Subtitled Movies." Indonesian Journal of English Language Studies (IJELS) 6.2 (2020): 48-58.

experiences of engineering students. The results of this research can enrich the existing literature and increase our understanding of the difficulties faced by engineering students in intercultural communication.

There is a previous study about International Industrial Internship: A Case Study from a Japanese Engineering University Perspective by Wai Kian Tan and Minoru Umometo.[4] The purpose of this study is to assess the situation of internships in Japan and determine why they are unpopular in the country. The researcher uses qualitative approach and case study research design to interpret the data, the subject of this study is the researchers conducted in an engineering-based Japanese university that has had a good internship track record since its establishment.

Other predecessor study had been carried out by Anyada J and Singhanat N.[5] To know students' internship awareness of the need of including intercultural communication ability into hospitality programs that may generate graduates who are well-equipped and prepared for multilingual and multicultural work contexts. The researchers use quantitative study and survey research design to collect the data of this research. There were 26 participants of this study. This research was carried out in a hotel owned by an international college affiliated with a prestigious university.

A study also has been done by Xiaotian Zhang & Mingming Zhou.[6] The researcher used qualitatively studied and summarized many forms of intercultural communication obstacles as experienced by 40 Chinese students in this study, and the findings indicated a series of universal barriers that corresponded to prior studies. The instruments of this study are Semi-structured interviews that were used to gather data since they were thought to be an effective technique to explore intercultural interactions experienced by individuals.

Yasutaka Ueda; et,al stated in their study that One effective strategy to improve global engineering proficiency is through university-industry partnership on global project-based learning.[7] In this study there were 17 participants who came from several countries such as Laos, Cambodia, Vietnam and Thailand. The students' in this study were diverse such as electrical engineering, chemical engineering, mechanical engineering, materials engineering, bio-engineering, food technology, human science, information technology, and engineering management. The researchers use their feedback based on their experiences during an industrial internship in Japan to collect the data.

In addition to Naomi Tsunematsu.[8] This study looked at how international students from varied cultural backgrounds tried to collaborate with locals in Japan's emic environment. Intercultural frame switching did not occur spontaneously, and overseas students were unable to cope with the

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[4] Tan, W.K.; Umemoto, M. International Industrial Internship: A Case Study from a Japanese Engineering University Perspective. Educ. Sci. 2021, 11, 156. https:// doi.org/10.3390/educsci11040156

[5] Jhaiyanuntana, Anyada, and Singhanat Nomnian. "Intercultural communication challenges and strategies for the Thai undergraduate hotel interns." *PASAA: Journal of Language Teaching and Learning in Thailand* 59 (2020): 204-235.

[6] Zhang, Xiaotian, and Mingming Zhou. "An exploration of Chinese students' perceived barriers to effective intercultural communication." Journal of Language and Cultural Education 9.2 (2021): 11-31.

[7] Ueda, Yasutaka, et al. "W-01 Group Work Internship as Global Project-based Learning towards Further Learning Motivation: G-DORM Short-term Program 2019." JSEE Annual Conference International Session Proceedings 2020 JSEE Annual Conference. Japanese Society for Engineering Education, 2020.

[8] Tsunematsu, Naomi. "Agency, autonomy, and power of international students in interactions with local society in Japan through an experiential learning project." Compare: A Journal of Comparative and International Education 53.7 (2023): 1170-1188.

intercultural competency necessary in Japanese society. This research looks at how foreign exchange students from North America, Europe, Oceania, and Asia used experiential learning to express agency and power while cooperating with local schools and organizations in Japan. Although empirical research on overseas students' intercultural experiences in Western nations has increased, research on their intercultural experiences in Japan is scarce in English publications.

Based on several previous studies, most of the research came from abroad so the researcher took this research gap with the researcher wanting to know what communication interactions and challenges were obtained by 6th semester engineering students who were doing internships in Japan coming from Yogyakarta State University by filling out a questionnaire and data will be processed using descriptive statistics which have not been discussed by previous researchers in this study, so that in order to achieve the objectives of this study, the research questions in this study is (1) What are the challenges of intercultural communication experienced by engineering students in Japan?.

B. Literature Review

1) Intercultural Communication

Intercultural communication is the process of exchange of thoughts and meaning between people of differing cultures.[9] Intercultural competence is usually introduced in different terms, some people refers to it as cross-cultural adaptation, intercultural sensitivity, multicultural competence, global competence, international competence, global literacy, cultural competence, intercomprehension and many more. In this review the term intercultural communication, intercultural competence and intercomprehension are used interchangeably. Intercultural refers to 'inter' and 'culture'; inter means interaction, exchange and open.[10] Culture on the other hand signifies life style, a representative symbol used by people either individually or through community in building relationships with others in their effort to understand the world; to comprehend interaction within intra and inter cultures. In that interaction, space and time should always be considered. In other words, 'intercultural' is a dynamic process which consists of real interconnected interaction. Intercultural should involve positive interaction among its components and actors in the society and at the same time indicate representation and action perspective. In short, intercultural is cultural interaction which will result in positive relationships among actors who take part in the process.

Bowden and Marton distinguish competence into two. The first one refers to a sense of freedom, observable attitude (in the workplace) and the second one refers to ability to see and cope with new situations with effective strategy, including the ability to adapt with discipline and professionalism. These authors argue that discipline and professionalism are two components that should be integrated. They also denote that these elements are crucially implemented with a practical approach either in the workplace and in university because students need various experiences and diversity to enable them to face an unpredictable future.[11] Another important point is that competence is believed to depend on relationship and situation on how community counts others.[12] Thus, IC is a strong and durable characteristic that every student needs to

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[9] gerhard
[10] Davies and ray
[11] Bowden and marton
[12] Lusting and koaster

master. IC would enable students to build good relationships with others, play their roles well as professionals and be able to overcome any problems related to inter- cultural communications. Intercultural competence (IC) is inseparable with communication competence and intercultural communication.[13] Communication competence consists of several components like social competence and interpersonal competence.[14] Both components are focused on result, linguistic competence and communication competence. This means that intercultural comprehension is concerned with understanding and accepting others' diversity and differences either individual or group, in order to build democratic society. This also indicates that multicultural education should actually address to all societies that they can live in harmony as the precondition of unity in a society.[15]

To this end, intercultural competence (IC) is the big theme with several sub themes including skills, attitude, and knowledge.[16] In the teaching of intercultural competence, the main goal of teaching the course is to develop and improve intercultural communication skills that could facilitate students coping with various intercultural problems in the future regardless of differences in cultural background. In line with the idea, Intercultural education consists of equity, participation, peace, appreciation, reconciliation and cooperation.[17] Education that focuses on intercultural comprehension offers an opportunity to exchange values, skills/knowledge, art/ science and understanding a wider diverse culture, religion and values. This understanding signifies that in the context of multicultural education human right is the most important thing that will result in appreciating others. This concept in the end will create a positive attitude and behavior like appreciation of others' feeling, empathy and brotherhood that could broaden perspective and knowledge and prevent inferior attitude to other groups. In practice, intercultural education should based on several criteria; (1) focus on equity between individual and group; (2) be able to accept cultural and language differences and diversity as a source of learning; (3) avoid ethnocentrism; and (4) aim to achieve the same opportunity and oppose any kind of discrimination and racism.[18]

2) Internship

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. Apprenticeship is the way information dissemination is carried out in an organized manner.[19] An apprentice is one eye course that must be completed by each student as a way of preparing themselves to become a professional HR who is ready to work.[20] Apprenticeship is a learning process from experts

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[13] deaford

[14] spitzberth

[15] melkote

[16] snow

[17] tilbury

[18] fossard

[19] IONIȚĂ, Mirela, and Veronica PăStAE. "GERHARD MALETZKE'S MODEL OF MASS COMMUNICATION FROM THE SOCIAL COMMUNICATION PERSPECTIVE." *Bulletin of the'Carol I'National Defence University/Buletinul Universitatii Nationale de Aparare'Carol I'* 33.2 (2017).

[20] rusidi

through real-world activities.[21] Besides Therefore, apprenticeship is a process of practicing knowledge and skills for solving real problems around. So, it can be concluded that apprenticeship is training or practice to master certain skills under guidance and supervision from an experienced instructor. Internships are things that have benefits for students such as:

a. Adding Relationships During an internship, students will add and expand relationships in a professional environment. That way, they have the opportunity to learn expertise in a field, get experienced mentors, get business partners, and be selected as permanent employees.

b. Develop Skills Usually students will be given assignments during the internship. Well, the task requires practical skills. That way, students will learn new things from the assignment.

c. Increase Self-Confidence Increasing self-confidence is another benefit in carrying out internship activities. Because, when students get various kinds of knowledge from internships, of course they are ready to take the next career level. In the world of work, they can apply whatever they have learned during the apprenticeship.

d. Work Experience Internship experience is one of the preparations for facing the real world of work. Even though companies are looking for fresh graduate applicants, there are times when they give priority to those with experience in the world of work. Therefore, internship activities will be beneficial for students to enrich their experience in the world of work and increase their self-quality.

e. Improving Self-Quality When students carry out internships, their communication skills and others will improve. This is because students are required to coordinate with other colleagues.

f. Adding Work Experience to a CV Curriculum Vitae (CV) or resume is one of the important things in the world of work. The reason is, before applying for a job, the company will ask for a CV. Adding internship experience to your CV can be an added value. Especially if students get satisfactory grades in internships, this is of course a great opportunity to be accepted at a company.

g. Internship Activities Open Insights When students take part in an internship program, it means that they will be involved with various assignments and projects in the company's division. That way, student insight will increase by itself. All these insights make students more prepared to enter the world of work. Students can become Human Resources (HR) who are ready to work and can be relied upon because of their broad work knowledge.

h. Exploration The last is the exploration of various types of work. After graduating from college, many are confused when choosing a job. However, when students do internships, students can think about whether the work they do during the internship is their interest or not. Internship experience is useful for decisions in determining future careers.

Seeing from the many benefits obtained from the internship itself. Students are expected if there is an opportunity for an internship then take the opportunity.

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[21] sumardiono

C. Methodology

Research setting and participants

This study was conducted at PT Isuzu Motors Ltd. Tochigi Plan Japan in collaboration with Yogyakarta State University (UNY). There were twenty participants in this study. Twenty of these students came from the sixth semester of Yogyakarta State University. They are enrolled in D4 Mechanical Engineering within the engineering faculty. Apprentices work as machine operators. The general objective of this internship course is that students are expected to be able to add insight, knowledge and technology as well as competence through direct practice in production processes and operations.

So that they can know and adapt to actual situations and conditions, which will ultimately add experience that has never been obtained before on the lecture bench. This activity is also a place to apply theory and knowledge that has been obtained during lectures to reality in the field. In addition, the specific objectives that are expected after carrying out industrial internship practices at PT Isuzu Motors Ltd are explaining industrial management and workforce competencies required at PT Isuzu Motors Ltd and helping carry out tasks and production process activities and trying to find a solution to an existing technical problem.

Data collection and analysis

This study uses a quantitative research approach, using a survey research design in data collection. In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. Researchers used this method to determine students' perceptions of experiencing intercultural communication challenges when doing internships in Japan.

The main instrument used in this research was a questionnaire with a self-designed survey. In accordance with Byram's ICC model, which is based on five domains of intercultural competence knowledge, skills to interpret and connect, skills to discover and interact, attitudes, and awareness the participants were asked to complete a self-assessment questionnaire regarding their perceptions of intercultural communication significant mindset.[22] The descriptive statistical data analysis (SPSS program) was used to examine quantitative data, which were then reported as mean scores and standard deviations (S.D.). Based on the psychometric Likert scale from 1932, interpretations were made. There are 20 questions with five answers: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In the survey, the researcher used a positive statement.

D. Result and findings

Result

Considering there were only 20 respondents in the study, because there were 20 mechanical engineering students who participated in industrial practice internships in Japan. Normality, reliability, and validity tests were run before answering the research questions. Several samples of less than respondents have been analyzed using the Shapiro-Wilk test, a particular test for normality, and the results have been beneficial. During the pilot test, the instrument's validity and reliability were evaluated. Researchers employ genuine and dependable objects as research tools.

Table 1. Normality

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[22] Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. 1997: Multilingual Matters, Ltd.

a. Lilliefors Significance Correction

From the table 1 normality tests were completed before starting the analyses. In this research, the score of normality is 0.9, so it can be said the questionnaire is normal.

According to Sugiyono, reliability testing is the degree to which measurements taken with the same item get the same results.[23] According to the expert's statement, dependability is a measure of how much a measuring equipment or instrument can be relied on or trusted. In this case, dependability refers to the degree to which measurement findings stay consistent with the same symptoms following repeated or repeated measurements with the same tool. We can look at the outcomes and the researchers' estimate of their dependability.

Table 2. Realibility

Reliability Statistics

Cronbach's Alpha	N of Items
.695	20

From the table 2 above shows that in this research, the score of reliability is 0.695, so it can be said the questionnaire is reliable. The questionnaire instrument in the research can be said to be reliable if the Cronbach alpha value is > 0.6 while this Cronbach alpha value is 0.695 out of N 20 so that it can be said that the questionnaire in this study is reliable. The researcher used IBM SPSS Statistics 25 for tallying the data to find out the number of students' perception based on each statement that they choose.

Findings

Table 1. *Students' Challenges in Intercultural Communication*

No.	Statements	Frequencies of Responses							
		SD		D		A		SA	
		N	%	N	%	N	%	N	%
1.	I find it challenging to effectively communicate with Japanese colleagues and supervisors due to language barriers.	•		-		10	50	10	50
2.	I have difficulty understanding and adapting to business etiquette and Japanese culture norms	•		6	30	9	45	5	25
3.	I feel unsure about the right level of formality and politeness to be maintained in various professional interactions.	•		8	40	8	40	4	20
4.	I face difficulties in understanding and interpreting non-verbal cues and cues in the Japanese	•		3	15	12	60	5	25

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[23] Sugiyono. (2012). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

No.	Statements	SD N %	D N %	A N %	SA N %
	professional environment.				
5.	I feel doubtful or uncomfortable expressing my opinions or ideas in Japanese professional environments.	•	3 15	12 60	5 25
6.	I have difficulty in navigating certain practices or cultural norms in Japan	•	4 20	12 60	4 20
7.	I have experienced an example where my direct communication style is considered rude or rude in Japan	•	5 25	10 50	5 25
8.	I face difficulties in managing conflict or resolving disputes in a cross -cultural team	•	4 20	13 65	3 15
9.	I face challenges in understanding and conveying technical information accurately in English or Japanese	•	3 15	12 60	5 25

Note: Strongly Disagree = SD Disagree = D Agree = A Strongly Agree = SA

In the first table that on the number one with those statement. Based on the results of the questionnaire, most of the statements that lead to the challenges and difficulties found during the internship, respondents agreed with the average percentage of answering agreement was 52%. Others answered disagree with an average percentage of 20%. And the rest strongly agreed with an average percentage of 28%. The entire data was taken from 20 student samples who were apprenticed in Japan.

Table 2. Students' Cross-Cultural Benefits

No.	Statements	Frequencies of Responses			
		SD N %	D N %	A N %	SA N %
1.	Cultural differences have led to miscommunications and misunderstandings during my internship in Japan.	•	6 30	8 40	6 30
2.	I have participated in cross-cultural training or workshops to enhance my intercultural communication skills prior to my internship in Japan.	•	-	14 70	6 30
3.	Cultural differences create barriers to effective teamwork, collaboration, and knowledge sharing.	1 5	4 20	11 55	4 20

Note: Strongly Disagree = SD Disagree = D Agree = A Strongly Agree = SA

Based on table 2 in a questionnaire number one shows that most of the students (SA = 30% and A = 40%) in this research considered positive for the fact that cultural differences have led to miscommunications and misunderstandings during my internship in Japan. Some of the respondents (D = 30%) stated that they disagreed about that statement, the percentage of respondents who did not agree was less than the percentage of respondents who answered positively. Conclusion from the statement is that most students feel that cultural differences have led to miscommunications and misunderstandings during my internship in Japan.

Students rated that respondents gave positive statements on questionnaire number 2, apprentice students in Japan had participated in cross-cultural training or workshops to improve their intercultural communication skills before their choice of internships in Japan by giving a perception of agreeing with the questions (SA = 30% and A = 70%). Based on the results of these data, it can be concluded that cross-cultural has benefits for apprentice students in Japan because no one disagrees with this statement.

Interestingly, the statements in questionnaire number 3 are different from the student responses to statements number 1 and 2 where they agree with the statement, while in the statement in questionnaire number 3 that there are respondents who decide negatively that they disagree with the statement cultural differences create. barriers to effective teamwork, collaboration, and knowledge sharing, (SD = 5% + D = 20%) which can add up to (25%). However, some students still gave more positive perceptions of this with quite a large percentage, namely (SA = 20%) and (A = 55%). So, based on the data obtained, it can be concluded that many students feel that cultural differences create barriers to effective teamwork, collaboration, and knowledge sharing.

Table 3. Students' support and resources

No.	Statements	Frequencies of Responses							
		SD		D		A		SA	
		N	%	N	%	N	%	N	%
1.	I believe that receiving formal training or education on Japanese culture and customs would have been beneficial for my internship experience.	-				14	70	6	30
									-
2.	I believe that intercultural communication skills are crucial for my future engineering career, considering the global nature of the industry.	-		13	65	7	35		-

Note: Strongly Disagree = SD Disagree = D Agree = A Strongly Agree = SA

Based on the results of the questionnaire in the table, most of the statements are in accordance with what students feel that intercultural communication skills are very important in the future. respondents agreed with the average percentage who answered agreed was 68%. and the rest answered strongly agree with an average percentage of 30%. All data were taken from 20 samples of students who were doing internships in Japan.

Items	Aspects	Statement	Strongly Agree
1.	**Intercultural Communication Challenges**	I find it challenging to effectively communicate with Japanese colleagues and supervisors due to language barriers.	10
		I have difficulty understanding and adapting to Japanese business etiquette and cultural norms.	5
		I feel uncertain about the appropriate level of formality and politeness to maintain in various professional interactions.	4
		I face difficulties in understanding and interpreting non-verbal cues and gestures in Japanese professional settings.	5
		I feel hesitant or uncomfortable expressing my opinions or ideas in a Japanese professional setting.	5
		I often encounter difficulties in navigating specific cultural practices or norms in Japan.	4

		I have experienced instances where my direct communication style has been perceived as rude or disrespectful in Japan.	5
		I face difficulties in managing conflicts or resolving disagreements within a cross-cultural team.	3
		I encounter challenges in comprehending and accurately conveying technical information in English or Japanese.	5
2.	**Cross-cultural benefit**	Cultural differences have led to miscommunications and misunderstandings during my internship in Japan.	
		Cultural differences impact my ability to effectively collaborate and work as a team with Japanese colleagues.	
		I have participated in cross-cultural training or workshops to enhance my intercultural communication skills prior to my internship in Japan.	

		Cultural differences create barriers to effective teamwork, collaboration, and knowledge sharing.	
3.	**Support and Resources**	I believe that receiving formal training or education on Japanese culture and customs would have been beneficial for my internship experience.	
		I actively seek opportunities to improve my intercultural communication skills during my internship.	
		I have successfully adapted and adjusted to the Japanese work culture during my internship.	
		I believe that more support and resources should be provided to help engineering students overcome intercultural communication challenges during their internships in Japan.	

		Overall, my internship experience has effectively enhanced my intercultural communication skills.	
		I believe that intercultural communication skills are crucial for my future engineering career, considering the global nature of the industry.	

E. Conclusion

from the explanations and findings of this study. It can be concluded that the level of difficulties and challenges experienced by technical internship students in Japan is high. from the range of very low, low, high and very high levels. Therefore, preparation and intensive training before departure is very necessary. In addition to language mastery, when going abroad for any purpose, understanding cultural conditions must be considered properly so that there are no difficulties in adapting and living life while in another country.

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