



**Create A Research Space (CARS) Model: Rhetorical Moves<sup>1</sup> in Research Article (RA) Introductions in English.** (Adapted from: Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.)

**Move 1: Establishing a Territory** (i.e., known, established knowledge)

In this first rhetorical (persuasive for readers) move, the author sets the context for the current research, providing necessary background on the field. This move includes one or more of the following steps:

**Step 1: Claiming Centrality**

The author asks the disciplinary community or members of the field to accept the current study as part of a significant or well-established research area. This step is used widely across disciplines.

and/or

**Step 2: Making Topic Generalizations**

The author makes statements about current knowledge, practices, or phenomena in the research field.

and/or

**Step 3: Reviewing Previous Research**

The author secures the generalizations in the research field, citing who has found what. When citing others, authors use *integral citations* (the author's name is part of the grammatical construction of the sentence) or *non-integral citations* (the author's name occurs in parentheses, typically at the end of a clause or sentence, or appears as a numerical superscript keyed to a footnote or endnote).

**Move 2: Establishing a Niche** (i.e., lack of knowledge; research deficit)

In this second rhetorical move, the author argues that there is an open “niche” in the existing research, a space that needs to be filled through additional research. The author establishes a niche in one of four ways:

**Step 1A: Counter-claiming**

The author refutes or challenges earlier research by making a counter-claim.

**Step 1B: Indicating a Gap**

The author demonstrates that previous research does not address existing questions or problems.

**Step 1C: Question-raising**

The author asks questions about previous research, suggesting that additional research needs to be done.

**Step 1D: Continuing a Tradition**

The author presents the research as a useful extension of existing research.

**Move 3: Occupying the Niche** (i.e., contribution to knowledge)

In this third rhetorical move, the author turns the lack of knowledge established in Move 2 into the *research space*; that is, the author demonstrates how current research substantiates the counter-claim made, fills the gap identified, answers the question(s) asked, or continues the research tradition. The initial step (1A or 1B below) is obligatory; however, many research articles in many disciplines do not move through Steps 2 & 3.

**Step 1A: Outlining Purposes**

The author indicates the main purpose(s) of the current article.

or

**Step 1B: Announcing Present Research**

The author describes the research in the current article.

**Step 2: Announcing Principal Findings**

The author presents the main conclusions of his or her research.

**Step 3: Indicating the Structure of the Research Article**

The author previews the organization of the article.

<sup>1</sup>The term “move” refers to a segment of text (e.g., background context; literature review; research question, problem, or hypothesis; and so on) with a particular purpose or function.