TABLE OF CONTENTS

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

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

### 2.1 Developments and Trends in ESP

- **2.1.1 The three major trends**
- **2.1.2 Current Trends in ESP**

### 2.2 Business English purposes and its importance

- **2.2.1 The importance of Business Communication**

### 2.3 Negotiations

- **2.3.1 Features of negotiations**
- **2.3.2 Effective strategies in negotiations**
- **2.3.3 Research on negotiations**
- **2.3.4 The teaching of negotiations in Business Communication**

### 2.4 Approach and Methodology

- **2.4.1 Task based approaches**
- **2.4.2 Communicative tasks**
- **2.4.3 Simulation as a tool**

### 2.5 Spoken skill in oral communication

- **2.5.1 Negotiation task**

### 2.6 ESP Learners

- **2.6.1 Learner performance**
- **2.6.2 Learners' contribution to task**

### 2.7 Past Research Studies
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 the 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

5.3 The implications for ESP

5.4 Suggestions for further study

5.5 Recommendations

5.7 Concluding Remarks

5.8 Bibliography

5.9 Appendix

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
Table 16: Teacher's perception of the effectiveness of group B2
Table 17: Informants' verification of learners' definitions of negotiations.
Table 18: Informants' verification of learners' perception to why negotiations are interesting.
Table 19: Informants' verification of learners' perception to why negotiations are easy or difficult.
Table 20: Informants' verification of learners' perception on problems encountered during negotiations.
Table 21: Informants' verification on language used in negotiations.
Table 22: Informants' verification of learners' perception of the required skills in negotiations.
Table 23: Informants' verification of learners' perception on the thinking needed in negotiations.
Table 24: Informants' verification of learners' perception of criteria of effective negotiations.
Table 25: Informants' verification of learners' perception of the preparations needed in negotiations.
Table 26: Informants' verification of teachers' perception on the effectiveness of group B1.
Table 27: Informants' verification of teachers' perception on the effectiveness of group E1.
Table 28: Informants' verification of teachers' perception on the effectiveness of group B2.
LIST OF FIGURES

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

BIBLIOGRAPHY  

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

181-186