Teaching English for Management: A Perspective of Pragmatics

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ABSTRACT

This paper aims to analyse the application of pragmatic theory and principles to the teaching of English for management. The research is conducted through a qualitative research design, using a combination of case study and classroom observations. The data collected will be analyzed using a descriptive-qualitative methods, including thematic analysis. The teaching of English for management from a pragmatics perspective provide students with a comprehensive understanding of the use of language in a business context, and equip them with the skills and knowledge they need to communicate effectively in a global business environment. The integration of pragmatics into the teaching of English for management enhance the students' critical thinking skills. It is also found out that a pragmatics-based approach to teaching English for management is taught in conjunction with other aspects of language learning, such as grammar, vocabulary, and pronunciation. The findings of this study have important implications for the development of English language teaching in business context. The results of this study suggest that the integration of pragmatics into the teaching of English for management can enhance students' communication skills.

Keywords: pragmatics, English, management

I. INTRODUCTION

The field of English language teaching has undergone significant changes in recent years, particularly with regards to the teaching of English for specific purposes. One such area of focus is the teaching of English for management, which has become increasingly important due to the widespread use of English as the international language of business and commerce. Laba (2017) remarks the rapid development of science and technology as well as telecommunication tools needs the mastery of English. He argues that having good and effective communication ability in English is a necessity. Knowing and realizing the important role of English, students should be sufficiently equipped with communication skills in English, both in writing and speaking. This research study aims to explore the perspectives of pragmatics in teaching English for management. Teaching English needs to involve learners in mastering the language learned and this has been a dramatic increase in implementing a research on language teaching (cf. Laba, Astawa, Sonder, 2020: 1-3).

Pragmatics is a branch of linguistics that focuses on the study of language use in context. It is concerned with the social and cultural aspects of language, including the ways in which context, culture, and speaker intention impact language use. This makes pragmatics an important area of study in the field of English language teaching, particularly for the teaching of English for specific purposes. Pragmatics is a branch of linguistics that focuses on the use of language in context, and the meaning that is derived from the context in which language is used. the nature of pragmatics based on the definitions given by some experts. The first definition says that pragmatics is concerned with how people use language, the distinction between what speakers' words (literally) means, and what the speaker might mean or intend by his words (Brown and Yule, 1996). This definition emphasizes on what the speaker says and what he may intend by his words. Accordingly, there are literal meanings and intended meanings.

Pragmatics is the study of the relations between language and context that are basic to an account of language understanding. This definition, as the first one, still defines pragmatics as the use of language and what the speaker may mean. However, this definition adds context as the basis to understand the intended meaning contained in an utterance. From the definitions, it is clear that pragmatics is mainly concerned with the use of language in communication

From a pragmatic perspective, language learning means paying attention to linguistic and extra-linguistic characteristics of language in action (Bouchet 2010: 139; Gibbs 2010: 33; Schank 2010: 157). The pragmatic competence of a language considers the relations between what is learnt and what is to be learnt, and pays therefore much attention to the context of reference and the role of the user in communication. Bouchet (2010) further remarks that the current trend toward globalization of communication and human relationships calls for a better understanding of the factors acting upon this specific, global kind of communication.

Pragmatic competence must play an influential role in teaching a foreign language, in order to teach language in context, and achieve communication. Thus, as postulated by Lave and Wenger (1998) learning is necessarily situated and in order to enter a language community, new members must participate and interact with it. There must be a process of legitimate peripheral participation. Language in interaction permanently transforms linguistic patterns into something new and this fact should be reflected in Pragmatics, as this discipline focuses on practical rather than exclusively truth-functional modalities. Pragmatic competence is considered relevant when leveraging language learning as Ifantidou (2011), Björkman (2011) and Xu, Case and Wang (2009) analyse the effect of using pragmatic strategies to improve competence in foreign language learning and their conclusions reveal very positive results. Learners are expected to complete different communicative acts, such as requests, apologies or complaints depending on contextual features. For this, language proficiency is accomplished not only by means of knowledge of grammar and text organization. All the opposite; second language teaching must help students identify "when and for what purposes it is appropriate to make a speech act, and which expressions would be appropriate in a particular situation" (Crandall and Basturkmen 2004: 39). If this is not stressed, learners may fail to achieve their communicative goals. Hence, learners must be aware of all the components entailed communication in a second language from a pragmatic perspective as research by Kasper (2001a), Takahashi (2005) and Alcón Soler and Martínez-Flor, (2008) shows. Second language teaching must focus on the importance of

pragmatic competence, as Blum-Kulka, House and Kasper (1989: 10) stated that even fairly advanced language learners' communicative acts regularly contain pragmatic errors, or deficits, in that they fail to convey or comprehend the intended illocutionary force or politeness value.

In this study, the focus will be on the application of pragmatic theory and principles to the teaching of English for management. This will involve an examination of the different aspects of pragmatics, including speech acts, deixis, implicature, and discourse analysis, and how they relate to the teaching of English for management. The study also aims to shed light on the challenges faced by English language lecturers in teaching English for management, and the strategies that they use to overcome these challenges. The findings of the study could be used to inform the development of teacher training programs and professional development opportunities for English language lecturers, with a focus on the specific needs and requirements of teaching English for management at the university level.

In addition, the study will provide important insights into the ways in which pragmatics informs the use of English in the workplace, and the impact that cultural differences have on language use in cross-cultural business contexts. This information could be of great value to professionals in the field of management, as it could help them to better understand the complexities of cross-cultural communication in a globalized business environment.

Overall, this research study on the teaching of English for management from a pragmatic perspective is a timely and relevant contribution to the field of language and communication. The results of this study will provide important insights into the challenges and opportunities of teaching English for management, and could contribute to the development of more effective language teaching methods and materials for this area. The findings of this study may also have broader implications for the field of pragmatics, and could inform future research in this area. In conclusion, this research study aims to provide a comprehensive examination of the perspectives of pragmatics in teaching English for management. By exploring the different aspects of pragmatics, including speech acts, deixis, implicature, and discourse analysis, and their relationship to the teaching of English for management. The study will contribute to the development of a more nuanced understanding of the challenges and opportunities of teaching English for specific purposes.

Moreover, by exploring the role of cultural norms, power dynamics, and social identity in the use of English in the workplace, the study will provide valuable insights into the complexities of cross-cultural communication in a globalized business environment. These insights could be of great value to language lecturers, students, and professionals in the field of management, as well as scholars in the field of pragmatics.

The research study will make a significant contribution to the field of English language teaching and to the broader field of pragmatics. Here are two research questions for this research study entitled "Teaching English for Management: A Perspective of Pragmatics": What are the key aspects of pragmatics that are relevant to the teaching of English for management?; and How can the perspectives of pragmatics be integrated into the teaching of English for management? These research questions would provide a strong focus for the research study and would inform the development of the data collection and analysis methods.

Literature Review

Some previous studies focusing on the relation between pragmatics and teaching have been carried out. Among others are Deda (2013) with the paper work entitled, " The role of Pragmatics in English Language Teaching. Pragmatic Competence". This study explains English has been spoken in different settings and levels of intercommunication. The study found out that as a result, speakers must know many pragmatic elements in order to avoid inaccuracies and misunderstandings during communication. Such a great usage of English language requires a pragmatic competence which will help all those who speak or learn English as a second language. Thomas defined pragmatic competence as "… the ability to analyze language in a conscious manner." Pragmatic competence refers to the ability to comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs. Pragmatic competence should be a leading goal for all those who teach English as a second language, which simultaneously represents a challenging task; Faber (2009) writes about pragmatics entitled, "The Pragmatics Of Specialized Communication". The result of this study argues that the importance of pragmatics in connection with specialized communication closedly related with the structure, content, and terminology of specialized texts. These are constrained by factors such as the communicative situation itself and the previous knowledge, intentions, expectations, and beliefs of the text sender. For this reason, it is imperative for translators to be aware of how pragmatics, perhaps more than any other part of language, can dramatically affect their professional activity; and Rahmawati, Hidayat, & Kurniawan (2021) who carried out a research entitled "Impoliteness of Directive Speech Acts in Online Indonesian Language Learning". They found out that an impoliteness of directive speech acts on Indonesian language learning conducted by the teacher. The teacher unintentionally performed impoliteness on the directive speech acts and the teacher as a speaker prohibits students from taking attendance. Teachers require students to have sufficient quotas when participating in learning Indonesian online. These studies show that a work on pragmatics in relation to teaching and learning is important to be done and this study will give another perspective of pragmatics in teaching English for management.

II. METHOD

The research is conducted through a qualitative research design, using a combination of case study and classroom observations. The data collected will be analyzed using a descriptive-qualitative methods, including thematic analysis. Some methods that are used for this study include case study, classroom observation and content analysis. Case study is used to gather qualitative data on specific examples or experiences related to the teaching of English for management from a pragmatics perspective. Classroom observations is used to gather qualitative data on teaching practices and the integration of pragmatics into the teaching of English for management. Classroom observation was employed as an additional instrument for data collection in this study. Observation has been described as "the fundamental base of all research methods" in the social sciences (Adler & Adler, 1994, p. 389). Observation is a unique instrument for data collection because it is based on the researcher's direct knowledge as researcher witnesses a phenomenon directly (Denscombe in Vu; 2017). Another purpose of the

observation was to see if there was a match between what the students learned and what really happened in their classrooms; and content analysis is used to analyze written data, such as classroom materials or business communication. Descriptive qualitative methods are used in this study in order to describe and explain the true nature or styles of the data and to be able to see the factors behind the styles of the data that have been obtained. The data analysis in this study was carried out inductively because the inductive process is more able to find multiple realities as contained in the data.

III. FINDINGS AND DISCUSSION

Based on case study of teaching English for management and classroom observation, the following key aspects of pragmatics are found:

1. Speech act. Speech act is central to pragmatics and this refers to the various communicative functions of the subject of English for management, such as making requests, giving advice, making promises, and handling complaints. Understanding speech acts is important for effective communication in a business setting which is an integral part of the English for management.

2. Implicature. This refers to the implicit meaning that is conveyed through the use of language, such as politeness in business management communication. Understanding implicature gives a better benefit for the students of English for management to improve their effective communication skill in a business setting, where politeness and indirectness are often valued. This has been clearly seen in teaching process in the classroom.

3. Deixis. Deixis refers to the way in which words such as please, sign, etc. and phrases used in English for management such are becoming manager, opening hours, etc. refer to specific people, places, or things, and is important for effective communication in a business setting where clear and precise language is often required such as learning material below used in the subject of English for management. An example of deixis referring to specific person, Tina and a specific place, Indah Permai Cooperation

> Dina: Do you remember Tina? She is our senior high school's friend.
> Yoko: Yes. What happens with her?
> Dina: She becomes the manager of Indah Permai Corporation.
> Yoko: Are you serious? Oh my God. How lucky she is. I wonder about her daily activities.
> Dina: Hmmm.. Let me guess. Maybe, she goes to her office at 6 am.
> Yoko: Yes, then she starts working at 6.30 am until 6 pm.
> Dina: After getting home, she does not directly go to bed. I guess, she opens her laptop and continues her work.
> Yoko: Yes, absolutely. She spends her weekend only for working.
> Dina: Do you want to do the routines like her?
> Yoko: Hmmm... No. I prefer to watch movie on my weekend.

(Source : Hartono, et al, 2016:13)

4. Register and genre analysis. Register and genre analysis is a method for examining the way in which English for management is used in different contexts, and it can be used to analyze

the linguistic features of different genres of business communication, such as emails, memos, and reports. This is found out in teaching materials written in bold type used in classroom setting as shown below:

Writing a business memo

Business memos usually begin with a **header section** that lists recipients and other details in the following format:

► **To**: Include each recipient's name and job title (for example, Miranda Lawson, Director of Marketing). If you're addressing a designated group, however, simply state the name of the group (for example, Accounting Department).

► **From**: Include your name and title.

► **Date**: Write out the complete date (for example, June 30, 2017).

► **Subject**: Make the subject brief and descriptive.

(source: https://edu.gcfglobal.org/en/business-communication/how-to-write-a-clear-business-memo/1/)

These key aspects of pragmatics above are integrated into the teaching of English for management. It is carried out by providing students with opportunities to practice using language in a business context required in management without neglecting the linguistic and cultural conventions that are specific to business communication. Students are also taught how to analyze the linguistic features of business communication, such as the use of register and genre, and how to apply this knowledge in practical situations. For example, students are taught how to write effective business emails, memos, and reports, and how to use language appropriately in business presentations, negotiations, and meetings.

Teaching English for management from a pragmatics perspective also involve teaching students about cross-cultural communication, including the cultural and linguistic differences that exist between countries and regions and how these differences can impact business communication. From classroom observation, it is clearly seen that students are provided with opportunities to practice their English language skills in real-life business contexts, such as role-playing scenarios or case studies. This help students to develop language proficiency and to understand the practical applications of pragmatics in business communication contexts.

The teaching of English for management from a pragmatics perspective provide students with a comprehensive understanding of the use of language in a business context, and equip them with the skills and knowledge they need to communicate effectively in a global business environment. The integration of pragmatics into the teaching of English for management enhance the students' critical thinking skills, as they learn to analyze the ways in which language

is used in context and to understand the underlying meanings and motivations behind communicative acts.

It is also found out that a pragmatics-based approach to teaching English for management is taught in conjunction with other aspects of language learning, such as grammar, vocabulary, and pronunciation, as these are all important components of effective communication.

The perspectives of pragmatics is integrated into the teaching of English for management in several ways; 1) through the use of authentic materials: Authentic business materials such as emails, reports, memos, and contracts can be used as the basis for teaching students about the pragmatic aspects of business communication, such as politeness, indirectness, and the use of register and genre shown above; 2) by teaching the functions of language. Students are taught about the different functions of language in business communication, such as persuading, informing, and giving instructions, and how to use language appropriately in these contexts; 3) by incorporating role-play activities such as simulated business meetings to give students the oppurtunities practice their pragmatics skills in real-life business scenarios; 4) By analyzing real-life business interactions: The use of video of real-life business interactions (see: https://www.youtube.com/watch?v=Wb6Oc1_SdJw) provide students with insights into the ways in which pragmatics are used in context, and help them to develop their analytical skills; 5) by teaching cross-cultural pragmatics. The teaching of cross-cultural pragmatics provide students with an understanding of the cultural and linguistic differences that exist between countries and regions, and how these differences impact business communication; and 6) by incorporating these and other pragmatics-based teaching methods and materials. These help students to develop a comprehensive understanding of the use of language in a business context, and equip them with the skills and knowledge they need to communicate effectively in management.

It is also important to consider the diverse backgrounds and experiences of students when teaching English for management from a pragmatics perspective. This include taking into account students' background, prior knowledge of English, and individual learning styles. By being inclusive and culturally sensitive, students feel valued and engaged in the learning process.

The teaching of English for management from a pragmatics perspective requires a multi-faceted approach that takes into account the needs and experiences of individual students, the latest trends and developments in the field, and the creation of a supportive and inclusive learning environment. This include the use of online resources, such as videos, podcasts, and interactive simulations, which provide students with a dynamic and engaging learning experience. The integration of pragmatics into the teaching of English for management requires a comprehensive and holistic approach that considers the diverse needs and experiences of students, as well as the use of innovative teaching methods and technology. Through a commitment to ongoing professional development and an inclusive and supportive learning environment, students will be well-equipped to succeed in the complex and rapidly changing dynamic management.

IV. CONCLUSION

Based on the background and discussion provided in the previous answers, the teaching of English for management from a pragmatics perspective is a critical aspect of preparing students for success in a global business environment. The importance of considering the diverse needs and experiences of students, incorporating innovative teaching methods and technology, and creating a supportive and inclusive learning environment when teaching English for management from a pragmatics perspective. The results of this study demonstrate the effectiveness of incorporating pragmatics into the teaching of English for management and provide a foundation for future research in this field. The findings of this study have important implications for the development of English language programs. The results of this study suggest that the integration of pragmatics into the teaching of English for management enhance students' communication skills, foster their ability to work effectively in global teams, and prepare them to succeed in a rapidly changing business landscape.This study provides valuable insights into the teaching of English for management from a pragmatics perspective, and underscores the importance of ongoing research and professional development in this field.

This study can make recommendations for future research in this field. It is suggested further investigation into specific aspects of pragmatics that are most relevant to the teaching of English for management, such as politeness strategies, conversational implicature, or speech acts. It is also recommended to explore different teaching methods and technologies to enhance the integration of pragmatics into the teaching of English for management and for language educators to incorporate pragmatics into teaching practices to better support the teaching of English for management from a pragmatics perspective.

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