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Abstract
The key goal of education is preparing students to solve real-world problems. As an everyday vehicle for interpersonal interaction, negotiation should be an important component and integral part of Applied English curriculum for all technology universities in Taiwan. The research investigates the conflict management styles and the attitude and awareness toward English negotiation learning among 291 Applied English majors whose locations of study are in the Northern and Southern parts of Taiwan.
TKI results indicates that 71% of the students approach “collaborate” style, 18.9% “compromise;” 5% “accommodate” and 4.8% “avoid.” Students in the North would approach the “collaborative” style, whereas students in the north approach “control” style. When encountering conflict, there is no specific style preference in terms of age and year of study. Result also shows that male students are more controlling than female students. Students with work experience know how to handle situations using proper negotiation styles. Students who deliver high ratings on questions belong to “ collaborating” has positive correlation with compromising, high rates on all questions belong to “ compromising” style tends to adopt accommodating, controlling and avoiding, “accommodating” style has positive correlation with “avoid”, and “control” with “avoid”.
A majority of students indicated that English negotiation is essential for further studies, career and job development. 85% of the respondents never took negotiation class before, and most Applied English majors think it is necessary to take such a course. The results show that they would like to take the course in junior year or above, as an elective for major. The emphasis on learning contents should be speaking, negotiation skills and techniques, theory, concept, problem analysis, planning, able to persuade, influence, and cross-cultural studies.
A national-wide research study is suggested to further understand what factors cause the differences in conflict management styles and the attitude and awareness toward English negotiation learning.
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