# TABLE OF CONTENTS

Abstract  
Acknowledgements  
Table of Contents  
List of Tables  
List of Figures

<table>
<thead>
<tr>
<th>Chapter 1: Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The Importance of Communication Skills</td>
<td></td>
</tr>
<tr>
<td>in Service Oriented Organisations</td>
<td>1</td>
</tr>
<tr>
<td>1.1.1 Mode of Communication in the Service Sector</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Definition of Communication</td>
<td>3</td>
</tr>
<tr>
<td>1.3 The Concept of Discourse and Discourse Community</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Significance of English Language</td>
<td>5</td>
</tr>
<tr>
<td>1.4.1 History of the English Language</td>
<td>6</td>
</tr>
<tr>
<td>1.4.2. Exigency for English</td>
<td>8</td>
</tr>
<tr>
<td>1.5 Purpose of the Study</td>
<td>12</td>
</tr>
<tr>
<td>1.6 Research Site</td>
<td>14</td>
</tr>
<tr>
<td>1.6.1 The Hospital’s Vision</td>
<td>16</td>
</tr>
<tr>
<td>1.6.2. The Hospital’s Quality Policy</td>
<td>16</td>
</tr>
<tr>
<td>1.7 Significance of the Study</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2: Review of Related Literature</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Nature of Language</td>
<td>21</td>
</tr>
<tr>
<td>2.1.1 Theoretical Bases for Communication</td>
<td>23</td>
</tr>
<tr>
<td>2.2 Criteria for Study of language</td>
<td>25</td>
</tr>
<tr>
<td>2.3 Ethnographic Orientation to Language Studies</td>
<td>27</td>
</tr>
<tr>
<td>2.4 Needs Analysis as a Tool of Inquiry</td>
<td>31</td>
</tr>
<tr>
<td>2.4.1 Fundamental Questions in Needs Analysis and Parallel Approaches</td>
<td>33</td>
</tr>
<tr>
<td>2.4.1.1 Necessities</td>
<td>34</td>
</tr>
<tr>
<td>2.4.1.2 Lacks</td>
<td>34</td>
</tr>
<tr>
<td>2.4.1.3 Wants</td>
<td>35</td>
</tr>
</tbody>
</table>
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

Chapter 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
3.6 Analysis of the Data 74
Chapter 4: Findings and Analysis

4.1 General Overview of the Respondents

4.1.1 Specific Details of the Respondents

4.1.2 Qualification of the FLS

4.2 Analysis of Response to Questionnaires in Collaboration with Interviews

4.2.1 Factual Information-General Overview of the Respondents

4.2.1.1 Analysis of the General Information

4.2.2 Knowledge of Languages

4.2.2.1 Other Spoken Languages

4.2.2.2 The situation and Purpose These Other languages Needed for

4.2.2.3 Proficiency in English and Other Languages

4.2.3 Duties the Occupation Entails and English Usage

4.2.3.1 Frequency of English Usage

4.2.3.2 Location of English Usage

4.2.3.3 Situations When English is Required

4.2.3.4 Who they Communicate with In English

4.2.3.5 Ability To Cope with English Language Requirement

4.2.3.6 Language Skills required and Their Importance

4.2.3.7 Advantages of Being Good in English

4.2.3.8 Importance of Speaking Sub-Skills

4.2.3.9 Frequency of English Usage and the Medium Used

4.2.3.10 Other Important Sub Skills Needed by the FLS

4.2.4 Response To Need for an English Course

4.3 Analysis of Observation and Interview

4.3.1 The Front Line staff of the Corporate services

4.3.1.1 The Front line staff of the Emergency Room

4.3.1.2 The FLS of the Registration Counters

4.3.1.3 Cashiers-Business Office
4.3.2 The Front Line Staff of the Ancillary Services-The Clinical Ancillary Services

4.3.2.1 The Clinical Assistant and the Office Assistant

4.3.2.2 Main Duties of the Clinical Assistant and Office Assistant

4.3.2.3 An overview of Language Needs

4.3.3 The Concierge-Nursing and Support services

4.3.3.1 A Brief Outline

4.3.3.2 Main Duties of the Concierge

4.3.3.3 How the Concierge Operates

4.3.3.4 An overview of their Language Needs

Chapter 5: Discussion and Conclusion

5.1 Importance of English for these Front Line Staff

5.1.1 Job Function of the FLS

5.1.2 The Medium Of Communication at the Organisation

5.1.3 Staff Evaluation and Remuneration

5.2 Viability of Offering Specialised Training in Communication Skills

5.3 Important Language Skills

5.3.1 Speaking and Listening as Important skills

5.3.2 Reading

5.3.3 Grammar

5.3.4 Writing

5.4 Purpose of Language

5.5 Computerisation- Is It Delimiting?

5.6 Implication for Course design

5.7 Limitation of the Study

5.8 Suggestion for Further Studies

BIBLIOGRAPHY
APPENDICES
Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
Appendix F
Appendix G
LIST OF TABLES

Table 3.1 59
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 4.1 105
Figure 4.2 109
Figure 4.3 116
Figure 4.4 122
Figure 4.5 122
Figure 4.6 133
Figure 4.7 130
Figure 4.8 138
Figure 4.9 139