A Missing Move and an Emergent Step:
Variation in the RA Introductions of Two Composition Journals

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ABSTRACT

With the purpose of describing the rhetorical preferences in composition, a field that has not received adequate attention in genre research, this article reports on an exploratory analysis of the moves and steps that make up research article introductions in the journals Written Communication *and* Journal of Second Language Writing *using Swales' (2004)* Create-A-Research-Space *(CARS) model. The detailed move/step analysis reveals that Move 2, establishing a niche, is the least frequently occurring move, and its absence is compensated with another step, territorial justification, under Move 1. It appears that the authors make the necessary narrowing down from background information to the announcement of their study with the help of territorial justification. The explanation that composition is an emergent, young, and interdisciplinary field can account for the missing Move 2. Another interesting hypothesis for the missing Move 2 in introduction is the interdisciplinary nature of composition. Besides discussing possible explanations for the missing Move 2 and its compensation with the new step, territorial justification, this study reminds students and scholars to be open to adopting new strategies to maintain coherence and be persuasive when they find the established disciplinary discourses too narrow or limiting for their purposes.*

INTRODUCTION

The knowledge of discourse conventions and registers of specific fields plays an enormous role in helping scholars become insiders in their disciplinary communities and publish their research successfully. Genre analysis provides the main tool to unravel the discourses and practices of community members to achieve the agreement of other community members on the way of justifying knowledge (Hyland, 2006). It has helped to "understand how members of specific discourse communities construct, interpret and use these genres to achieve their community goals and why they write them the way they do" (Bhatia, 2004, p. 10). Researchers have carried out genre analyses of a variety of corpora to investigate what type of writing is required in diverse disciplinary domains. We have now acquired highly advanced knowledge of the research article

(RA) structure, as the RA is seen as the main channel of scientific and scholarly communication (Holmes, 1997).

The most commonly studied section of the RA is the introduction. The introduction takes longer to organize and write than other sections, and it necessitates more careful work in recognition of its importance in the article. It is the first section to appear after the abstract and, therefore, read with most care (Swales, 1990; Gupta, 1995). Swales' (1990) *Create a Research Space* (CARS) model has featured prominently in the analysis of RA introductions. The model proposes three obligatory moves for RA introductions—establishing a territory, establishing a niche, and occupying the niche—and these moves are made of certain obligatory and optional steps.

This study continues the exploration of RA introductions in less analyzed fields. We examine two journals in composition, a field that has not received adequate attention in genre research. Forming a suitable corpus of articles from *Written Communication* (WC) and the *Journal of Second Language Writing* (JSLW), we examine if there are common practices in the ways authors in these journals construct their introduction. Since WC accommodates an eclectic and broad range of subjects on writing while the JSLW is specifically devoted to second language writing, the comparison enables us to examine if there are differences in the realization of genre conventions according to the foci of the journals. While contributing to the important activity of model building by relating our findings to the prototypical conventions identified by Swales, this study unravels variations in the RA genre as fields evolve and change. We explain these variations according to textual and contextual changes that may point to implications for RAs in other fields.

BACKGROUND

Although Swales' (1990) CARS model has achieved centrality in the field and validation through subsequent research in a range of disciplines, some studies have proposed modifications. Anthony (1999), for instance, investigates a corpus of 12 RA introductions written in the field of software engineering and finds that definitions of important terms and examples of difficult concepts do not have a place in the CARS model as currently formulated. In addition, he proposes a new step, Move 3 Step 3.3, *evaluation of research*, to include statements about the value of the present study. Similarly, Samraj's (2002b) study, focusing on RAs in the fields of Wildlife Behavior and Conservation Biology, calls for some modification to the 1990 CARS model. She finds that the literature review appears in all three moves, that niche is created in terms of the "real world" as well as the "research world" (or, "the phenomenal world" and "the epistemic world" respectively—p. 5). She also argues that some articles do not focus on making centrality claims, but create a niche in terms of the research world and promote the need for the study more persuasively. Therefore, she modifies $M2^1$ to allow for niches in both the real world and the research world in the gap indication step, and proposes a new step, *presenting positive justification*.

It is possible to account for such variations as differences characterizing the diverse disciplines CARS is being applied to. However, Swales (2004) has come up with yet another revision to strengthen the status of CARS as a discipline-neutral model. The variations identified by those like Anthony (1999) and Samraj (2002b) have been accommodated in the 2004 version of the CARS model (see Figure 1).

Figure 1. Swales' Revised CARS Model (Swales, 2004, pp. 230, 232)

Move 1 Establishing a territory (citation required) via

- Topic generalization of increasing specificity

Move 2 Establishing a niche (citations possible) via

- Step1A Indicating a gap or
- Step1B Adding to what is known
- Step 2 (optional) Presenting positive justification

Move 3 Presenting the present work via

- Step 1 (obligatory) Announcing present research descriptively and/or purposively
- Step 2 (optional) Presenting RQs or hypotheses
- Step 3 (optional) Definitional clarifications
- Step 4 (optional) Summarizing methods
- Step 5 (Probable in Some Fields) Announcing principal outcomes
- Step 6 (PISF) Stating the value of the present research
- Step 7 (PISF) Outlining the structure of the paper

Studies have compared RAs in contrasting fields such as hard sciences and social sciences (Crookes, 1986), related but different fields such as Wildlife Behavior and Conservation Biology (Samraj, 2002a, 2002b, 2005), or different subfields such as language acquisition and second language writing (Öztürk, 2007). Such descriptions of disciplinary variation should complement the activity of constructing models for RAs. We should also treat genres as spatiotemporally located, and consider historically and culturally motivated changes. Critical practitioners argue that we should consider how disciplinary genres may be realized differently in different speech communities according to their own ways of constructing knowledge (see Canagarajah, 2002b; Kubota & Lehner, 2004). Canagarajah (2002a) demonstrates how individual scholars may negotiate RA conventions differently in different languages and for different audiences within the same field. Our study is therefore informed by the theoretical position that genre conventions are prototypes that reflect variations due to disciplinary specialization, historical conditions, and social context, and also gradually change over time. Swales's CARS model serves as a heuristic to discover disciplinary variations and refine the applicability of this prototype.

METHOD

Selection of the Corpus

Comparing two journals from the same field enables us to find similarities despite differences. However, any generalization for the whole field should be accompanied by suitable caveats. We doubt anyone can make claims for a whole field based on a study of a couple of journals, as there are different types of publications with different conventions and styles even within the same field. The two journals we have chosen for analysis (WC and JSLW) reflect a particular strand in composition (i.e., an empirical, data-driven orientation that suits a social-science rather than humanities-based practice of writing) while sharing certain points of connection in general disciplinary discourse with other composition journals. Their RAs were observed to follow largely an Introduction-Method-Results-Discussion (IMRD) structure and have

recognizable introduction sections. WC and JSLW are each published by a commercial publisher catering to an international readership (Sage and Elsevier, respectively), making them more relevant for the description of a genre shared by a broader community of scholars. WC and JSLW share a similar RA structure that makes it easier for comparison with other studies in genre analysis on journals that focus on representing empirical research. Although these are leading journals in the field of writing research, they display differences in their scope and breadth of coverage. WC emphasizes its broad scope in its online guidelines by stating that it "reports on what writing is, how writing gets done, and what writing does in the world." The guide for authors provided on the homepage of JSLW, on the other hand, emphasizes that the reports of research and discussions need to contribute to current understandings of "central issues in second and foreign language writing and writing instruction." In addition to the strict focus on second language writing, the pedagogical focus of JSLW also makes it different from that of WC.

The corpus in the present study constitutes 50 RA introductions from both journals. The RAs in the corpus were restricted to data-based, empirical RAs because the 2004 CARS model offers a schema for the analysis of introductions in empirical RAs only, and not for theoretical articles (Swales, 2004). In order to have a random selection in the corpus of the study, 50 RAs were collected starting from the latest volumes of each journal in the year 2007. The WC corpus consisted of 25 RA introductions from the 2007 and 2006 issues. The JSLW corpus consisted of 25 RAs drawn from 2007, 2006, and 2005 issues. Native speaker status, the length of the introductions, the number of authors (single or more) and institutional affiliation were not determining factors in forming the corpus.

Procedures

Our analysis of the corpus consisted of a descriptive and a comparative approach. In the interest of building genre descriptions useful for teachers and students as well as authors, it is important to relate genre descriptions to existing prototypes. Since Swales' (2004) CARS model enjoys wide acceptance in the field, we compared our findings to his work.

In our coding convention, the introduction of the RAs was treated as the section immediately following the abstract and preceding the methods section. In some RAs, topic-specific subheadings were observed before the methods section (i.e., where authors provide additional information for their studies: definition of terms, clarification of background, introduction of theories, etc.). Although the need for an additional move unit for subheadings has been raised by some scholars (Crookes, 1986; Holmes, 1997; Öztürk, 2007), neither the 1990 CARS model (Swales, 1990) nor 2004 version (Swales, 2004) includes a move unit for the subheadings within the introduction. Therefore, the analysis in the present study was not extended to the subheadings in the RA introductions.

In our analysis, we realized that some statements did not have a place in Swales' (2004) CARS model. For coding purposes, first we analyzed the moves and steps that make up RA introductions using the 2004 CARS model and left these new sections uncategorized. We asked a co-analyst to carry out a detailed move/step analysis on a representative sample of the corpus in order to assess the reliability of our analysis. The co-analyst coded one quarter of the corpus. There were no major discrepancies between his coding and ours. He, too, identified the atypical sections we found difficult to classify. Thereafter, we analyzed the RA introductions with this atypical step to identify its rhetorical significance. Our analysis led to the identification of a new step, possible explanations for its occurrence, and a minor modification of the CARS model.

RESULTS AND DISCUSSION

The Discovery of an Atypical Step

Our coding revealed some statements that didn't find a place in Swales' (2004) CARS model. The following introduction from an RA, which compares peer and teacher feedback in a Chinese EFL writing class, shows a section that was difficult to classify:

> *M1*: Despite the importance attached to writing, teaching writing is often a thankless job. English teachers in China "suffer" from the "tedious and unrewarding chore" of correcting students' essays (Hyland, 1990). Even though feedback is valued very highly by students and teachers (Brick, 2004; Hu, 2002), the mistakes in these essays keep on repeating themselves.

> *Uncategorized Section*: This is partially to do with the number of students in each class. In the university where two of the researchers teach, as in much of higher education in China, class sizes are rising. Forty is common in this university, but we know of classes of over 100 students. It is also a reflection of the ways in which writing is taught. There is considerable variation in this, but classes are often focused on exam practice and, even in non-exam classes, students produce only one draft and receive feedback on this.

> *M3S1*: To illustrate this point, we will describe what happens in the research university, which we consider to be typical of Chinese universities. (JSLW13, pp. 179-180, paragraph 1)

In the above excerpt, the first two statements serve to make a topic generalization (M1) in which the authors refer to selected previous literature on the importance of teacher feedback. The particular themes highlighted from this literature are: (1) the ineffectiveness of feedback and (2) the lack of enthusiasm of teachers as a factor in its ineffectiveness. The next set of statements (that we do not label at this point) presents the authors' own reflections on the ineffectiveness of feedback. It points to a different set of factors to explain the ineffectiveness of feedback in China. It highlights the number of students in each class and the exam-based writing pedagogy. The authors thus subtly shift the focus from teachers to the context of teaching. We cannot say these statements are part of territory establishment as they are not a representation of the disciplinary discourse as reflected in the literature cited. The fact that they introduce a very thin agonistic move against the previous literature might suggest that they are part of M2. However, this section does not contain any of the markers of niche creation as defined by Swales, that is, adversative sentence connectors such as *however, but, nevertheless, unfortunately, yet,* etc., or lexical negation such as *fail, lack, inconclusive, misleading, failure, limitation*, etc. These niche-making claims are soft, tentative, and personal (note the phrases: "This is partially to do," and "It is also a reflection"). As such, these statements do not qualify as M2S1A in which a strong and direct gap indication would be expected. Nor do these statements have the effect of adding to what is known (M2S1B) as the authors are interested in shifting the discussion to a different area of consideration rather than adding to the themes already introduced in M1. These statements shift the framing for this study from writing teachers to the conditions under which writing is taught.

Yet this enigmatic section is crucial for the introduction. The immediately following sentence, the announcement of the study in question (M3S1), explicitly states that it is these points in this section that will be explored in this study. It appears as if the authors are resorting to a creative new strategy as they do not find a research space readily available to introduce their own study. Rather than quarrel with a literature that does not focus on teaching conditions, nor completely disagree with the previous findings that teacher feedback is ineffective in China, the authors offer some personal observations based on experience to introduce their research objectives. Though this section does not resemble M2, it appears to be connected to M1. There is still a thin connection to the previous research literature, as indicated by the phrases "This is partially to do with" and "it is also a reflection." The authors are piggybacking on the cited studies to make their own explanations for what other scholars have noted. After presenting more examples of this nature, we will attempt to name this step and situate it in the 2004 CARS model. The point to keep in mind now is that these statements do not resemble M2.

This enigmatic step was observed in 15 RA introductions in the WC corpus and 10 in the JSLW corpus. The most striking feature was that the step was commonly observed in RA introductions, which lacked M2 (i.e., in 9 WC and 6 JSLW articles), leading us to believe that it is used to establish a smooth link to the study to be reported in M3. This means that after establishing territory via topic generalization, the authors provided some statements about their oncoming study, perhaps in order not to sound abrupt in the absence of a disciplinary niche (M2). Then, they proceed to announce their studies in M3. Since such RA introductions lacked M2, these statements seem to serve as a step of transition from the formal opening generalizations (M1) toward the announcement of the study (M3S1). In articles of this nature, the study was inspired or motivated by a "real world" consideration or explanation that intrigued the authors, something that was not directly addressed in the "research world" (to use the terms introduced by Samraj, 2002b). In other words, the authors are dealing with a research question that is not directly or fully prompted by the existing disciplinary discourse and research literature. However, while Samraj perceives both forms of explanation as optional in her corpus, in the RAs that included this enigmatic step in our corpus, the study was prompted by real world questions only. In other words, it is the tension between research world and real world explanations to their research questions that prompted authors to adopt this step.
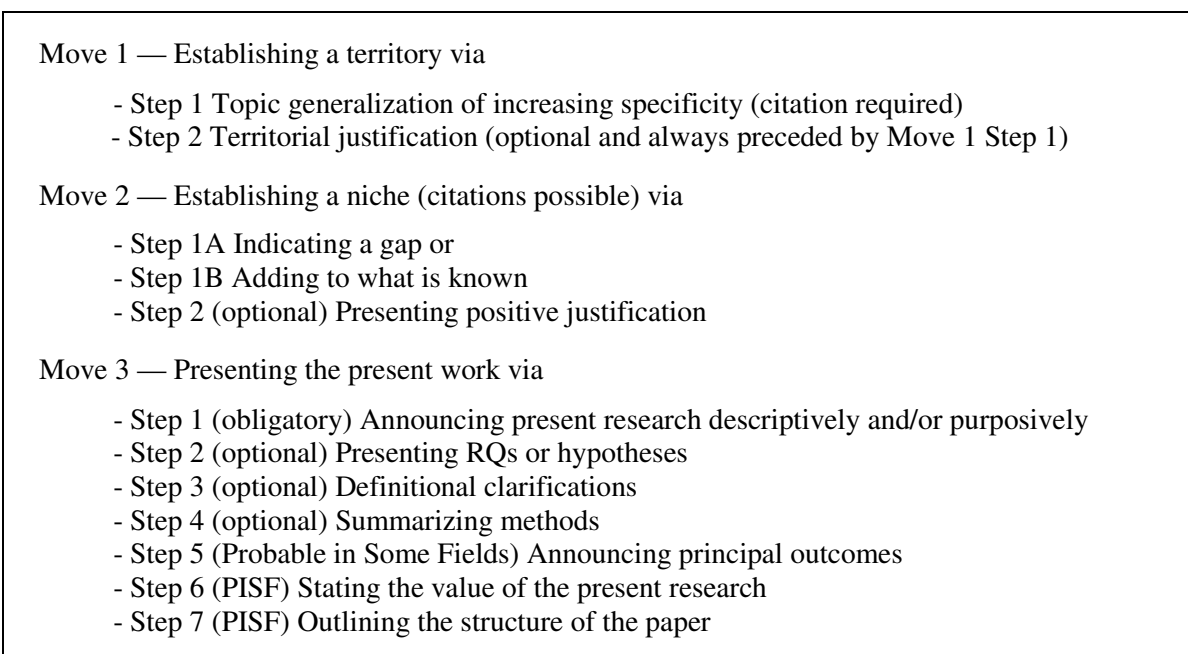
The step was observed in three different places in our corpus: between M1 and M3 (11 in the WC corpus and 6 in the JSLW corpus), between M1 and M2 (2 in the WC corpus and 3 in the JSLW corpus), and between M2 and M3 (2 in the WC corpus and 1 in the JSLW corpus). Most commonly, it was observed between M1 and M3 in both corpora. However, there were 4 RAs in the WC (3, 13, 17, 23) and two in the JSLW corpus (18, 22) with an M1-M3 organization that did not include the enigmatic step. Besides, out of the 11 in the WC corpus and 6 in the JSLW corpus having this section between M1 and M3, those that did not have M2 at all were 9 and 5 of them, respectively. In other words, though this step did not always occur between M1 and M3, this is the place it was *most commonly* observed.

We did not find any consistent lexical or grammatical markers that signal this step. What is characteristic is the tone. The authors adopt a more personal, indefinite, reflective, and hypothetical tone to situate their research in a territory that does not yet exist for them. This tone differs from the tone of M1, which is more matter of fact and objective, as it summarizes existing studies to set the territory. In some articles, we did find markers that are similar to M2S1B (*adding to what is known*)—i.e., verbs such as *wonder* and *expect*. This similarity is understandable, as both steps share a hypothetical and reflective orientation. However, while M2S1B expresses *needs,*

desires, interests, or logical conclusions as Swales (2004) points out, the new step is softer in its conviction and expresses *conjectures, guesses, reflections,* and *hypotheses*. Also, both steps signal that the article is adding something more to what is known from previous research in the area of study. However, the functions of these steps are different. As we will argue below, while M2S1B adds to the literature that exists, the new step in question shifts the discussion slightly from the existing literature. While the former continues the threads in the existing discourse, the latter subtly shifts the discourse. To put it pithily, while M2S1B adds "more of the same," this new step adds "more on something different."

Defining the New Step

Figure 2. A revised version of the CARS model

Move 1 — Establishing a territory via

- Step 1 Topic generalization of increasing specificity (citation required)
- Step 2 Territorial justification (optional and always preceded by Move 1 Step 1)

Move 2 — Establishing a niche (citations possible) via

- Step 1A Indicating a gap or
- Step 1B Adding to what is known
- Step 2 (optional) Presenting positive justification

Move 3 — Presenting the present work via

- Step 1 (obligatory) Announcing present research descriptively and/or purposively
- Step 2 (optional) Presenting RQs or hypotheses
- Step 3 (optional) Definitional clarifications
- Step 4 (optional) Summarizing methods
- Step 5 (Probable in Some Fields) Announcing principal outcomes
- Step 6 (PISF) Stating the value of the present research
- Step 7 (PISF) Outlining the structure of the paper

Our findings suggest that the uncategorized step helps authors make a link between the literature review (M1) and their specific project (M3), mostly when M2 was missing. Drawing inferences from the existing literature or from their personal experiences and observations, authors ventured guesses, projections, or hypotheses that helped situate their own study in the disciplinary territory. These attempts appeared to serve the purpose of justifying the place of their study in the discipline. Since the existing literature did not help frame their study in a focused way, authors offered these conjectural statements to relate their study to the most relevant literature they could find in the field. It is as if the authors feel that they have to justify their research by situating it at least broadly in the disciplinary terrain before they announce their study. It is for this reason that we present this step as part of territory establishment (M1). We call this new step *territorial justification* and treat it as M1S2. With this new step, we propose a revised version of the 2004 CARS model (see our revised diagram in Figure2).

To understand the rhetorical significance of this new step, we will explain how it differs from other possible candidates in CARS. Since M2S1B has the greatest similarity to our proposed new step, it is important to examine how *adding to what is known* is different from *territorial*

justification. The focus of the following article is the factors influencing text formation practices in the instant messaging system (IM), a new medium that had not been discussed in the burgeoning research on new literacies when the study was reported:

> <u>*M1S1*</u>: Synchronous computer-mediated communication (CMC), such as instant messaging (IM), has become one of the most popular forms of everyday communication in society. According to Pew Internet (2004), IM users account for 43% of the Internet population in the United States. In general, IM is defined as… In Hong Kong, the context of the present study, over 1.2 million people are IM users (20% of the total population), among whom 85% are young people aged… Many young people use IM to stay in touch with friends on a daily basis for a range of purposes, such as talking about homework and setting up weekend events (America Online, 2005).

> <u>*M1S2*</u>: Such informal, everyday use and exchange of text messages foster the development of IM as a social practice associated with sets of values that influence people to use texts in specific ways.

> <u>*M3S1*</u>: The purpose of this article is to examine the factors that influence "textmaking practices" in IM, which are considered as a subset of "literacy practices" within a social theory of literacy, or what is called the New Literacy Studies (NLS) (Barton, 2007; Barton & Hamilton, 1998, 2000; Gee, 1996; Street, 1993). (WC5, pp. 223-224, paragraphs 1 and 2)

Note that the citations in M1S1 substantiate only the extent of IM's real world reach, not studies done on its literacy practices. After introducing IM, the step goes on to assert the popularity and pervasiveness of IM. The author shows how worldwide the phenomenon is in order to establish the significance of this research. She also emphasizes the popularity of IM among young people, probably because this point would justify the pedagogical implications for teachers. She goes on to show how this literacy practice permeates different domains of social and personal life, affirming its status as a new form of social literacy.

Since the article focuses on literacy practices, another candidate for territory building is the area of New Literacy Studies (NLS) mentioned in the announcement of the study (M3). The challenge for the author is that she has to make a case for examining the text making practices of IM as a study in the tradition of NLS. She accomplishes this by making some inferences from what she has described in M1S1. Her reasoning goes like this: "Because IM has become an everyday phenomenon, it is now a genre in its own right; it has become a social practice and acquired certain specific values of its own; it has thus begun to influence people to use texts in specific ways; therefore, it qualifies as a form of literacy practice, perceived from social theories of literacy, hence my description of this emergent and significant text making practice is as follows." M1S2 thus makes a quick series of logical moves, serving to justify the place of the study in NLS. Therefore, we classify the statement as *territorial justification*.

We now consider why the statement in question cannot be treated as M2S1B, *adding to what is known* about IM or NLS. Though it is perfectly possible that those who engage in IMing and those who study NLS may find the connection between both domains interesting, it will not be significant unless they seek such knowledge. They will not appreciate this knowledge unless they evince an interest in such a connection. Those practicing IM as a social phenomenon are not necessarily interested in explaining this medium as a mode of textuality or genre. Similarly, unless

scholars in NLS have initiated a tradition of inquiry on IM, we cannot say they are adding to what is known about IM in NLS. We think, rather, that the step is a form of M1, establishing (anew) a sub-territory for this study, analogous to the establishment of territory in S1.

To look at this matter from the overall objective of niche creation (M2), the author is unable to quarrel directly with the previous literature because the existing work does not relate exactly to her own line of work. One can find a gap only in a school that claims to study literacies related to the genre of IM. Though NLS will certainly find it useful to know how IM works as textual practice, the rationale for this study cannot be presented as a gap in NLS discourse. The best that the author can do is to create a subfield in NLS studies, one that launches the study of IM as a textual practice. Therefore, she resolves her problem by indicating where her work is generally situated and indicate why the study is significant, hence our classification of this step as part of M1 rather than of M2.

Territorial justification is also similar to Samraj's (2002b) step of *presenting positive justification* (M2S2 in Swales 2004). Both steps advocate on behalf of the new research direction in the field of study. Both have a promotional function. Could our new step be M2S2—i.e., treated as statements of persuasion on behalf of the authors' own research direction? It is therefore important to relate our M1S2 to Samraj's (2002b) M2S2. Once a gap in the existing literature is indicated, this move is followed by some reasons for why the present study should be carried out. However, Samraj's *presenting positive justification* is different from our *territorial justification*. For M2S2, a body of literature is already available to find a gap. M1S2 occurs where there is no or few literature or disciplinary niche available. M2S2 basically reinforces the gap already identified; M1S1 appears in lieu of a gap.

We can compare the two steps from the following example taken from an RA from the WC corpus, where there is both *presenting positive justification* and *territorial justification*. The main focus of this RA is to examine the current trends and foci in recent research on writing. Though it would be unusual to find both steps appearing together, as one might exclude the other, in this case the authors identify a gap in the broad area of research and also shift the focus to their own specific area of concern. As such, both steps appear together.

> <u>*M1S1*</u>: Writing and writing education occur in numerous contexts from K-12 classrooms to workplaces at the "heart of the knowledge economy" (Brandt, 2005, p. 166)… In recent years, the rapid development of digital technologies has dramatically impacted writing in homes, in schools, in colleges, and in workplaces (DeVoss, Cushman, & Grabill, 2005; Haas, 1996). [Literature review follows]

> <u>*M2S1B*</u>: Although Durst (1990) conducted an overview of writing research published in the mid-1980s, no systematic look across the broadening contexts and discourses of writing research has been conducted recently.

> <u>*M2S2*</u>: Such a broad look at the research is needed once again to comprehend the scope of recent research on writing and to take stock of the field(s) in which writing research is presently occurring.

> <u>*M1S2*</u>: Three particular dimensions of writing research stand out as particularly worthy of a closer look: problems studied, population age groups studied, and methods used… Given changes in technologies and workplaces and given changes in intellectual, political, and educational currents, we would expect significant changes in the landscape of the research since the 1980s… We might thus expect an increase in research on bilingual, bidialectal, and multilingual writers. This

attention to the diversity of writers dovetails with a turn to the social in the social sciences, leading us to wonder if there are significantly more studies of writing in context than Durst found in his synthesis of the research... And finally, we wonder if there are now areas of writing research that Durst simply did not include in his overview of the field.

M3S2: Thus, we ask our first research question: … (WC12, pp. 452-453, paragraphs 1, 2, 3 and 4)

In this article, the authors identify a niche in the literature on writing research in M2S1B. They are identifying the need to update that research by continuing the exploration in later times, specifically after the 1980s. Thereafter, the positive justification step reinforces the need to study the field of contemporary writing research. Consistent with Samraj's (2002b) proposal, positive justification follows a gap indication—i.e., "that no systematic look across the broadening contexts and discourses of writing research has been conducted recently" M2S2 affirms why that look is significant and necessary. The key phrase in this step is "is needed."

Note thereafter how the *territorial justification* step functions. It specifically identifies the path the present study should adopt in order to account for the changes in recent writing research. Note the inferential and interpretive functions marked by the phrase "Three particular dimensions of writing research stand out as particularly worthy of a closer look." The authors are thus picking out three dimensions for closer scrutiny. The key phrase is "stand out." The authors justify the selection of the three dimensions through some speculative comments on the way those in current writing research may be different from the ones found in the previous study by Durst. The speculative tone is marked by phrases such as "we would expect," "we might thus expect," and "leading us to wonder." (Though these markers resemble M2S1B, recollect our distinction that while M2S1B is more of the same, M1S2 is more on something different.) The authors then pave the way for their own research by indicating the shifts their article will make from previous research. This is evidenced by the phrases "particular dimensions," "change in the focus," or "prominent problems." Note that the authors are not intending to give a broad overview of the history of writing research, as Durst and other scholars reviewed in M1S1 did. They intend to study only the recent trends (i.e., what "contemporary writing researchers" are investigating and which of the various problems they have identified "dominate recent writing research"). It is for this reason that the gap identified in M2S1B is not completely suitable for the purposes of the authors.

We are now ready to spell out the differences between M2S2 and M1S2. Note first the difference in tone: while *positive justification* is more definitive and emphatic in tone (note: "is needed"), *territorial justification* is more reflective and hypothetical (note: "we would expect… wonder"). Thus, while *positive justification* is persuasive, *territorial justification* is speculative. Also, while the latter is anticipatory (projecting what might be found in new research), *positive justification* looks back at the gap already identified in prior research and affirms it. There are also differences in content. While *positive justification* is general in scope, *territorial justification* is more specific. The latter articulates the particular themes and issues the authors propose to study in their research. To sum up, M1S2 outlines a way to expand the research territory; M2S2 emphasizes the gap in the existing territory.

Finally, to appreciate the functions and rhetorical status of M1S2 better we must compare it with M1S1. The territory establishment of M1S2 is different from the formal background building of topic generalization (M1S1). While M1S1 must feature published literature, M1S2 does not feature a separate set of citations of its own. It occurs precisely because no literature exists

for the line of research adopted in the article. In fact, M1S2 piggybacks on M1S1. It uses the existing literature mentioned in M1S1 to make a more specific case for the new research. In this sense, M1S2 cannot occur without M1S1. It occurs in tandem with M1S1. There are also differences in tone. M1S1 presents topic generalization in a relatively more objective, matter of fact tone through references to the existing literature. M1S2 has a more inferential function. The authors make use of their observations, experiences and insights to clarify the significant issues raised in the previous step for their particular research objectives. Thus, they establish a link between the existing research literature and their own studies.

We can illustrate the differences in relation to the previous example. The first part was coded as M1S1 as it objectively describes the existing literature on the challenges facing second language students in academic writing. However, M1S2 has a less assertive tone and develops a thread of personal interest in the previously discussed literature. It draws attention to three specific issues explored in this article—i.e., problems studied, population age groups studied, and methods used. It provides the authors' own insights into the way literacy has changed since the 1980s. Note that there are no citations in this section, unlike in the earlier step of M1S1. The authors are piggybacking on the previously reviewed literature to build a territory for their own study. The reflective comments "we would expect… wonder" etc. show the authors transitioning from the literature reviewed in M1S1. We consider these statements different from M1S1, however, because the authors are not adding more to what has already been said on that subject. They are shifting the focus subtly to possible oversights in the previous research—i.e., research on more diverse student groups and more diverse contexts of writing. In this sense, as the authors lack a niche in the research world to justify their study, they piggyback on the existing literature to offer their own hypothesis that would establish their research as still part of the evolving discourse on writing research.

Missing Move 2

Having defined territorial justification, we want to present the broader pattern of move structures found in our corpora as this information may help us explain the rationale for the atypical step. Table 1 presents the move structures found in the corpus of RA introductions we analyzed.

To discuss the WC corpus first, though revised CARS model also proposes a three-part sequence (M1-M2-M3), only one RA introduction out of 25 (i.e., WC20) had the exact structure. The most striking finding was the missing M2 in many of the articles. The move structure of 9 RA introductions (WC3, 5, 8, 13, 16, 17, 22, 23, 24) was observed to contain only M1 and M3. This means that after the authors established a territory for their studies by giving the relevant theoretical or research information, they immediately introduced their studies without indicating a gap in the field to demonstrate how they add to the established pool of knowledge. The absence of M2 was also observed in the move structure of such other RA introductions in the WC corpus as 10, 11, 14, 15, and 25, which had a different sequence and/or combination of M1 and M3.

In the JSLW corpus, only 4 RA introductions (JSLW2, 5, 8, 14) were observed to contain the exact move structure proposed by the revised CARS model. Again, M2 was a significant omission in the rest of the corpus. Five RA introductions in the corpus contained only M1 and M3 (JSLW4, 12, 18, 22, 23). Four other RA introductions also contained only M1 and M3, but with a reversed order (JSLW19) or a repetition of these moves (JSLW1, 6, 13).

Table 1. Move Structure of RA Introductions in the Corpus

The WC Corpus	Moves	The JSLW Corpus	Moves
WC1	1-2-1-2	JSLW1	3-1-3
WC2	1-2-1-2-3	JSLW2	1-2-3
WC3	1-3	JSLW3	1-2-1-3-1-3
WC4	1-3-2-3	JSLW4	1-3
WC5	1-3	JSLW5	1-2-3
WC6	1-2-3-1	JSLW6	1-3-1-3
WC7	1-3-1-2-1-3	JSLW7	1-2-3-2-1-2-3
WC8	1-3	JSLW8	1-2-3
WC9	1-2-3-1-3	JSLW9	1-3-1-2-3
WC10	1-3-1-3	JSLW10	1-2-1-2-3
WC11	3-1-3-1-3	JSLW11	1-2-1-2-3
WC12	1-2-1-2-3-1-3-1-3-1-3	JSLW12	1-3
WC13	1-3	JSLW13	1-3-1-3-1-3
WC14	1-3-1	JSLW14	1-2-3
WC15	3-1-3	JSLW15	1-2-1
WC16	1-3	JSLW16	1-2-3-1-3-1-3
WC17	1-3	JSLW17	1-2-3-2-3
WC18	1-2-1-3	JSLW18	1-3
WC19	1-3-1-2	JSLW19	3-1
WC20	1-2-3	JSLW20	1-2-1-2
WC21	1	JSLW21	1-2-1-2-3
WC22	1-3	JSLW22	1-3
WC23	1-3	JSLW23	1-3
WC24	1-3	JSLW24	1-2-1-3-2-3
WC25	3-1-3	JSLW25	1-2-1-3

The absence of M2 in 60% of the WC and 36% of the JSLW corpora proves it to be the least frequently used move when compared to M1 and M3. This means that authors find it sufficient to outline the literature review followed by the presentation of their studies (M1-M3). Such a structural preference has also been found in studies by Öztürk (2007)[2], and Samraj (2002b) among others.

DISCUSSION AND CONCLUSION

Since we see the new step as related to the missing move, it is important to consider how others have explained the missing niche creation (M2) in their corpus. Samraj (2002b) found a significant variation in the realization of M2 in her comparison of RAs in Conservational Biology and Wildlife Behavior. M2 in the manner defined by Swales (i.e., as relating to gaps in the research world) is less frequent in Conservation Biology. Samraj claims that the missing disciplinary gap resulted from differences in these fields. She considers Conservational Biology an emerging field, as it is applied, interdisciplinary, and relatively young, but treats Wildlife Behavior as an established field, as it is more theoretical, autonomous, and historically continuous. The difficulty for scholars in Conservational Biology for identifying a niche is explained by the research territory (or disciplinary discourse) that is fluid and emergent.

Öztürk (2007) explains the lack of an M2 in his corpus from JSLW by adopting some of Samraj's observations and emphasizes that the deviation from the three-part model in his JSLW corpus stems from the fact that second language writing research is an emerging and interdisciplinary field. For Öztürk (2007), the interdisciplinary nature of the second language writing research and the diversity of the topics within this emerging field explain the repetitive use of M1 to provide more theoretical information in the absence of M2.

The explanations of Samraj (2002b) and Öztürk (2007) are insightful. However, in the present study, the WC corpus showed a higher percentage of articles lacking M2 compared to the JSLW corpus. Therefore, the reason for the deviation cannot be explained by the established-emerging field discrepancies proffered by Samraj and Öztürk. It is WC that is the more established journal in our corpus when we consider that it started publishing in 1984, and it includes studies not only on second language writing, but also on first language writing, which was institutionalized much earlier (Matsuda, 2005). Despite these factors, the WC corpus revealed greater deviation from the established three-part move organization than the JSLW corpus (60% vs. 36%) and adopted the M1-M2-M3 move structure less than JSLW (4% vs. 12%).

Leaving aside the differences between the journals in our corpus, it is still possible to take the cue from Samraj (2002b) and Öztürk (2007) and consider whether the explanation that composition is an emergent, young, and interdisciplinary field can account for the missing M2 in both these journals. Not surprisingly, a young field will not have an established discourse to cover all the areas of research that the scholars in that field may pursue. In such situations, authors may not readily identify a niche to frame their own research. However, it is not possible to say that composition is in any way younger or more emergent compared to many other disciplines in academia.

The interdisciplinary nature of composition is also an interesting hypothesis for the missing M2 in introduction. It is possible that when a field occupies a space in the interstices of diverse disciplines, scholars may perceive a fluidity in the field's discourses that might not allow them to identify a clear territory for their own research. In such cases, they might find it convenient to introduce their research objectives (M3) after identifying the broad territory relevant to their work (M1). However, interdisciplinarity is not unique to the field of composition.

In their colloquium article on second language (L2) writing presented at the 2002 meeting of the American Association for Applied Linguistics, Matsuda in his part (in Matsuda, Canagarajah, Harklau, & Hyland, 2003) states:

> Yet, even as the field matures, its dynamics do not seem to be stabilizing; the intellectual currents seem to be fluctuating more than ever before, and disagreements abound on some

of the most fundamental issues. The changing currents do not necessarily indicate that the field is underdeveloped or unstable. In an issue-driven field whose research practices are inextricably situated in complex sociocultural, institutional, and disciplinary contexts, change is not only inevitable but also desirable. In fact, the changing currents in the field of L2 writing are driven by various extemporaneous changes—demographic, technological, and disciplinary (p. 152).

Matsuda characterizes composition as an issue-driven field. If he means by issue-driven what Samraj refers to as "real world" questions, it is true that the missing M2 appears mostly in RAs that lack precedents in the research world. However, even this explanation may not be unique to composition. All research in any academic discipline is prompted by the tensions between research world and real world questions. The established discourses of the research world are always challenged by new social and material conditions. Furthermore, it is precisely this tension between real world and research world concerns that keeps the disciplinary discourse evolving. However, in favor of Matsuda we must acknowledge that certain theoretical fields of inquiry (i.e., philosophy) and hard sciences are less prone to such real world challenges to their knowledge construction activity. It is possible that composition is even more "inextricably situated in complex sociocultural, institutional, and disciplinary contexts" than many other fields. A combination of these factors may make composition more prone to fluctuation in disciplinary discourses.

Research questions prompted by the changing "sociocultural, institutional, and disciplinary" conditions, inviting diverse theories and methods adopted for inquiry, may result in a lack of a fixed and bounded knowledge tradition (or "research world") that composition researchers can draw from. In other words, such research questions are not prompted by the existing disciplinary discourse. The range of subjects discussed and research questions posed show a very vibrant but heterogeneous field. A perusal of the contents of the articles in our corpus from both journals shows that the RA introductions in this corpus deal with diverse subjects and research foci emerging from real-world concerns. Writing is discussed in relation to working memory, online messaging, medical discourse, advertising, technology development, oral testimony, nonacademic discourse styles, literacy practices of urban youth, and the rhetorical practices of theologians. When scholars adopt diverse theoretical and methodological traditions in such issues-driven articles, it becomes difficult to sustain common strands of conversation that would contribute to the construction of unified disciplinary discourses. Under these conditions, it is difficult for some authors to definitively identify or establish a niche for their own research in relation to prior research and scholarly conversations. Therefore, they expand the territory through inferences, deductions, and guesses to justify the importance and need for their study (in M1S2). Unable to establish a clear niche (as would be expected in M2) in a disciplinary territory that does not fully address their concerns, they resort to situating their research in the discipline by making more indirect and hypothetical connections to the territory. However, we must once again add the caveat that more journals in composition should be examined before anyone generalizes for the whole discipline.

The analysis in the present study reveals that authors who did not M2 were observed to use M1S2 to make up for the absence of M2. It appears that the authors are making the necessary narrowing down from background information (M1S1) to the announcement of their study (M3S1) with the help of territorial justification (M1S2) when they do not have the means to effectively establish a niche in the way described by Swales (1990). They are making a niche of sorts at another textual location (i.e., at M1S2 rather than in M2).

Our study shows the creativity of authors who maintain coherence by devising an additional step in the prior move to situate their study in the disciplinary discourse. M2 assumes a coherent and settled body of knowledge shared by all scholars in a discipline. M2 may also play a conservative role in framing novel areas of research and research questions according to preexisting discourses and constructs. For a discipline's discourses to change and evolve in radically new directions, scholars may have to negotiate M2 more critically and strategically. This study reminds students and scholars to be open to adopting new strategies to maintain coherence and be persuasive when they find the established disciplinary discourses too narrow or limiting for their purposes.

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ENDNOTES

[1] We abbreviated Move as M and Step as S hereafter.

[2] SinceÖztürk studied a JSLW corpus, we owe an explanation to our readers. He identifies the M1-M3 structure (in 30% of his corpus) as the second prominent move organization in his JSLW corpus. The most prominent move organization in Öztürk's JSLW corpus (i.e., M1-M2-M1-M3) was observed only in one RA introduction in both the WC (18) and the JSLW (25) corpora in our study. The divergence can be explained by many factors. We study a larger corpus from more recently published RAs, while Öztürk uses a smaller, chronologically earlier corpus. He also uses Swales' 1990 formulation of CARS, whereas we use the most recent.

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