

Expression of Stance in Lower- and Upper- Level Students' Writing in Business Administration at English-Medium University in Burundi

Authors : Clement Ndoricimpa

Abstract : The expression of stance is highly expected in writing at tertiary level. Through a selection of linguistic and rhetorical elements, writers express commitment, critical distance and build a critically discerning reader in texts. Despite many studies on patterns of stance in students' academic writing, little may not be known about how English as a Foreign Language students learn to build a critically discerning reader in their texts. Therefore, this study examines patterns of stance in essays written by students majoring in business administration at English-medium University in Burundi as part of classroom assignments. It draws on systemic functional linguistics to analyze qualitatively and quantitatively the data. The quantitative analysis is used to identify the differences in frequency of stance patterns in the essays. The results show a significant difference in the use of boosters by lower- and upper-level students. Lower-level students' writing contains more boosters and many idiosyncratic sentence structures than do upper-level students' writing, and upper-level students' essays contain more hedging and few grammatical mistakes than do lower-level students' essays. No significant difference in the use of attitude markers and concessive and contrastive expressions. Students in lower- and upper-level do not use attitude markers and disclaimer markers appropriately and accurately. These findings suggest that students should be taught the use of stance patterns in academic writing.

Keywords : academic writing, metadiscourse, stance, student corpora

Conference Title : ICLCTS 2019 : International Conference on Linguistics, Communication and Translation Studies

Conference Location : Tokyo, Japan

Conference Dates : March 25-26, 2019