

USING TEXTS AND VIDEOS TO INTEGRATEDLY TEACH CULTURE THROUGH BUSINESS ENGLISH OF ESP 1 SUBJECT

Yasmin Farani and Karlina Karadila Yustisia

University of Merdeka Malang

yasmin.farani@unmer.ac.id; karlina@unmer.ac.id

Abstract: This R&D research is intended to develop the Speaking Section of the existing teaching materials of Business English skills. Under the name of ESP 1 subject, they are taught to the 4th semester students of D3 English Program. Teaching English Business skills does not merely teach the students to have administration and communication skills needed at work place. However, they will probably encounter and experience of working together with people from different cultures and background as well. Many business relationships struggle, not because one person has lower English proficiency level, but because there are misunderstanding on cultural differences. Thus, the students are expected not only learn Business English skills but also gain basic knowledge of English culture through the course. Since this study is a qualitative research, the primary instruments are the researchers themselves and questionnaires serve as the secondary instrument. All the data to be analysed are in the form of printed data or books and videos. The expected final results are in the form of written handouts consist of texts and links of selected videos related to the given topics that can be useful for the students as the alternative way to learn culture in integrated way.

Keywords: R&D research, Business English, teaching integratedly, culture

INTRODUCTION

As a vocational program, Diploma Three English Program of University of Merdeka Malang always improves itself to cope with the market demands. Students must be prepared to be able to compete in the working world after they graduate. That is why, its curriculum has to be continually restructured and the required skills subjects must become the priority. In the classrooms, applicable subjects (required practices) must be taught more than theoretical ones to make the students prepared to enter fields of work; the percentage is 60:40.

International business exchange are becoming increasingly frequent through globalization. The global activities are gradually being affected by the cultural communication competence of today's business world. In that case, the demand to broaden the inculcation of cultural fluency in educational program is needed, such as Business English. The main objective of Business English subject, according to Jingzi, Wenzhong, & Dimond, (2016) is building a cultural communication bridge between foreign cultures and native cultures and develop students' competence in intercultural business English communication. Therefore, cultural communication competence is a critical thing. In the cultural exchange, the foreign learners will encounter great challenge; their native culture's communication practices and the way of thinking methods will not always the same with the target culture, often lead to misunderstanding and disapproval. The communication competence (general pragmatic competence) is lacking without additional cultural communication knowledge (Jingzi et al., 2016). It is obvious that using cultural materials in learning English as a second language is very

important, even essential. Besides they would make the students familiar with the native speakers' culture and customs, this will definitely also help them increase their cultural awareness.

The Program and Its Curriculum

Diploma Three English is one of the diploma programs at University of Merdeka Malang (UNMER Malang) and since 2014 the Program has been applying the *Kerangka Kualifikasi Nasional Indonesia* (KKNi) Curriculum. The Curriculum consists of 48 subjects with the total credits of 117. In relation with this research, the following are four subjects which correlate and support to each other in terms of content:

Table of KKNi Curriculum

No.	Code	Subject	Credit	Semester
1.	630106	English for Specific Purposes I: Business English	2	4
2.	630322	Cross Culture Understanding	2	5
3.	630325	Business Correspondence	2	5
4.	630408	Office Administration	2	5

English for Specific Purposes

English for Specific Purposes or ESP is the compulsory subject taught in two semesters in a row; in 4th and 5th semesters. ESP 1 is taught in the 4th semester in which Business English becomes its concentration. This subject presents English skills such as; reading, speaking and writing and taught integrately with American English culture. Since this subject is two-credit subject, the number of the meetings in one semester is 16, including the mid-term and final tests. It is a short period with a lot of things to study that is why the topics must be carefully chosen to sufficiently cover the needs.

The following is the description of the subject: English for Specific Purposes 1 is intended to help the students to acquire English skills (reading, listening, speaking, and writing) in the contexts of Business English in the Intermediate Level. In this course, the activities cover: practicing business dialogs (speaking and listening), reading business texts (reading) and writing business letters (writing). Besides, it equips the students with commonly use business vocabulary (vocabulary).

Video in English Language Classroom

Wang (2015) indicates there are three aims of teaching English using video materials; first, to facilitate the language skills development of the EFL students which load a lot of information, to get the attention focus on the material, and to improve their comprehensive linguistic competence. Second, to cultivate students' competence of intercultural information. By using video in the classroom, the students can also learn about the culture of the English used by native speakers. Thus, their communicative competence develops. Third, to promote students' aesthetic values and ability through artistic principles of the English video. The students is expected to have aesthetic impressions of the video which can encourage them to have deep thinking and thus lead to critical thinking. The given video included in the culture content on speaking section of the ESP 1 subject is matched with the first and the second aims

proposed by Wang above. They are matched with the objective of the course as well, as it is intended to help the students to acquire English skills in the contexts of Business English.

METHOD

As it is intended to develop the speaking section of the existing teaching materials of Business English of ESP 1, this qualitative research has two kinds of instruments; primary and secondary instruments. As the human investigators or primary instrument, the researchers did library research, conduct an observation, distribute and recap the results of the preliminary questionnaires which functioned as secondary instruments. They were distributed to the 4th semester students whom were currently studying the ESP 1 subject and were given at the end of the semester with the purpose of getting their personal responses related to the subject. As for the data to be analysed, all of them are in the form of printed data or books and videos.

FINDINGS AND DISCUSSION

The existing teaching materials of Business English cover four skills and language component and they are reading, speaking and writing, and vocabulary. Each skill presents exercises and assignments which can be done individually or in group/pairs. Listening skill is not done separately but integratedly with reading and speaking.

In reading section, apart from the given texts, students are required to do comprehension exercises. The given texts cover topics that are related to business. In writing section, they are required to study kinds, styles and components of formal letters. Besides, they are also required to practice writing business letters such as inquiry letter, order letter and application letters. In speaking section, they are required to practice the dialogs which are related to the discussed topics in each unit. Apart from this, they learn English culture as well. The last, in the vocabulary section, they learn words and phrases on business English by doing the given exercises. As for this study, the researchers focus on the speaking section which is not discussed in all units. It appears only in the following units: 2, 4, 7, 9, 11 and 13 with the following topics: **Business Introduction (2), Around the Office (4), On the Phone (7), Making Reservation (9), Getting Around (11) and Making Order (13)**. In each unit, the speaking section consists of dialogues, practices, and culture focus.

The first step that have been done by the researchers was distributing and recapping the results of the preliminary questionnaires given to the 4th semester whom were currently taking ESP 1 subject and there were 38 students participated in the survey. The preliminary questionnaires are subjective needs questionnaires which consist of 8 questions which are divided into two parts; four questions concerning with ESP 1 subject (Table 1) and the other four concerning with the culture focus section (Table 2).

Table 1 aims to examine the students' responses towards the overall content material of the ESP 1: Business English subject. Table 2 shows students' attitudes towards the culture focus taught in the related subject. The results show that 75.78% of the students stated that learning an integrated subjects and skills in Business English class were useful, 77.36% students stated that the culture content of the subject were very useful and 78.42% students stated that it was very useful to add videos to support the understanding of the culture focus section. This means that they know and realize the importance of learning culture while learning the language skills.

The second step, the researchers browsed and chose appropriate videos in terms of language and content. The language used by the native speakers should not be too difficult for the students to comprehend. The content presented have to be matched with the topics

discussed in each unit which includes speaking section. The last step, the researchers developed and improved the speaking section, especially its culture focus section. The old materials did not include video, so in the new ones, the researcher added videos related to the discussed topic. It has positive responses from the students for the results of the preliminary questionnaire show they agreed that videos were added there by ticking the very useful option.

The following is one example of the proposed materials; Culture Focus section taken from **Unit 2 Business Introduction** which has been added with the video related to the discussed topic, that is formal business introduction.

UNIT 2: BUSINESS INTRODUCTION

Activity 3: Culture Focus

Business Cards

Among Americans, exchanging business cards is not a formality. American business people generally do not exchange business cards with each other during an introduction. They may exchange business cards at the end of a meeting if they want to keep in contact.

Shaking Hands

Things we have to pay attention in shaking hands are making eye contact, smiles, and handshake is firm and lasts only a few seconds. Americans feel that a limp handshake shows lack of confidence.

Watch and study the following video. Take note important points you learn from it.



Check out
this video!



Figure of formal introduction (shaking hands)

Business Clothing

Business clothing in America is often more casual than in other countries. However, American businessmen usually wear suits:

- when they are interviewing for a new job.
- when they meet other business people for the first time.
- when they meet with important clients.
- when they attend an important event (e.g. a reception, a conference, a speech, etc.)

Professional businesswomen in the US usually wear:

- skirts and blouses (often with a jacket).
- dresses (sometimes with jacket).
- suits.

Both men and women usually dress more formally as their job levels increase.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the results of this R&D research is proposed teaching materials for teaching ESP 1 subject which concentrates on Business English. The skill section which were developed and improved was the speaking section and its culture focus. Apart from giving the students additional information about culture related to the discussed topic, it also increases their awareness towards the target culture and customs. As for the videos, they give them opportunity to practice more their listening skill as well so that the objective to integratedly teach language skills and culture is fulfilled. The researches realized that there were time limitation (only 14 effective meetings) and many things to cover so they do hope the students can learn more in the next semester on CCU (for culture), Business Correspondence (business letters) and Office Administration subjects.

The researchers hope that other researches will possibly be interested in developing materials for EOP or English for Occupational Purposes, for examples; English for Secretary and English for Administrator since it is still hardly conducted. Second, it is hoped that researchers, who are working in similar topic, can use this study as a reference.

REFERENCES

- Ary, D. et.al., Introduction to Research in Education., 6th ed., Belmont, CA: Wadsworth Group/Thomson Learning, 2002.
- Grave, K., A Framework of Course Development Process in Grave, K. (Ed.), Teachers as Course Developers, New York, NY: Cambridge University Press, 1996, pp. 1-11.
- Jingzi, D., Wenzhong, Z., & Dimond, E. E. (2016). The Integration of Intercultural Business Communication Training and Business English Teaching. *English Language Teaching*, 9(2), 77–83. <https://doi.org/10.5539/elt.v9n2p77>
- Katen, L. 2012. Business Tips: How to Give a Proper Handshake. Retrieved from https://www.youtube.com/watch?v=gK3I_NcXzWc.
- Latief, M.A., Tanya Jawab Metode Penelitian Pembelajaran Bahasa, Malang: Penerbit Universitas Negeri Malang, 2010.
- McSwain, M. & Morihara, B. 1996. Doing Business in American English. Jakarta: Penerbit PT. Gramedia Pustaka Utama.
- Rarastesa, Z. 2004. Introducing Culture in ELT Classroom: Experience in the Teaching of Pronunciation and Speaking. In Cayhono, B.Y. & Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia* (pp. 317-325). Malang: State University of Malang Press.
- Wang, Z. (2015). An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching*, 2(1), 23–28. <https://doi.org/10.5430/ijelt.v2n1p23>