

Story Line of Introduction and Discussion

Lecture 4

1

INTRODUCTION

TOPIC	QUESTIONS
TOPIC OF RESEARCH	What is the topic?
PROBLEM / GAP	What is the problem?
	Why important?
	What do we know/what not? Gap of knowledge?
YOUR RESEARCH QUESTION	What research question?
	Design or methodology? How to find the answer?

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DISCUSSION

TOPIC	QUESTION
Bottom line main result(s) message implication	What is an important finding? How do the data support the finding? Or: what is our claim?
Comparison with earlier studies, what is different, what is new?	How does this finding relate to what we already know? Is it affirmative? How? Or how not? And what does that mean?
Explanation, interpretation	How can we explain this finding? (if – partly – unexpected) What is solved, what is still unclear?
Weakness/strengths design/methods statistical power	What are limitations / strengths of the study, and how do they support or weaken our claim?
Clinical interpretation and medical relevance	What are implications? What can we derive from this finding? Who benefits?
Conclusion with implication, suggestions	What is the general conclusion? How can we go on from here? Suggestions for further research.

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The screenshot shows the Academic Phrasebank website. The main heading is 'Discussing Findings'. Below it, there is a text box explaining that the term 'discuss' has a variety of meanings in English and that it usually refers to two types of activity: (a) considering both sides of an issue, or question before reaching a conclusion; (b) considering the results of research and the implications of them. The page also lists several phrases for 'Providing background information: reference to literature - close' and 'Providing background information: reference to the question'.

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MOVE 1: Establishing a Territory	MOVE 2: Establishing a Niche	MOVE 3: Occupying the Niche
STEP 1: Claiming Centrality	STEP 1A: Counter-Claiming	STEP 1A: Outlining Purposes
STEP 2: Making Topic Generalizations	STEP 1B: Indicating a Gap	STEP 1B: Announcing Present Research
STEP 3: Reviewing Previous Research	STEP 1C: Question-Raising	STEP 2: Announcing Main Findings
	STEP 1D: Continuing a Tradition	STEP 3: Indicating Structure of the Article
		STEP 4: Evaluation of Findings*
		* not originally included in Swales's analysis

CARS ("Creating A Research Space") Model for Article Introductions
From Swales, J. (1990) "Genre Analysis". Cambridge University Press.

The CARS Model consists of three moves that describe how article introductions are structured by Anglo-American writers. This three-move structure closely reflects a "situation-problem-solution" structure in which features of the present situation are first presented, followed by a negative evaluation of this situation, and then a solution, the present research, is introduced to overcome the problem.

To view examples of these steps, click on the links given in the boxes above.

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Academic Phrasebank - The CARS Model

HOME | Cohesion | Grammar | Punctuation | Style | HOME > Style > Reporting research > Main sections > Introductions > The CARS Model

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MOVE 2 - STEP 1B: INDICATING A GAP (in previous research)

This step typically follows **Move 1-Step 2** (Making Topic Generalisations) and indicates an unfulfilled research "niche" (i.e. *evnir*) or a new way to approach the research problem that the writer intends to pursue.

A considerable amount of research has been... *but little research*...
...has been extensively studied. *However, less attention has been paid to*...
As a result, *no comprehensive theory* appears to exist.
Despite the importance of... *few researchers* have studied...
Research has tended to focus on...*rather than*...
The only reported study to date of...*covered a limited range of*...
which has received attention in the literature, but more in-depth work is indicated by

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