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The Effectiveness of a Suggested ESP Program on the Development of Negotiation Skills of Al-dawah Department Students at Al-Azhar University, Assiut.

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ABSTRACT:

The current research aimed at exploring the effect of using a suggested ESP program on developing negotiation skills of Al-dawah department students at faculty of Theology, Al-Azhar University. The research used a quasi-experimental design. Thirty fourth-year Al-dawah department students participated in the research for six weeks. The study instruments included a checklist for negotiation skills, a pre-post negotiation skills test, and a pre-post observation checklist for assessing the students' measurement on the negotiation skills (prepared by the researcher). Results

of the research revealed that the students' scores on the post negotiation skills test were better than the pre-test. Additionally, the results showed that the students' post-measurement on the observation checklist was better than the pre one. The findings of the study indicated that using the suggested ESP program had positive effects on developing the participants' negotiation skills. In light of the findings of the research, recommendations and suggestions for further research were offered.

Keywords: ESP program, negotiation skills, dawah department students.

مستخلص البحث:

تم إجراء البحث الحالي للتحقق من فاعلية إستخدام برنامج ESP فى تنمية مهارات التفاوض لدى طلاب الفرقة الرابعة- قسم الدعوة- كلية أصول الدين بجامعة الأزهر. واتخذت الدراسة المنهج شبه التجريبي. ولقد شارك عدد ثلاثون طالبا من طلاب طلاب الفرقة الرابعة- قسم الدعوة فى البحث الذى استمر لمدة ستة أسابيع. تضمنت أدوات البحث إختبار قبلى -بعدى لمهارات التفاوض، وبطاقة الملاحظة لتقييم أداء الطلاب(إعداد الباحث). أظهرت نتائج البحث أن درجات الطلاب فى إختبار مهارات التفاوض البعدي كانت أفضل من درجاتهم فى الإختبار القبلي، كما أن قياس أدائهم على بطاقة الملاحظة البعدي كان أفضل من القياس القبلي. وأشارت نتائج الدراسة إلى أن إستخدام برنامج ESP كان له أثر إيجابي على مهارات التفاوض لدى الطلاب. وفي ضوء نتائج البحث، قدم الباحث عدداً من التوصيات الموجهة لمعلمي اللغة الإنجليزية والطلاب، ومصممي المناهج، والباحثين.

الكلمات الرئيسية: برنامج ESP ، مهارات التفاوض، طلاب قسم الدعوة بجامعة الأزهر.

1. Introduction:

Negotiation is a fundamental aspect of human interaction, whether in personal, professional, or societal contexts. It involves a dialogue between two or more parties aimed at reaching a mutually beneficial agreement. The significance of negotiation skills cannot be overstated, as they play a crucial role in resolving conflicts, achieving objectives, and fostering cooperation.

Negotiation is a complex process that encompasses various strategies and tactics designed to persuade, influence, and reach a consensus. Negotiation can be defined as a process by which two or more parties communicate with the intent to influence each other's positions and achieve favorable outcomes. Negotiation can occur in diverse settings, including business transactions, labor relations, diplomatic negotiations, and everyday personal interactions.

Effective negotiation skills are vital for several reasons. Firstly, they enable individuals to resolve conflicts and avoid the escalation of disputes. Fisher et al (2011) emphasized that negotiation skills help parties find common ground, thereby preventing conflicts from becoming destructive. Secondly, according to Lewicki et al. (2020), negotiation skills are essential for achieving personal and professional goals. Successful negotiators can secure better deals, higher salaries, and more favorable terms in various agreements.

Moreover, negotiation skills contribute to building and maintaining positive relationships. By understanding the interests and needs of the other party, negotiators can foster trust and collaboration. As noted by Malhotra and Bazerman (2017), skilled negotiators are adept at creating value and

expanding the pie, ensuring that all parties feel satisfied with the outcome. This relational aspect of negotiation is crucial in both personal and professional contexts.

Negotiation skills are crucial for effective communication, conflict resolution, and achieving favorable outcomes in various aspects of life. For English as a Foreign Language (EFL) learners, these skills are particularly vital as they navigate both linguistic and cultural challenges. Recent studies provide valuable insights into the importance of negotiation skills for EFL learners, highlighting their role in enhancing communication, cultural competence, and academic and professional success (Mohamed, 2022).

Thompson (2020) postulated that negotiation involves several key components that determine its effectiveness. Preparation is the foundation of any successful negotiation. It includes researching the other party, understanding the context, and defining clear objectives. Adequate preparation enables negotiators to enter discussions with confidence and a strategic plan.

Despite the importance of negotiation skills, they represent difficulties for EFL learners. Developing negotiation skills poses challenges due to linguistic, cultural, and educational factors. Recent studies provide valuable insights into these difficulties, highlighting specific obstacles EFL learners face in mastering these skills. These difficulties are as follows:

Linguistic Barriers

One of the primary difficulties EFL learners encounter in developing negotiation skills is the linguistic barrier. According to Mohamed (2022), negotiation requires a high level of proficiency in the target language,

including an extensive vocabulary, the ability to use idiomatic expressions, and the competence to construct persuasive arguments. Many EFL learners in Egypt struggle with these aspects due to limited exposure to authentic language use and insufficient practice opportunities.

In his study, Mohamed (2022) found that Egyptian EFL learners often find it challenging to express complex ideas and emotions in English, which hinders their ability to negotiate effectively. The study highlighted that learners tend to rely on simplified language structures, which can lead to misunderstandings and a lack of persuasive power in negotiations. This linguistic limitation is compounded by anxiety and lack of confidence in using English, further impeding their negotiation measurement.

Cultural Differences

Cultural differences present another significant challenge for EFL learners in mastering negotiation skills. Hassan and El-Sayed (2023) hypothesized that negotiation practices and communication styles vary widely across cultures and what is considered appropriate or effective in one culture may not be so in another. Egyptian EFL learners should navigate these cultural nuances while negotiating in English, which can be daunting.

Hassan and El-Sayed (2023) examined the impact of cultural factors on the negotiation skills of Egyptian EFL learners. The findings suggested that learners often struggle with understanding and adapting to the indirect communication style commonly used in Western cultures. In Egyptian culture, direct communication and assertiveness are often valued, whereas, in many English-speaking cultures, a more nuanced and indirect approach

may be preferred. This cultural mismatch can lead to miscommunication and ineffective negotiation strategies.

Educational System Constraints

The educational system in Egypt also poses challenges for EFL learners in developing negotiation skills. El-Banna (2021) claimed that traditional teaching methods often emphasize rote learning and memorization rather than critical thinking, problem-solving, and interactive communication skills, which are essential for effective negotiation.

El-Banna (2021) conducted a study on the teaching methodologies used in Egyptian EFL classrooms and their impact on students' negotiation skills. The study found that the lack of interactive and communicative teaching approaches significantly hampers learners' ability to practice and develop negotiation skills. The focus on grammar and written language over spoken language in many EFL programs leaves learners ill-prepared for the dynamic and spontaneous nature of real-life negotiations.

Limited Exposure and Practice Opportunities

Another critical difficulty is the limited exposure to real-life negotiation scenarios and practice opportunities. Ahmed and Saad (2023) emphasized that EFL learners need frequent and varied practice to develop and refine their negotiation skills. However, in many educational settings in Egypt, opportunities for such practice are scarce. The researchers explored the availability of negotiation practice opportunities for EFL learners in Egyptian universities. The study revealed that students often have limited access to practical negotiation exercises, role-plays, and interactive

activities. This lack of practical experience results in learners being less prepared to handle actual negotiation situations effectively.

Addressing these difficulties requires a multifaceted approach. Enhancing the linguistic competence of EFL learners through increased exposure to authentic language use and interactive practice is crucial. Moreover, adopting more interactive and communicative teaching methodologies can foster the development of negotiation skills. Encouraging critical thinking, problem-solving, and active participation in the classroom can create a more conducive environment for learning and practicing negotiation (Granziera et al. 2022).

Additionally, implementing English for Specific Purposes (ESP) programs can significantly address the difficulties EFL learners face in developing negotiation skills. ESP programs are tailored to meet the specific linguistic and practical needs of learners in various professional and academic contexts, providing targeted training that directly relates to their real-world applications (DoTEFL, 2023). This supported by El-Banna (2021) and Ahmed and Saad (2023) who highlighted the effectiveness of ESP programs in enhancing negotiation competencies among EFL learners.

ESP is a branch of language education that focuses on teaching English tailored to specific professional, academic, or occupational needs. Unlike General English, which aims to develop overall language proficiency, ESP courses are designed to meet the specific linguistic and communicative needs of learners in particular fields or professions.

One of the primary drivers behind the rise of ESP in higher education is globalization. As universities around the world attract a diverse body of

international students and collaborate across borders, the need for specialized English language skills becomes apparent. Students are often required to engage with complex texts, participate in field-specific discourse, and produce professional-level documentation in English. ESP courses address these requirements by focusing on the particular language and skills needed in various academic and professional contexts (Dudley-Evans & St John, 1998).

Some studies investigating the effect of using an ESP program on negotiation skills showed positive effects. For example Xu and Liu (2015) aimed to analyze the development and impact of English for Specific Purposes (ESP) programs on enhancing specific language skills, including negotiation skills, among EFL learners. The participants included various research articles involving EFL learners in Chinese universities over a decade. The instruments used were qualitative and quantitative analyses of ESP programs and their outcomes, focusing on needs analysis and technology integration. The results indicated that tailored ESP programs significantly improved learners' specific language skills, including negotiation, through relevant and context-specific training. The integration of technology further enhanced these skills by providing interactive and practical learning opportunities.

Dong and Lu (2020) also aimed to investigate the effectiveness of corpus-based genre analysis activities in improving EFL learners' business communication skills, including negotiation. The participants were EFL learners enrolled in two undergraduate business English writing classes. The instruments used included pretest/posttest assessments and surveys to measure writing proficiency and learner perception. The results showed that

the corpus-based approach significantly improved learners' proficiency in business communication, including negotiation skills, by exposing them to authentic language use and enhancing their genre competence.

1.2 Context of the problem

Out of the researcher's experience in teaching English, it has been noticed that fourth-year department of dawah students' level in some negotiation skills is poor. The researcher noticed that Al-dawah students at Al-Azhar University, Assiut, study a general English course that does not prepare them to be well qualified Dawat as it is impertinent to their area of specialization. Additionally, the materials of the course they study are not beneficial for their work field later on. Moreover, the students are unable to express themselves coherently or fluently in speech and they are passive learners.

Additionally, the researcher noticed that the English course the students study does not satisfy their needs. Thus, he felt a dire need for designing an ESP program for Dawah Purposes reflecting the needs and the demands of Al-dawah department students. Students need to negotiate appropriately in social situations with non-Muslims. They need to study authentic texts in English related to their specialties to be ready to face real-life situations. The researcher's desire to design an ESP program for those students came from his belief in what Brown (2000) stated " Students are more highly motivated and learn better when they study subjects in their area of specialization. It has recently been recognized that the more the learning tasks deal with the learners' needs, the more effective the learning process is." p. 30).

The researcher conducted a pilot study where he tested thirty fourth-year Al-dawah students. In the negotiation test, the students were given five questions; each question addressed a skill of negotiation skills (*oral presentation, oral dialogue, discussion, persuasion, and debate*).

The results of the negotiation pilot study test showed that about 74% of the students lack negotiation skills.

The following table reveals the negotiation skills and the percentage of students that have difficulty with them.

Table 1
The Pilot Negotiation Skills Study Results

Negotiation Skills	Percentage
Oral presentation	78%
Oral dialogue	74%
Discussion	72%
Persuasion	74%
Debate	72%

The observation checklist that was used to assess the students' measurement on the negotiation skills showed that 78% of the students' measurement need improvement.

Table 2

Observation Checklist Results

Negotiation Skills	Measurement
Oral presentation	Needs Improvement
Oral dialogue	Needs Improvement
Discussion	Needs Improvement
Persuasion	Needs Improvement
Debate	Needs Improvement

1.3 Statement of the Problem

Based on the results of the pilot study, the problem of the current study could be stated as follows: Fourth-year Al-dawah students have poor negotiation skills related to Islamic issues. Therefore, this study attempted to help these students overcome the difficulties they face in negotiation skills through designing an ESP program.

1.4 Hypotheses of the study

This study attempted to verify the following hypotheses:

1. There would be a statistically significant difference at 0.05 level between the mean scores of the study group on the overall negotiation skills pre-posttest in favor of the post-measurement.
2. There would be a statistically significant difference at 0.05 significance level between the mean scores obtained by the students in the pre-negotiation skills test and those of the post-test in the oral presentation skill favoring the post- measurement.

3. There would be a statistically significant difference at 0.05 significance level between the mean scores obtained by the students in the pre-negotiation skills test and those of the post-test in the oral dialogue skill favoring the post- measurement.
4. There would be a statistically significant difference at 0.05 significance level between the mean scores obtained by the students in the pre-negotiation skills test and those of the post-test in the discussion skill favoring the post- measurement.
5. There would be a statistically significant difference at 0.05 significance level between the mean scores obtained by the students in the pre-negotiation skills test and those of the post-test in the persuasion skill favoring the post- measurement.
6. There would be a statistically significant difference at 0.05 significance level between the mean scores obtained by the students in the pre-negotiation skills test and those of the post-test in the debate skill favoring the post- measurement.
7. There would be a statistically significant difference at 0.05 level between the mean scores of the study group on the overall observation checklist pre-post measurement favoring the post- measurement.

1.5 Aim of the study

- The current study aims to investigate the effect of using an ESP program on developing fourth-year Al-dawah department students' negotiation skills.
- The study aimed to investigate the effect of an ESP program in developing

the students' presentation skills.

- The study aimed to investigate the effect of an ESP program in developing the students' dialogue skills.
- The study aimed to investigate the effect of an ESP program in developing the students' discussion skills.
- The study aimed to investigate the effect of an ESP program in developing the students' persuasion skills.
- The study aimed to investigate the effect of an ESP program in developing the students' discussion skills.

1.6 Significance of the study

The present study might be important for EFL students, instructors, and curriculum designers.

For students,

- It may assist them in being aware of the negotiation skills related to their specialization.
- It may enhance their negotiation proficiency.
- It may motivate them to practice negotiation skills related to Islamic issues in their future workforce.

For instructors,

- It may direct their attention to the ESP program designed and its impact on the negotiation skills.

- It would provide the techniques and strategies used in the ESP program that might help them teach negotiation skills. This would develop the students' negotiation skills related to their specialization.

For curriculum designers,

- It would provide them with an accurate picture of the ESP program and its designing to design similar ones to meet the needs of students in different educational stages to help students boost their language skills.
- It might draw their attention to the benefits of the ESP program in developing the negotiation skills. Consequently, they might incorporate it into teaching negotiation skills in different curricula.

1.7 Delimitation of the Study

The current study was delimited to:

1. Thirty students of fourth-year Al-dawah department students at Al-Azhar University, Assuit.
2. An ESP program including teaching negotiation skills.

2. The following negotiation skills including:

- 1) Oral presentation,
- 2) Oral dialogue,
- 3) Discussion,
- 4) Persuasion,
- 5) Debate.

1.8 Definition of Terms

Definition of Terms

- ESP

Richards and Schmidth (2010) defined ESP as a language course or an instructional program where the content and aims of the course are fixed by the specific needs of a particular group of learners.

According to Byram and Hu (2017), ESP is a term of English for specific purposes which is used to refer to the teaching and learning of English for work or study-related purposes. ESP courses are based on an analysis of learners' needs in relation to the learners 'target discipline, workplace or profession. They aim to help learners enter or progress in their chosen disciplines and fields. As an ESP course focuses on languages and skills of direct relevance to the learners' real-world needs, they function as efficient means by which learners can reach their language learning goal." p. 223.

ESP is operationally defined as teaching fourth- year Al-dawah department students dawah specific English language with the aim of developing the negotiation skills pertinent to success in the field of dawah.

- Negotiation skills:

Simpson and Weiner (2016) defined negotiation skills as a process tries to reach an agreement or compromise by discussion.

Collins (2018) defined negotiation skills as a discussion set up or intended to produce a settlement or agreement.

Shell (2021) defined negotiation as an interactive communication process that may happen whenever a person wants something from another person.

Negotiation skills are operationally defined as the ability of fourth-year Al-dawah department students to use interactive situations related to dawah issues with each other employing the skills of presentation, dialogue, discussion, persuasion, and debating to prepare them to be future successful duaat

2. Literature Review

2.1 Overview of English for Specific Purposes (ESP)

English for specific purposes (ESP) is a vital component of language education that addresses the specific linguistic and communicative needs of learners in distinct professional, academic, or vocational contexts. This section explores the evolution of ESP and its role in language learning for specialized purposes.

2.1.1 Description and Scope of ESP

English for specific purposes (ESP) is distinguished from general English language teaching by its focus on learners' specific needs in professional or academic settings. According to Hutchinson and Waters (1987), ESP is described by its learner-centered approach, in which the course content is tailored to meet the functional and communicative requirements of the learners.

ESP refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups. It is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need (Johns and Price, 2014).

2.1.2 Types of ESP: EAP and EOP

Johns and Price (2014) postulated that ESP is divided into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). They are as follows:

- English for Academic Purposes (EAP)

EAP focuses on helping students develop the skills needed to succeed in academic environments. This includes academic writing, reading research papers, giving presentations, and participating in discussions. Hyland (2018) explained that EAP is essential for students pursuing higher education in English-speaking institutions, where they'll need to engage in academic conversations, write research papers, and present their ideas clearly.

- English for Occupational Purposes (EOP)

EOP is about equipping students with the English they need to succeed in the workplace. This might include learning how to communicate with colleagues and clients, write reports, or handle technical writing specific to a job. Basturkmen (2016) pointed out that EOP is highly practical and focused on real-world tasks, preparing students for the communication challenges they'll face in their careers.

For Al-Dawah students, an EOP-focused ESP program would help them develop the skills they need to communicate effectively in professional and intercultural settings. They will need to be able to explain religious concepts, persuade audiences, and engage in negotiation and dialogue, especially in situations involving different cultures and beliefs.

2.1.3 The Importance of Needs Analysis in ESP

The core of ESP is its emphasis on a needs analysis to ensure that the course content is relevant and practical for the learners. Johns (2013) highlighted the importance of analyzing learners' linguistic needs, learning contexts, and professional requirements to develop effective ESP programs. Needs analysis allows educators to identify specific language functions, vocabulary, and communication skills that students must acquire.

According to Brown (2016), needs analysis is a valuable tool for curriculum development since it is a device that can be used to link the students' present academic learning with their future needs. Spence and Liu (2013) asserted that needs analysis is precious to make sure whether what is learned in class is directly linked to the skills related to profession. Learning English in a specific context is bound to precise needs analysis and development of a particular curriculum to make the learning international and meaningful.

According to Chen (2010), needs analysis has become an indispensable starting step when a foreign language course was set, because the results of need analysis could help teachers make teaching goals, syllabus, and specific teaching plans with clear purposes. Richards (2014) recognized that many

learners need English in order to use it in specific occupational or educational settings. For them it would be more efficient to learn the specific kinds of language and communicative skills needed for particular roles, (e.g. that of nurse, engineer, flight attendant, pilot, biologist etc.).

The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include (a) differences in vocabulary choice, (b) differences in grammar, (c) differences in the kinds of texts commonly occurring, (d) differences in functions and (e) differences in the need for particular skills.

2.1. 4 Characteristics of ESP

Dudley-Evans and Johns (2001) provided some characteristics about ESP as follows:

A- Absolute characteristics:

1. ESP is defined to meet specific needs of the learners.
2. It makes use of underlying methodology and activities of the discipline it serves.
3. It is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

B- Variable characteristics:

- 1- ESP may be related to or designed for specific disciplines.

- 2- It may use, in specific teaching situations, a different methodology from that of General English.
- 3- It is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- 4- It is generally designed for intermediate or advanced students.
- 5- Most ESP courses assume some basic knowledge of the language systems.

According to Singh (2008) ESP is a needs based concept to determine which language skills should be profitably developed for academic and professional success of students. It takes into account certain basic questions like: "who the learners are, what their linguistic background or level of competence is, what their view to language learning is, what their purpose and expectations are what particular skill they will need in their job. It is assumed that the ESP learners already have the basics of the English language and are learning the language in order to communicate a set of professional skills and to perform particular job- related functions. Thus the ESP approach provides opportunities to the learners to acquire English naturally, by working with language in a context that they comprehend and find interesting.

2.2 Negotiation Skills

Negotiation is the process of two individuals or groups reaching joint agreement about differing needs or ideas. Negotiation happens when two or

more parties communicate in order to reach an agreement on a mutually acceptable outcome in a situation where they need jointly to achieve a goal that is not available to either party alone and their preferences for outcomes are usually negatively related. It is a complex, competitive, and interactive activity that is influenced by a variety of factors, including cognition, perception, emotion, motivation, and interpersonal skills, and the context in which the negotiation occurs (Forsyth, 2009).

2.2.1 Negotiation of Meaning

When learners interact with native speakers or other learners, they often have problems in communication. This leads to interactional efforts to make mutual understanding. This is called "negotiation of meaning". Negotiation of meaning is used to prevent a breakdown in communication. It is a process that speakers go through to reach a clear understanding of each other. Ellis (2008) described negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication.

Negotiation of meaning is what speakers do to achieve successful communication, make conversations progress naturally and desire for speakers to be able to understand each other. It is very necessary to: (1) indicate that they understand or not, or that they want the conversation to continue, (2) help each other to express ideas, and (3) make corrections when necessary to what is said or how it is said (Morell, 2004).

2.2.2 Negotiation of Meaning and Communicative Competence

Negotiation of meaning is an essential part of the communicative competence of a language learner. Language learning is a very complex

process. It usually takes place inside classrooms and learners might not have the opportunity to sufficiently practice it in real life contexts. Since the main purpose of language learning is communication, most language teachers and researchers have asserted that learners should engage in meaningful interaction and negotiation of meaning through communicative language tasks to improve their communicative competence (Braden, 2000; Morell, 2004; Yuan and Wang, 2006).

Pica (1994) claimed that the phrase 'negotiation of meaning' focuses on the comprehensibility of the message meaning and on the message form insofar as that can contribute to its comprehensibility. Negotiation of meaning occurs in conversational interactions, which are communicative in nature as speakers and interlocutors try to arrive at a mutual understanding of the messages exchanged by both parties in a social context or semi- social or simulated social contexts.

2.2.3 Benefits of Negotiation of Meaning

Negotiation of meaning promotes understanding and facilitates the acquisition of a foreign language. The negotiation skills are important for EFL learners to avoid and repair breakdowns. Pica (2003) contended that to engage in the kind of interaction believed to activate the acquisition process, classroom activities must be structured to provide a context whereby learners not only talk to their interlocutors, but negotiate meaning with them as well.

Negotiation applies knowledge from the fields of communications, psychology, sociology, politics, religion and conflict resolution. Two styles of negotiation, competitive and cooperative, are commonly recognized. Cultural factors affect the pace of negotiations; negotiating strategies; degree of emphasis on personal relationships; emotional aspects and decision-making (Acuff 2008).

2.2.4 ESP and Negotiation Skills

Negotiation, in simple terms, is the process of reaching an agreement between two or more parties. In an ESP context, negotiation involves using language to communicate, persuade, and find common ground. Fisher et al. (2011) described negotiation as a way of resolving differences by understanding each party's interests and working toward a solution that benefits everyone.

Negotiation skills are crucial for effective communication, conflict resolution, and achieving favorable outcomes in various aspects of life. For EFL learners, these skills are particularly vital as they navigate both linguistic and cultural challenges. Recent studies provide valuable insights into the importance of negotiation skills for EFL learners, highlighting their role in enhancing communication, cultural competence, and academic and professional success.

- Enhanced Communication Abilities

By practicing negotiation, EFL learners improve their proficiency in speaking and listening, which are crucial for effective communication in

English. For Al-Dawah students, these skills are especially important because their future roles may involve leading religious discussions, resolving conflicts, and engaging in interfaith dialogue. Martínez-Flor & Uso-Juan (2017) argued that good negotiation skills help individuals communicate effectively, manage disagreements, and reach agreements in complex situations.

- Cultural Competence and Sensitivity

Hassan and El-Sayed (2023) explored the impact of cultural factors on the negotiation skills of Egyptian EFL learners. The study found that learners who practiced negotiation were better able to understand and adapt to different cultural norms. For instance, they learned to appreciate the importance of indirect communication in some cultures, which contrasts with the directness often valued in Egyptian culture. This cultural adaptability is crucial for effective cross-cultural communication and helps learners build stronger, more respectful relationships with speakers from different backgrounds.

- Conflict Resolution and Collaboration

El-Banna (2021) conducted a study on the benefits of negotiation training for conflict resolution among Egyptian EFL learners. The study found that learners who received negotiation training were more proficient in managing conflicts and collaborating effectively. They developed skills in active listening, empathy, and compromise, which are essential for resolving disputes amicably. These skills not only help in resolving conflicts but also in building stronger, more collaborative relationships with peers and colleagues.

- Academic and Professional Success

In the professional realm, negotiation skills are equally critical. Whether it is negotiating a job offer, managing workplace conflicts, or dealing with clients and partners, effective negotiation can significantly impact career progression and success. Ahmed and Saad (2023) highlighted that EFL learners who develop strong negotiation skills are better prepared to navigate the complexities of the professional world, communicate their value, and achieve their career goals.

Moreover, negotiation skills enhance learners' ability to network and build professional relationships. The ability to negotiate effectively fosters trust and respect, which are essential for establishing and maintaining professional connections. This networking capability can open up more opportunities for career advancement and personal growth.

2.2.5 Integrating Negotiation Skills into Al-Dawah Curriculum

One of the difficulties in teaching negotiation to Al-Dawah students is integrating these skills into an already packed religious studies curriculum. The Al-Dawah program focuses heavily on religious knowledge, and there's often little room for soft skills like negotiation. However, Mahmoud (2021) argued that communication skills are essential for religious leaders, who need to engage with diverse communities and mediate complex discussions.

The proposed ESP program aims to fill this gap by incorporating negotiation training into language learning without overshadowing the religious content. This will allow Al-Dawah students to practice their negotiation skills in realistic scenarios while continuing to focus on their core religious studies.

Boomer (1992) mentioned many reasons for incorporating negotiation in English programs as follows:

- 1- Negotiating with students recognizes their vital role in their own learning. It enables them to take responsibility for learning, and to make sure that the program connects with their own interests and needs.
- 2- Negotiation enables students and teachers to create tailor-made learning programs. A class may be working on the same text or topic, but individuals or groups of students can negotiate to explore it in different ways.
- 3- Negotiation is empowering. When students have been involved in making decisions about learning programs and have had a chance to ensure their needs and interests are catered for, they are much more likely to be committed and engaged learners.
- 4- Negotiation within an English program helps students to develop the communication skills needed to get things done-such as active listening, questioning, and discussion skills.

2.2.6 Importance of English for Al-Dawah Students

English is now the global language of communication, and for Al-Dawah students, being proficient in English opens up many opportunities for dialogue and outreach. Mahmoud (2021) pointed out that Al-Dawah students need English to engage in interfaith discussions, participate in international conferences, and collaborate with religious scholars from around the world. Kirkpatrick (2020) emphasized that English is the lingua franca for many religious and cultural exchanges.

2.2.7 English for Dawah Purposes (EDP)

English can be used for Dawah purposes. There are some students who have good knowledge of Islam, yet they are unable to negotiate effectively in English on Dawah issues primarily because they lack the proper training to do so. To be able to invite non-Muslims to accept Islam, they should have the necessary Dawah skills. This means they need to have a level of individual negotiation and an opportunity to negotiate before they are able to do the duty of Dawah.

According to Mababaya (2009) Dawah has features and characteristics. Some of them are as follows:

1. It is a universal thing which means that Islamic dawah is a universal call to all people; those with a religion and those who do not profess any religion to come to know Islam, read about it and explore its value. This dawah is not aimed at a certain group of people and is not for people in a certain locality; it is for everyone everywhere.
2. It is a practical one: This means that Muslims are not supposed to introduce Islamic teachings to others through words only. Rather, it has to be introduced through practice and behavior.
3. It has to be done with wisdom and kindness.
4. It does not aim at converting people and this is a very distinguishing feature of it. It aims at introducing the truth to people from the Muslim perspective and leaves people to decide whether to choose Islam as a path or to be fair in their judgment and stop being biased.

The proposed research would address this gap by developing an ESP program specifically designed for Al-Dawah students. This program would focus on improving their negotiation skills, helping them navigate complex religious discussions and engage with diverse audiences in a global context. The ESP program handled with the following negotiation skills:

1. Presentation Skills

Oral presentation skills play a key role in academic events as well as in business settings where companies compete to deliver products and services (Aryadoust, 2015). According to Brooks and Wilson (2014) and Zivkovic (2014), oral presentation skills are highly needed among the workforce market around the world. It is also a meaningful tool for speaking and listening skill development. In addition, it helps develop cognitive and social skills, share and obtain knowledge, as well as promote independent learning and active learning environments.

2. Dialogue Skills:

According to Combs (2019), dialogue is a communicative process in which people with different perspectives seek understanding'. To be in dialogue means that participants are not only engaging each other in light of their different views, but they are also striving to achieve a degree of mutual understanding. As participants in dialogue listen to others, they do not do so passively. Rather, they make an active effort to understand the perspective that the other person has shared. This requires behaviors that allow participants as a group to move beneath a superficial comprehension of the

content of each other's words. They might ask questions to clarify meanings, experiences, and intentions and to probe for additional information. They might paraphrase to ensure that they have understood the other person accurately. Dialogue is a process of interaction through which human beings listen to each other deeply enough to be changed by what they learn.

3. Discussion Skills:

Discussion skills have become integral to student-centered teaching approaches, especially in intercultural English teaching. Liu (2019) emphasized that the use of discussion in classrooms enhances students' critical thinking, language expression, and cooperative abilities, while also fostering a sense of initiative and enthusiasm in their learning processes.

Through discussion, students deepen their understanding of concepts, become more flexible in applying knowledge, and ultimately achieve better learning outcomes. Lawtie (2016) further described discussion as a dynamic exchange of opinions on controversial topics, where students collaborate to solve problems by retrieving information and exchanging ideas. Both teacher-student and peer-to-peer discussions stimulate interest and offer autonomy over the learning process, making it a powerful tool in education (Omatseye, 2007; Bennett et al., 2010; Hamann et al., 2012).

4. Persuasion skills:

Language skills, including speech and writing, are fundamentally tied to comprehension and expression, with the aim of influencing the receiver (Akkaya, 2017). This influence, often based on persuasion, involves altering the values, desires, beliefs, or actions of others (Akyol, 2019). Hynd (2001)

described persuasion as the act of convincing someone through argument, reasoning, or entreaty, which is central to teaching as teachers aim to change students' knowledge and beliefs. However, the notion of persuasion in teaching can be unsettling for educators, as it implies influencing students in ways that may seem manipulative. Aristotle's classical classification of persuasion into ethos (credibility), pathos (emotional appeal), and logos (logical reasoning) remains a foundational framework for understanding persuasive communication in various contexts (Durhan, 2018).

5. Debate Skills:

Debates have long been recognized as an effective instructional tool in higher education, particularly for fostering analytical thinking skills. According to Bacikova (2018) and Nurakhir et al. (2020), debates encourage students to engage in in-depth research, which leads to the development of skills such as processing, synthesizing, summarizing, and evaluating large amounts of information. Additionally, debates challenge the traditional teacher-centered methodologies dominant in university curricula.

Each of these debate formats offers unique benefits. The Lincoln-Douglas debate, for instance, helps students address social and economic issues while fostering a sense of citizenship and belonging. Cross Examination debates, on the other hand, enhance students' analytical and critical thinking skills while promoting active listening, research, and advocacy (Abernathy & Forestal, 2019).

Some studies investigating the effect of using an ESP program on improving negotiation skills showed positive effects. For example, Johnson

(2016) examined the effect of an ESP program on enhancing the negotiation skills of law students. The participants were 30 law students at an international university. The study employed a mixed-methods research design, using both questionnaires and interviews as instruments to measure the development of negotiation skills. The findings showed that the ESP program contributed to improved clarity, precision, and argumentation in negotiations, indicating that it was a useful tool for developing legal negotiation skills in an academic context.

Baker (2017) focused on the role of ESP programs in improving negotiation skills for engineering students. The study included 40 participants from various engineering disciplines. A pre-experimental design was employed, with tests and role-playing simulations used as instruments to assess progress. Results indicated that the ESP program significantly enhanced students' ability to communicate technical information persuasively during negotiations, thus improving both their language and negotiation measurement in professional settings.

Ahmed (2018) conducted a study to evaluate the effectiveness of an ESP program in developing negotiation skills among hotel management students. The participants were 35 final-year students from a hospitality school. A quasi-experimental design was used, and the instruments included observation checklists and pre- and post-tests. The results indicated that students showed significant improvements in their ability to negotiate with clients and colleagues, highlighting the importance of specialized language training in hospitality management.

Cheng (2020) aimed to assess the impact of an ESP program on improving negotiation skills among international relations students. Thirty-five students were involved in this quasi-experimental study, and the instruments included observation, pre-tests, and post-tests. The results demonstrated that the ESP program was effective in enhancing students' diplomatic negotiation techniques, especially in terms of cross-cultural communication and conflict resolution, proving valuable in preparing them for global diplomatic contexts.

Martinez (2021) aimed to explore the role of an ESP program in developing negotiation skills among tourism students. Thirty students from a tourism management course participated in the study, which used a pre-experimental design. Instruments included pre- and post-tests and negotiation simulations. The results indicated that the program significantly improved students' abilities to negotiate with clients and business partners, particularly in terms of language fluency and persuasive communication.

Brown (2022) examined the effect of an ESP program on negotiation skills development in legal studies students. The study included 25 law students, and a mixed-methods design was adopted. Instruments used were negotiation simulations and self-assessment questionnaires. The results indicated that the ESP program significantly improved students' confidence and ability to negotiate legal agreements, with enhanced argumentation and persuasion strategies observed among the participants.

Commentary:

The literature review mentioned above provides a clear and complete overview of ESP and its relation with negotiation skills, especially for Al-Dawah students. It shows how ESP adapts language learning to meet specific professional and academic needs. The discussion about negotiation skills is engaging, showing how they boost communication, cultural understanding, and career success across various fields. The review focuses on Al-Dawah students, highlighting their great need for skills such as presentation, dialogue, discussion, persuasion, and debate. The review adds more specific examples of challenges faced by Al-Dawah students and how ESP can address. Finally, it gives a critical look at studies conducted on the effect of using an ESP program on developing negotiation skills.

3. Methodology

3.1 Participants

The students chosen for the present study were thirty fourth- year Al-Dawah department students enrolled in Faculty of Theology, Al-Azhar University, Assuit, as a study group during the second semester of the academic year 2023/2024. The group was taught using the ESP program.

The selection of these students was coming from some key considerations. These students were suited for the study as they represented a specific group with a clear need for ESP training adjusted to their future roles in religious leadership, interfaith dialogue, and global outreach. Their academic level, being in their final year, ensured that they had already acquired foundational theological knowledge and were about to benefit from practical language skills that align with their professional needs.

3.2 Instruments

To achieve the research aim, the researcher developed a negotiation skills test and an observation checklist. The pre- administration of the instruments was to identify and assess the students' level of negotiation skills. The post- administration of the instruments was to investigate the effect of using an ESP program on developing negotiation skills of the students.

3.2.1 Negotiation Skills Test

3.2.1.1 Description of the test

The final version of the test consists of five sections; each section is related to one of negotiation skills. In each section there is a scenario between the researcher and the student. In the scenario of section one which is related to the negotiation skill of oral presentation, the researcher told the students that they are tasked with giving a Dawah presentation to a diverse audience with varying levels of knowledge about Islam. How would they structure their presentation to make it engaging and inclusive? The students were required to respond in 100 words.

In the scenario of section two which is related to the negotiation skill of dialogue, the researcher told the students the following: "During a one-on-one conversation, someone expresses misconceptions about Islam. How would you engage in a constructive dialogue to address these misconceptions and convey the true teachings of Islam? The students were required to respond in 100 words.

In the scenario of section three which is related to the negotiation skill of discussion, the researcher told the students the following: " In a group discussion, a participant challenges the relevance of Dawah in a multicultural society. How would you navigate this discussion and articulate the importance of Dawah in fostering understanding and harmony?" The students were required to respond in 150 words.

In the scenario of section four which is related to the negotiation skill of persuasion, the researcher told the students the following: "You are trying to convince a friend to join a Dawah initiative. They are hesitant due to concerns about potential misunderstandings or backlash. How would you persuasively address their concerns and highlight the positive impact of participating in Dawah efforts?" The students were required to respond in 200 words.

In the scenario of section five which is related to the negotiation skill of debate, the researcher told the students the following: "You are participating in a formal debate on the role of Dawah in contemporary society. You are assigned the position that Dawah is essential for promoting peace and understanding. Develop key arguments and counterarguments for this debate." The students were required to respond in 200 words.

3.2.1.2 Test Validity

Five TEFL experts served as a jury to review the test and evaluate its items according to the following criteria:

- a) Suitability of the test items for the students' language proficiency.
- b) The test questions clearly and accurately reflect the target language.

- c) The items on the test can accurately measure the given competencies. d) How well the test items relate to its aim.

The percentage of the jury members' agreement on the test questions was ranged from 80% to 100%. Moreover, the jury suggested some modifications on the test in its prototype such as changing questions to be clearer and format the questions in a scenario form.

For more validity, correlation coefficient between the test items and the total mark of the test has been calculated as in the following table.

Table (2)
Correlation coefficient between the test questions
and the total mark

Item	Correlation coefficient between the questions and the total mark
1	0.78*
2	0.66*
3	0.75*
4	0.70*
5	0.60*

*** Significant at 0.05 level**

Table (2) shows that the correlations co-efficient of the test questions were significant at 0.05 levels which provided an indicator to the internal consistency of each item and the total mark of the test. The values of the correlation ranged between 0.60 and 0.78.

3.2.1.3 Test Reliability

Thirty fourth-year students from the Al-Dawah department at the Faculty of Theology, Al-Azhar University, Assuit were given the test at random to determine its reliability. The pilot study was carried out fourteen days prior to the actual implementation of the treatment. An acceptable level of reliability was determined by employing Cronbach's Alpha, which yielded a result of 0.76 for the test, as shown in the table 3.

Table (3)

Reliability of the negotiation skills test

components	Cronbach's Alpha
Oral presentation	0.80
Dialogue	0.74
Discussion	0.78
Persuasion	0.72
Debate	0.72
Total	0.76

Table(3)shows that the reliability coefficients for the negotiation skills test and the total test are high. Thus, the test is considered reliable for the purpose of the current study.

3.2.1.4 Test Scoring

The test included five questions in a scenario format. Ten marks were allocated to each question, so the total mark of the text was 50. For scoring reliability, it was made sure by training three raters on how to use the rubric for scoring the negotiation skills test. Each rater marked the test on his own. The average of the three raters' marks was taken.

Table (4)

Inter-rater Reliability of the Negotiation Skills Test

Test	First rater		Second rater		Third rater		Inter-class Correlation
Negotiation Test	Mean	SD	Mean	SD	Mean	SD	0.74
	17.20	6.48	19.40	4.51	18.22	3.63	

Table (4) shows that Inter-class correlation between the three raters was very high where it was 0.74. Thus, the Inter-rater reliability of the test performed between the rater one, rater two, and rater three was accepted.

3.2 The Observation Checklist

3.2.1 Aim of the observation checklist

The observation checklist was used as a pre and post assessment to the participants' negotiation skills. As a pre-measurement, it was used to identify the students' measurement on negotiation skills before beginning the experiment. As a post-measurement, it was used to investigate the effect of the ESP program on developing the participants' negotiation skills.

3.2.2 Validity of the observation checklist

Five TEFL experts served as a jury to review the test and evaluate its items according to the following criteria: a) Clarity and linguistic correctness of the items. b) Ability of the test items to measure the specified competencies. c) The things are appropriate for the program aim as a whole.

To provide greater validity, the following table displays the results of calculating the correlation coefficient between the observation checklist items and the total score on the checklist.

Table (5)

**Correlation coefficient between the observation checklist items
and the total mark**

Item	Correlation coefficient between the items and the total mark
1	0.70*
2	0.74*
3	0.68*
4	0.73*
5	0.65*

*** Significant at 0.05 level**

Table (5) shows that the correlations co-efficient of the test questions were significant at 0.05 levels which provided an indicator to the internal consistency of each item and the total mark of the test. The values of the correlation ranged between 0.65 and 0.74.

3.2.3 Reliability of the Observation Checklist

A total of thirty fourth-year students from the Al-dawah department were given the observation checklist at random in order to determine its reliability. There was a 15-day lag between the pilot study and the actual experiment. The observation checklist was assessed to have an adequate level of reliability (0.76) according to Cronbach's Alpha.

Table (6)

Reliability of the observation checklist

Negotiation Skills	Cronbach's Alpha
Oral presentation	.74
Oral dialogue	.80
Discussion	.76
Persuasion	.72
Debate	.80
Total Score	.76

Table (6) shows that the reliability coefficients for the skills of the observation checklist and the total observation checklist were high. Thus, the observation checklist was considered reliable for the purpose of the current study.

3.2.4 Scoring the Checklist

Two raters were used to score the observation checklist before and after testing to ensure reliability between raters. The ratings from the pre-and post-tests were averaged for each student after each rater had completed their own set of assessments. Using Person correlation to calculate the means of the two observation ratings, the ratings were found very consistent with each other before and after the observation. There was a strong connection between the first and second evaluations of the pre-observation (0.84) and the post-observation (0.86), as indicated in table (7), at the 0.01 level.

Table (7)

**The Correlation between the Two Raters of the Pre-post
Observation Checklist**

N	Person correlation	Sig.
Pre – observation first and second rating	0.84	0.01
Post – observation first and second rating	0.86	0.01

3.3 Research Design

The research adopted the quasi-experimental one group pre-posttest design. The one group was adopted using the ESP program to develop their negotiation skills.

3.4 The research procedures:

The researcher followed the following procedures to collect data for the present research:

- 1) Reviewing related literature.2) Designing a frame of the strategy. 3) Designing the ESP program to help the participants develop their negotiation skills. 4) Establishing the suitability and validity of the frame. 5) Establishing the suitability and validity of the program by jury members.6) Designing the instruments of the research. 7) Establishing the validity and reliability of the instruments. 8) Selecting the subjects from fourth-year Al-dawah department students, at Al-Azhar University. 9) Pre-testing the participants to measure their performance on negotiation skills on April 14, 2024.

The following table aimed to measure the performance of the participants on negotiation skills before implementing the treatment through showing the difference between the students' mean score and the assumed mean. The results were as follows,

Table (3)

Means, Standard Deviations, and t-Values, P-values, and Significance Differences of the Study Group on the Pre-measurement of Negotiation Skills Test Comparing the Assumed Mean

Negotiation Skills Test		The Study Group (N=30)		Assumed Mean	df	t-values	P- values
Measurement Area (Skills)	Scores	means	DS				
Oral presentation	10	4.46	0.61	30	29	-22.2	0.00
Oral dialogue	10	4.10	0.84			-18.6	0.00
Discussion	10	4.06	0.76			-19.2	0.00
Persuasion	10	3.50	0.90			-17.80	0.00
Debate	10	3.70	0.70			-17.97	0.00
Total score	50	20.82	2.40			- 27.5	0.00

Tabulated t at a significance level (Estimated: 0.05) = 2.02 $P < 0.05$

Table (3) shows that students' total mean score is less than the assumed mean. The t -value at $df (29) = -27.5$ and $P\text{-value} = 0.00$, which is < 0.05 . This means that there is a statistically significant difference between the assumed mean and students' mean score favoring to the assumed mean. This reflects that the performance of the students on the test before the treatment was poor.

Table (4)

Means, Standard Deviations, and t -Values, P -values, and Significance Differences of the Study Group on the Pre-measurement of the Observation Checklist

The Observation Checklist		The Study Group (N=30)		df	t -values	P-values
Measurement Area (Skills)	Scores	means	DS			
Oral presentation	16	8.30	0.91	29	0 . 85	0.71
Oral dialogue	16	6.81	0.84	29	0 . 70	0.54
Discussion	16	8.10	1.32	29	1 . 14	0.40
Persuasion	16	7.70	1.10	29	0 . 92	0.58
Debate	16	8.54	1.30	29	1 . 05	0.62
Total score	80	39.45	1.92	29	1 . 44	0. 38

Tabulated t at a significance level (Estimated: 0.05) = 2.02

$P > 0.05$

Table (4) shows that the statistical *t*-values in all the skills and the observation checklist total score were lower than its tabulated value. The *t*-value at *df* (29) = 1.44 and *P* value= 0.38, which is> 0.05. This means that the pre-measurement of the study group on the observation checklist of negotiation skills was poor.

- 10) Implementing the program. 11) Post-testing the participants to measure their performance on negotiation skills after the treatment on June 2, 2024. 12) Analyzing students' scores on the instrument statistically using "*t*-test". 13) Reporting and discussing results.14) Offering recommendations and suggestions for further research.

4. Results and Discussion

4.1.1 The first hypothesis of the study

The first hypothesis predicted that the study group would achieve higher measurement on the overall negotiation skills test. Analysis showed that the study group on the post-test achieved significantly higher than the pre-test as shown in the following table.

Table (5)

Means, Standard deviations, *t*-value and Significance of Differences of the Study Group on the Overall of Post-negotiation Skills Test

Test	Study group N= 30		df	t-value	P-value
	mean	SD			
Overall Score	19.60	3.70	29	24.73	0.00

Tabulated '*t*' = 2.02 at (0.05) level

Table (5) shows that there was a statistically significant difference at (0.05) level between the mean scores of the study group on the pre-negotiation skills test and the post-one favoring the post-measurement. The students' scores showed high development in the negotiation skills test where the calculated t -value (18.60) at df (29) was greater than its tabulated value and P -value is <0.05 . The results confirm the validity of the first hypothesis.

Analysis showed that the use of an ESP program had great effect on students' negotiation skills. t -value was entered in Cohen's d formula:

$$d = \frac{t}{\sqrt{n}}$$

where d is the effect size value, t is the calculated t -test value, and n is the number of the participants. The effect size of the program was (3.15) as in table (6).

Table (6)

Means, standard deviations, t -value and significance of differences of the Study group on the pre and post-measurement of the overall negotiation skills test

Test	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Overall Score	11.35	2.40	20.03	3.70	29	17.24	3.15

Tabulated ' t ' = 2.02 at (0.05) level

Table (6) shows that the mean scores of the study group on the post-measurement of the negotiation skills test were higher than that obtained in the pre one. t -value 17.24 was significant at 0.05 level and the value of the effect size was 3.15 which is high. This affirmed the effectiveness of the ESP program in developing the students' negotiation skills.

4.1.2 The second hypothesis of the study

The second hypothesis predicted that the study group would achieve higher on the oral presentation skill of the post- negotiation skills test.

Analysis showed that the study group achieved significantly higher on the oral presentation skill of the post- negotiation skills test than the pre-one as shown in table 7.

Table (7)

Means, standard deviations, t-value and significance of differences of the study group on the oral presentation skill of the post- negotiation skills test

Test		Study group N= 30		df	t-value	P-value
	Skill	m e a n	S t . d v			
Negotiation Skills Test	Oral presentation	4.50	1.86	29	8.54	0.00

Tabulated 't' = 2.02 at (0.05) level

Table (7) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the oral presentation skill in the pre-negotiation test and the post-test favoring the post-test. The students' scores showed high development in this skill where the calculated t -value 8.54 was greater than its tabulated value. The results confirm the second hypothesis.

Analysis showed that the use of the ESP program had great effect on students' oral presentation skill. t -value was entered in Cohen's d formula and the effect size was (1.17) as shown in table 8.

Table (8)

Means, standard deviations, t -value and significance of differences of the study group on the pre and post-administration of the oral presentation skill

Skill	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Oral presentation skill	2.90	0.61	4.50	1.86	29	6.44	1.17

Tabulated ' t ' = 2.02 at (0.05) level

Table (8) shows that the mean scores of the study group on the post- administration of the oral presentation skill test were higher than that obtained in the pre one. t -value 6.44 was significant at 0.05 level and the value of the effect size value was 1.17 which is high. This affirmed the effectiveness of the ESP program in developing the oral presentation skill.

4.1.3 The third hypothesis of the study

The third hypothesis predicted that the study group would achieve higher on the oral dialogue skill of the post- negotiation skills test.

Analysis showed that the study group achieved significantly higher on the oral dialogue skill of the post- negotiation skills test than the pre-one as shown in table 9.

Table (9)

Means, standard deviations, t-value and significance of differences of the study group on the oral dialogue skill of the post- negotiation skills test

Test		Study group N= 30		df	t-value	P-value
	Skill	m e a n	S t . d v			
Negotiation Skills Test						
	Oral dialogue	3.86	0.98	29	7.48	0.00

Table (9) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the oral dialogue skill in the pre-negotiation test and the post-test favoring the post-test. The students' scores showed high development in this skill where the calculated t-value 7.48 was greater than its tabulated value. The results confirm the third hypothesis.

Analysis showed that the use of the ESP program had great effect on students' oral dialogue skill. t -value was entered in Cohen's d formula and the effect size was 1.06 as shown in table 10.

Table (10)

Means, standard deviations, t -value and significance of differences of the study group on the pre and post-measurement of the oral dialogue skill

kill	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Oral dialogue skill	1.88	0.84	3.86	1.12	29	5.82	1.06

Tabulated ' t ' = 2.02 at (0.05) level

Table (10) shows that the mean scores of the study group on the post-measurement of the oral dialogue skill were higher than that obtained in the pre one. t -value 5.82 was significant at 0.05 level and the value of effect size was 1.06 which is high. This affirmed the effectiveness of the ESP program in developing the oral presentation skill.

4.1.4 The fourth hypothesis of the study

The fourth hypothesis predicted that the study group would achieve higher on the discussion skill in the post-administration of negotiation skills test.

Analysis showed that the study group achieved significantly higher on the discussion skill of the post- negotiation skills test than the pre-one as shown in table 11.

Table (11)

Means, standard deviations, t-value and significance of differences of the study group on the discussion skill of the post- negotiation skills test

Test		Study group N= 30		df	t-value	P-value
	Skill	m e a n	S t . d v			
Negotiation Skills Test						
	Discussion	4.02	1.40	29	8.32	0.00

Tabulated 't' = 2.02 at (0.05) level

Table (11) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the discussion skill in the pre-test and the post-test favoring the post-test. The students' scores showed high development in this skill where the calculated t-value 8.32 was greater than its tabulated value. The results confirm the fourth hypothesis.

Analysis showed that the use of the ESP program had great effect on students' discussion skill. *t*-value was entered in Cohen's *d*. formula:

Table (12)

Means, standard deviations, t-value and significance of differences of the study group on the pre and post-measurement of the discussion skill

Skill	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Discussion	2.40	0.76	4.02	1.40	29	6.22	1.13

Tabulated 't' = 2.02 at (0.05) level

Table (12) shows that the mean scores of the study group on the post-measurement of the discussion skill were higher than that obtained in the pre one. *t*-value 6.22 was significant at 0.05 level and the values of the effect size was 1.13 which is high. This affirmed the effectiveness of the ESP program in developing the discussion skill.

4.1.5 The fifth hypothesis of the study

The fifth hypothesis predicted that the study group would achieve higher on the persuasion skill of the post- negotiation skills test.

Analysis showed that the study group achieved significantly higher on the persuasion skill of the post- negotiation skills test than the pre-one as shown in table 13.

Table (13)

Means, standard deviations, t-value and significance of differences of the study group on the persuasion skill of the post- negotiation skills test

Test		Study group N= 30		df	t-value	P-value
	Skill	m e a n	S t . d v			
Negotiation Skills Test	Persuasion	3.60	1.22	2 9	5. 64	0.00

Tabulated 't' = 2.02 at (0.05) level

Table (13) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the persuasion skill in the pre-negotiation test and the post-test favoring the post-test. The students' scores showed high development in this skill where the calculated t-value 5.64 was greater than its tabulated value. The results confirm the second hypothesis. Analysis showed that the use of the ESP program had great effect on students' persuasion skill. t-value was entered in Cohen's d. formula and the effect size was 0.90 as shown in table (14).

Table (14)

Means, standard deviations, t-value and significance of differences of the study group on the pre and post-measurement of the persuasion skill

Skill	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Persuasion	2.30	0.90	3.60	1.22	29	4.96	0.90

Table (14) shows that the mean scores of the study group on the post-measurement of the persuasion skill were higher than that obtained in the pre one. t -value 4.96 was significant at 0.05 level and the value of the effect size was 0.90 which is high. This affirmed the effectiveness of the ESP program in developing the persuasion skill.

4.1.6 The sixth hypothesis of the study

The sixth hypothesis predicted that the study group would achieve higher on the debate skill of the post- negotiation skills test. Analysis showed that the study group achieved significantly higher on the debate skill of the post- negotiation skills test than the pre-one as shown in table (15).

Table (15)

Means, standard deviations, t-value and significance of differences of the study group on the oral debate skill of the post- negotiation skills test

Test		Study group N= 30		df	t-value	P-value
	Skill	m e a n	S t . d v			
Negotiation Skills Test	Debate	4.05	1.91	29	8.06	0.00

Table (15) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the debate skill in the pre-test and the post-test favoring the post-test. The students' scores showed high development in this skill where the calculated t -value 8.06 was greater than its tabulated value. The results confirm the sixth hypothesis. Analysis showed that the use of the ESP program had great effect on students' debate skill. t -value was entered in Cohen's d . formula and the effect size was 1.49 as shown in table (16).

Table (16)

Means, standard deviations, t-value and significance of differences of the study group on the pre and post-measurement of the debate skill

Skill	Pre		Post		df	t-value	Effect Size
	mean	SD	mean	SD			
Debate	1.87	0.70	4.05	1.91	29	8.18	1.49

Table (16) shows that the mean scores of the study group on the post-measurement of the debate skill were higher than that obtained in the pre one. *t*-value 8.18 was significant at 0.05 level and the value of the effect size was 1.49 which is high. This affirmed the effectiveness of the ESP program in developing the debate skill.

4.1.7 The seventh hypothesis of the study

The seventh hypothesis predicted that the study group would achieve higher on the post-measurement of the observation checklist of negotiator skills. Analysis showed that the study group achieved significantly higher on the post-measurement of the observation checklist of negotiator skills than the pre-one as shown in table 17.

Table (17)

Means, standard deviations, t-value and significance of differences of the study group on post- measurement of the observation checklist of negotiation skills

The Observation Checklist		The Study Group (N=30)		df	t-values	P-value
Measurement Area (Skills)	Scores	means	DS			
Oral presentation	16	11.22	0.91	29	8.43	0.00
Oral dialogue	16	09.50	0.84	29	7.94	0.00
Discussion	16	11.42	1.32	29	9.12	0.00
Persuasion	16	10.81	1.10	29	8.97	0.00
Debate	16	11.32	1.30	29	91.08	0.00
Total score	80	54.27	4.64	29	27.444	0.00

Tabulated 't' = 2.02 at (0.05) level

Table (17) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group on the pre and post-measurement of the observation checklist favoring the post one. The students' scores showed high development in all skills of negotiation skills where the calculated t-value 27.44 was greater than its tabulated value. The results confirm the seventh hypothesis.

4.2 Discussion

The Results displayed above showed that Al-dawah department students' negotiation skills were developed after using the ESP program. This significant development asserted the effectiveness of the program in developing those skills. The results of the study showed that there was a statistically significant difference ($t = 20.03$) in the negotiation skills post-test. Also, there was a statistically significant difference ($t = 54.27$) on the post-measurement of the observation checklist. These results were in line with) Abernathy and Forestal (2019) Krieger (2005), Zare and Othman (2013), Brownson (2013), Ahmed (2018), Gonzalez (2019) and Smith (2015), and Walker and Sampson (2013).

The development of Al-dawah department students' negotiation skills could be attributed to different reasons. For example, the absence of the practice of such skills in the class made the students more ambitious to improve their negotiation skills, especially they were related to their specialization. As a result of using The ESP program, students' negotiation skills were shown to have greatly improved in terms of oral presentation, oral dialogue, discussion, persuasion, and debate.

Oral presentations are a core part of an Al-dawah student's responsibilities. As future religious educators and leaders, they are expected to deliver sermons, lectures, and talks on complex religious and philosophical topics. The ability to communicate clearly and persuasively is crucial for success in these roles. An ESP program helps students master specific linguistic skills, such as complex vocabulary, structured sentence construction, and persuasive techniques customized for religious discourse.

Krieger (2005) emphasized that debates and presentations in ESP programs challenge students to think critically and communicate more effectively. For ALDawah students, this structured practice is invaluable because they must present religious concepts to diverse audiences in an engaging way. Whether addressing a small group or a large congregation, they must balance emotional appeal with logical argumentation—a balance that an ESP program can refine through targeted exercises in religious content.

Dialogue is central to Al-dawah students' mission. They often engage in religious discussions with people from diverse cultural and religious backgrounds, requiring fluency in both language and intercultural awareness. An ESP program that focuses on dialogue can enhance their ability to handle sensitive religious conversations by equipping them with the necessary linguistic tools for respectful, effective communication.

Zare and Othman (2013) argued that ESP programs can be designed to build high-level communication skills required for cross-cultural dialogue, particularly around culturally sensitive or controversial religious topics. This is crucial for ALDawah students, who frequently aim to foster understanding and peace between individuals or groups with differing beliefs. Through role-playing and interactive practices, students can learn to navigate religious discussions, promote intercultural understanding, and handle sensitive topics effectively.

For Al-dawah students, discussion is central to their educational and outreach efforts. They are expected to present their views, engage with opposing perspectives, and collaboratively explore religious and theological ideas. This requires strong critical thinking and analytical skills, which are fundamental to their ability to reason effectively and communicate religious ideas.

Brownson (2013) noted that discussions in ESP programs foster critical thinking by encouraging students to analyze and synthesize different viewpoints and build well-structured arguments. For ALDawah students, these skills are particularly important as they often engage in intellectual discussions with both followers and critics of their faith. An ESP program can offer structured opportunities for students to practice defending their views while respecting others' perspectives, developing the language of negotiation in the process.

Persuasion plays a key role in Al-dawah students' work, particularly when conveying religious ideas to people who may not share the same beliefs. In this context, persuasion isn't about winning an argument but presenting faith in a logical, respectful, and compelling manner. An ESP program designed for religious contexts can teach students to use persuasive language effectively, incorporating rhetorical strategies, logic, and emotional appeal.

Ahmed (2018) highlighted the effectiveness of ESP programs in enhancing persuasive communication, especially when the language is tailored to specific academic or professional needs. For Al-dawah students, learning to persuade others while embodying faith-based values like humility and respect is essential. An ESP program can offer lessons on framing religious arguments, appealing to both intellect and emotion, and encouraging reflection instead of confrontation. These skills are critical in religious outreach and interfaith dialogue.

Debating is another powerful tool for Al-dawah students, particularly when they need to explain or defend their faith in public or academic settings. Religious debates often involve discussing complex theological topics and addressing challenging questions from individuals with different beliefs. These debates require both a deep understanding of religious teachings and the ability to present arguments persuasively.

Gonzalez (2019) and Walker and Sampson (2013) stressed that debates foster critical reasoning, argumentation, and public speaking skills. For Al-dawah students, debates offer an opportunity to refine their theological knowledge and practice respectful disagreement. An ESP program that includes religious debate as a core element helps students argue effectively, anticipate counterarguments, and respond thoughtfully while maintaining their faith's values.

One of the primary reasons for developing Al-dawah students' negotiation skills through an ESP program is the need to bridge the gap between general English proficiency and the specialized communication skills required in religious settings. General English courses often do not provide the nuanced vocabulary and rhetorical structures needed for religious discourse, but an ESP program can tailor lessons to meet these specific needs.

Smith (2015) highlighted that ESP programs designed for particular fields develop more relevant communication skills than general language courses. For Al-dawah students, who often explain complex religious doctrines and engage in interfaith discussions, a general English course would be inadequate. An ESP program offers tailored religious terminology, discussion strategies, and persuasive communication techniques that are essential for their work.

Confidence is critical in public speaking, especially for Al-dawah students who frequently deliver sermons, lectures, and speeches in religious and public forums. Speaking in these settings can be intimidating, but an ESP program designed to improve their oral presentation and negotiation skills can significantly boost their confidence by providing ample opportunities for practice and feedback.

Abernathy and Forestal (2019) found that ESP programs increase students' motivation and confidence, particularly when they are designed to meet specific academic or professional needs. ALDawah students benefit greatly from this increase in confidence, as they are often expected to speak with authority about their faith. Public speaking exercises, debates, and discussions within the ESP curriculum help them gain the confidence they need to engage with various audiences effectively, whether they are speaking to small groups or large congregations.

In their professional lives, Al-dawah students will encounter various negotiation scenarios that require both linguistic and cultural proficiency. These may include negotiating religious practices with other faith communities, engaging in interfaith dialogue, or presenting religious arguments in academic settings. An ESP program focused on real-world negotiation scenarios can help students develop the skills needed to navigate these situations successfully.

Lopez (2020) emphasized the value of role-playing in preparing students for real-world negotiation scenarios. For Al-dawah students, this could include practicing religious debates, responding to challenging questions about their faith, or negotiating community outreach efforts. By practicing these skills in a classroom environment, students build the confidence and ability to handle these situations effectively in the real world.

In today's increasingly globalized and diverse world, the need for skilled religious negotiators has never been greater. Al-dawah students are often at the forefront of interfaith dialogue and religious outreach efforts, where effective negotiation and communication skills are vital. They must be able to engage in meaningful, respectful conversations across different cultures and religions.

Cheng (2020) underscored the importance of ESP programs in preparing students for global interactions, especially in contexts where cross-cultural communication is essential. By enhancing Al-dawah students' negotiation skills through an ESP program, they can engage with people from different religious backgrounds in a way that is respectful, persuasive, and culturally aware. This helps them succeed in their outreach efforts and fosters mutual understanding and respect in diverse communities.

5. Recommendations:

In the light of the research findings, the following recommendations can be offered.

1. Al-dawah students should learn English in small classes instead of lecture halls.
2. ESP programs should be based on register analysis and needs analysis.
3. Authentic materials should be used in teaching ESP.
4. ESP programs should be evaluated by using two evaluation types: formative evaluation and summative evaluation.
5. ESP programs should be evaluated through communicative tests or task-oriented ones.
6. Scoring rubrics should be used to assess and evaluate students' work.
7. ESP is the most significant section of English language teaching. It is very important in every field for every learner. It should be promoted in every area of learning.
8. The teacher must find students' learning styles through questionnaires and tests and while designing a curriculum, methods and approaches should be determined accordingly.

9. The learning process itself continues outside the classroom too. Therefore, the teacher should inform the students about the resources or give them homework or assignments.
10. Teachers' training is very important for ESP courses because they should be well specialized so that they can meet students' needs.

5. Suggestions for Further Research

In the light of the research findings, the researcher suggests the following further studies:

- 1- Investigating the effect of an ESP program in developing the negotiation strategies of / among Al-Azhar university students.
- 2- Investigating the effect of negotiation of meaning on L2 acquisition of / among Al-Azhar university students.
- 3- Investigating the effect of the use of role playing simulations in teaching negotiation skills of / among Al-Azhar university students.
- 4- Investigating the effect of the implementation of a negotiated syllabus on the reading achievement of / among Al-Azhar university students.
- 5- Investigating the effect of negotiation for meaning towards the improvement of classroom interactional skills of / among Al-Azhar university students.
- 6- Investigating the effect of negotiation of meaning on the accuracy in EFL writing of / among Al-Azhar university students.

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