

lutions and express themselves more eagerly.

4. Conclusion:

Therefore, in order to fulfill one or multi-tasks closely related with real and flexible foreign trade negotiation, the students are guided to discuss and exchange their viewpoints with group members, choose negotiation strategies by joint efforts, then act as the buyer and the seller and practice trade negotiation in English. While executing the tasks, their interests are aroused, their self-learning abilities are developed, their application capabilities such as negotiating skills, business manners and Business English can be sharpened to a certain extent which contribute to their group spirit and help them to be a successful salesman. Therefore, it is worthwhile to focus more on students and try task-based teaching method in module of Foreign Trade Negotiation.

5. References

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