



UNIVERSITI PUTRA MALAYSIA

***RHETORICAL PATTERNS, MOVE-STEP STRUCTURE, LINGUISTIC
FEATURES AND DISCURSIVE PRACTICES OF MEDICAL STUDENTS'
ORAL CASE PRESENTATION IN COMMUNITY HEALTH***

SHARMILAH DEVIY A/P R REMESH

FBMK 2022 19



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By

SHARMILAH DEVIY A/P R REMESH

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Arts**

January 2022

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Master of Arts

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Faculty : Modern Languages and Communication

The use of learner corpus in genre analysis is still under-developed, especially in medical discourse. Although most genre studies have been carried out on written academic medical discourse, there is still very little attention paid to the spoken genre (e.g. Oral Case Presentation). Oral Case Presentation (OCP) is an important verbal assessment in medical education in which medical learners are evaluated in terms of patients' admission reason, diagnosis and relevant management. This study focuses on Community Health (CH) which has a different OCP structure compared to other medical specializations due to its ethnographic activities. The challenge in this area is to produce health professionals who are willing to work in community settings as medical undergraduates perceive CH as a complex specialization in which they are required to execute holistic treatment for patients in rural areas. Since the investigation procedures of patients' home visits are highly influenced by the CH OCP structure, every medical student ought to master the discursive practices involved in the home visits and be aware of the structural element of CH OCP. Hence, this study analyses the rhetorical patterns, move sequences and specific linguistic features that form the moves and steps in CH OCP. It also investigates the challenges and strategies to overcome the challenges of the medical learners regarding their ethnographic visits and, the discursive practices involved in a CH OCP genre. The analysis is done on 22 CH OCPs from fourth-year medical students at a Malaysian public university by using Bhatia's (1993) genre theory and the corpus-based approach. This study utilizes 3 sampling techniques to collect the data: i. Purposive sampling technique, ii. Convenient sampling technique, iii. Snowball sampling technique. The Biber Connor Upton approach and ESP approach are applied to analyse the schematic structure of CH OCP. The Students' Guidebook of Community Medicine (2016) of a Malaysian university and the OCP framework by Khan (2018) were utilized as a guide to develop the analytical framework for the

rhetorical structure of the CH OCP. A semi-structured interview is conducted with 10 OCP presenters (medical undergrads) and the coordinator of the CH department to obtain a more comprehensive understanding of the discursive practices involved in producing CH OCPs. This study resulted in 20 CH OCP moves, 48 steps and 37 sub-steps. The discursive practices involved in producing CH OCPs such as home visits, observation at patients' houses and interviews with the patients are identified. Moreover, the current study points out the challenges medical students faced during their ethnographic visits to their patients' houses. For example, unfamiliar rural settings, language barrier, hesitancy to ask sensitive questions and short-period of CH posting. The findings showed that one of the best ways to overcome the challenges is to build a rapport with the patients. Further, this study found that rhetorical structure, linguistic features, and discursive practices correlate to achieve the overall communicative purpose of the CHOCP genre.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sastera

**CORAK RETORIKAL, STRUKTUR MOVE-STEP, CIRI-CIRI LINGUISTIK DAN
AMALAN DISKURSIF PEMBENTANGAN KES LISAN PELAJAR
PERUBATAN DALAM KESIHATAN KOMUNITI**

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Penggunaan Korpus Pelajar dalam kajian analisis genre masih kurang, terutamanya dalam wacana perubatan. Kebelakangan ini, terdapat pelbagai penyelidikan berkaitan genre dalam wacana penulisan akademik perubatan. Walau bagaimanapun, kajian akademik tentang pembentangan kes secara lisan (OCP) yang menggunakan pendekatan genre masih belum diselidiki. Pembentangan kes secara lisan (OCP) merupakan penilaian lisan yang penting dalam wacana perubatan kerana ia menilai pengetahuan perubatan pelajar dari segi penyakit, diagnosis dan rawatan pesakit. Fokus kajian ini ialah bidang kesihatan komuniti (CH) yang mempunyai struktur OCP yang berbeza berbanding dengan pengkhususan perubatan lain kerana ia mempunyai aktiviti tambahan dalam penilaian perubatan, contohnya, kunjungan etnografik ke rumah pesakit. Salah satu cabaran dalam bidang tersebut adalah untuk membentuk profesional kesihatan komuniti (CH) yang bersedia bekerja dalam persekitaran komuniti kerana pelajar perubatan anggap CH sebagai pengkhususan yang kompleks dan rumit dimana mereka dikehendaki menjalankan rawatan secara holistik untuk pesakit di kawasan luar bandar. Memandangkan prosedur penyiasatan lawatan ke rumah pesakit sangat dipengaruhi oleh struktur CH OCP, setiap pelajar perubatan harus menguasai amalan diskursif yang terlibat dalam lawatan ke rumah dan mengambil perhatian dalam elemen struktur CH OCP. Justeru, kajian ini menganalisis pola retorik, turutan gerakan (move) dan ciri-ciri linguistik spesifik yang menyumbang kepada gerakan-langkah "move-step" CHOCP. Kajian ini juga bertujuan untuk mengkaji amalan diskursif yang menyumbang kepada pembentukan CHOCP dan mengetahui cabaran-cabaran yang dihadapi oleh pelajar perubatan serta strategi-strategi untuk menghadapi cabaran dalam proses pembentukan CHOCP. 22 CHOCP yang telah dibentangkan oleh pelajar perubatan tahun 4 yang belajar di suatu universiti penyelidikan Malaysia telah dianalisis dengan menggunakan teori genre (Bhatia, 1993) dan pendekatan korpus. Kajian ini menggunakan 3 teknik pensampelan untuk

mengumpul data: i. Teknik pensampelan purposif, ii Teknik pensampelan kemudahan, iii. Teknik pensampelan bola salji. Pendekatan Biber Connor Upton (2009) dan pendekatan ESP telah digunakan untuk menganalisis struktur skematik teks CH OCP. Student's Guidebook of Community Medicine (2016) sebuah universiti Malaysia dan rangka kerja OCP oleh Khan (2018) digunakan sebagai panduan untuk membangunkan rangka kerja analisis untuk struktur retorik CH OCP. Temu bual separa struktur dijalankan dengan 10 pembentang OCP (pelajar sarjana perubatan) dan penyelaras jabatan CH untuk mendapatkan pemahaman yang lebih menyeluruh tentang amalan diskursif yang terlibat dalam menghasilkan CH OCP. Kajian ini menghasilkan 20 gerakan CH OCP, 48 langkah dan 37 sub-langkah. Amalan diskursif yang terlibat dalam menghasilkan CH OCP yang dikenalpastikan oleh kajian ini adalah seperti lawatan ke rumah, pemerhatian di rumah pesakit dan temu bual dengan pesakit. Selain itu, kajian ini mengenalpasti cabaran yang dihadapi oleh pelajar perubatan semasa kunjungan etnografi ke rumah pesakit. Contohnya, suasana luar bandar yang tidak biasa dalam kalangan pelajar perubatan, halangan bahasa, ketidakrelaan untuk bertanya soalan sensitif dan penempatan pelajar di CH jabatan dalam tempoh yang singkat. Hasil kajian ini menunjukkan bahawa salah satu cara terbaik untuk mengatasi cabaran adalah membina hubungan baik dengan pesakit. Seterusnya, kajian ini mengetahui bahawa struktur retorik, ciri linguistik, dan amalan diskursif berkorelasi antara satu sama lain untuk mencapai tujuan komunikatif keseluruhan genre CHOCP. Kajian ini menghasilkan rangka kerja CHOCP yang bermanfaat kepada komuniti wacana Kesihatan Komuniti (CH) dalam bidang akademik perubatan.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

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TABLE OF CONTENTS

ABSTRACT	Page
ABSTRAK	i
ACKNOWLEDGEMENTS	iii
APPROVAL	v
DECLARATION	vi
LIST OF TABLES	ix
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
	xvii

CHAPTER

1	INTRODUCTION	1
	1.1 Background of the Study	1
	1.1.1 Community Health and its OCP	3
	1.2 Rationale for the Study	4
	1.3 Problem Statement	5
	1.4 Research Objectives	7
	1.5 Research Questions	7
	1.6 Scope and Limitation of the Research	8
	1.7 Definitions of Key Terms	8
	1.7.1 CH OCP	8
	1.7.2 Moves	9
	1.7.3 Steps	9
	1.7.4 Move Analysis	9
	1.7.5 Discursive Practices	9
	1.7.6 Learner Corpus	10
	1.8 Summary of the Chapter	10
2	LITERATURE REVIEW	11
	2.1 English for Specific Purposes (ESP)	11
	2.1.1 Genre in English for Specific Purposes (ESP)	12
	2.2 An overview on English for Medical Purposes (EMP)	14
	2.3 Oral Case Presentation: A genre in Medical Academic Setting	15
	2.3.1 The role of OCP in the Medical Discourse and its Contribution to Medical Professionalism	15
	2.4 OCP structure in the medical discourse: Written and spoken Discourse	16
	2.4.1 Written Medical Genre: Medical Case Report (MCR)	16
	2.4.2 Spoken Medical Discourse: Oral Case Presentation	18

	(OCP)	
2.5	Corpus-based genre analysis studies in the medical setting	20
	2.5.1 Written Medical Discourse	20
	2.5.2 Spoken Medical Discourse	22
2.6	Specialized Learner Corpora: An overview	23
2.7	Discursive practices and the challenges in CH specialization	25
2.8	Identification of Forms, Functions and Rhetorical Features in OCP Genre	27
	the Linguistic Analysis in Medical Academic Genres	
2.9	Theoretical Perspective	27
	2.9.1 Genre Theory	27
2.10	The concept of Moves and steps	30
2.11	Move-Step Structure in the OCP Genre	31
2.12	Summary of the Chapter	33
3	METHODOLOGY	34
3.1	Research Design	34
	3.1.1 An overview of the Top-down Corpus-Based Approach	37
3.2	Data Collection	38
	3.2.1 Research Setting	38
	3.2.2 Instrument	38
	3.2.3 Sample and Sampling Technique	39
	3.2.4 Sample Size	40
	3.2.5 Ethical Consideration	41
3.3	Data Collection Procedure	41
3.4	Data Analysis Procedure	41
	3.4.1 Analytical Procedure of the Pilot Study	42
	3.4.2 Analytical Procedure for the Rhetorical Structure of CHOCP	45
	3.4.3 Analytical Procedure for the Linguistic Features in the CHOCP	46
	3.4.4 Analytical Procedure to identify the Discursive Practices in the CH Specialization	47
	3.4.5 Summary of the analytical procedures used in the study	48
3.5	Findings of Pilot Study	49
	3.5.1 Analysis of the Move-Step Sequences of CH OCPs in	51

	the Pilot Study	
3.5.2	Analysis of the Linguistic Features that Indicate the Moves and Steps of CH OCP in the Pilot Study	51
3.6	Summary of the Chapter	52
4	RESULTS AND DISCUSSION	53
4.1	Move structure as evidenced in Community Health Oral Case Presentation (CHOCP)	53
4.2	The occurrence of moves and steps in CH OCPs	53
4.3	Description of Moves and Steps in CH OCPs	55
4.3.1	MCH1: Disease Introduction	56
4.3.2	MCH2: Chief Complaint	59
4.3.3	MCH3: History of Presenting Illness	61
4.3.4	MCH4: Past Medical History	62
4.3.5	MCH5: Systemic Review	64
4.3.6	MCH6: Surgical History	65
4.3.7	MCH7: Gynecological History	65
4.3.8	MCH8: Medication	66
4.3.9	MCH9: Allergies	67
4.3.10	MCH10: Family and Medical History	68
4.3.11	MCH11: Personal and Social Profile	69
4.3.12	MCH12: Physical Examination	70
4.3.13	MCH13: Summary Statement	71
4.3.14	MCH14: Clinical Assessment	71
4.3.15	MCH15: Clinical Management	72
4.3.16	MCH16: Public Health Assessment	73
4.3.16.1	MCH16S1: Assessment of patient's environment and lifestyle	74
4.3.16.2	MCH16S2: Assessment on Belief and Understanding of the illness	76
4.3.16.3	MCH16S3: Evaluation on	77

	Impact of illness on patient and family	
4.3.16.4	MCH16S4: Evaluation on communication	78
4.3.16.5	MCH16S5: Evaluation of patient's needs and community care	79
4.3.17	MCH17: Wellness Diagnosis	81
4.3.18	MCH18: Public Health Management	82
4.3.19	MCH19: Summary	83
4.3.20	MCH 20: Signing off	84
4.4	The identification of move-step sequence in CHOCPs	84
4.5	The Discursive practices involved in the CHOCPs	85
4.5.1	The investigation procedures in The Community Health	86
4.5.1.1	The CH Coordinator's Perspective	86
4.5.1.2	The Medical Student's Perspective	87
4.5.2	The Identification of Discursive Practices Involved to Produce CH OCPs and how do the discursive practices Influence the Move-Step of the CHOCPs	88
4.6	The Challenges faced by the medical students during Ethnographic visits	92
4.7	Ways to Overcome the Challenges Faced by the Medical Students in the Ethnographic Visit	96
4.8	The contribution of the move-step structure, linguistic features and discursive practices to the overall communicative purpose of the CHOCP genre	98
4.9	Summary of the Chapter	100
5	CONCLUSION AND RECOMMENDATIONS	101
5.1	Summary of the Major Findings	101
5.1.1	Research Questions 1 And 2: The CHOCP Move-Steps	101

	Analysis and The Move Sequences	
5.1.2	Research Question 3: The linguistic Realization of CHOCP Moves	102
5.1.3	Research Question 3 & 4: The discursive practices in the CH specialization and how the discursive practices contribute to produce CHOCP.	103
5.1.4	Research Question 4: The challenges faced by the medical students during home visits and ways to overcome the challenges	104
5.1.5	Research Question 5: How Do the Move-Step, Linguistic Features and Discursive Practices Contribute to The Overall Communicative Purpose Of The CHOCP Genre.	105
5.2	Implications and Contributions of the Study	106
5.3	Recommendation of the Study	107
5.4	Concluding Remarks	107
	REFERENCES	109
	APPENDICES	119
	BIODATA OF STUDENT PUBLICATION	221
		222

LIST OF TABLES

Table		Page
2.1	Five principles of genre studies by Berkenkotter and Huckin (1995)	13
2.2	Main approaches in genre theory	28
3.1	BCU Approach: Application to corpus-based move analysis (Upton & Cohen, 2009, p.592)	37
3.2	Summarized demographic information of the fourth-year medical learner who had their posting at CH specialization	39
3.3	Example of alphanumeric coding system used to distinguish the moves/steps	45
3.4	Analytical procedures of each research question of the study	47
3.5	The move-step sequence of CHOCPs in the pilot study	49
4.1	Percentage of obligatory, conventional and optional moves in CHOCP	55

LIST OF FIGURES

Figure		Page
2.1	Conceptual framework of ESP approach	30
3.1	Research Design of the study	36
4.1	The Presence of Moves in CHOCPs	54
4.2	The discursive practices involved in producing CHOCP	89



LIST OF ABBREVIATIONS

ESP	English for Specific Purposes
EMP	English for Medical Purposes
OCP	Oral Case Presentation
CH	Community Health
CHOCP	Community Health Oral Case Presentation
MCR	Medical Case Report
HOPI	History of Presenting Illness
MCH	Move of Community Health
S	Step
SS	Sub-step
UPM	Universiti Putra Malaysia



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CHAPTER 1

INTRODUCTION

This chapter has been organized to describe the background of the study, which began with snippets of information about the emergence of English for Specific Purposes (henceforth, ESP) and English for Medical Purposes (henceforth, EMP). Following that, Oral Case Presentation (henceforth, OCP), as one of the prominent genres in medical discourse was also described. The research gaps were identified, and problems in the OCP genre were also emphasized in this chapter. Besides this, a brief introduction to the OCP in Community Health (henceforth, CH) and the rationale for studying the OCP and CHOCP genre are presented along with the research gaps relevant to each objective of the present study. Three research objectives were listed. From the research objectives, three research questions were formulated. Finally, the summary of this chapter preceded the operational definitions of the key terms of this research.

1.1 Background of the Study

Medical discourse has been the subject of many classic studies in Applied Linguistics. As an international medical communication language, English leads to a high concentration in the field of English for Medical Purposes (henceforth, EMP). EMP has emerged with English for Specific Purposes (henceforth, ESP) to fulfil the needs of the medical community by offering adequate teaching approaches and programs to teach English in a specialized setting (Alsout, 2013). medical students are required to utilize medical terminology in English when reporting their patients' case reports to their medical lecturers. In that respect, numerous researches had been conducted in different genres of medical discourses for instances, explored the difficulties of medical students in writing Medical Case Report (henceforth, MCR) and utilized various theoretical perspective to analyse the MCR genre such as corpus-based genre analysis, systemic functional analysis, move-step analysis and rhetorical genre analysis (Lanza, 2005; Helán, 2012; Hung et al., 2012). There are also researches had been done in the spoken medical genre (Haber & Lingard, 2001; Schryer et al., 2003; Maddow, 2003; Green et al., 2005; Dell et al., 2012; Nur Farah, 2014; 2017; Khan, 2018; Murphy, 2018) where the emphasis is more on the acquisition of Oral Case Presentation (henceforth, OCP) skills. Surprisingly, there are only a few studies exist that applied ESP genre-based approach and corpus-based approach to the OCP genre in academic settings (Nur Farah, 2017; Khan, 2018). The corpus-based genre analysis field teaches "communication in terms of context and explores the action of language on knowledge, attitudes and values" (Haber & Lingard, 2001:308). Thus, a corpus-based genre analysis study can be a sustainable definition of an effective specialized language learning practice either in academic or professional settings.

In the medical genre, OCP has a unique and crucial role, specifically to evaluate the medical students' clinical knowledge. Previous studies mostly defined OCP as an act of presenting a medical case report or medical students' case narration. Besides this, OCP is a primary communication skill to master by the fourth-year and fifth-year medical students. While, the MCR is a prominent written genre in the medical discourse which covers patients' admission reason, diagnosis and relevant management as OCP does. Further, OCP is a professional genre between medical lecturers and medical students, which regards as teaching and learning material as well as an evaluation tool of clinical knowledge (Khan, 2018). OCP denotes as a medium of socialization between medical lecturers and medical students into medical discourse community. It is an art of narration whereby the medical students required to present the summary of patients' history and objective findings to their examiners as they will be evaluated in terms of clinical reasoning skills (Agodirin et al., 2015). Moreover, OCP is a detailed narrative of specific physical or mental problems experienced by patients (Grant & Val, 2016).

Historically, the dean of the New Orleans Medical School, Erasmus Fenner is known as the founder of OCP as he is the one who initially instructed the medical students to read their patients' written case reports to medical professors on rounds (Davenport et al., 2008). Currently, the practice is established as OCP and became an important professional genre among medical professionals and a crucial graded examination of medical students. Traditionally, there were 2 types of OCP: short case presentation and long case presentation. This study chose long case presentations in which medical students will spend about half hours to an hour to taking History of Presenting Illness (henceforth, HOPI) and execute physical assessment without the guidance of the medical lecturers which follow by their case presentation (Ponnamperuma et al., 2009).

Furthermore, OCP becomes a challenging assessment since its structure is non-standardized globally which results in a variation of OCP structure presented by medical students (Green, 2005). To rectify the phenomenon, EMP researchers step up to identify the linguistic forms and the rhetorical patterns of medical discourse within the context of specific medical genres such as OCP. Yet, researchers did not treat medical spoken genre (OCP) in much detail, specifically in the aspect of rhetorical move-analysis, move sequences and linguistic features by applying a genre theory and corpus-based approach except for Nur Farah (2015) and Khan (2018).

Moreover, the medical students struggle to narrate their patient's clinical information orderly and systematically by employing felicitous linguistic constructions (Khan, 2018). In a non-native context, constructing proper usage of linguistic forms plays a crucial role in converting a patient's clinical details into a case presentation. An OCP not only requires the patient's clinical details at a surface level; it composes of apt linguistic forms to elucidate and describe the patient's ailment thoroughly to execute relevant management. In relation, Anspach (1988) uncovered certain linguistic features i.e. depersonalization of

the patient, omission of the agents (physicians), treating medical technology as agents, and account markers which can perform various rhetorical acts in an OCP genre. The importance of rhetorical skills and linguistic knowledge are indirectly stressed by medical practitioners via their suggestions and opinions e.g., visualizing the patient's case when presenting OCP; emphasising positive statements rather than negative statements; highlighting emphatic visualization of a patient (McGee, 2015; Cochran, n.d.). The medical lecturers only render a surface level of guidelines for their students which may result in perplexity regarding the rhetorical patterns required in producing the OCP. Hence, collaborative studies between medical specialists and language or genre practitioners is a much-welcomed effort to gradually help make this situation better. The following part of this paper moves on to describe in greater detail the OCP in Community Health (Henceforth, CH) specialization.

1.1.1 Community Health (CH) and its Oral Case Presentation (OCP)

In medicine, fourth-year medical students whose posting at CH department will be divided into small groups for the attachment at the selected health clinic for 6-week posting. The CH medical students are expected to clerk their patients by taking a medical history, conducting a physical examination and identifying the reason for consultations; enquiring the impact of illness on the patient's life such as physical, psychological and social aspects and executing relevant management based on wellness and holistic care needed for their patients (Student's Guidebook of Community Medicine, 2016). Also, the students will be attached to numerous programmes at the district health office, hospital, health clinics and community clinics to be exposed to the clinical CH practices. One of them are, patient's case study in which the students are required to deliver OCP.

Van Lerberghe (2008) reported that there is a dire need for efficient public health experts to dispense reachable and balanced wellness program to the community. Similarly, Singh et al. (2018) stated that CH professionals are seriously needed to encounter the health issues by meticulous "planning, promotive, preventive, therapeutic and rehabilitative measures". The Annual Review 2003/4 of General Medical Council United Kingdom (2003) emphasized that medical students need to comprehend the issues faced by the community and master the techniques used to study the impact of the diseases on communities and individuals. Hence, they have to conduct home visits and deliver an OCP based on the home visits. In this process, medical students might face challenges in managing patients as a holistic perspective as they never do holistic evaluation and management in other medical postings.

Consequently, they found difficulty to present an effective CHOCP, which might affect their grades for the CH posting. One of the best reasons why CHOCP unique from other medical specializations is due to its' extra task of ethnographic visits. Home visit is one of the requirements for the medical students whose posting at CH and it makes the structure of CHOCP

distinguished from other specializations. Hence, it would be interesting to find out the perspective of the medical students towards their ethnographic visits along with the discursive practices involved in a CHOCP genre. A discursive practice is a favourable aspect to study the decision-making processes, which composes of diagnosis and relevant management for diseases. Also, it allows exploring the medical practices performed by the medical students in the real-world situation. To make the right decision, medical students in CH need to do a holistic evaluation of their patients' living environment, physical and mental status. They also need to recommend the best and quality lifestyle and appropriate diet to treat their patients' diseases.

Apart from this, medical students should ensure their patients have adequate health literacy as it enables them to understand the severity of the illness, which makes them comply with the medication. Health literacy refers to the ability to apprehend and utilize health information in order to act accordingly in the aspect of 'health care, disease prevention and health promotion' to enhance the quality of our life (Sørensen et al., 2012). Yet, patients are suffering to navigate health care services and apprehending their health status. There have increasing issues in medical consultations between medical practitioners and patients such as illiteracy, 'language barriers, and cultural diversity (Andrulis & Brach, 2007). The recommendation or suggestion of dietary restrictions is one of the parts of an OCP genre. Thus, CH students should master effective communication skills to have understandable doctor-patient communication. The following section is the rationale for the present study.

1.2 Rationale for the Study

This present study focused on the genre of long case presentation or OCP in an academic context because of its notable role among physicians-in-training in each medical specialisation, which is a final graded examination. The researcher chose OCP in the academic context as the learning process of OCP genre skills begins in clinical years, which helps the medical students acquire the skills and perform efficiently in their housemanship and their careers ahead.

The researcher chose the CHOCP genre because it distinguishes itself from the other medical OCPs in terms of its' rhetorical elements. Additionally, the discursive practices in CH posting are slightly different from other specialities due to a few reasons. One of the reasons is CHOCP covers community wellness of the patients which required the medical students to conduct home visits to evaluate the patients' physical, mental and environmental conditions. It becomes one of the challenges for the CH students as they might struggle to adapt to the community setting e.g. rural setting. Due to anxiety, they also might miss out on some of the pertinent information that is related to their patients' diseases when clerking or interviewing them. It is crucial for the CH students to collect relevant information from the patients during home visits because the CHOCP structural component is highly influenced. It was evident

in a study that medical students were found anxious during their first-time home visit experiences due to difficulty to adapt in a rural setting which is new to them (Richards et al., 2010).

Moreover, there is a dearth of studies done in the context of Malaysian medical genres. Mainly, the OCP genre is a vital medical spoken genre to master by physicians-in-training during their clinical years. The context of Malaysian the OCP genre would vary from elsewhere. Accordingly, the ethnographic perspective of medical students about the discursive practices of the OCP genre in the Malaysian medical academic context should be considered to acquire adequate clinical reasoning skills. Henceforth, a genre-based and corpus-based analysis on the actual pooled CHOCPs of medical students from one of the Malaysian research universities was done. The CHOCPs were audio-recorded with the permission of medical lecturers during the 4th year students' 6-week posting at the Community Health department. In order to conduct the home visits and present CHOCPs, the medical students utilized a guidebook, namely the Student's Guidebook of Community Medicine (2016), which is given by the coordinator of the posting. This study used the guidebook as a guide to establish a CHOCP framework as well as to analyse the move-step structure, move sequences, linguistic features and to identify the discursive practices involved in producing CHOCPs. The problem statement of the present study is discussed in the following section.

1.3 Problem Statement

Since OCP is one of the focal points of medical education, medical students fail to acquire effective case presentations skills, which led to frustration among them and their instructors (Chan, 2015). There is a scarcity of Malaysian medical studies done in the OCP genre, which is a vital clinical skill to master by medical students during their clinical years. Following that, each specialization owns its unique OCP structure. Goldberg (2009) explained that the structure of OCP varies from service to service, such as paediatrics versus CH or medicine versus surgery. Goldberg (2009) also argued that it is one of the challenges for medical students to procure OCP skills as it urges medical students to apply an apt structure to the suitable medical specialties. Consequently, medical students seek guidance from medical lecturers at the outset.

In line with this, Van Lerberghe (2008) claimed that medical students whose postings are at CH specialization faced major issues rather than those in the other clinical specializations such as pediatric, gynaecology and obstetrics, medicine, surgery and emergency. It becomes a challenge to produce health professionals who possess the enthusiasm to serve in an under-served community setting which resulted in a shortage of medical health workers in rural areas (Dutt et al, 2014). Medical undergraduates perceive CH as a multifaceted and complicated specialization whereby they are required to execute holistic treatment for patients in rural areas. This scenario may

become a hindrance for medical students to obtain CH competencies. Naturally, in Community Medicine, home visits can be conducted in both urban and rural areas. In order to gain exposure to the rural community, the medical students are assigned to the countryside where they could develop their communication skills, adaptive skills and gain experience in the CH investigation procedures. Nowadays, educating and assessing the CH curriculum has also become a hurdle for many medical institutions (Prunuske & Remington, 2017). To redress these issues, medical students need to be equipped with adequate teaching resources, which composes of instances of the naturally occurring learning situation (Singh, 2018). Also, the practical concept of medical training is highly recommended in the CH specialization. One of the fundamental skills is CHOCP, a significant assessment in medical education. Thus, it is crucial to study the process of producing the CHOCP in terms of its rhetorical patterns and discursive practices. Since CH has a different rhetorical genre, it distinguishes itself from other medical postings as the medical students are required to do a community-based assessment to enhance the wellness provision of patients (Wakida et al., 2015). Since medical education shifted the importance of clinical knowledge to transformative learning which the focus is on professional competencies (Davis & Harden, 2003), medical students are required to master practical skills and communication skills, which are parts of the professional competencies. Still, they may encounter problems to perform the medical practices of CH specialization such as ethnographic visits as they should develop good rapport by interacting with their patients and family members. In this case, would they face problems in information-gathering skills or note-taking skills or communication skills? Would this be an issue faced by their lecturers too? Even though medical lecturers guide students in questioning the patients, do medical students ask relevant questions besides the guidelines given? In order to seek the answers to the above questions, this study explored the CH postings' discursive practices which contribute to producing CHOCP. If medical students failed to acquire those skills in their clinical years, they may suffer in their future careers. It may also lead to non-professionalism in the medical community.

Henceforth, among the concerns clouds over the subject, this present study chose CHOCP to explore the rhetorical patterns and the discursive practices in the process of presenting CHOCP. This study also looked at linguistic features in the CHOCP. Additionally, there were no studies concerning the move-step and move sequences analysis by utilizing a genre-based approach as well as the corpus-based approach in CHOCP presented by undergraduates could be traced. Consequently, this has urged the researcher to identify the move-step structure, move sequence and the linguistic features of CHOCP presented by the medical students as it is assumed to be the outset of their clinical skill and clinical diagnosing. This study also introduced learner corpus of undergraduate medical students' CHOCPs, which might become a guideline for the medical students who begin to learn the schematic structure of CHOCP. The next section showed the research objectives and research questions of this present study.

1.4 Research Objectives

The aim of the present study is to explore the CHOCP presented by the medical students who are in their clinical years. The main focus of this study is to discover the rhetorical patterns, move sequences and specific linguistic features that realize the move-step of CHOCP. This study will also investigate the discursive practice, which contributes to present the CHOCP. The main objectives of this current study are listed below:

- i. To identify the rhetorical patterns in CHOCP by medical learners.
- ii. To identify the move-step sequences in CHOCP by medical learners.
- iii. To analyse the linguistic features that realize the move-step of CHOCP by medical students.
- iv. To describe the discursive practices involved in the process of producing CHOCP by medical students.
- v. To determine how the discursive practices contribute to the presence of rhetorical moves of CHOCP by medical students:
 - a) To identify the challenges faced by the medical students in the process of producing CHOCP.
 - b) To examine how the medical students deal with those challenges in the process of producing CHOCP.
- vi. To determine the contribution of the rhetorical patterns, linguistic features and discursive practices of CHOCP to the overall communicative purposes of the genre.

1.5 Research Questions

This section describes the research questions which will be discussed in the results and discussion part.

- i. What are the rhetorical patterns in CHOCP by medical students?
- ii. What are the move-step sequences in CHOCP by medical learners?
- iii. What are the linguistic features that realize the move-step in CHOCP by medical learners?
- iv. What are the discursive practices involved in the process of producing CHOCP by medical students?

- v. How do the discursive practices contribute to the construction of rhetorical moves of CHOCP by medical students?
 - a) What are the challenges faced by the medical students in the process of producing CHOCP?
 - b) How do medical students deal with the challenges in the process of producing CHOCP?
- vi. How do the rhetorical patterns, linguistic features and discursive practices of CHOCP contribute to the overall communicative purposes of the CHOCP genre?

1.6 Scope and Limitation of the research

The main purpose of the study is to provide a schematic structure of CHOCP which was presented by the fourth-year medical undergraduate students assigned at Community Health (CH). However, it can be further improvised in other aspects. Firstly, the size of the corpus. Only 22 CHOCPs were analyzed and it might affect the results. It is because the genre is dynamic and changes over time. The sample size is small as only one Malaysian research university participated in this study. Due to the lack of patients with chronic diseases in the health clinic where the medical students were attached to do a clerkship, they clerked their patients as a group which results in one OCP per group (2 or 3 people in a group). Consequently, the OCPs presented by the medical students are also limited. Apart from that, this study analyzed the structure of CHOCP only since there is many other specialties' structures of OCP that can be analyzed to see the differences in each of the medical specialties. Also, the results and implications of the present study should be treated as suggestive for future researchers to conduct more genre studies on this specialty and other specialties.

1.7 Definitions of key terms

Throughout the present study, several key terms were used and its definitions are as follow:

1.7.1 CHOCP

OCP in CH is a case presentation presented by fourth-year medical students whose posting at CH department in a Malaysian research university. CHOCP composed of the executive summary of the patient, an overview of the disease, clinical history and management, as well as community wellness such as evaluation on patient's physical, mental and environmental factors, assessment on the patient's belief and understanding on illness and the impact of illness on

patient and family, evaluation on communication, wellness diagnosis, wellness interventions and recommendations.

1.7.2 Moves

Moves can be defined as “a unit that relates both to the writer’s purpose and to the content she or he wishes to communicate” (Dudley-Evans & St John, 2008, p.89). It can be perceived as a short sentence or a long paragraph (Swales, 1990) which known as a functional unit of a text. Other than that, Kanoksilpatham (2005) and Kanoksilpatham (2015) elucidated that move has the potential to fulfil a specific purpose of communication which, contributes to “the overall communicative purposes of the genre”.

1.7.3 Steps

Steps are tactics within moves which appear in a fixed and predictable sequence (Swales, 1990). Dudley-Evans and St John (2008, p.89) stated that ‘step’ in genre recognized as “a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction”.

1.7.4 Move Analysis

Move analysis can be defined as a rhetorical or linguistic pattern which is structured as well as staged in a segment of a text that has specific communicative purposes (Swales, 1990; Swales, 2004).

1.7.5 Discursive practice

Bhatia (2006, p.5) argued that “discursive practices within specific professional cultures have multiple perspectives and hence their analysis requires integration of discursive practices with disciplinary, professional, organisational and institutional practices, which are often realized through specialized discourses”. In this study, the discursive practices refer to public health practices in a medical specialized discourse, which are followed by medical students during ethnographic visit to their patients’ home.

1.7.6 Learner Corpus

Granger (2012) defined learner corpora as electronic collections of natural occurred foreign or second language learners’ (L2) language assembled

according to explicit design criteria. In the current study, learner corpus is a compilation of CHOCPs which was collected in a real-world situation (academic setting).

1.8 Summary of the Chapter

To sum up, the first chapter briefly discussed what OCP is and how it becomes a crucial medical genre for medical students in their clinical years. This chapter also explained the OCP in CH and attempted to differentiate the schematic structure of CHOCP with other specializations. The rationale for the study specifically, in studying the rhetorical patterns of OCP as well as CHOCP was elucidated. Following that, the problem statement was explained in detail to indicate the research gaps. The following section was allocated to report the research objectives as well as research questions of the present study. Then, the significance of the study was presented to state the benefits and the beneficiary of the outcome of the study. And, the limitation of the study was highlighted. This chapter ended up by defining key terms used throughout the chapters.

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BIODATA OF STUDENT

Sharmilah Deviy A/P R Remesh was born on 2nd March 1994 at Batu Pahat. However, she was brought up in a small town in District Segamat, namely, Chaah. She completed her primary school at Sekolah Jenis Kebangsaan Tamil Cantuman Chaah. Then, she went to Sekolah Menengah Kebangsaan Chaah to complete her secondary education as well as pre-university (Form 6). She did her bachelor's degree at Universiti Putra Malaysia (UPM) from 2014 to 2018. She graduated with First Class Honours in English Language and minored in Applied Linguistics at the UPM. Then, she decided to further her study for a Master of Arts in English Language (by research) at UPM. Her field of interest in English linguistics is corpus-based genre analysis. During her post-graduate years, she attended a few seminars, workshops and a conference to develop her skills in the field of research.

Furthermore, she had working experiences as a tuition teacher, newspaper content writer/ reporter at The StarProperty Sdn Bhd and research assistant at UPM. She had also the experience of being one of the authors in Arivan Science Magazine DHRR (a primary school online science magazine). When working as a research assistant, she had experience in preparing quizzes for the corpus-linguistic and media literacy undergraduate classes. She also attended a few corpus linguistic classes as an instructor on behalf of her supervisor. As a research assistant for 2 years, she had experience in managing grants and clerical duties. She assisted her research project head, Associate Professor Dr Afida Binti Mohammad Ali to manage a research grant of a research project value which is RM 53,000, sponsored by the Ministry of Higher Education under the Fundamental Research Grant Scheme.

From her out of classroom activities, she has developed herself to be a very active team player as well as a leader seeking perfection in whatever she does. The perfection she seeks in completing her duties will drive her to give her best which results in great results and achievements. A good example would be her 4 Dean List Awards in UPM for her good achievements in the curriculum. She had led a team of 30 members to organize a handicraft workshop for orphanage students. All of these qualities show that she has good managing skills and leadership skills.

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