

The Logicality of “Concession” in the Opinion Essays of Highly Advanced Learners

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Keywords: Opinion essays, “concession”, logicality in written discourse, highly advanced learners

This research analyses the functions of “concession” seen in opinion essays written by highly advanced learners and clarifies the effective patterns of “concession” in opinion essays. In this research, “concession” is broadly interpreted to mean “the sections in which writers provide information advantageous to or show understanding towards the opposing opinion, or provide information disadvantageous to or point out the problems and limits of their own opinion in writing”.

The results of analyzing the functions of “concession” in 47 essays written by highly advanced learners using the structure of the text and patterns of logical development of the argument as a clue, the following 4 major categories and respective subcategories of “concession” were found: (1) Acknowledgement of the opposing point of view; (2) Provision of material beneficial to the opposing point of view; (3) Presentation of information that conflicts with the writer’s argument; (4) Indication of the weak points of the writer’s argument.

After analyzing the relationship between text structure and “concession”, it also became clear that specific subcategories of “concession” were used in the “Introduction”, “Body” and “Conclusion” respectively.

1. Introduction: 1-1 Acknowledgement of the opposing point of view → Presentation of argument; 3-1 Presentation of information that conflicts with the writer’s argument → Presentation of argument
2. Body: 2-1 Provision of material beneficial to the opposing point of view → Rebuttal; 4-1 Indication of the weak points of the writer’s argument → Rebuttal
3. Conclusion: 1-1 Acknowledgement of the opposing point of view → Reconfirmation; 1-3 Recognition of the opposing point of view → Proposal

Based on the results of the analysis above, the patterns of the logical structure and important points when incorporating “concession” in the “Introduction”, “Body” and “Conclusion” paragraphs in opinion essays were observed. The information obtained from this research may be beneficial in the writing instruction of advanced and highly advanced students when teaching a logical and effective way of “conceding”.