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The CARS Model: Rhetorical Moves in Introductions of Research Articles (RAs) in English.
(Adapted from: Swales, J. (1990). *Genre analysis: English in academic and research settings.* Cambridge: Cambridge University Press.)

Move 1: Establishing a Territory
In this first rhetorical move, the writer 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 writer asks readers to accept that the current study is part of a significant or well-established research area. This step is used across the disciplines, particularly in the humanities and social sciences.
and/or

Step 2: Making Topic Generalizations
The writer makes statements about current knowledge, practices, or phenomena in the research field.
and/or

Step 3: Reviewing Items of Previous Research
The writer secures the generalizations in the research field, citing who has found what. In citing the research of others, writers use *integral citation* (citing the author's name/date in the sentence, or *nonintegral citation* (citing the author's name/date in parentheses). The use of different types of reporting verbs (e.g., *shows*, *argues*, *suggests*, *finds*, *claims*) and verb tenses vary across disciplines.

Move 2: Establishing a Niche
In this second rhetorical move, the writer argues that there is an open "niche" in the existing research, a space that needs to be filled through additional research. The writer establishes a niche in one of four ways:

Step 1A: Counter-claiming
The writer refutes or challenges earlier research by making a counter-claim.
or

Step 1B: Indicating a Gap
The writer demonstrates that earlier research does not sufficiently address all existing questions or problems.
or

Step 1C: Question-raising
The writer asks questions about previous research, suggesting that additional research needs to be done.
or

Step 1D: Continuing a Tradition
The writer presents the research as a useful extension of existing research.

Move 3: Occupying the Niche
In this third rhetorical move, the writer turns the niche established in Move 2 into the *research space.* The writer makes this move in several steps, described below. *The initial step is obligatory* (1A or 1B), although many research articles do not move through Steps 2 & 3.

Step 1A: Outlining Purposes
The writer indicates the main purpose(s) of the current article.
or

Step IB: Announcing Present Research
The writer describes the research in the current article.

Step 2: Announcing Principal Findings
The writer presents the main conclusions of his or her research.

Step 3: Indicating the Structure of the Research Article
The writer previews the organization of the article.

Writer Oriented Discourse Features

Self mention

Self mention refers to the use of first person pronouns and possessive adjectives to present information (Hyland, 2001b). Presenting a discoursal self is central to the writing process (Ivanic, 1998), and we cannot avoid projecting an impression of ourselves and how we stand in relation to our arguments, discipline, and readers. The presence or absence of explicit author reference is a conscious choice by writers to adopt a particular stance and disciplinary-situated authorial identity. (Hyland, 2011, p. 200)

Hedges

Hedges (e.g. *possible, might, likely*) function to withhold complete commitment to a proposition. They not only protect writers from imprudent claims by implying that statements are based on plausible reasoning rather than certain knowledge, but they also open a discursive space for readers to dispute interpretations (Hyland, 1998). [. . .] Writers can't assume that readers will share their interpretations and so express arguments more cautiously by using more hedges. (Hyland, 2015, p. 35)

Boosters

Boosters (*like, definitely, sure, prove,* etc.), on the other hand, allow writers to express certainty in what they say and to mark involvement with the topic and solidarity with readers. While they restrict opportunities for alternative voices, they also often stress shared information and group membership as we tend to get behind those ideas which have a good chance of being accepted. (Hyland, 2011, p. 199)

References

Hyland, K. (2011). Disciplines and discourses: Social interactions in the construction of knowledge. In D. Starke-Meyerring, A. Paré, N. Artemeva, M. Horne, and L. Yousoubova (Eds.), *Writing in knowledge societies* (pp 193-214). West Lafayette, IN: Parlor Press and The WAC Clearinghouse.

Hyland, K. (2015). Genre, discipline and identity. *Journal of English for Academic Purposes, 19*, 32-43.