TABLE OF CONTENTS

Abstract		i
Acknowledge	ements	ii
Table of Con	tents	iv
List of Tables	s	ix
List of Figure	rs	x
Chapter 1: 1	Introduction	1
1.1	The Importance of Communication Skills	
	in Service Oriented Organisations	1
	1.1.1 Mode of Communication in the Service Sector	2
1.2	Definition of Communication	3
1.3	The Concept of Discourse and Discourse Community	4
1.4	Significance of English Language	5
	1.4.1 History of the English Language	6
	1.4.2. Exigency for English	8
1.5	Purpose of the Study	12
1.6	Research Site	14
	1.6.1 The Hospital's Vision	16
	1.6.2. The Hospital's Quality Policy	16
1.7	Significance of the Study	19
Chapter 2	2 : Review of Related Literature	21
2.1	Nature of Language	21
	2.1.1 Theoretical Bases for Communication	23
2.2	Criteria for Study of language	25
2.3	Ethnographic Orientation to Language Studies	27
2.4	Needs Analysis as a Tool of Inquiry	31
	2.4.1 Fundamental Questions in Needs Analysis and	
	Parallel Approaches	33
	2.4.1.1 Necessities	34
	2.4.1.2 Lacks	34
	2 4 1 3 Wants	35

		2.4.1.4 Learning Needs and Learning Strategies	36
		2.4.1.5 Constraints	37
		2.4.1.6 The Language Audit	37
		2.4.1.7 The Question of When and Who	38
	2.5	Criticism of Needs Analysis	39
	2.6	Studies on Needs Analysis	41
	2.7	Related Research Applying Needs Analysis Procedure	43
	2.8	Affective Factors that Need to be considered	48
		2.8.1 Adult Learners	49
		2.8.2 Motivation	50
	2.9	Authenticity	51
	2.10	Communicative Patterns and Needs of a Large Organisation	52
		2.10.1 Communication as a Multidirectional Process	53
		2.10.1.1. Internal communication	53
		2.10.1.2. External Communication	54
		2.10.2 Organisation as a Communication Network	55
Cha	pter 3:	Design of the Study	57
	3.1	Research Design	57
	3.2	The Respondent	58
		3.2.1 Overview of Job Function	60
	3.3	Sampling of the Respondent	62
	3.4	Needs Analysis as a Data Collection Procedure	63
		3.4.1 Questionnaire	65
		3.4.1.1 Administration of the Questionnaire	68
		3.4.2 Interview	69
		3.4.2.1 Semi-structured	69
		3.4.2.2 Informal Interview	71
		3.4.3 Observation	72
		3.4.4 Examining other Related Documents	73
	3.5	Triangulation of the Procedure	73
	2.6	Analysis of the Data	74

Chapter 4:	Findings and Analysis	76
4.1	General Overview of the Respondents	77
	4.1.1 Specific Details of the Respondents	77
	4.1.2 Qualification of the FLS	78
4.2	Analysis of Response to Questionnaires in Collaboration with Interviews	79
	4.2.1 Factual Information-General Overview of the Respondents	80
	4.2.1.1 Analysis of the General Information	80
	4.2.2 Knowledge of Languages	82
	4.2.2.1 Other Spoken Languages	82
	4.2.2.2 The situation and Purpose These Other languages	
	Needed for	83
	4.2.2.3 Proficiency in English and Other Languages	85
	4.2.3 Duties the Occupation Entails and English Usage	86
	4.2.3.1 Frequency of English Usage	86
	4.2.3.2 Location of English Usage	87
	4.2.3.3 Situations When English is Required	88
	4.2.3.4 Who they Communicate with In English	90
	4.2.3.5 Ability To Cope with English Language	
	Requirement	90
	4.2.3.6 Language Skills required and Their Importance	91
	4.2.3.7 Advantages of Being Good in English	92
	4.2.3.8 Importance of Speaking Sub-Skills	94
	4.2.3.9 Frequency of English Usage and the Medium	
	Used	95
	4.2.3.10 Other Important Sub Skills Needed by the FLS	98
	4.2.4 Response To Need for an English Course	99
4.3	Analysis of Observation and Interview	10
	4.3.1 The Front Line staff of the Corporate services	10
	4.3.1.1 The Front line staff of the Emergency Room	10
	4.3.1.2 The FLS of the Registration Counters	11
	4.3.1.3 Cashiers-Business Office	12

	4.3.2 The Front Line Staff of the Ancillary Services-The Clinical	
	Ancillary Services	127
	4.3.2.1 The Clinical Assistant and the Office Assistant	127
	4.3.2.2 Main Duties of the Clinical Assistant and Office	
	Assistant	127
	4.3.2.3 An overview of Language Needs	130
	4.3.3 The Concierge-Nursing and Support services	136
	4.3.3.1. A Brief Outline	136
	4.3.3.2. Main Duties of the Concierge	136
	4.3.3.3. How the Concierge Operates	137
	4.3.3.4. An overview of their Language Needs	139
Chapter 5:	Discussion and Conclusion	143
5.1	Importance of English for these Front Line Staff	144
	5.1.1 Job Function of the FLS	144
	5.1.2 The Medium Of Communication at the Organisation	147
	5.1.3 Staff Evaluation and Remuneration	147
5.2	Viability of Offering Specialised Training in	
	Communicational Skills	148
5.3	Important Language Skills	150
	5.3.1 Speaking and Listening as Important skills	151
	5.3.2 Reading	153
	5.3.3 Grammar	154
	5.3.4 Writing	155
5.4 F	Purpose of Language	156
5.5 (Computerisation- Is It Delimiting?	156
5.61	mplication for Course design	157
5.7 Limitation of the Study		158
5.8 \$	Suggestion for Further Studies	160
BIBLIOGR.	APHY	161

APPENDICES

Appendix A

Appendix B

Appendix C

Appendix D Appendix E

Appendix F

Appendix G

LIST OF TABLES

Table 3.1	39
Table 4.1	84
Table 4.2	85
Table 4.3	87
Table 4.4	88
Table 4.5	89
Table 4.6	91
Table 4.7	94
Table 4.8	96
Table 4.9	98
Table 4.10	100
Table 4.11	107
Table 4.12	110
Table 4.13	111
Table 4.14	112
Table 4.15	116
Table 4.16	118
Table 4.17	119
Table 4.18	120
Table 4.19	124
Table 4.20	125
Table 4.21	125
Table 4.22	126
Table 4.23	131
Table 4.24	133
Table 4.25	138
Table 4.26	140
Table 4.27	141

LIST OF FIGURES

Figure 1.1	18
Figure 2.1	53
Figure 4.1	10:
Figure 4.2	10
Figure 4.3	110
Figure 4.4	12:
Figure 4.5	122
Figure 4.6	133
Figure 4.7	130
Figure 4.8	13
Figure 4.9	139