

Central Lancashire Online Knowledge (CLOK)

Title	What makes a successful spoken request? Using corpus tools to analyse learner language in a UK EAP context
Type	Article
URL	https://clock.uclan.ac.uk/id/eprint/12062/
DOI	
Date	2014
Citation	Jones, Christian and Halenko, Nicola (2014) What makes a successful spoken request? Using corpus tools to analyse learner language in a UK EAP context. <i>Journal of Applied Language Studies</i> , 8 (2). pp. 23-41.
Creators	Jones, Christian and Halenko, Nicola

It is advisable to refer to the publisher's version if you intend to cite from the work.

For information about Research at UCLan please go to <http://www.uclan.ac.uk/research/>

All outputs in CLOK are protected by Intellectual Property Rights law, including Copyright law. Copyright, IPR and Moral Rights for the works on this site are retained by the individual authors and/or other copyright owners. Terms and conditions for use of this material are defined in the <http://clock.uclan.ac.uk/policies/>

What makes a successful spoken request? Using corpus tools to analyse learner language in a UK EAP context



Name: [Apples-v8-issue2-](#)
Size: 384.8Kb
Format: PDF
Description: Publisher's PDF
Downloads: 52

Citation:

Jones, C. & Halenko, N. (2014). What makes a successful spoken request? Using corpus tools to analyse learner language in a UK EAP context. *Apples: journal of applied language studies*, 8 (2), 23-41. Retrieved from <http://apples.jyu.fi>

Title: What makes a successful spoken request? Using corpus tools to analyse learner language in a UK EAP context

Author: Jones, Christian; Halenko, Nicola

Abstract: This study analyses the language of successful spoken requests used by Chinese intermediate level English for Academic Purposes (EAP) students in Discourse Completion Tasks (DCTs) at a UK higher education institution. Using corpus tools, the authors examined the frequent words, chunks and moves in request data and compared this to general reference corpora. Findings suggest that successful spoken requests often made use of high frequency modals and chunks. The data also demonstrated that the use of appropriate request moves were often associated with success, even if the language used contained linguistic errors. The findings have important implications for how spoken requests are taught in an academic context. The study also shows how learner data can be analysed with open-access corpus analysis tools used to provide a model of successful learner language; something which may be a more achievable model to aspire to than native speaker language.

Publisher: Centre for Applied Language Studies, University of Jyväskylä

Date: 2014

ISSN: 1457-9863

Subjects: [university students](#) [corpus tools](#) [ESL](#) [English for Academic Purposes](#)

Rights: © The Author(s)

Original source: <http://apples.jyu.fi/ArticleFile/download/453>

Permanent link to this item: <http://urn.fi/URN:NBN:fi:jyu-201406182072>

[Show full item record](#)

This item appears in the following Collection(s)

- [2014, Volume 8, Issue 2](#) [5]

Related publications

- Teacher-researchers Exploring Design-based Research to Develop Learning Designs in Higher Education Language Teaching (2012)
- The Corpus of Advanced Learner Finnish (LAS2): Database and toolkit to study academic learner Finnish (2014)
- Vocabulary for the student office personnel of the Häme Polytechnic : a resource/self-study material package (2000)
- Teamwork as an interactional resource : a case study of a seller-buyer negotiation (2000)
- Music-related nostalgic experiences of young people living in migration (2012)

More from authors

None found