

TABLE OF CONTENTS

Dedication	(i)
Abstrak	(ii)
Abstract	(iii)
Acknowledgement	(iv)
Table of contents	(v)
List of tables	(x)

CHAPTER ONE : INTRODUCTION

1.0 Overview	1
1.1 Background of the Study	2
1.1.1 The role and status of English in the Malaysian education system.	2
1.1.2 The role and status of English in the Malaysian working sector .	4
1.1.3 English for Specific Purposes (ESP)	9
1.1.3.1 ESP : Definitions	10
1.1.3.2 Types of ESP	13
1.1.3.3 The nature of ESP vs the demands of the professional world.	14
1.1.4 Business English	17
1.1.5 Learner and ESP tasks	19
1.2 Statement of Problem	20
1.3 The Purpose of the study	22
1.4 Significance of the study	25
1.5 Limitations to the study	26

CHAPTER TWO : REVIEW OF RELATED LITERATURE

2.0 Introduction	28
2.1 Developments and Trends in ESP	29
2.1.1 The three major trends	29
2.1.2 Current Trends in ESP	32
2.2 Business English purposes and its importance	34
2.2.1 The importance of Business Communication	35
2.3 Negotiations	37
2.3.1 Features of negotiations	38
2.3.2 Effective strategies in negotiations	39
2.3.3 Research on negotiations	41
2.3.4 The teaching of negotiations in Business Communication	43
2.4 Approach and Methodology	44
2.4.1 Task based approaches	46
2.4.2 Communicative tasks	48
2.4.3 Simulation as a tool	49
2.5 Spoken skill in oral communication	50
2.5.1 Negotiation task	51
2.6 ESP Learners	52
2.6.1 Learner performance	54
2.6.2 Learners' contribution to task	58
2.7 Past Research Studies	60

CHAPTER THREE : METHODOLOGY

3.0 Introduction	63
3.1 Research Design	64
3.2 Subjects	67
3.3 Materials	72
3.4 Instruments	72
3.4.1 Interview	72
3.4.2 Observation	73
3.4.3 Written comments	74
3.4.4 Specialist Informants	74
3.4.5 Verification list	75
3.5 Procedure	76
3.5.1 Initial Preparation	76
3.5.2 The Pilot study	77
3.5.3 Preparatory meeting	78
3.5.4 The study	78
3.6 Methods of analysis	80
3.6.1 The interview	80
3.6.2 Observation and written comments	82
3.6.3 Specialist informants and the verification list	83

CHAPTER FOUR : RESULTS AND DISCUSSION

4.0 Introduction	85
4.1 Learners' perception of their general understanding of negotiations	87
4.1.1 Learners' perception of the definitions of negotiations	89
4.1.2 Learners' perception to why negotiations are interesting	91
4.1.3 Learners' perception to why negotiations are easy or difficult	95
4.1.4 Learners' perception of problems encountered in negotiations	98
4.1.5 Learners' perception of the language used in negotiations	100
4.2 Learners' perception of factors that contribute to an effective negotiation	102
4.2.1 Learners' perception of the skills required to negotiate	103
4.2.2 Learners' perception to why thinking is needed in negotiation	106
4.2.3 Learners' perception of criteria of effective negotiations	109
4.2.4 Learners' perception of the preparations needed in negotiations	111
4.3 Teachers' perception of factors that contribute to the effectiveness of learners' performance in the negotiation task	113
4.3.1 Teacher's perception of the effectiveness of group B1	115
4.3.2 Teacher's perception of the effectiveness of group E1	118
4.3.3 Teacher's perception of the effectiveness of group B2	120
4.4 Verification of learners' and teachers' perception of factors that contribute to an effective negotiation.	123
4.4.1 Verification of learners' perception of their understanding of negotiations.	124
4.4.1.1 Verification of learners' definitions of negotiations	125
4.4.1.2 Verification of learners' perception to why negotiations are interesting.	127
4.4.1.3 Verification of learners' perception to why negotiations are easy or difficult.	130

4.4.1.4 Verification of learners' perception on problems encountered during the negotiations.	133
4.4.1.5 Verification of learners' perception on the use of language in negotiations.	135
4.4.2 Verification of learners' perception of factors that contribute to the effectiveness of negotiations.	137
4.4.2.1 Verification of learners' perception of the required skills in negotiations.	138
4.4.2.2 Verification of learners' perception on the thinking skills needed in negotiations.	140
4.4.2.3. Verification of learners' perception of criteria of effective negotiations.	141
4.4.2.4 Verification of learners' perception on preparation needed	143
4.4.3 Verification of teachers' perception of factors that contribute to the effectiveness of learners' performance in th negotiation task.	146
4.4.3.1 Verification of teacher's perception on the effectiveness of Group B1	147
4.4.3.2 Verification of teacher's perception on the effectiveness of group E1	151
4.4.3.3 Verification of teacher's perception on the effectiveness of group B2	156

CHAPTER FIVE ; SUMMARY AND CONCLUSION

5.0 Introduction	163
5.1 Summary Of Main Findings	166
5.1.1 Learners' general understanding of negotiations	167
5.1.2 Learners' perception of factors that contribute to the effectiveness of negotiations	168
5.1.3 Teachers' perception of the effectiveness of negotiations	169

5.2 Conclusion	171
5.3 The implications for ESP	175
5.4 Suggestions for further study	177
5.5 Recommendations	177
5.7 Concluding Remarks	179
5.8 Bibliography	180-185
5.9 Appendix	A-H

LIST OF TABLES

Table 1 : The ranking of important skills in the design of a syllabus and its percentage of time allocation for teaching purposes.	20
Table 2 : Profile of subjects (group B1)	70
Table 3 : Profile of subjects (group B2)	71
Table 4 : Profile of subjects (group B3)	71
Table 5 : Learners' perception of the definitions of negotiations.	89
Table 6 : Learners' perception to why negotiations are interesting.	91
Table 7 : Learners perception to why negotiations are easy or difficult.	95-96
Table 8 : Learners' perception of problems encountered in negotiations.	98
Table 9 : Learners' perception of the language used in negotiations.	101
Table 10 : Learners' perception of the required skills to negotiations.	103
Table 11 : Learners' perception of why thinking is needed in negotiations.	107
Table 12 : Learners' perception of criteria of effective negotiations.	109
Table 13 : Learners' perception of the preparations needed for negotiations.	111
Table 14 : Teacher's perception of the effectiveness of group B1	116

Table 15 : Teacher's perception of the effectiveness of group E1	119
Table 16 : Teacher's perception of the effectiveness of group B2	121
Table 17 : Informants' verification of learners' definitions of negotiations.	125
Table 18 : Informants' verification of learners' perception to why negotiations are interesting.	127
Table 19 : Informants' verification of learners' perception to why negotiations are easy or difficult.	130
Table 20 : Informants' verification of learners' perception on problems encountered during negotiations.	134
Table 21 : Informants' verification on language used in negotiations.	136
Table 22 : Informants' verification of learners' perception of the required skills in negotiations.	138
Table 23 : Informants' verification of learners' perception on the thinking needed in negotiations.	140
Table 24 : Informants' verification of learners' perception of criteria of effective negotiations.	142
Table 25 : Informants' verification of learners' perception of the preparations needed in negotiations.	144
Table 26 : Informants' verification of teachers' perception on the effectiveness of group B1.	Appx H
Table 27 : Informants' verification of teachers' perception on the effectiveness of group E1.	Appx H
Table 28 : Informants' verification of teachers' perception on the effectiveness of group B2.	Appx H

LIST OF FIGURES

Diagram 1: Nunan's framework of analysing task.	54
Table 2 : Profile of subjects - Group B1	70
Table 3 : Profile of subjects – Group B2	71
Table 4 : Profile of subjects – Group E1	71

BIBLIOGRAPHY

181-186

APPENDICES

Appendix A	: Placement test
Appendix B	: Simulation & Background information
Appendix C	: Students' Interview questions.
Appendix D	: Verification list
Appendix E	: Written Comment Sheet
Appendix F	: Teachers' comments
Appendix G	: Informant A biodata & Informant B biodata
Appendix H	: Table 26 & Table 27 & Table 28