

Genre Analysis of Pharmacy Journal Articles and its Application to EAP Teaching



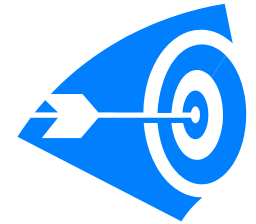
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PLAN

1. Introduction
2. Methodology: corpus and approach
3. Findings
4. Conclusion
5. Sample learning/teaching materials

CONTEXT

- 🖥️ Increased integration of teaching English for academic purposes within the context of the learner's field of study. Thus, the necessity for more subject specific language input.
- 🖥️ Own experience of working on an ISE course with home and international students studying in the School of Pharmacy .
- 🖥️ Main issue in Pharmacy students' writing appears to be structure on a number of levels: sentence, paragraph and overall .
- 🖥️ A focus on text structure was seen as a priority to increase Pharmacy students' understanding of text organisation and cohesion.



AIMS OF GENRE ANALYSIS

- 📄 To discover the discourse structure of a sample of pharmacy texts and the cohesive devices employed.
- 📄 To apply the information discovered to the teaching of academic writing to Pharmacy students.

DEFINITIONS

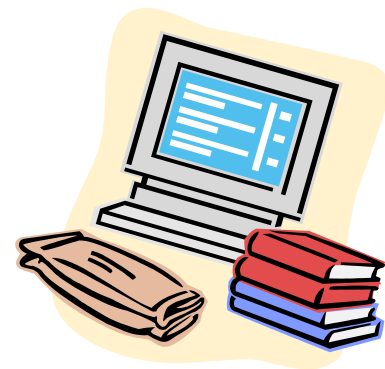
Genre is a grouping of texts according to features which are common to all of them (Hyland, 2000, 2004, 2007; Cook, 1989) which are employed by writers 'to respond to recurring situations' (Hyland, 2004:4).

Bhatia (1993) proposes a definition of genre after Swales (1990):

...it is a recognisable communicative event characterised by a set of common purpose(s) identified and mutually understood by the members of the professional community in which it occurs. Most often it is highly structured and conventionalised with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the community to achieve private intentions within the framework of socially recognised purpose(s) (Bhatia, 1993:13)

Discourse analysis is the study of the relationship of language and its function within a text (Van Dijk, 1972; Cook, 1989).

Bhatia defines discourse analysis as: ‘...a study of language use beyond sentence boundaries...’ Bhatia (1993:3). Different text types have been termed *genre* (Van Dijk, 1972; Bhatia, 1993).



There are 3 possible approaches to **genre analysis**:

- ❖ **the New Rhetoric (NR)** (Miller, 1994; Freedman and Medway, 1994 as cited in Hyland, 2004) **views genre in terms of the expert writer** (L1 writer) and the relationship between genre, culture and social power. NR has mainly been used in the teaching of expert speakers of English.
- ❖ **the Systemic Functional Linguistic (SFL)** (Halliday, 1994) and has been used in schools and in teaching adult learners (Hyland, 2004). This approach views **linguistics as a set of systems for creating meaning in context**. Texts are divided into *elemental genres*, such as, *Recount* which are themselves are subdivided into *stages* (see next slide for example).
- ❖ **the English for Specific Purposes (ESP)** (Swales, Hyland, 2004). **The ESP approach (Swales,1990; Bhatia,1993; Hyland, 2000 and 2004) combines some features of NR and SFL**. Like SFL it is concerned with investigating the structure of genres in what are termed ***move structures* (Swales,1990)** and their related linguistic content, whilst like NR it recognises the importance of **social context (Hyland,2004)**. ESP research has focused on academic, professional and workplace discourse (Swales,1990; Bhatia,1993; and Hyland, 2000).

Terminology varies.

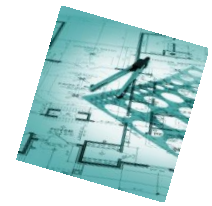
Methodology

Corpora



- ❏ The Pharmaceutical Journal (PJ) (www.pjonline.com) was recommended by senior Pharmacy lecturers as an appropriate source of written articles for first year students studying on the MPharm programme.
- ❏ Corpus – 21 selected texts (**Appendix 1**) from eight volumes of the PJ with a word average of around 1,500 words (total word count of 24,613). Focused on a priority topic covered in the Pharmacy coursework essay ‘The Role of the Pharmacist’, and also avoided semantic confusion (Van Dijk, 1972).
- ❏ Articles were chosen from each of the sections within the PJ: Leading Articles, Comment, News, Features, Articles and Spectrum. Articles were examined for move structure according to Swales (1990) ESP approach with reference to the SFL perspective (Lock and Lockhart, 1998).
- ❏ The analysis heeded Van Dijk’s warning to look at ‘texts as a whole’ as opposed to a ‘heap of sentences’ so as to understand the texts’ *macro structure*. Van Dijk argues that the *macro-structure* ‘**has reality in the form of plans**’ (Van Dijk, 1972: 6).

FINDINGS



Macro Structure = Introduction, Problem, Solution and Evaluation

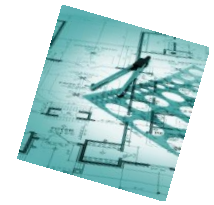
In all but one text (argument structure)

Example: *'How practice educator pharmacists help create a positive learning culture'*

Move	Sub - Move	Function
Introduction/ / Problem	1: Background -	information regarding the situation
	2: Purpose -	aim of article/author
		description of problem to be discussed
Solution	1: Type -	description of process
	2: Definition -	formulaic explanation of term / acronym
	3: Explanation -	further details of solution
Evaluation	1: Results -	real/imagined outcome of solution
	2: Prediction -	real/imagined future situation

(modified from Lock and Lockhart, 1998 cited in Hyland, 2004)

The overall/macro structure appears to be very similar to that proposed by Lock and Lockhart (1998) for a report. N.B. Variation occurred in the sequence of the sub – moves (SFL = stages).



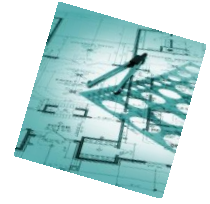
Introduction Move

All the sampled texts had an Introduction move containing some background information; most contained a historical perspective. For example:

So much was expected of the National Patient Safety Agency when it was launched in 2001 that it was bound to struggle to make its mark. (from 'It's not rocket science.')

There is little question that, after almost 25 years, no-smoking day still has an important job to do. (from 'Preparing for no-smoking day legislation')

Only one article, 'How practice educator pharmacists help create a positive learning culture' had a clear statement of purpose a feature which is considered essential by many course books on academic writing (Bailey,2006; Jordan,1999).

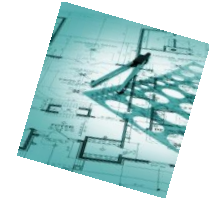


Many EAP authors state that **a definition** is an essential element in an introduction.

Explicit definition: *PEPS are practising hospital pharmacists who spend a significant amount of their time dealing with education and training sessions.*

However, explicit phrasing of definitions was absent from all but one of the introductory paragraphs of the sampled PJ articles .

Definitions were often implicit (relying on the knowledge of the reader) or woven indirectly into the description of a problem or its solution..



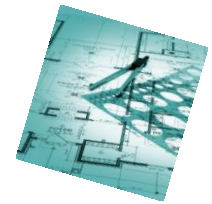
Example of **implicit definition**:

The networks are supported by a national team, known as the 'Heart improvement programme' with a remit to ensure the networks are delivering improvement in service and to share examples of innovation in clinical care. Details of the networks and how to contact them are available on the internet at ww.heart.nhs.uk.

(from 'What are cardiac networks and why should pharmacists get involved?')

Indirect definition in the explanation of the 'Heart improvement programme' is a hyperlink to further resources.

Such interlocking terms 'used to define each other' (Halliday and Martin, 1996) can provide problems for the lay person. The article does go on to provide detail and examples regarding the work done by the (cardiac networks).

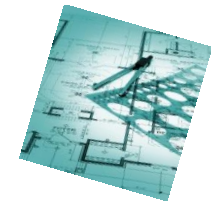


Problem and Solution Moves

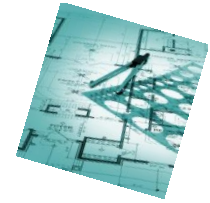
Problems were described in a factual manner by providing supporting evidence and examples. Research results were referenced as supporting evidence in only 2 out of the articles (see ‘Preparing for no-smoking legislation.’ and ‘New contact runs risk of distracting pharmacists from helping the over 60s’).

Problem Move examples:

a) *Older people are frequent users of community pharmacies. Because prescribed medicines are available free of charge to those over the age of 60, over-the-counter (OTC) medicines use by this age group is considered to be low — older people are thought to shy away from the extra cost. **However, there has been a growth in life-style supplementary medicines that are available in pharmacies and these are increasingly aimed at older consumers.***

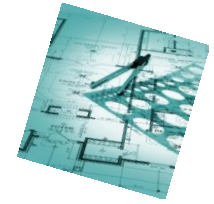


b) *The contract aims to promote community pharmacists as front-line health experts, who offer more health care services and spend less time dispensing prescribed medicines. The promotion of healthy lifestyles and self care for patients with minor ailments, is much in line with the needs of a growing health-conscious older population. **However**, at the level of enhanced services, the focus to date is on medicines use reviews (MURs), in particular for older people who are taking multiple prescribed medicines. Despite the importance of such monitoring, the service is time consuming and there have been concerns as to whether older people have understood and gained from their MUR. (from '**New contract runs risk of distracting pharmacists from helping the over 60s**')*



The previous paragraphs are exceptions amongst those sampled as they contain contrastive *LWP* which appear to be used to compare the effects of the new contract on their customers.

Sometimes the **Description** (identification) is written in one paragraph and the Problem in another; sometimes they combine in one paragraph but the description (identification) always precedes the Problem.



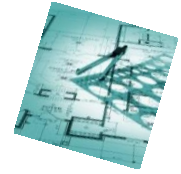
Evaluation Move

None of the articles had a final paragraph that could be labelled a 'conclusion' .

Formulaic signposting, such as, In conclusion, To sum up , To conclude were absent.

However, sub – moves (elements) associated with a concluding paragraph were included in most texts. For example, **recommendations** were made in five out of the six articles and several included **predictions**.

CONCLUSION



- ☞ The pharmacy articles describe professional issues in the field of Pharmacy through the use of **Introduction, Problem, Solution and Evaluation** moves. Teaching these essential moves of the research article would empower students in their writing by linking moves to text planning.
- ☞ Variation in the move structure was found amongst the twenty one sample articles. This may suggest 'sub-genres' (Bhatia, 1993) or a range of text structures within one genre (Swales, 1990). Whichever it is, it is important to make students aware of this variation .
- ☞ Increasing students' awareness of the sub-moves in the moves and the language employed would increase their knowledge of the writing conventions employed by the Pharmacy community.
- ☞ The **Introduction > Problem > Solution > Evaluation** move structure does not represent a perfect model for the 1500 word student essay assignment which is highly descriptive. But it does encourage critical thinking and is a good model for a report and the reflective practice assignments.

- ❏ Coupled with the lack of explicit definitions; and unsigned evaluations/conclusions an overall impression of a dialogue between two colleagues in the field of pharmacy is created.
- ❏ Knowledge of the discourse patterns and language used in authentic texts can be transferred into an informed focus on appropriate structures in EAP learning/teaching content (**Appendix 2**)
- ❏ This research into authentic subject specific texts demonstrates how teacher and student awareness of the most salient linguistic and rhetorical conventions of academic/ professional genres can be developed.

APPENDIX 1

LIST OF ARTICLES (accessed from (www.pjonline.com))

Retrieved from [www.pjonline](http://www.pjonline.com) between [5 -7 May 2007](#)

Comment

Leontowitsch M., Higgs, P.,Stevenson, F., and Jones, I.R.(2007) New contract runs risk of distracting pharmacists from helping the over 60s. [The Pharmaceutical Journal](#) Vol 278 No 7450 p520

Wingfield, J.(2007) A nation of box tickers and informants — does that sound like a police state? [The Pharmaceutical Journal](#) Vol 278 No 7450 p521

Leading Article

(2007) We are where we are. [The Pharmaceutical Journal](#) Vol 278 No 7442 p268

(2007) It's not rocket science. [The Pharmaceutical Journal](#) Vol 278 No 7446 p386

(2007) Time to pull together. [The Pharmaceutical Journal](#) Vol 278 No 7447 p414

(2007) Let the Society be preserved. [The Pharmaceutical Journal](#) Vol 278 No 7450 p512

News feature

Bellingham,C. (2007) How climate change might affect health. [The Pharmaceutical Journal](#) Vol 278 No 7447 p420

Connelly, D. (2007) MURs: achieving the right balance. [The Pharmaceutical Journal](#) Vol 278 No 7448 p451

[Hird](#), B., [Sodha](#), M., [Hall](#), R., and [Stoner](#), N. (2007) Independent prescribers start work. [The Pharmaceutical Journal](#) Vol 278 No 7449 p481-482

Moberly,T. (2007) Preparing for no-smoking legislation. [The Pharmaceutical Journal](#)
Vol 278 No 7442 p275-276

FEATURES

Curwain, B., (2007) Hampshire medicines management project saves NHS over &1 million pounds.

(2007) Secondary care can support PCT aims.

Lavender, G.(2007) Failings in the system: a case study.

Williams, H. and Antoniu, S. (2007) What are cardiac networks and why should pharmacists get involved? [The Pharmaceutical Journal](#) Vol 278 No 7441 p243

ARTICLES

Caldwell, I. (2007) What does it mean to be a member of a profession in 21st century Britain? [The Pharmaceutical Journal](#) Vol 278 No 7448 p461-462

Brown, M.R.W. (2007) Living with change: research-based scientific education is essential. [The Pharmaceutical Journal](#) Vol 278 No 7447 p425-426

Howard, M., Hirst, J. and Rutherford, R.(2007) Umda Dawa — a new approach to using medicines effectively in Bristol. [The Pharmaceutical Journal](#) Vol 278 No 7441 p251-252

McDonald, J. (2007) How practice educator pharmacists help create a positive learning culture. [The Pharmaceutical Journal](#) Vol 278 No 7446 p403

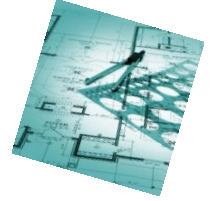
SPECTRUM

Anderson, S. (2007) Reconfiguring the pharmacy workforce — is it time for a three-tier Register? [The Pharmaceutical Journal](#). Vol 278 No 7443 p306

Gidley, S.(2007) Profession should invest some faith in a metamorphosis of the Society. [The Pharmaceutical Journal](#). Vol 278 No 7445 p364

McMillan, F., Power, A.,Watson, A., Brailey, A., Parr, R.M., Ellis, R. and Mullen, A. (2007) Development of a leadership course tailored for pharmacists in Scotland. [The Pharmaceutical Journal](#). Vol 278 No 7450 p528-531

APPENDIX 2: Sample learning/teaching materials



Letter to cut into move strips for re-assembly by students.

Exercise a) Read the sections and try to identify the function of each one. Order the sections logically.

53, Hamilton Place
Stevenage
Herts SG1 AD

Dear Mick Jagger

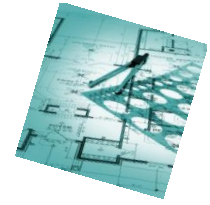
I am writing about the loud music played during the early hours of the morning.

Because of this I am unable to sleep which is a problem as I'm studying for my MPharm exams.

Could you please turn down the volume or switch off altogether after 10.30 pm.

I have already spoken to you about this matter twice but with no success. This is my last request and if this is unsuccessful I will report this matter to the University Accommodation Department.

Yours sincerely
Sara Johnston



a) Answer

**53, Hamilton Place
Stevenage
Herts SGI AD**

Dear Mick Jagger

I am writing about the loud music played during the early hours of the morning.

Situation

Because of this I am unable to sleep which is a problem as I'm studying for my MPharm exams.

Problem

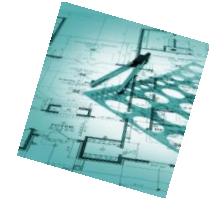
Could you please turn down the volume or switch off altogether after 10.30 pm.

Solution

I have already spoken to you about this matter twice but with no success. This is my last request and if this is unsuccessful I will report this matter to the University Accommodation Department.

Evaluation

**Yours sincerely
Sara Johnston**



**Exercise b) Apply this analysis to a text from the Pharmacy Journal.
(Could jumble the text sections up and ask for students to identify order and place in a logical order)**

How practice educator pharmacists help create a positive learning culture

Before July 2006, Thames Valley Strategic Health Authority covered
Buckinghamshire Hospitals NHS Trust,
Heatherwood & Wexham Park Hospitals NHS Trust
Milton Keynes General NHS Trust
Oxford Radcliffe Hospitals NHS Trust
Nuffield Orthopaedic Centre
Royal Berkshire NHS Foundation Trust
Oxford & Buckinghamshire Mental Health Partnership NHS Trust

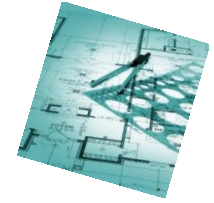
This represents a diverse group of acute hospitals and a correspondingly diverse group of pharmacy departments. Within the Thames Valley boundary there was, until September 2005, no school of pharmacy and no funded regional support structure for pharmacy education and training.

This article describes how Thames Valley SHA addressed the issues of supporting the continued demands of the NHS and the ever increasing training needs of their pharmacy staff, particularly preregistration trainees.

INTRODUCTION

Background

**Purpose /
PROBLEM**

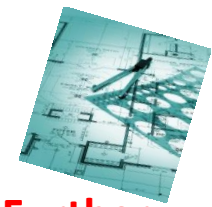


In 2002 some of the Thames Valley hospitals, like those across Britain, had concerns about the impact of the “fallow year” for pharmacy graduates and wondered whether they would be able to sustain their commitments to training alongside service delivery. A business case was written by the chief pharmacists and Thames Valley SHA began to take a closer interest in the issues around pharmacy education and training, and in particular preregistration training. Following a successful pilot project, the SHA undertook a contract review process and decided to fund posts for practice educator pharmacists (PEPs) within each acute hospital trust based on models used in other health care professions, such as nursing and radiography. In funding these posts the SHA aimed to ensure the development of a positive learning environment within every hospital pharmacy department, leading to high quality and equitable training for all preregistration trainees within Thames Valley.

SOLUTION background

PEPs are practising hospital pharmacists who spend a significant amount of their time dealing with education and training issues. In part their dual role as both practitioners and educators is key to their success. As educators, PEPs are heavily involved in the day-to-day training of preregistration trainees and provide an extra level of support above that supplied by preregistration tutors alone. This support may be hands-on training and assessment within the hospital, participation in formal teaching as part of the regional preregistration training programme or training of pharmacy staff to ensure they have the appropriate skills to train other staff.

Definition Explanation



Further Explanation

In addition to their responsibilities for pre-registration training, PEPs have varying roles in facilitating the education and training of other pharmacy staff. This may be through involvement in the delivery of postgraduate diplomas in clinical pharmacy and pharmacy practice for registered pharmacists, organisation of NVQ training for pharmacy assistants and pharmacy technicians, planning and delivering local education and training programmes to meet the needs of all levels of pharmacy staff and facilitating continuing professional development for pharmacists and pharmacy technicians. In short, PEPs are fundamental to ensuring a positive learning culture for everyone working within the pharmacy department.

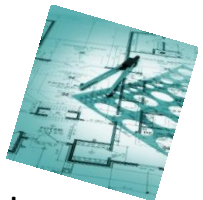
Achievements of PEPs

Initially the work of the PEPs focused on the development of the regional preregistration training programme. Although there has long been a regional preregistration training co-ordinator, there has been no formalised education and training structure across Thames Valley and therefore the development of the PEP role saw the creation of a ready made “team” to develop the programme.

Particular achievements include:

Results

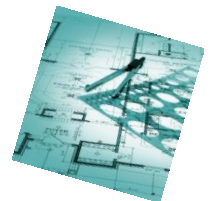
- Creation of an improved learning environment for preregistration trainees and other pharmacy staff
- Development of standardised workbooks for preregistration trainees to use in their base hospitals, including dispensary services, clinical services and quality assurance
- Support for the regional preregistration training co-ordinator in the delivery of the regional preregistration training programme, with PEPs routinely teaching and facilitating workshops and other teaching sessions
- Development and piloting of a peer review tool for preregistration tutors and PEPs providing the opportunity for annual review of progress in relation to preregistration training with colleagues
- Design and implementation of a primary care study day to allow preregistration trainees to learn about the key interface issues from the experts in primary care
- Implementation of a cross sector study day to allow preregistration trainees from hospital and community practice to meet and learn from each other
- Improved assessment and evaluation as part of the regional preregistration training programme
- Completion of a continuing professional development survey among all hospital pharmacists across Thames Valley leading to recommendations made to the Thames Valley Pharmacy Learning and Development Strategy Steering Group
- Participation in the Thames Valley Learning and Development Strategy Steering Group and collaboration in the development of its strategy Valley Pharmacy Learning and Development Strategy Steering Group
- Participation in the Thames Valley Learning and Development Strategy Steering Group and collaboration in the development of its strategy
- Establishment of a supportive network among PEPs and the provision of support to preregistration trainees across Thames Valley in the event of their tutors or PEPs being absent.

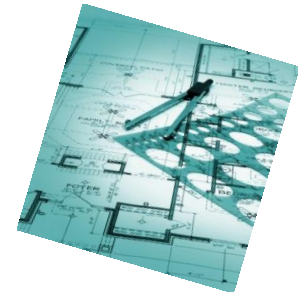


Evaluation Prediction

The role of the PEP has been successful in developing education and training, and in particular preregistration training. Future work

- Implementation of the Thames Valley Pharmacy Learning and Development Strategy to further aid the development of education and training opportunities available to all hospital pharmacy staff across the SHA
- Continued development of the regional preregistration training programme with particular focus on making the Thames Valley more attractive to potential applicants through opens days and promotion
- Full implementation of the recommendations of the work already done on continuing professional development and collaboration with technician trainers to extend this work to pharmacy technicians following registration
- Improved evaluation of the provision of education and training to ensure the maintenance of a high quality of service for our service users
- Evaluation and promotion of the role of PEPs and identification of the benefits of a similar role for support staff





'How practice educator pharmacists help create a positive learning culture' progresses through a number of moves (Swales,1990) so:

Move	Sub- Move	Function
Introduction/ / Problem	1: Background - 2: Purpose -	information regarding the situation aim of article/author description of problem to be discussed
Solution	1: Type - 2: Definition - 3: Explanation -	description of process formulaic explanation of term/acronym further details of solution
Evaluation	1: Results - 2: Prediction -	real/imagined outcome of solution real/imagined future situation

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