

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**A CORPUS–BASED STUDY OF AMPLIFIERS IN LATVIAN EFL
LEARNERS’ WRITING**
MA Thesis

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ABSTRACT

The aim of this study is to examine the use of amplifiers in the writing of Latvian learners of English. The investigation is based on data from the LEFL (Latvian EFL Learner) corpus and the GiG (Growth in Grammar) corpus, allowing for a comparison between foreign–language (L2) and first–language (L1) English usage. The focus on amplifiers was motivated by a preliminary analysis, which revealed that adverbs of degree, more specifically amplifiers, produced the highest number of occurrences in the corpus. The most frequent amplifiers – *really*, *very*, and *more* – aligned with findings from previous studies, confirming their status as common modifiers. While adjectives were the most frequently modified items across both corpora, the native speaker data displayed a greater variety of modified words, whereas the learner corpus exhibited a broader range of amplifier. Furthermore, the study explored potential first–language (L1) influence on foreign–language (L2) usage; however, it was concluded that the dataset was too limited in size to draw definitive conclusions regarding this aspect.

Keywords: adverbs of degree, amplifiers, corpus linguistics, Latvian EFL learners

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LIST OF ABBREVIATIONS

AmE – American English

BrE – British English

CEFR – Common European Framework of Reference

EFL – English as a Foreign Language

GiG – Grammar in Growth corpus

L1 – first language

L2 – second language

LLVV – Latviešu literārās valodas vārdnīca (Dictionary of Latvian Literary Language)

POS – parts of speech

INTRODUCTION

Adverbs of degree are modifiers that describe the quantity, intensity, or degree to which a characteristic applies (Biber et al. 2021; Smiltņiece 2013). Biber et al. (1999, 2021) and Quirk et al. (1985) distinguish between two main types of degree adverbs, which indicate whether the extent or degree is greater or less than usual: amplifiers (intensifiers) and diminishers (downtoners). In the context of this study, the preliminary analysis revealed that the total number of amplifiers was much higher than that of diminishers; hence, the primary focus will be on the former.

In most cases, amplifiers modify adjectives, but they can also co-occur with verbs and other adverbs (Quirk et al. 1985; Davydova 2024). Similar to English, amplifiers in Latvian modify the same parts of speech and are used to specify quantity or intensity, as illustrated by Smiltņiece (2013: 612) with examples such as *ļoti daudz* (very much), *tik žēl* (so sorry), and *pārļieku steigties* (rushing too). Moreover, corpus data has shown that certain amplifiers form collocations that are common in either spoken or written language (Biber et al. 2021; Xiao and Tao). Additionally, sources from both languages suggest that amplifiers have an important role in allowing the speaker to express their attitudes and highlight emotionally laden pivots in a conversation (Davydova 2024: 865; Smiltņiece 2013). The patterns of intensification can also be explained from the perspective of the speakers age (Itao and Tagliamonte 2003; Tagliamonte 2008; Pérez-Paredes and Díez-Bedmar 2012; Paredes and Sánchez-Tornel 2014); the study by Paredes and Sánchez-Tornel (2014) proposing a need for more thorough examination on the use of adverbs starting from Form 9, as there were no significant findings from studies focusing on the use of amplifiers by younger learners.

Previous studies on Latvian learner English (Zvejņiece 2013; Līduma 2013; Bērziņa 2013; Mališeva 2016; Bankova 2021) have only addressed such points as the use of articles, lexical

density, sentence varieties, error analysis, and the role of multilingual competence in the acquisition of English syntax. However, three studies support the argument that, due to students' limited knowledge of adverbs, there is a need for further research on the use of adverbs in lower-level writing. Ločmele (2015) conducted a study in which she explored the use of grammatical cohesion in learners' writing by using a written Form 9 English language examination corpus. The results showed that lower-secondary students rely mostly on pronouns, conjunctions and comparative structures including adverbs *more* and *too*. By researching the teaching practices of adjectives and adverbs in Latvian schools, Visocka (2010) concluded that students' knowledge of adjectives and adverbs is insufficient for expressing emotions and attitudes in spoken and written language. Supporting these findings, my experience teaching both English and Latvian as foreign languages has made me more aware of students' difficulties learning adverbs, often evident when they struggle to provide examples. This observation is further complemented by Ciemiņš (2022) who analyzed thirty articles on modern technology and reported two main findings: the use of adverbs averages to 3.51%, with adverbs of degree being the most common type, and in 65% of cases, adverbs modify verbs. Given that there are no studies focusing on the use of adverbs of degree by lower-secondary school students, this study aims to address this gap by analyzing adverb usage in learner texts, with the intent of making meaningful contributions to both learner language research and language teaching practices.

When combining and analyzing the learner language data, corpus analysis plays a crucial role due to its significance in providing comprehensive and data-driven insights. (Kalnbērziņa 2012; Stefanowitsch 2020). Since the publicly available Latvian National Corpus Collection consists only of corpora addressing learner language in Latvian, a new corpus of A2/B1 level students' writing will be created for the purposes of this study. The corpus will consist of 87 texts

written by Form 9 students in one of the gymnasiums in Latvia. as it includes essays, written assignments, and reports produced by students of the same age group (Form 9).

The aim of this study is to analyze the use of adverbs of degree — more specifically, amplifiers — in Latvian EFL learners' writing and to examine their frequencies (including collocations proposed by Biber et al. 2021) and functions as modifiers of other parts of speech. The findings will be compared to data from native English speakers using the Growth in Grammar corpus. Since amplifiers primarily modify adjectives, the second focus of the analysis is on amplifier–adjective combinations, examined in relation to the content of the research material. Additionally, the literature review section provides information and examples on the use of amplifiers in Latvian to explore potential L1 influence on L2 output. Subsequently, the research questions of the study are:

- a) How do the frequencies of amplifiers, along with their meanings and uses, vary across written Latvian ELF learner data?
- b) How do the most common amplifier–adjective combinations in LEFL and GiG differ in terms of frequency and usage patterns?
- c) What evidence of L1 transfer in the use of amplifiers is found in the writing produced by Latvian EFL learners?

Outline of the thesis:

Chapter One outlines the properties and functions of adverbs of degree, with five subchapters dedicated to the semantic categories of adverbs in English and Latvian, the role of adverbs of degree as modifiers, the classification of degree adverbs into amplifiers, amplifiers in Latvian, and findings from previous studies on the use of amplifiers in learner language.

The corpus–based analysis in Chapter Two is divided into four subchapters. The first one introduces the LEFL and GiG corpora and gives more insight into the content of the research

material. The second describes the data preparation and extraction process as well as the preliminary analysis which was carried out to narrow down the research sample. The following result section combines three aspects: the overall frequencies of amplifiers, amplifiers as modifiers and adverb–adjective combinations. The last section compares the results to the findings discussed in the literature review.

1. ADVERBS OF DEGREE

This chapter provides an overview of the semantic categories and syntactic properties of adverbs of degree in English and Latvian. As the focus of this thesis is on amplifiers, separate sections are dedicated to discussing their classification, function as modifiers, and frequency in both spoken and written language, alongside findings from previous studies on learner language. The first section introduces how adverbs are classified both in English and Latvian, providing a basic comparison that helps contextualize the later discussion of degree adverbs and amplifiers.

1.1 Semantic categories of adverbs in English and Latvian

In the English language, the word *adverb*, according to Quirk et al. (1985: 438), refers to the head of an adverb phrase, which has distinct syntactic and semantic properties. In contrast, Pittner et al. (2015) argue that it is a notoriously difficult category to define, earning the title of ‘the most problematic part of speech.’ This complexity is not unique to English; in Latvian, adverbs (*apstākļa vārdi*) are similarly categorized based on their function and syntactic properties. According to Spektors (2010), an adverb is a part of speech that belongs to the indeclinable words and defines the properties of an action or a state. Similarly to English, it can be used to describe the characteristics of an adjective or another adverb. In sentences, adverbs typically function as modifiers of other elements, with their roles corresponding to their semantic categories. (Kalnača and Lokmane 2021). In order to look more closely at the adverbs as modifiers, the semantic classification of adverbs in both languages will be explained first.

While adverbs can cover a wide range of semantic categories and their meanings may vary depending on context, Biber et al. (2021: 549) specify seven main ones: place, time, manner, degree, additive/restrictive, stance, linking and other meanings. Biber et al. (2021) explain that not all adverbs have fixed semantic categories, thus the meaning depends on the context in which it is

used. For example, *really* can be an adverb of degree (*It's probably really easy to use*), intensifying the adjective *easy*, or an adverb of stance (*I really could care less who the people are*), commenting on the reality or actuality of the proposition (Biber et al. 2021: 551–560). The difficulty of categorizing certain adverbs into a single semantic class is noted in earlier sources (Huddleston and Pullum 2002: 576; Swan 2016; Quirk et al. 1985: 479); however, more recent frameworks (e.g., Biber et al. 2021) have been prioritized in this study to reflect current developments in the field.

Adverbs exhibit a wide range of meanings and functions, which has led to variation in their classification within the Latvian grammar discourse over time. *Mūsdienu latviešu literārās valodas gramatika* (The Grammar of Modern Latvian Literary Language, Auziņa et al. 2013) divides it into two major categories: descriptive adverbs (type, degree) and condition adverbs (place, time, cause or purpose) with a separate distinction of condition adverbs (Smiltneiece 2013). Paegle's (2003) classification includes place, time, manner, degree and purpose or condition. In the newest edition of *Latviešu valodas gramatika* (Latvian Grammar) Smiltneiece (2013) defines six semantic categories: place 'vietas', time 'laika', manner 'veida', degree 'mēra', purpose ' nolūka' or cause 'cēloņa' and condition 'stāvokļa'.

A closer examination of the category of degree in both languages reveals that sources in English and Latvian (Biber et al. 2021; Quirk et al. 1985; Smiltneiece 2013; Paegle 2003; Kalnača and Lokmane 2021) consistently define it in terms of modifying the quantity or intensity of a characteristic, state, or action. When looking at specific examples, degree adverbs in Latvian often have direct equivalents in English, such as *ļoti* – very, *tik* – so, and *vairāk* – more (Smiltneiece 2013: 612–613). The key difference lies in their functions as modifiers: in Latvian, most degree adverbs can modify verbs, adjectives, and other adverbs, whereas in English this is not always the case. The following section therefore examines the functions of degree adverbs as modifiers in English in greater detail.

1.2 Adverbs of degree as modifiers of adjectives, adverbs and verbs

Among the various semantic categories of adverbs, degree adverbs play a crucial role in modifying the intensity or extent of a verb, adjective, or another adverb (Biber et al. 1999, 2021; Bolinger 1972; Huddleston & Pullum 2002; Quirk et al. 1985). With regard to parts of speech, adverbs characteristically modify verbs and other categories — particularly adjectives and other adverbs — but not nouns (Huddleston & Pullum 2002: 563). Although degree adverbs can modify categories beyond adjectives, adverbs, and verbs, the present discussion will focus on these three categories, as the LEFL corpus does not contain examples of other cases.

Before looking at each of the cases separately, it is important to note that certain adverbs of degree do not occur as modifiers of all three parts of speech. Huddleston and Pullum (2002: 584) have composed a list of degree modifiers (see Table 1) which function as modifiers of adjectives and adverbs, including some cases of exceptions: ‘c’ meaning the adverb occurs with comparisons and in most cases *too*, ‘v’ meaning the adverb does not modify verbs. Although Table 1 lists many adverbs that can act as degree modifiers, not all of them are considered adverbs of degree. Therefore, for this discussion, it is important to focus only on those adverbs (*more, very, too, etc.*) that have been classified as degree by other sources as well (Biber et. al. 2021; Quirk et al. 1985).

Table 1. Adverbs that function as modifiers of degree (Huddleston and Pullum 2002: 584)

<i>about</i>	<i>almost</i>	<i>altogether</i>	<i>as – v</i>	<i>bloody</i>	<i>damn – v</i>
<i>dead – v</i>	<i>downright</i>	<i>even – v c</i>	<i>extra – v</i>	<i>far – c</i>	<i>how</i>
<i>however</i>	<i>indeed</i>	<i>jolly – v</i>	<i>just</i>	<i>least</i>	<i>less</i>
<i>mighty – v</i>	<i>more</i>	<i>most</i>	<i>not</i>	<i>outright</i>	<i>plain – v</i>
<i>pretty – v</i>	<i>quite</i>	<i>rather</i>	<i>real – v</i>	<i>so</i>	<i>somewhat</i>
<i>still – c</i>	<i>too – v</i>	<i>very – v</i>	<i>way c</i>	<i>well</i>	<i>yet</i>

Although *really* is not mentioned on this list, Huddleston and Pullum (2002) point out the similarities with its informal form *real*, which can be used as a modifier of both adjectives and adverbs. However, as illustrated by the example *I real/really like him*, only the neutral variant can be used with verbs. Given these points, the formal variants of intensifying adverbs are part of an ongoing process of grammaticalization, which enables a broader range of collocates across multiple parts of speech (Zhiber and Korotina 2019).

Adverbs of degree primarily modify adjectives, usually preceding the adjective that they modify. According to Biber et al. (1999; 2021) and Quirk et al. (1985), adverb + adjective pairs are first and foremost modified by adverbs of degree, the most common scaling device being intensifiers (for a more detailed discussion, see Section 1.3). Adverbs *quite*, *real*, *really*, *too*, *pretty* and *very* are relatively frequent in spoken language, whereas *more*, *quite* and *very* are more characteristic to academic prose (Biber et al. 2021). Paradis (1997), in her study of adjective modification in spoken and written language, identified similar patterns of amplifier usage, noting that degree modifiers are generally more frequent in spoken discourse. This tendency can be explained by the fact that conversational language typically exhibits a more limited range of adjectives, whereas academic writing tends to employ context-specific vocabulary rather than general evaluative terms (Biber et al. 2021). The following examples illustrate differences in lexical choice and register between conversational and academic language.

- (1) a. *That task is **very** difficult.* (CONV)
 b. *He found it **challenging** to regain his usual level of attention.* (ACAD)

Based on the Brown Corpus (1967) Biber et al. (1999: 545; 2021: 542) have identified a set of the most common adverb–adjective collocates (Table 2) in American and British English as well as the two previously mentioned registers.

Table 2. Most common adverb–adjective collocates in spoken and academic data (BAWE corpus) (Biber et al. 2021: 542)

AmE		BrE		number of times per million words
conversation	academic prose	conversation	academic prose	
<i>pretty good</i>		<i>very good</i>		100
<i>really good</i>		<i>very nice</i>		
<i>too bad</i>		<i>quite good</i>		50
<i>very good</i>		<i>really good</i>		
<i>really bad</i>		<i>pretty good</i>	<i>more general</i>	20
<i>really nice</i>		<i>quite nice</i>	<i>quite different</i>	
<i>too big</i>		<i>really nice</i>	<i>very difficult</i>	
<i>very nice</i>		<i>too bad</i>	<i>very important</i>	
			<i>very large</i>	
			<i>very low</i>	

Gradable adjectives, also known as degree adjectives, play a pivotal role in the modification and comparison of qualities (Bolinger 1972; Paradis 1997). Biber et al. (2021: 519) explain that most common adjectives tend to undergo degree or comparative modification. For instance, the ten most common adjectives in the Corpus of London Teenage English that are modified by *really* (*good, nice, funny, bad, sad, cool, pissed off, weird, crap, and nasty*) are all gradable and can also be found in collocations with *very* and *extremely* (Lorenz 1999). Non-gradable adjectives, on the other hand, cannot be marked for comparative or superlative degree or modified by degree adverbs; instead, they are often paired with other types of adverbs.

- (2) a. *quite motionless*
 b. *really tremendous*

Because of the focus on learner language, it is important to highlight this distinction, as it has been addressed in previous studies on adjective modification in learner language (Davydova 2024; Hasselgård 2023; Savchenko 2022). Davydova (2024: 869) suggests that it is best to leave non-

gradable adjectives out of the discussion as the qualities denoted by such adjectives cannot be modified for degree.

In cases where an adverb modifies another adverb, it normally indicates degree or focus on a specific type (Huddleston and Pullum 2002: 573). Moreover, degree adverbs constitute the only class of adverbs capable of modifying other adverbs (Quirk et al. 1985). Examples provided by Quirk et al. (1985: 449) demonstrate that the same degree adverb can modify both adjectives and adverbs:

- (3) a. *It's **very** dark.* (ADJ)
 b. *They are smoking **very** heavily.* (ADV)

In conversation, the intensifier *right* typically modifies adverbs of place and time (e.g., *They're in this really hairy lawsuit right [now]*). *Just* functions similarly, although it is more common in British than in American English, as illustrated by examples such as *I think we'll pull it off just [now]*. Also frequent is the use of *really*, as in *It's probably really easy to use* (Biber et al. 2021: 560). However, it is important to note that, although there are occasional exceptions (e.g., *He reasoned extremely soundly*), the combination of two *-ly* adverbs is very rare (Quirk et al. 1985: 449).

Similarly to the adverb + adjective collocations, corpus findings by Biber et al. (2021) suggest certain adverb modification patterns across different registers (Table 3). Most of these indicate qualifying amounts of something or are used for qualifying comparison. Some of the adverb–adverb collocations in British and American English overlap; however, the primary distinction lies in their frequency across spoken and written registers. For example, the collocation *very much* occurs in both varieties and appears in both conversation and academic prose in British English, though it is more frequent in conversation:

(4) *Thank you **very much** for listening.* (CONV)

*The findings of this study **very much** support the previous research.* (ACAD)

(Biber et al. 2021: 544)

This suggests that the use of certain amplifiers is not restricted to a single register, although there is a general tendency for some amplifiers to occur more frequently in spoken discourse.

Table 3. Most common adverb–adverb collocates in spoken and academic data (BAWE corpus)
(Biber 2021: 542)

AmE	BrE		number of times per million words
	conversation	academic prose	
<i>right now</i>			100
<i>pretty much</i>	<i>very much</i>	<i>much more</i>	50
<i>right here</i>			
<i>right there</i>			
<i>so much</i>			
<i>very much</i>			
<i>much better</i>	<i>too much</i>	<i>much less</i>	20
<i>much more</i>			
<i>pretty soon</i>			
<i>pretty well</i>			
<i>really well</i>			
<i>too much</i>			
<i>very well</i>			
<i>so fast</i>	<i>just now</i>	<i>very much</i>	10
<i>so well</i>	<i>just there</i>		
	<i>much better</i>		
	<i>quite well</i>		
	<i>really well</i>		
	<i>right now</i>		
	<i>very often</i>		

Lastly, compared to adjectives and adverbs, the modification of verbs by degree adverbs is less common and has received less scholarly attention. Examples 5 and 6 from Zhiber and Korotina (2019: 74) illustrate instances in which degree adverbs function as both premodifiers and postmodifiers of verbs.

(5) *I **totally** support the administration with respect to that.* (PREMOD)

(6) *And I agree **entirely** with my esteemed colleague Joe.* (POSTMOD)

According to Diani (2008) the most noteworthy intensifier to modify verbs is *really*, co-occurring with attitudinal verbs like *want* and *like*. In many cases, these combinations occur in constructions where the subject is the first person pronoun *I*. Unfortunately, this case is not as simple as it seems due to multifaceted nature of *really*, acting as both an adverb of degree and stance:

(7) a. *It's **really** wonderful.* (DEGREE)

b. *This is not **really** significant* (STANCE)

(Diani 2008: 302)

Another aspect, though less frequently discussed, is degree adverbs as modifiers of particles in phrasal verbs. This is briefly mentioned by Biber et al. (2021: 545) and Quirk et al. (1985: 449), who provide examples such as *He knocked the man right [out]* and *It's really filled the room right [up]*.

The role of adverbs of degree is to modify the intensity of adjectives, adverbs and verbs (Biber et al. 1999, 2021; Bolinger 1972; Huddleston & Pullum 2002; Quirk et al. 1985). In the context of this study, this section discusses findings and examples that are relevant to the preliminary findings, identifying the modification of adjectives, adverbs and verbs. As noted by the authors listed in this section (Biber et al. 2021; Lorenz 1999; Zhiber and Korotina 2019), the frequencies of degree adverbs can be attributed to the patterns of spoken and written language. However, certain limitations must be acknowledged, including the restriction of some adverbs (e.g.,

pretty, too, very) to the modification of adjectives and adverbs, the behavior of non-gradable adjectives and the rare combination of two *-ly* adverbs (Quirk et al. 1985; Paradis 1997; Huddleston & Pullum 2002). With this in mind, the following section zooms in on the topic of intensification and the terms associated with it.

1.3 Amplifiers

To examine the aspect of intensification, it is first necessary to discuss the terms used to describe it. Stoffel (1901) uses the term “intensive adverbs”, while Bolinger (1972) refers to “degree words” when discussing the properties of intensification. Both Bolinger (1972) and Quirk et al. (1985) use the term intensifiers to describe an intensity scale that is not limited solely to increasing intensification. Quirk et al. (1985) further propose a more specific classification within this category. Table 4 summarizes the classification of intensifiers while illustrating the properties of each unit in context.

Table 4. The classification of intensifiers (Quirk et al. 1985: 589–590)

AMPLIFIERS	maximizers	They <i>fully</i> appreciate our problems.
	boosters	They <i>greatly</i> admire his music.
DOWNTONERS	approximators	He <i>practically</i> forced him to resign.
	compromisers	I <i>kind of</i> like him.
	diminishers	I <i>partly</i> agree with you.
	minimizers	She <i>scarcely</i> knows me.

The analysis of degree adverbs by Biber et al. (1999, 2021) suggests that the terms amplifiers and intensifiers are used interchangeably to describe an increase in intensity. On the contrary, degree adverbs that reduce the effect of the modified item are usually referred to as diminishers or downtoners (Quirk et al. 1985; Ito and Tagliamonte 2003). In this study, the term amplifiers will be used to further discuss those adverbs that maximize or boost meaning.

The framework by Quirk et al. (1985: 590) distinguishes two types of amplifiers: maximizers, which describe the upper end of the scale, and boosters, which indicate a high point on the scale. Maximizers constitute a relatively closed set in English while boosters are open-ended (Xiao and Tao 2007: 245). Ito and Tagliamonte (2003: 258) contrast the two types with the following examples:

(8) *I mean the chocolate making is **completely** different.* (MAXIMIZER)

*They're **very** nice, and **very** catholic.* (BOOSTER)

Conversely, Quirk et al. (1985) explain that the distinction between the two is not entirely explicit. Depending on their position (premodifier or postmodifier), maximizers can express either a very high degree or the absolute extreme. This is also addressed by Xiao and Tao (2007); however, their conclusion is not to distinguish between the two subcategories but rather to consider both as amplifiers.

Findings from the section on degree adverbs as modifiers highlighted a strong association between degree adverb usage and differences across spoken and written language (Biber et al. 2021). Thus, it is essential to examine the frequencies of amplifiers within the context of both registers. Research based on native-speaker data (Xiao & Tao 2007; Ito & Tagliamonte 2003; Zhiber & Korotina 2019) demonstrates that *very*, *really*, and *so* are the most frequent amplifiers, predominantly occurring in spoken discourse, although they are also found in written texts.

Xiao and Tao (2007) compile the frequencies of amplifiers in spoken and written data normalized to a common base of one million words as well as the log-likelihood (LL) scores computed on the basis of raw frequencies (Table 5). On the whole, these findings point out that amplifiers are over twice as frequent in spoken as in written English with a statistically significant difference.

Table 5. Distribution of amplifiers in spoken and written language (instances per million words)

(Xiao and Tao 2007: 246)

Category	Amplifier	Spoken	Written	LL score
Significantly more frequent in speech	really	1726.31	327.84	24645.56
	very	2421.36	1083.15	10856.41
	quite	1050.50	332.64	8553.00
	absolutely	182.66	43.34	2110.16
	bloody	88.38	9.62	1863.40
	pretty	107.62	43.70	586.65
	real	21.56	2.29	460.89
	jolly	18.95	7.66	104.08
	terribly	23.11	10.62	97.85
	dead	19.05	8.26	91.29
	damn	8.80	2.58	79.56
	awfully	9.77	3.17	76.69
	totally	77.55	56.04	67.27
Significantly more frequent in writing	highly	26.78	100.01	724.28
	fully	39.65	96.07	404.11
	deeply	7.45	40.16	386.98
	heavily	10.35	43.86	355.18
	greatly	7.35	36.90	339.28
	particularly	153.65	230.24	270.50
	wholly	5.22	24.76	218.61
	considerably	11.02	31.67	171.28
	entirely	40.23	72.46	161.13
	severely	5.41	19.22	132.57
	utterly	3.96	13.86	94.13
	badly	25.53	44.95	93.60
	extremely	46.41	71.14	91.88
	by far	2.42	10.19	82.08
	exceptionally	2.80	9.98	68.97
	thoroughly	11.80	22.04	54.08
	perfectly	33.17	45.61	35.07
	completely	79.48	86.12	4.87
Not statistically significant	enormously	7.06	8.48	2.35
	incredibly	6.87	8.13	1.95
Total		6282.22	2946.74	25294.48

This study found that spoken language tends to favor informal amplifiers such as *really*, *bloody*, *real*, *terribly*, *dead*, and *damn*, alongside more general amplifiers such as *very* and *quite*. Although a wider range of amplifiers is employed in writing, high-frequency amplifiers are predominantly found in speech due to intensification being more prevalent in speech overall (Xiao & Tao 2007: 247).

The results by Zhiber and Korotina (2019) provide a similar account of amplifier usage (Table 6) with *very* as the most popular intensifying adverb and with the frequency over five times as great as the frequency of *so* and *really*.

Table 6. The most frequent intensifying adverbs in American and British English (spoken data) (Zhiber and Korotina 2019: 85)

INTENSIFYING ADVERB	AMERICAN ENGLISH	BRITISH ENGLISH
<i>very</i>	54.7%	60.6%
<i>so</i>	17.7%	13.5%
<i>really</i>	12.4 %	12.2%
<i>pretty</i>	7.7%	3.6%

Also Paradis (1997: 41–43) found that *very* was the most frequent amplifier in her study, typically modifying gradable adjectives. It frequently occurs in neutral contexts and, over time, has undergone semantic bleaching, leading to a loss of intensity as compared to emotionally stronger alternatives such as *really* and *absolutely*. Moreover, Paradis (1997) notes that while *very* remains widely used, speakers often prefer stronger or more emotionally charged amplifiers when greater emphasis is required.

Ito and Tagliamonte (2003) observed similar results, identifying *really*, *very*, and *so* as the most frequent amplifiers. Their study also looked at the differences in amplifier use by age. *Very* is the most frequently used intensifier for speakers over 35, but it is declining rapidly among the under-35-year-olds. In contrast, *really* is hardly ever used among the over-35-year-olds but is increasing in the youngest age group (Ito and Tagliamonte 2003: 267). The choice of amplifiers can also be influenced by cultural factors and age-specific language trends. Davydova's (2024: 879) study on advanced L2 university students studying alongside native speakers found that L2

speakers tend to follow the trend set out by their L1 peers in that they use *really*, *very*, and *so* as their preferred markers of intensification.

1.4 Adverbs of degree as intensifiers in Latvian

The previous discussion examined the broader category of adverbs in both English and Latvian. As the focus of this study is adverbs of degree, specifically amplifiers in the writing of Latvian learners of English, it is necessary to look more closely at these categories in Latvian and identify factors that might influence L2 output. This section discusses adverbs of degree as modifiers in Latvian, as well as sources that address intensifiers (amplifiers and diminishers). Notably, the translation of Latvian Grammar by Kalnača and Lokmane (2021) uses the term adverbs of measure; however, to maintain consistency in terminology, only the terms adverbs of degree and degree adverbs will be used throughout this section.

The category of degree adverbs in Latvian comprises adverbs which point out the quantity or intensity of an action or characteristic (Paegle 2003). According to Sokols (1959: 694–695) and Smiltņiece (2013: 612), adverbs of degree can also express the scale of completion in relation to verbs (9) and their particle forms (10), as well as the degree or scale when modifying adverbs (11) or adjectives (12).

(9) *pārlietu steigties* (rushing **too** much)

(10) *viņš bija ļoti sadusmojies* (he was **very** angry)

(11) *man ir tik žēl* (I am **so** sorry)

(12) *skaņa bija ļoti klusa* (the sound was **very** quiet)

These adverbs can point to sufficient, insufficient or comparative degree of the characteristic or action which is specified by further context (Paegle 2003). In the context of this study, it is important to note that as opposed to English, in Latvian adverbs of degree primarily modify verbs

and their particle forms. This can be highlighted by the following example where the Latvian sentence showing verb modification corresponds to noun modification in the English translation.

- (13) *Kārlim rotaļlietu ir gana.* (Kārlis has **enough** toys)
(Kalnača and Lokmane 2021: 321)

There are no set terms to describe amplifiers in Latvian; however, both Sokols (1959) and Smiltneiece (2013: 612–615) provide examples where adverbs from this group can point to the intensity of the modified adjective or adverb by either amplifying (*drīz tapa pavisam gaišs* ‘it soon became really bright’) or diminishing its characteristic (*Jānis ātri, gandrīz pikti atteica* ‘Jānis answered quickly, almost angrily’).

Paegle (2003), on the other hand, has a more specific distinction and her descriptions of degree adverbs resemble the intensifier categories proposed by Quirk et al. (1985). In the first subcategory, Paegle (2003) notes that adverbs of degree can express that a characteristic is present to a sufficient extent. In Example 14, the adverb *diezgan* ‘enough’ indicates that the state expressed by the verb *palika* ‘remained’ has been realized to a sufficient degree.

- (14) *Vakaros tēvs vārīja ēdamo, no kura man vienmēr palika diezgan nākamai dienai.*
(In the evenings my father made food which I had **enough** for the next day)
(Paegle 2003: 175)

Alternatively, some adverbs describe a small amount or an increase in the degree, implying that there could be more of the intensified item.

- (15) *Viņus drusku iešūpoja ar grožu un tad palaida gaisā.* (They were swung **a bit** and then let go in the air). (Paegle 2003: 175)

Adverbs of degree that indicate a higher degree of intensity can be divided into two groups: adverbs that are synonyms to *very* (*ļoti*) and adverbs that are synonyms to the adverb *much* (*daudz*) (Paegle 2003). *Ļoti* ‘very’ does not require the modified item to be in a specific form; however, the

nominals preceded by *daudz* ‘much’ have to be in the genitive case. In Latvian, grammatical agreement determines the form of the modified word, whereas in English, modifier choice (e.g. *much*) is governed by the countability of the noun rather than by agreement (Paegle 2003; Biber et al. 2021: 539).

- (16) *Tik maz siltu saules staru, tik **daudz** drēgnu novakaru – tā ir mana dzimtene.* (So little rays of sunshine, so **many** gloomy afternoons – that is my homeland) (Smiltņiece 2013: 614)

Adverbs *galīgi* (fully), *pavisam* (completely), *vispār* (overall), etc. are used when the degree of intensity has (or almost has) reached the maximum scale. In this case, the examples in Paegle (2003: 175) correspond to the definition of maximizers in Quirk et al. (1985). These adverbs can indicate the completeness of an action or the highest possible degree of a characteristic (Paegle 2003).

Additionally, lexical semantic strategies (e.g. repetition, gradation, etc.) can help amplify both the quality and quantity of the adverb (Smiltņiece 2013; Kalnača and Lokmane 2021). The adverb can be repeated and separated with a comma, for example, *Šodien saule kvēla loti, loti.* (today they sun was glowing intensely [very, very]) or conjoined with *un* (and): *Atkal un atkal pamirdz viļņu svītras.* (the wave lines shimmer again and again). Second, by adding particles: *pat – Man pat loti patīk.* (I like it very much). Some adverbs of adjectival origin are gradable and can appear in the positive, comparative or superlative degrees, which are formed in the same way as adjectival degrees of comparison: using the suffix *-āk* to form the comparative degree and the prefix *vis-* to form the superlative degree (Smiltņiece 2013). Forming the comparative and superlative degrees of the adverb *daudz* (much, a lot) involves using a different root:

- (17) *Ar optimismu var loti **daudz**.* (**Much** can be accomplished with optimism)

- (18) *Šogad skolas gaitas sāks **vairāk** pirmklasnieku nekā pērn.* (**More** first form pupils will begin their schooling this year than the year before)
- (19) *Ar sudrabu strādāju **visvairāk**, bet izmantoju arī zeltu.* (I work with silver **the most**, but I also use gold) (Kalnača and Lokmane 2021: 323)

The use of degree adverbs in Latvian is versatile and includes some aspects that are distinct from English. Adverbs of degree primarily modify verbs, but they also frequently appear as modifiers of adjectives and other adverbs. (Kalnača and Lokmane 2021). Amplifiers, although not recognized as a distinct category in Latvian grammar, have been discussed in the context of indicating varying degrees of intensity. Paegle (2003) has pointed out that adverbs that demonstrate a high degree of intensity can be split into two categories based on the synonyms of *ļoti* ‘very’ and *daudz* ‘much, a lot’. *Daudz* ‘much, a lot’ proposes a potential divergence because it requires the following nominal to be in the genitive case, whereas the use of the English equivalent *much/many* depends on countability of the modified noun. Another aspect that might be apparent in the Latvian EFL learner texts is the use of lexical semantic strategies such as repetition and the use of comparative and superlative forms. This is largely due to the fact that the vocabulary of language learners is more limited, which leads to a smaller set of adverbs being used at the expense of more specific verbs, adverbs and adjectives (Hasselgård 2023: 385).

1.5 Amplifiers in learner language

The previously discussed corpus studies (Biber et al. 1999, 2021; Ito and Tagliamonte 2003; Xiao and Tao 2007) have examined the use of amplifiers by native speakers. Research on this aspect in learner language (Davydova 2024; Hasselgård 2023; Ločmele 2015; Roos 2024; Savchenko 2022) examines amplifiers as modifiers of adjectives and adverbs across various L1 backgrounds. Most studies (Davydova 2024; Roos 2024; Savchenko 2022) focus on intensifiers in

spoken language of advanced learners, while fewer studies (Hasselgård 2015; de Haan & van der Haagen 2013) address their use in written language. From the perspective of young learners' writing, there is a tendency to overuse adverbial intensification, more specifically, amplifiers *very*, *so* and *really*, with *very* being regarded as a safe all-purpose amplifier (Hasselgård 2023). *Really* is the most common marker of intensification in spoken American English and subsequently more frequent in both spoken and written language of young L1 and L2 speakers (Hasselgård 2023; Tagliamonte 2008; Xiao and Tao 2007). Given the focus on Form 9 students' writing, Hasselgård (2023) and Ločmele (2015) provide valuable data on the writing tendencies of this age group, suggesting that the use of intensification markers is more limited and that those frequent in spoken language are more likely to be used.

There are multiple factors that determine the differences in amplifiers use: register, gender, age, education level, etc. (Xiao and Tao 2007; Tagliamonte 2008). The distinction drawn between spoken vs. written language, as discussed by Xiao and Tao (2007) and Biber et al. (2021), reveals that amplifiers are more frequent in spoken than written language. In learner language, identifying the frequencies of amplifiers in spoken language can contribute to the analysis of written data, as L2 speakers often imitate conversational style in their texts (Schweinberger 2020a). Findings from studies on advanced learners' spoken language (Davydova 2024; Roos 2024; Savchenko 2022) highlight a preference for using amplifiers in ways that align with native speaker patterns, with the most frequent amplifiers matching those found in studies on native speakers.

The study by Davydova (2024: 863) investigated the linguistic distribution and patterning as well as the sociolinguistic conditioning of intensifiers in English spoken by educated young adults from Germany. The data analysis design include two sets of variables: language internal (emotional value, adjectival frequency, adjectival frequency and function together with adjectival semantics) and sociolinguistic factors (linguistic identity, age and biological sex). Considering the

previously discussed age factor, Davydova (2024: 872–874) shows that younger advanced L2 learners (students at university) mirror native speaker intensification trends, preferring to use *really*, *so*, and *pretty*. The most important findings from the data analysis are similar to those of Xiao and Tao (2007) and Ito and Tagliamonte (2003), identifying similar sets of amplifiers in spoken language data.

Savchenko (2022) and Roos (2024) both looked at the adjective intensification in the spoken language of native English speakers and Estonian learners of English. Roos (2024) conducted a survey in which the participants had to answer general questions about their linguistic background and complete a grammar task. The grammar task was designed to get a better understanding of the patterns of intensifiers use. Results showed that advanced C1 and C2 learners use intensifiers similarly to native speakers. The same conclusion was made by Savchenko (2022) whose corpus findings showed that the differences between L1 and L2 speakers in the use of intensifiers are not statistically significant. Not only were the results similar to the native speaker dataset, but they also identified *very*, *really*, and *so* as the most frequent amplifiers, consistent with previous native speaker studies (Xiao and Tao 2007; Ito and Tagliamonte 2003).

Age is an important factor when assessing the frequency and variety of amplifiers in learner language data, particularly among younger (lower secondary) learners (Ločmele 2015; Pérez-Paredes & Díez-Bedmar 2012; Pérez-Paredes & Sánchez-Tornel 2014; Tagliamonte 2008). Adverbs such as *very*, *really*, *pretty*, and *so* are used by speakers of all ages; however, *really* and *pretty* appear to be more common among younger speakers (under 13–29 years) (Tagliamonte 2008). Pérez-Paredes and Díez-Bedmar (2012) observe similar patterns in students aged 12 to 16, including the use of *very*, *really*, and *so*. Building on their findings, Paredes and Sánchez–Tornel (2014) propose the need for a more thorough research on the use of adverbs starting from Form 9, as their study suggests that data from younger learners do not yield significant insights.

The study by Hasselgård (2023) compares the Tracking Written Learner Language (TRAWL) corpus of Norwegian L2 English speakers with the Growth in Grammar (GiG) corpus data, which serves as the comparative native speaker dataset. Both corpora contain texts written by Form 9 students (the TRAWL corpus used both Form 8 and 9 data since it corresponds to the age group of the GiG students), allowing for an analysis of similarities and differences in the writing of L1 and L2 speakers. Notably, the investigation showed that adverb–adjective combinations are more frequent and more widespread in L2 writing than in comparable writing from UK schools:

- GiG: 20% (359 tokens)
- TRAWL8: 24% (41 tokens)
- TRAWL9: 20% (143 tokens) Hasselgård (2023: 392).

In spite of the differences in the total number of amplifiers, the choice of lexical items to modify adjectives was similar across the learner groups in the sense that *very*, *so*, *too*, and *really* were the most frequent items (Hasselgård 2023: 399).

A few studies have examined the use of adverbs by Latvian EFL learners (Ločmele 2015; Visocka 2010; Ciemiņš 2022), with only Ločmele (2015) implementing a corpus–based analysis. Ločmele’s (2015) corpus consists of 60 Form 9 state English examination papers, each containing two tasks and covering a range of low to intermediate English proficiency levels. Focusing on strategies used to achieve cohesion, Ločmele (2015) concluded that learners with lower English proficiency levels create cohesive texts primarily by relying on pronouns, conjunctions (*and*, *or*, *but*), and relative elements. This research is relevant to the present study as it examines comparative degree structures. According to Ločmele (2015), these structures include adjectives and adverbs in comparative or superlative forms, as well as rare instances of adverbs of degree used in comparative constructions with *so*, *too*, or *more* (e.g., *more interesting*, *more needly*, *more simple*). Moreover,

Ločmele (2015) suggests that the infrequent use of comparative forms, which provide comparative reference, poses a challenge for lower-level learners.

Previous studies on learner language show that amplifiers primarily modify adjectives, with *very*, *really*, and *so* being the most frequent (Davydova 2024; Savchenko 2022; Roos 2024; Hasselgård 2023). Advanced learners tend to mirror native speaker patterns, while research on younger or lower-proficiency learners (Hasselgård 2023; Ločmele 2015; Paredes & Sánchez-Tornel 2014; Tagliamonte 2008) points to the need for further investigation, particularly among Latvian L1 speakers. To address this gap, the present study examines the frequency and collocational patterns of amplifiers in the writing of lower-secondary Latvian learners of English.

2. A CORPUS BASED STUDY OF LATVIAN EFL LEARNERS' USE OF AMPLIFIERS

The aim of this study is to analyze the use of adverbs of degree—more specifically, amplifiers—in Latvian EFL learners' writing and to examine their frequencies and functions as modifiers of other parts of speech. The empirical part of the study is structured into four subchapters: an introduction to the corpora used for the analysis, a description of the data extraction and preliminary analysis process, a presentation of the frequency and collocational patterns observed, and a discussion comparing the present findings with those of previous studies.

2.1. Corpora

Corpus analysis is a method of language study which frames samples of language produced in genuine communicative situations, (in this case language learners' writing) thus allowing to draw conclusions based on the specific aspect that is being researched (Kalnbērziņa 2012, Stefanowitsch 2020). Since the construction of the Brown Corpus in 1967, diverse corpora of varying types and sizes have been developed and used as both quantitative and qualitative evidence, not just for language research but also for foreign/second language education (Yoon 2020: 29).

The National Corpus Collection (Latvian National Corpora Collection – korpuss.lv) consists only of corpora in Latvian and Latgalian, only addressing learner language in the context of Latvian language learners. Due to the fact that no corpora of Latvian EFL learners' writing is publicly available, a new corpus was compiled, consisting of texts produced by lower–secondary school students. The purpose of using corpus analysis in this study is to combine and analyze data that would give more insight into the patterns of adverb usage in Latvian EFL learners' writing. In order to compare the learner data to that of the native speakers, the Grammar in Growth corpus (GiG) was used. For ease of reference, the two corpora will hereafter be referred to as LEFL and

GiG, respectively. The size and composition of the material are shown in Table 7. Although the number of texts from both are the same, there is a significant difference in the number of tokens. This is due to the varying text lengths in GiG with the median length being twice as high than in LEFL. In terms of amplifier distribution, 77 out of 87 LEFL texts contain at least one amplifier, compared to 68 texts in the GiG corpus.

Table 7. Size and composition of the corpus material for the present study

	Tokens	Texts	Median length	Texts with amplifiers
LEFL	14 899	87	167	77
GiG	39 295	87	390	68

The Latvian EFL Learner corpus (LEFL) was created in order to analyze the frequencies and patterns of adverb usage in Latvian EFL learners' writing. The corpus is comprised of 87 written assignments that were part of an entrance examination for a state gymnasium in Latvia. All authors of the texts were in their final year of basic education (Form 9) and, at the time of the examination, were expected to perform at a minimum B1 level according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe 2020). Each text ranges from 87 to 259 words and was written in the form of a post on the school's website, explaining the student's motivation for applying to the school. The students had to meet the following task requirements:

- introduce yourself and write one thing you are really good at;
- describe two reasons why you want to study in this school;
- ask two questions to the head teacher about the study process at school.

At the time of data collection, the researcher was employed at the institution, enabling the acquisition of the data with official approval from both the headmaster and deputy headmaster,

subsequently endorsed by the Ethics Committee of the University of Tartu. The next step after this was to proceed with the transcription process which will be described in the next subchapter.

The Growth in Grammar corpus (GiG) was developed through a three-year project examining British children's progress in writing. It comprises nearly 3,000 texts written by 983 children from 24 different schools across the United Kingdom. GiG includes data from Form 2, 6, and 9 students, with some examples from Form 4. It is not possible to determine the exact age of each student, as either the date of birth or the date of submission is missing in some cases. Based on the available information, it can be estimated that Form 9 students are between 13 and 15 years old. The dataset from the Form 9 student group consists of 804 texts covering various learning objectives and topics (Durrant et al. 2020). Since the Latvian corpus contains 87 texts from Form 9 students, an equal number of works from the same group was selected from the GiG corpus to compare learner data with that of native speakers.

There were a total of six different text essay topics: *A View from the Bridge*, *Lord of the Flies*, *Macbeth*, *Of Mice and Men*, *The Woman in Black* and *To Kill a Mockingbird* (Durrant et al. 2020). The main difference from the LEFL corpus, aside from differences in content, was the varying length of the texts. While the difference between the shortest (87 words) and longest (269) work in LEFL was relatively small, the variation in GiG was much greater, ranging from 70 to 1050 words.

2.2 Data extraction and preliminary analysis

This section outlines the procedures for data collection, extraction, and preliminary analysis, which was carried out in order to refine the focus of the study. This section is structured in accordance to the following steps:

1. transcription process;
2. POS-tagging;

3. data compilation;
4. preliminary analysis;
5. data extraction.

The transcribing process was carried out manually by typing in the scanned papers into a Word file. Additionally, each transcribed text was then exported into a .txt. format and saved according to the number and code of the student (e.g. *10-9933*). In addition, an Excel file (further referred to as catalogue) was designed to record certain aspects of the material. The points recorded in the catalogue were as follows:

- number of the text;
- txt. file name;
- the code of the student;
- number of words;
- number of sentences.

It is important to note that no edits were made; the texts were preserved in their original form, including any grammatical or stylistic errors.

As noted above, the LEFL texts were saved in both .docx and .txt formats. The .txt format facilitated the use of two corpus analysis tools: *Sketch Engine* and *TagAnt*. In contrast, the GiG texts were obtained directly from one of the corpus creators, Dr. Phillip Durrant, and were already in a format suitable for this step. This process was conducted to identify the range of adverbs necessary for the preliminary analysis. *TagAnt* allows the user to upload all the .txt files simultaneously, providing a separate folder containing the tagged versions alongside the original texts. However, the results of the tagging process required additional review, as both the LEFL and

GiG corpora contained spelling errors and instances where the tagger misidentified certain items as belonging to a different part of speech.

The program used to determine frequencies and collocation patterns was *Sketch Engine*, a valuable tool for identifying collocations (via the *Word Sketch* function) and search results in context (*Concordance*). In order to apply these tools in the analysis of LEFL and GiG, both corpora were uploaded to the platform. The Word Sketch tool identifies collocational patterns around a search term, showing their frequency, typicality, and grammatical relations. The Concordance function displays the search term in context and provides its frequency per million tokens (Kilgarriff et al. 2014).

The first step in order to narrow down the research sample was to do a preliminary analysis to determine the frequencies of adverb examples according to their types. The *Word Sketch* tool in *Sketch Engine* was used to find the frequencies of the examples of adverb types proposed by Biber et al. (2021: 557–558). These types include adverbs of place, time, manner, degree, additive/restrictive, stance, linking, and other meanings. Each example was then entered into the search bar with the part-of-speech parameter set to ‘adverb’. Additionally, separate searches were conducted to identify potential misspellings of adverb examples by targeting common adverbial endings (e.g., –ly, –ally). Table 8 presents all examples of the different types of adverbs used in the LEFL corpus. The number in the brackets next to the example shows the total number of examples in the corpus.

Table 8. Frequency of adverbs in Latvian EFL learner corpus

TYPES OF ADVERBS	EXAMPLES	TOTAL
Place	<i>here</i> (102), <i>there</i> (68), <i>outside</i> (4), <i>far</i> (4), <i>somewhere</i> (1), <i>away</i> (5)	184
Time	<i>now</i> (21), <i>then</i> (2), <i>later</i> (2), <i>soon</i> (1), <i>recently</i> (3), <i>already</i> (15), <i>before</i> (7), <i>after</i> (23), <i>finally</i> (1), <i>sometimes</i> (4), <i>always</i> (15), <i>never</i> (3), <i>once</i> (1), <i>usually</i> (4), <i>usually</i> (1), <i>often</i> (7), <i>long</i> (10), <i>recently</i> (3), <i>still</i> (10), <i>today</i> (5), <i>ago</i> (3), <i>ever</i> (5), <i>yet</i> (3)	149
Manner	<i>well</i> (15), <i>simply</i> (1), <i>naturally</i> (1), <i>simply</i> (2), <i>easily</i> (5)	24
Degree	amplifiers <i>really</i> (126), <i>really</i> (4), <i>pretty</i> (7), <i>very</i> (60), <i>too</i> (2), <i>right</i> (2), <i>more</i> (12), <i>so</i> (11)	239
	diminishers <i>quite</i> (9), <i>almost</i> (5), <i>rather</i> (1)	
Additive/restrictive	<i>also</i> (77), <i>especially</i> (7), <i>exceptionally</i> (1), <i>just</i> (23), <i>only</i> (12), <i>too</i> (14)	134
Stance	<i>probably</i> (2), <i>maybe</i> (7), <i>personally</i> (5), <i>personally</i> (1), <i>actually</i> (2), <i>hopefully</i> (1), <i>traditionally</i> (1), <i>individually</i> (1), <i>kind of</i> (7), <i>sort of</i> (1)	28
Linking	<i>first</i> (16), <i>firstly</i> (20), <i>second</i> (4), <i>secondly</i> (20), <i>overall</i> (3), <i>therefore</i> (1), <i>thus</i> (1), <i>though</i> (2), <i>however</i> (5)	72
Other meanings	—	0

The semantic type that had the overall highest number of examples was degree with 238 cases in total. According to the classification by Quirk et al. (1985: 445), this category was further split into *amplifiers* and *diminishers*. Because the number of amplifiers was significantly higher than that of diminishers, the further analysis will only look at the examples from this category. To broaden the research sample, the superlative form *most* was included in the total number of examples with *more*, as in example 20.

(20) *I think that jazz is one of the **most** fantastic musics that I would choose.*

(LEFL_25–5696)

Based on the preliminary findings regarding amplifiers, examples from the tagged files were extracted and compiled into an Excel spreadsheet (Appendix 1). The frequency and variety of amplifiers were systematically recorded in the catalog, allowing for a comparison of amplifier counts relative to text length. For the subsequent data analysis, *Excel* was primarily employed due to its accessibility and versatile set of built-in tools for basic statistical analysis. Most of the graphical representations (bar charts and tables) were constructed using the total count of instances corresponding to specific aspects, utilizing Excel's data visualization tools to clearly present the results. For instance, scatter plots were generated to illustrate the relationship between the two variables, with trendlines providing a visual summary of the correlation between the data points.

2.3 Data analysis and results

This section presents the analysis of the results through frequency tables and figures, offering a detailed overview of the findings. The three subsections examine the overall frequencies of amplifiers in the LEFL and GiG corpora and their functions as modifiers. Since the majority of examples involve the modification of adjectives, an additional section discussing adverb-adjective combinations was added.

2.3.1 Overall frequencies of amplifiers in LEFL and GiG

The preliminary findings of the corpus analysis revealed that the highest number of adverb examples (239) in the LEFL corpus were adverbs of degree with the overwhelming majority (224) being amplifiers. These findings were compiled based on the semantic types of adverbs proposed by Biber et al. (2021) along with the subclassification of amplifiers and diminishers by Quirk et al. (1985). All examples (see Appendix 1) were extracted and compiled into an Excel file, allowing for a more detailed examination of their classification as amplifiers. The following section presents

the overall frequencies of these findings and provides a side-by-side comparison with the data from the GiG corpus.

Table 9 lists the most frequent amplifiers, along with their raw frequencies (N), the normalized frequencies (per 1 million words) from the concordance analysis and the number of texts in which they appear. The seven amplifiers that were used in the LEFL corpus were *really*, *very*, *more*, *so*, *pretty*, *too* and *right*, five of which appeared in the GiG corpus as well. The total number of amplifiers in GiG (260) was slightly higher than in the LEFL corpus (224); however, there were no examples of the amplifiers *pretty* and *right*.

Table 9. Frequencies (raw and per 1M words) of the amplifiers in LEFL and GiG

LEFL				GiG			
	N	per 1M	texts		N	per 1M	texts
<i>really</i>	130	7,484.85	59	<i>very</i>	97	2,179.68	48
<i>very</i>	60	3,564.22	35	<i>too</i>	53	1,168.49	22
<i>more</i>	12	712.84	11	<i>more</i>	40	876.37	25
<i>so</i>	11	653.44	10	<i>really</i>	35	876.37	19
<i>pretty</i>	7	415.83	7	<i>so</i>	35	764.01	28
<i>too</i>	2	118.81	2				
<i>right</i>	2	118.81	2				
total	224				260		

In the LEFL corpus, *really* is the most frequent amplifier, with 130 occurrences and a normalized frequency of 7,484.85 appearing across 59 texts. It is followed by *very* (60 occurrences) and *more* (12 occurrences). Less frequent amplifiers such as *so*, *pretty*, *too*, and *right* also appear, but with much lower frequencies. In contrast, in the GiG corpus, *very* is the most common amplifier, occurring 97 times with a normalized frequency of 2,179.68 across 48 texts. Other frequent amplifiers include *too*, *more*, *really*, and *so*, though their overall counts and normalized frequencies are generally lower than those observed in LEFL. Overall, while both corpora share

at least one amplifier. Consequently, longer texts in the GiG corpus may skew the overall frequency of amplifiers, making it necessary to consider normalized measures (e.g., amplifiers per 100 words) for a more accurate comparison.

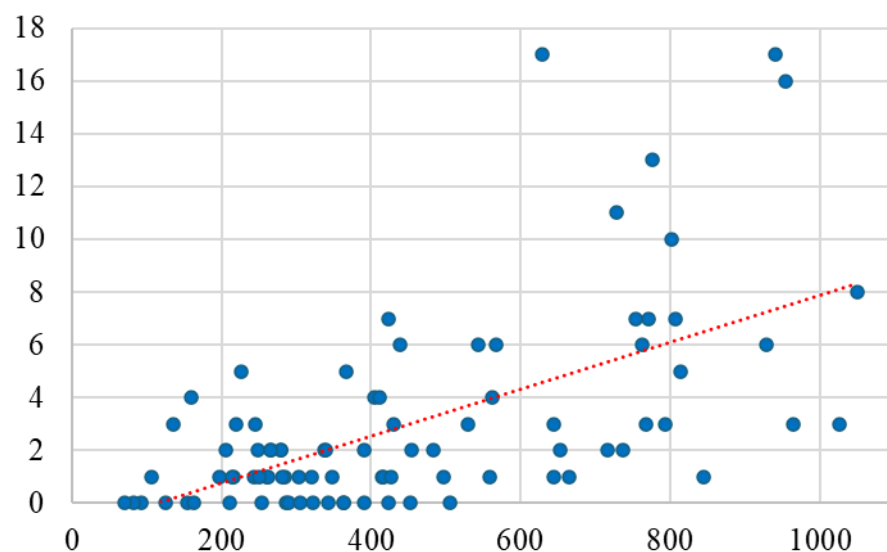


Figure 2. Scatter plot of amplifier count relative to text length across GiG

Table 10 lists recurrent collocations from both corpora, based on the most common adverb–adjective and adverb–adverb combinations identified in the BROW corpus by Biber et al. (2021). The most frequent collocations in LEFL correspond to the examples that are more common in spoken language, such as *really good*, *very good* and *pretty good*. In contrast, GiG features combinations that are likely to be used in writing like *very much* and *very important*. The most noteworthy difference is observed in the use of the amplifier *really*, with 48 collocational examples in LEFL and only one in GiG:

(21) *the teachers are really nice* (LEFL_ 74–8772)

(22) *King is being really nice to him* (GiG_ 16_892b).

The frequencies from the BROWN corpus were included to contrast the results with previous findings, showcasing the frequencies of the collocations per million words in the corpus. In most

cases, the normalized frequency in the learner and native speaker corpora was significantly higher, which is most likely due to the small corpus size, resulting in a more condensed distribution.

Table 10. Frequencies of recurrent collocations in LEFL and GiG in accordance to the frequencies per 1,000,000 words in the BROWN corpus

Collocation	LEFL	per 1M	GiG	per 1M	BROWN
<i>really good</i>	42	2,494.95	—	—	100
<i>really nice</i>	3	178.21	1	22.47	20
<i>really hard</i>	3	178.21	—	—	20
<i>very good</i>	13	772.25	1	22.47	100
<i>very nice</i>	3	178.21	—	—	100
<i>very important</i>	3	178.21	3	67.41	20
<i>very well</i>	2	118.81	2	44.94	20
<i>very much</i>	—	—	8	179.77	50
<i>so much</i>	2	118.81	14	314.59	50
<i>pretty good</i>	3	178.21	—	—	100
<i>pretty well</i>	1	59.4	—	—	20
<i>too much</i>	—	—	20	449.42	20
<i>right now</i>	2	118.81	—	—	100
TOTAL	74		38		

Figure 3 shows the individual differences in amplifier variety, showing the number of students who used between one and five different amplifiers in their texts. The red bar accounts for the number of texts in the LEFL corpus and the blue one the GiG corpus. The results from the LEFL corpus show that students mostly use one or two different amplifiers, whereas in the GiG corpus this number is higher for one or three amplifiers. Out of the 77 texts that contained amplifiers, the LEFL results demonstrate limited variation, with a maximum of only three different amplifier types observed. In contrast, the GiG corpus shows greater diversity, with three texts featuring five different amplifier types.

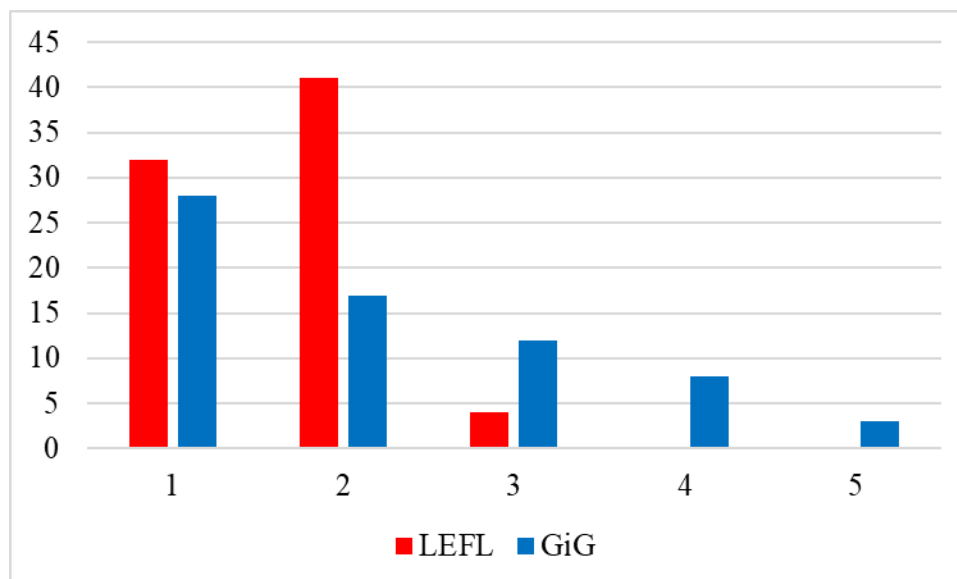


Figure 3. The number of different amplifiers used per text in LEFL and GiG

2.3.2 Amplifiers as modifiers in LEFL and GiG

This section examines the most frequent amplifiers identified in the LEFL and GiG corpora: *really*, *very*, *more*, *so*, and *too*. The analysis focuses on their functions as modifiers of verbs, adjectives, and adverbs. Each amplifier is discussed separately to highlight similarities and differences between learner and native speaker usage.

REALLY

Figure 4 demonstrates the distribution of the parts of speech modified by *really* with the total number of examples in LEFL being 130 and 35 in GiG. While the majority of examples (74) in the LEFL corpus account for adjective modification, the number of instances (50) where amplifiers modify verbs is still noteworthy, as it is twice as high as in the GiG corpus. Adverb modification was present only in the LEFL corpus, with six examples – four of which modified the adjective *hard* (*I always tried really hard in biology, chemistry and physics* – LEFL_75–6794).

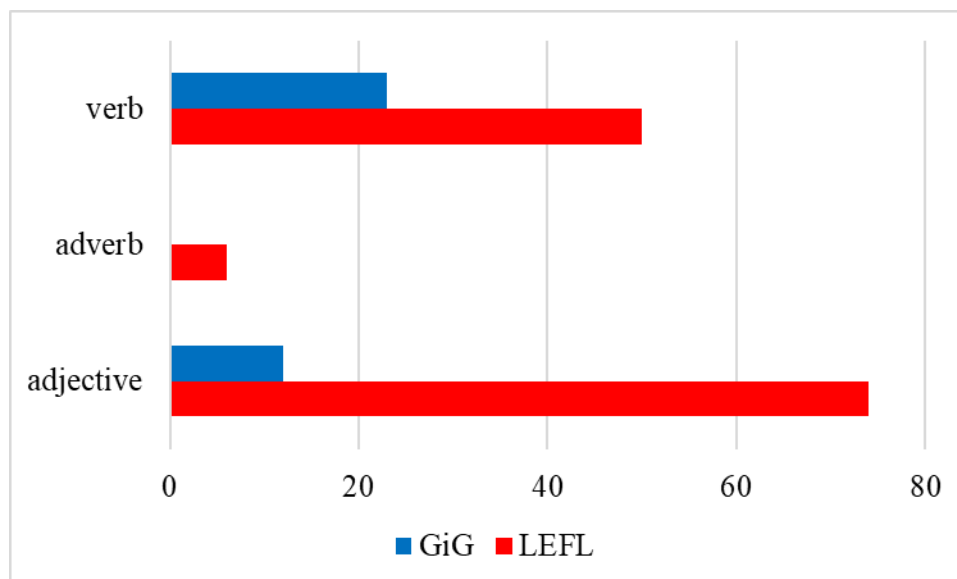


Figure 4. Distribution of the POS modified by *really* in LEFL and GiG

Table 11 lists the five most frequent collocates of *really* in both corpora and organizes them according to the number of occurrences in the corpus. In the LEFL corpus, three of the collocates (*good*, *important*, *hard*) are adjectives, while the other two (*like*, *want*) are verbs. The numbers of each collocate in GiG are lower, with the majority of them accounting for the modification of verbs (*love*, *know*, *want*, *get*).

Table 11. Five most frequent collocates of *really* in LEFL and GiG

LEFL		GiG	
collocate	N	collocate	N
<i>good</i>	42	<i>love</i>	6
<i>like</i>	22	<i>know</i>	3
<i>want</i>	6	<i>want</i>	2
<i>important</i>	4	<i>angry</i>	2
<i>hard</i>	4	<i>get</i>	2

Both corpora include recurrent examples that appear to be connected to the aim of the writing task. The most frequent adjective modifications in the LEFL corpus include the adjectives *good* (44 instances), *important* (4) and *hard* (4). The same structure of ‘I am good at’ is present in 13 different texts:

(23) *I am **really good at** ice skating, because I started ice skating when I was little.*

(LEFL_17-7778).

The writing task for the Latvian students included a prompt, instructing them to describe something they are really good at. As a result, many students likely incorporated this sentence structure into their work. The most frequently occurring verbs with *really* are *like* (25 instances), *want* (6), and *hope* (3), which, in relation to the task requirements, reflect the students' interests and their reasons for wanting to study at that particular school. Conversely, there are no recurrent sentence structures in the GiG corpus; however, the intensified verbs and adjectives frequently express emotion. The adjectives include *angry*, *happy*, *scared*, *selfish*, and *anxious*, whereas among the various verbs, *love* appears six times. The texts containing these items correspond to topics discussing literary works such as *Macbeth*, *Romeo and Juliet*, *Lord of the Flies*, etc. which include detailed descriptions of characters and prompt students to elaborate on their actions and feelings.

The LEFL corpus includes an example (example 24) of amplifier repetition, which serves as a tool to emphasize an even greater degree of intensification (Smiltiece 2013). For grammatical accuracy, a comma should have been inserted after the first amplifier. No cases of repetition were found in the GiG corpus, nor was there any repetition of other amplifiers in either corpora.

(24) *They say this school are **really really** great to study.* (LEFL_82_5549)

VERY

Very was the amplifier with the second highest total number of examples (157), with 60 occurrences in LEFL and 97 in GiG. It was the most frequent amplifier in GiG and second most frequent in LEFL. Figure 5 displays the total number of instances in which *very* modifies an item, categorized by the part of speech of the modified word. In both LEFL and GiG, most of the examples (136) are of adjective modification. The number of modified adverbs is significantly lower (21) with most of them (18) being in the GiG corpus.

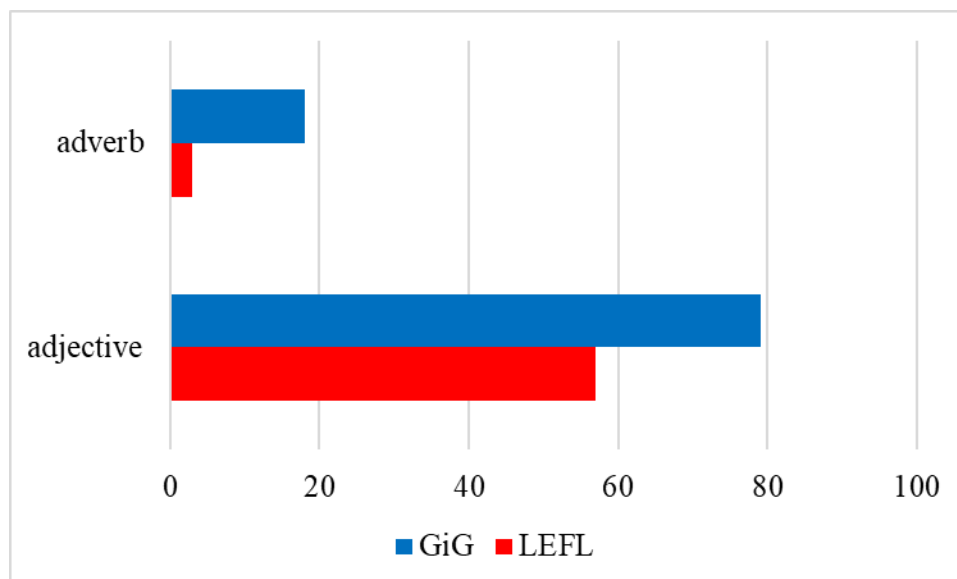


Figure 5. Distribution of the POS modified by *very* in LEFL and GiG

Figure 6 displays five of the most frequent collocates of *very* in both corpora. Four of the collocates are adjectives—*good*, *important*, *great*, and *high*—while *well* is the only adverb. LEFL accounts for 22 out of the total of 30 examples, with 13 of them including the adjective *good*. The number of recurring collocates in the GiG corpus is much lower (9), with each modified item appearing no more than three times.

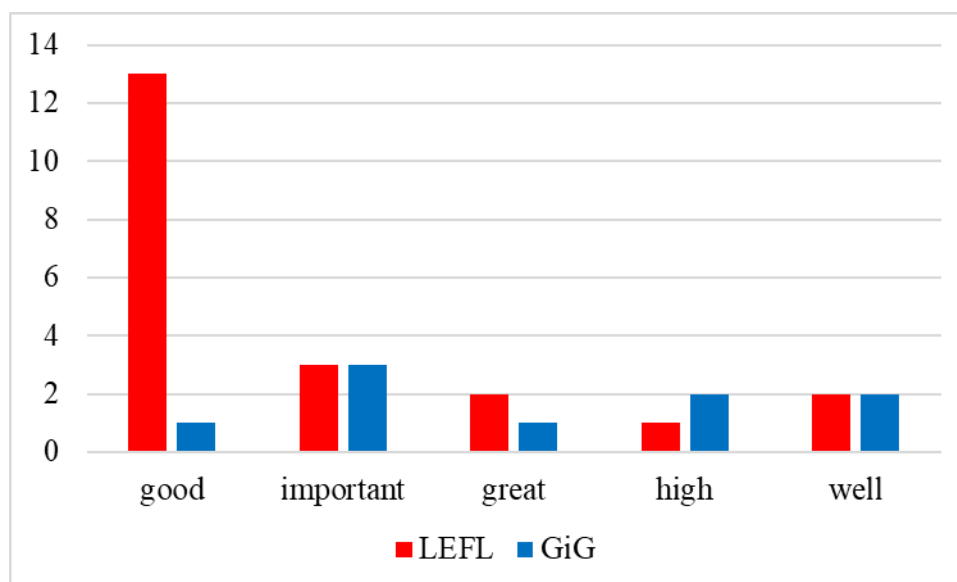


Figure 6. Collocates of *very* in both LEFL and GiG

Similarly to the findings on the use of *really*, the LEFL corpus contains examples of the same prompt being employed to intensify a characteristic that the students want to highlight. The structure ‘I am very good at’ is present in four different texts.

- (24) *I am **very good** at video games and i’ve been playing them for a while.* (LEFL_68–5982)

MORE

More was the third most common amplifier in both corpora, with 14 examples in LEFL and 40 in GiG. As shown in Figure 7, *more* was the modifier of adjectives and adverbs. The LEFL corpus contains 11 instances of adjective modification and one instance of adverb modification, the latter occurring in the transitional phrase *more specifically*. 32 of the examples in the GiG corpus involve adjective modification, while only eight involve adverb modification.

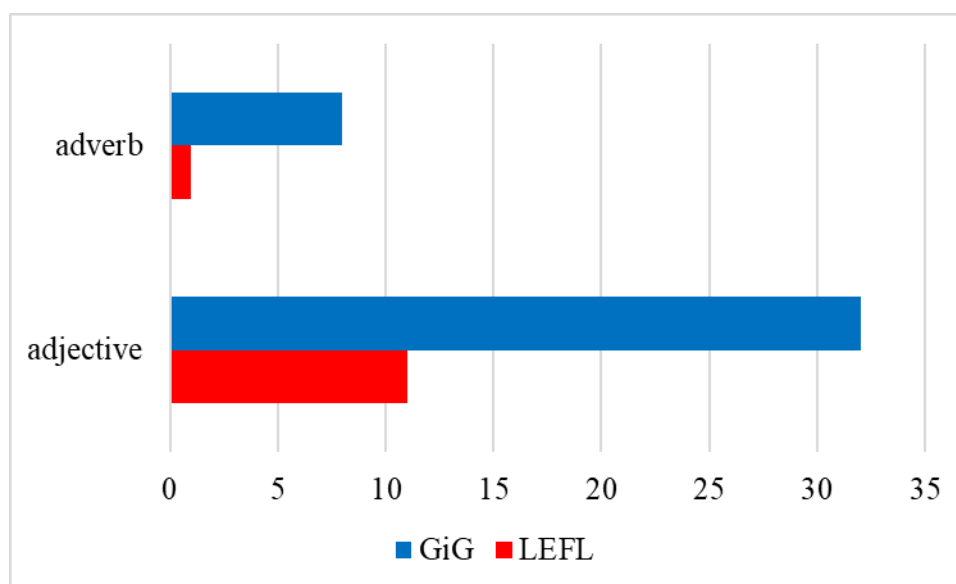


Figure 7. Distribution of the POS modified by *more* in LEFL and GiG

In four of the eight examples of adverb modification, the adverb *likely* is used, with two instances – both in the same text – containing a spelling error. All cases contain the superlative form of *more* – *most*.

(25) *This foreshadows that someone, **most likely** the main character, will die or face bloodshed.* (GiG_11_562)

(26) *Back in Shakespearean times, as they did believe In spirits and such, they would **most likly** think that prehaps Macbeth is being possessed.* (GiG_16_893)

Since *more* was amongst the three most frequent amplifiers in both corpora and most of the examples include adjective modification, the adverb–adjective combinations including *more* are further discussed in the adverb–adjective section.

SO

The results for *so* yielded a total of 46 examples; it was found to modify both adjectives and adverbs in the LEFL and GiG corpora. As shown in Figure 8, GiG contained a higher number of examples (35), leading to a greater number of examples illustrating the modification of adjectives and adverbs.

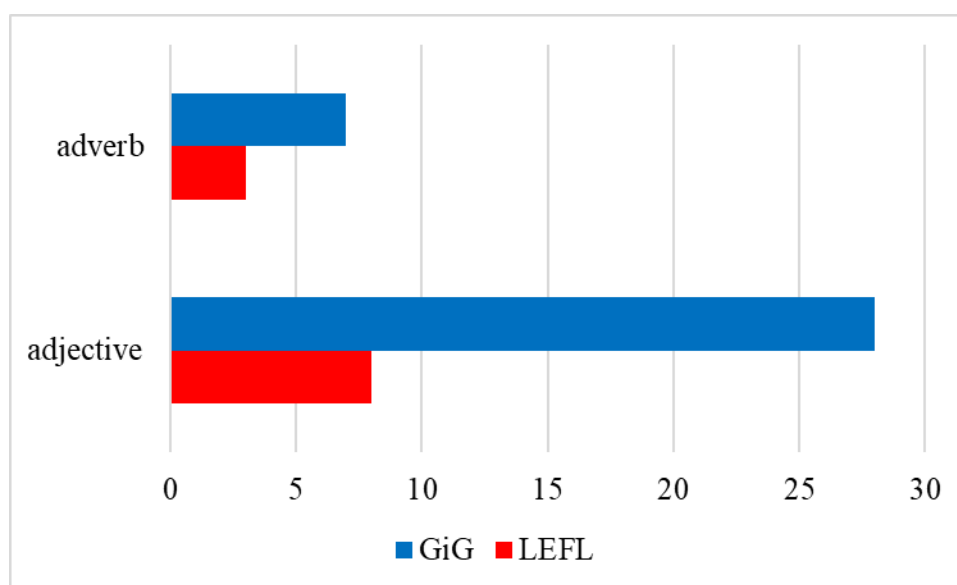


Figure 8. Distribution of the POS modified by *so* in LEFL and GiG

An aspect that required closer examination was the use of *much*, which functions as both an adjective and an adverb. *Much* was classified as an adjective when modifying a noun and as an

adverb when modifying a verb. This ambiguity was reflected in the GiG corpus, which included examples of both cases, with two instances found in the same text.

(27) *Lady Macbeth panicked **so much** next thing you know she jumped of the castle.*

(ADV) (GiG_16_888b)

(28) *"Yet who would have thought the old man to have had **so much** [blood] in him".*

(ADJ) (GiG_16_888b)

Five instances involving the amplifier *so* in the LEFL corpus exhibit word choice errors. Examples 29 and 30 illustrate instances where *so* is used to modify *much*. In both sentences – written by different students – *much* is used with countable nouns instead of *many*. Interestingly, both examples also include the amplifier *really*, potentially reflecting the students' desire to emphasize the importance of being accepted into that particular school.

(29) *I really like this school, because in the school is **so much** concerts, talent shows, dancing, singing, I am in the school parliament.* (LEFL_30–5462)

(30) *I really want to study in this school, because it would give me **so much** oportunitys.* (LEFL_56–6775)

Three more examples with *so* from the LEFL corpus present an inaccurate use of the amplifier *so*. In the first case instead of using *so nice*, *such nice* would be a more suitable alternative.

(31) *I want to study in this school because of teachers, they are **so nice** lessons are intresting.* (LEFL_14–8536)

Example 32 presents a case where *so* is used with the adjective *good*, although based on the content and structure of the sentence the adverb *well* should have been used instead.

(32) *And secondly, why is it so important that students need to do **so good** on tests and quiz?* (LEFL_8–6325)

The wording in Example 33 is somewhat awkward, as it implies that "new" is a quality possessed by the people, rather than indicating that the author wishes to meet people they do not know.

(33) *Hope to see new people and not so new people!* (LEFL_32–3889)

TOO

The distribution of the POS modified by *too* is visualized in Figure 9. While LEFL contain only two examples both of which contain adjective modification, GiG had 41 cases of adjective and 12 cases of adverb modification. As the number of cases in the LEFL corpus is too small, no significant conclusions can be drawn from the comparison of the use of *too* in the learner and native speaker dataset.

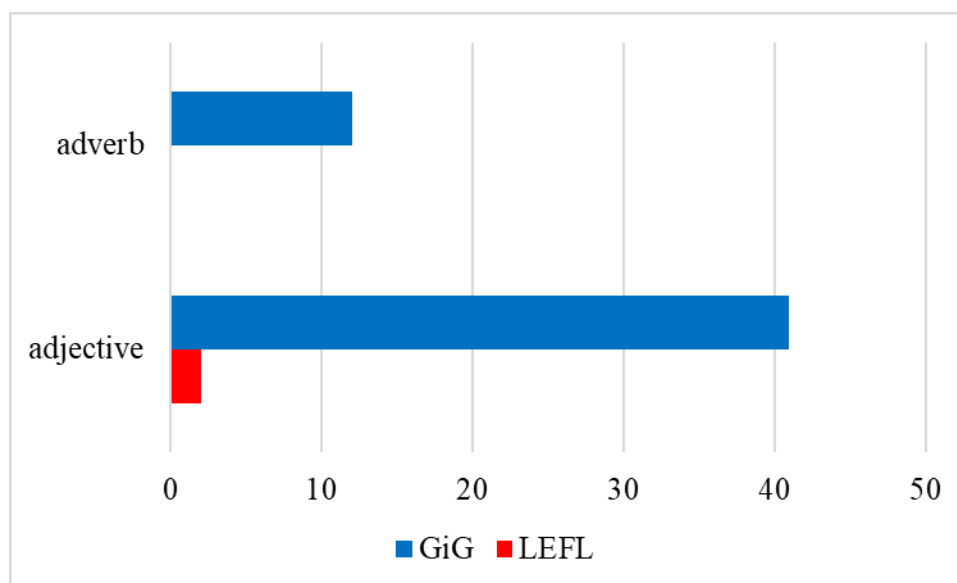


Figure 9. Distribution of the POS modified by *too* in LEFL and GiG

Table 12 presents the frequency of collocates modified by the *so*, categorized by part of speech (POS). *Much* is the most frequent adjective collocate, occurring 15 times, followed by *late* (11), *short* and *kind* (3 each) and *nice* and *full* (2 each). In the adverb category, *much* appears most frequently with 5 instances, followed by *far* (4) and *late* (2). Notably, *much* and *late* appear in both adjective and adverb categories.

Table 12. The most frequent collocates of *too* in GiG

POS	Collocate	N
adjective	<i>much</i>	15
	<i>late</i>	11
	<i>short</i>	3
	<i>kind</i>	3
	<i>nice</i>	2
	<i>full</i>	2
adverb	<i>much</i>	5
	<i>far</i>	4
	<i>late</i>	2

Consistent with previous findings, the instances involving *much* required a closer examination of the context, given that *much* can function as both an adverb and an adjective. The following examples, drawn from the same text, demonstrate the modification of *much* functioning as an adverb and as an adjective.

(35) *Moreover, it shows to the audience that he loves her more than a family member because you can't love a family member **too much** unless it is a love of a different kind.* (ADV) (GiG_11_587)

(36) *"**Too much** love the niece" is one of these hints.* (ADJ) (GiG_11_587)

Additionally, the phrase "too much love for the niece" appears ten times across nine different texts and is a direct quotation from the literary work *A View from the Bridge*.

PRETTY, RIGHT

The amplifiers *pretty* and *right* were only found in the LEFL corpus. Figure 10 shows that the total number of examples was 9, accounting for only 2% of the total amplifier count from both corpora. Both of the examples with *right* include the modification of the adverb *now*. While *pretty* was mostly the modifier of adjectives, one example includes the modification of the adverb *well*. Three examples from the results of *pretty* include the modification of the adjective *good*.

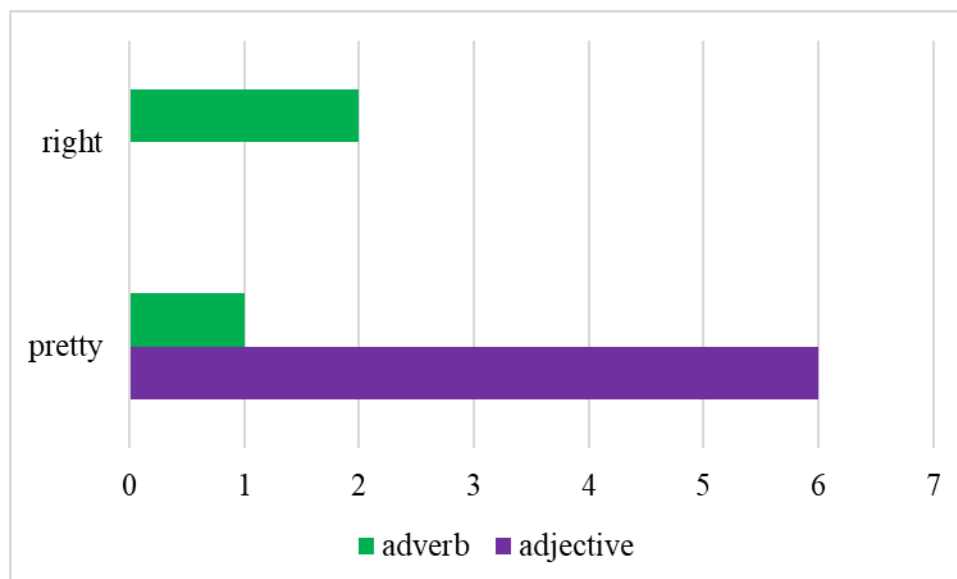


Figure 10. *Pretty* and *right* as modifiers in the LEFL corpus

All three examples including the adjective *good* follow the previously mentioned structure used to describe something that the author is good at. Interestingly two of the examples also include the amplifier *really*.

(37) *I really like cooking and I think I'm pretty good at it.* (LEFL_31–5525)

(38) *I really love math and I would say I'm pretty good at it.* (LEFL_86–8825)

2.3.3 Adverb–adjective combinations

The results from both LEFL and GiG revealed that most examples were cases of adjective intensification. Due to the high number of occurrences where amplifiers are used with adjectives in both corpora, this section will focus more closely on these combinations.

Table 13 shows the two most frequent adverbs in both corpora (considering the three most frequent in both), *very* and *more*, and the adjectives that co-occur with them at least twice. Each adjective is followed by a bracketed number showing its (raw) frequency. In the LEFL corpus, *very* most commonly modifies adjectives related to personal qualities or positive evaluations, such as *good*, *friendly* and *beautiful*. In contrast, in the GiG corpus, *very* modifies a somewhat wider range

of adjectives often associated with emotional or evaluative states, such as *typical*, *obvious*, *important*, *tragic*, *angry*, *annoyed*, *high*, *common*, *big*, and *gentle*. For the amplifier *more*, the LEFL corpus shows a focus on adjectives such as *interesting* and *important*, while in the GiG corpus, *more* modifies adjectives that can be attributed to the nature of the literary text analyzed in the paper. These adjectives include *deadly*, *sick* and *manly*.

Table 13. *Very* and *more* and their most frequently modified adjectives

	LEFL	GiG
very	<i>good (13), friendly (4), beautiful (4), important (3), nice (3), close (2), cool (2), creative (2), fun (2), great (2), happy (2), exciting (2)</i>	<i>typical (4), obvious (3), important (3), tragic (3), angry (3), annoyed (2), high (2), common (2), big (2), gentle (2)</i>
more	<i>interesting (3), important (3),</i>	<i>deadly (2), sick (2), manly (2), typical (2), important (2)</i>

The total number of instances of the adjectives *beautiful*, *exciting*, and *gentle* includes misspelled examples, with two occurring in the LEFL corpus and one in the GiG corpus. It is important to note that these are not the only spelling errors present in the sentence or in the text as a whole.

(37) *Well its pretty simple for me, this school is **very buetiful** and rich with hisstory.*

(LEFL_69–5355)

(38) *"his voice was **very gental**" – intimiditeing.* (GiG_7_484a)

Table 14 presents a contrasting perspective, listing the five most frequent adjectives that appear among the top five lexical items in both corpora, along with the adverbial modifiers they occur with. Recurrent modifiers are followed by a frequency count in parentheses. Adjective frequency results were obtained using the Sketch Engine wordlist tool, based on the combined

dataset from both corpora. This data demonstrates the differences in amplifier count and variety based on each adjective.

Table 14. Recurrent adjectives and their modifiers

Adjective	LEFL	N	GiG	N
<i>good</i> (62)	<i>really</i>	44	<i>very</i>	1
	<i>very</i>	13		
	<i>pretty</i>	3		
	<i>so</i>	1		
<i>much</i> (25)	<i>so</i>	2	<i>too</i>	13
			<i>so</i>	10
<i>important</i> (17)	<i>really</i>	4	<i>very</i>	3
	<i>very</i>	3	<i>more</i>	2
	<i>more</i>	3	<i>so</i>	1
	<i>so</i>	1		
<i>nice</i> (11)	<i>really</i>	3	<i>really</i>	1
	<i>very</i>	3	<i>too</i>	2
	<i>so</i>	2		
<i>great</i> (10)	<i>really</i>	4	<i>very</i>	1
	<i>very</i>	2	<i>so</i>	3

As previously mentioned, the number of instances including the adjective *good* were mostly present in the LEFL corpus due to the task requirement to discuss things the student was good at. Alternatively, the adjective *much* was a recurring example in the GiG corpus, most of the examples containing a quote from the literary work.

- (39) [...] such as Alfieri proclaiming that "there is **too much** love for the niece" suggesting that Eddie's love for Catherine is not just as her father figure [...] (GiG_11_581)

The adverbial modifiers used by the Latvian students appear to be more varied – particularly in the case of *good*, where the modifiers in the LEFL corpus are actually more diverse than those in the GiG corpus. Examples 40 and 41 show the different approaches learners and native speakers have when modifying the same noun – atmosphere.

- (40) *I reall suggest for everyone to come here, because this school is good and the atmosphere also is really good.* (LEFL_37–3826)
- (41) *The use of the verb "broke" is used to suggest two things; Lady Macbeth is broken, and that Macbeth has simply broken the **pleasant atmosphere**.* (GiG_16_877f)

The example from the LEFL corpus demonstrates the use of basic adjectives and common amplifiers, while the GiG example features a more precise and nuanced lexical choice. Additionally, the use of the amplifier *really* in the LEFL example signals a spoken or informal register, whereas its absence in the GiG example contributes to a more formal and academic tone.

Both corpora had at least one example of *more* modifying the adjective *important*, all except one being in the superlative form *most*.

- (42) *Of course there are a lot more reasons, but these are the **most important** ones.* (LEFL_17–7778)
- (43) *This is again proven to fit the flaw, as Eddie acts very possessive of the niece throughout the play, more so when his position as being the **most important** man of her life is threatened.* (GiG_11_577)

2.4 Discussion

The discussion of the corpus analysis results aims to answer the research questions examining the frequencies of amplifiers and their function as modifiers, amplifier–adjective combinations and the possible influence of L1. To address these questions, the following investigation draws on data from two corpora: the LEFL corpus (learner language corpus) and the GiG corpus (native speaker corpus).

The results from the word sketch and collocation analysis yielded a total of 484 instances where amplifiers were used to describe an increase in intensity (Biber et al. 2021; Quirk et al 1985).

The total number of amplifiers was slightly higher in the GiG corpus (260) than in the LEFL corpus (224). The main differences lie in the frequency of each amplifier, with certain items occurring significantly more often in one corpus than in the other. The three most common amplifiers in LEFL were *really* (130 cases), *very* (60), and *more* (12), whereas in GiG the top three were *very* (97), *too* (53), and *more* (40). Notably, there were no instances of the amplifiers *pretty* and *right* in the GiG corpus.

When examining individual differences, text length emerges as a key factor influencing both the number and variety of amplifiers used. The data indicate that native speakers are more likely to employ multiple amplifiers within a single text, which may suggest that they tend to use a broader range of amplifiers, potentially reflecting a greater lexical variety or a heightened sense of stylistic awareness (Hasselgård 2023). However, it is essential to consider the significant variation in text length, as this likely contributes to the greater diversity of amplifiers found in the GiG corpus, where texts are significantly longer than those in the LEFL corpus. In addition to the corpus composition, further investigation into individual differences is necessary, particularly in relation to the number of distinct amplifiers employed within single sentences and across entire texts, as several cases involved the use of multiple amplifiers within one sentence.

The results of this study identified *really*, *very*, *so*, and *pretty* as frequently used amplifiers, with *pretty* appearing only in the LEFL corpus. These findings align with those of previous studies (Xiao & Tao 2007; Itao & Tagliamonte 2003; Zhiber & Korotina 2019), which noted that certain amplifiers – particularly those listed above – are more common in spoken than in written language. The high number of spoken language collocations proposed by Biber et al. (2021: 542) appears to support the observation that Latvian EFL learners tend to rely on intensifiers that are more common in spoken English; however, due to the small size of the LEFL material, no firm conclusions can be drawn about this, suggesting a need for an investigation using a larger research sample.

Other studies (Pérez–Paredes and Díez–Bedmar 2012; Tagliamonte 2008; Paredes and Sánchez–Tornel 2014) have observed that age is an important factor that can determine the preferences in amplifier use. Similarly to the findings of Tagliamonte 2008, *really* and *pretty* were amongst the examples present in the results with *really* being the most frequent amplifier in LEFL. Studies observing the intensification patterns of lower secondary students (Pérez–Paredes and Díez–Bedmar 2012; Paredes and Sánchez–Tornel 2014) have suggested that Form 9 is the period where it is possible to observe significant patterns in the L2 use of amplifiers. Their findings are similar to those of this study, identifying *very*, *really* and *so* as frequent amplifiers used by this learner group.

Amplifiers primarily function as modifiers of adjectives and adverbs, although they can occasionally intensify the degree of an action or state (Biber et al. 2021; Quirk et al. 1985; Zhiber & Korotina 2019). Among the examples present in the LEFL and GiG corpora, only *really* functions as a modifier of verbs. The results from the corpus analysis revealed 72 instances where amplifiers modified verbs, 62 where they modified adverbs and 350 where they modified adjectives – the most frequent category. The amplifiers in the dataset primarily modified gradable adjectives, particularly those expressing evaluation (*good*, *important*), emotional response (*happy*, *nice*) or scalar properties (*late*, *short*) (Paradis 1997). Overall, the majority of recurring verbs, adjectives and adverbs were in the LEFL corpus, which is most likely connected to the fact that the lexical repertoire of learners is more limited than that of native speakers (Hasselgård 2023).

Similarly to findings on learner language by Savchenko (2022), Hasselgård (2023), and Davydova (2024), *really* emerged as one of the most frequent amplifiers. In the LEFL corpus, *really* was the most frequent amplifier, accounting for more than half of all amplifier instances. Its prevalence can be partially explained by the fact that *really* is more typical of spoken language, which may influence language learners to use it frequently even in written contexts (Biber et al.

2021). Most examples featuring *really* were found in the LEFL corpus and included conversation–typical collocations such as *really good*, *really nice*, and *really hard*. These collocations, however, were largely absent from the native speaker data, even though *really* was the fourth most frequent amplifier in the GiG corpus, with 35 occurrences. This may indicate that native speakers, particularly in more academic or formal contexts such as school writing assignments, tend to avoid such basic or informal collocations in favor of more precise lexical choices. Previous research suggests that *really* is more commonly used by younger speakers (aged 13–29), which may explain its presence in the native speaker data as well (Tagliamonte 2008). In terms of its grammatical function, *really* modified adjectives, verbs, and adverbs, serving as the only amplifier modifying verbs across both datasets. As previously observed by Diani (2008), it is common that *really* modifies attitudinal verbs like *want* and *like* with the majority of examples usually including the first person pronoun *I*. Lastly, analysis of the Latvian learner data indicated that the high frequency of *really* together with the personal pronoun *I* was largely influenced by the task prompt, which required students to describe something they are good at. As a result, the structure *I am really good at* appeared in 13 different texts.

It is important to note that *really* can function as both an adverb of degree and an adverb of stance (Biber et al. 2021). In some cases, it is challenging to determine which of the two categories a particular example belongs to. The following examples illustrate this ambiguity and highlight the need for a closer examination of the two possible classifications:

(44) *I'm really looking forward to go to this school.* (LEFL_ 15–8345)

(45) *The phrase God forbid suggests that they don't agree with Vinny's actions and it even has a tone of disgust in it which really proves that reputation and status are important.* (GiG_ 11_565)

With that being said, it would be beneficial for future studies to examine the role of *really* more closely – particularly in distinguishing its use as an amplifier versus a stance marker, as well as explore its functions across different registers and proficiency levels.

Very was among the three most frequent amplifiers in both corpora. The findings from the native speaker dataset correspond to those reported by Zhiber and Korotina (2019), who identified *very* as significantly more frequent in spoken than written data. Similar results were found in the study by Xiao and Tao (2007), which examined the frequencies of this amplifier in both spoken and written corpora. These patterns may help explain the high number of instances in the native speaker corpus, as native users are more likely to align with established written language conventions and standards. Furthermore, consistent with Paradis (1997), *very* emerged as the most frequent amplifier of adjectives in both LEFL and GiG. In contrast, the high frequency of *really* in the LEFL corpus suggests that it may be preferred over *very* when writers aim to express a higher degree of emotional intensity.

The learner data on the use of the amplifier *more* can also be interpreted in light of the findings reported by Ločmele (2015), who observed frequent use of comparative and superlative forms among lower-level learners. Consistent with these findings, the data indicate that *more* and *most* are predominantly used for comparison, a pattern that may be characteristic of learners who tend to rely on such forms due to a limited access to a more nuanced vocabulary. Although Huddleston and Pullum (2002) and Biber et al. (2021) suggest that *more* and *most* can function as modifiers of various parts of speech, the majority of the texts in both LEFL and GiG included the modification of adjectives. The examples of adverb modification included transitional phrases frequently observed in academic texts, e.g. *more specifically*.

The amplifier *so* appeared to be a frequent modifier in both LEFL and GiG, yielding a total of 46 examples. The results are consistent with previous findings (Ito and Tagliamonte 2003;

Pérez–Paredes and Díez–Bedmar 2012; Zhiber and Korotina 2019; Savchenko 2022; Hasselgård 2023; Davydova 2024) which point out its common use in spoken language. Furthermore, the findings align with studies comparing learner and native speaker data (Savchenko 2022; Hasselgård 2023; Davydova 2024), where *so* was identified as one of the most frequent amplifiers which also corresponds to earlier research on native speaker patterns (Xiao and Tao 2007; Ito and Tagliamonte 2003). The only noteworthy point with this amplifier was the number of errors (5 out of the total of 11 examples), mostly in LEFL; however existing literature offers limited insight for the interpretation of these results.

Due to the insufficient number of instances of the amplifier *too* in the LEFL corpus, the analysis of this item was based primarily on findings from the GiG corpus. In GiG, *too* emerged as the second most frequent amplifier, with 13 instances involving the collocation *too much*. Although *too* and the phrase *too much* are generally more characteristic of spoken discourse (Biber et al. 2021), their relatively high frequency in GiG is likely attributable to their occurrence within quotes, which were frequently incorporated into the British students' texts. This observation is consistent with Hasselgård's (2023) findings, which indicated that the frequency of *too* was comparable across learners and native speakers.

No instances of the amplifiers *pretty* and *right* were found in the GiG corpus. This absence may be attributed to the fact that both amplifiers are more typical of spoken language (Biber et al. 2021); thus, the data supports the observation that L2 speakers tend to use amplifiers characteristic of conversational contexts. A second factor potentially explaining the presence of these amplifiers in the learner data is the age of the speakers. Tagliamonte (2008) found that *pretty* is particularly frequent among younger speakers (aged 13–29); however, this factor alone does not fully account for the absence of *pretty* in the GiG corpus. Given the limited data, more comprehensive research is required to fully interpret this aspect.

The majority of the examples (350) involved adjective modification, thereby confirming the findings of Biber et al. (2021) that adverbs of degree primarily modify adjectives. The adverb–adjective section looked more closely at the modification of adjectives in LEFL and GiG and identified *very* and *more* as the two most frequent amplifiers in the corpora. However, there was limited overlap in recurrent adverb–adjective pairs across the two corpora, indicating differing usage patterns. The results revealed that there were certain aspects that determined the number, variety and content of the adjectives in both corpora. First, the LEFL corpus included recurrent adjectives that corresponded to the task requirements. Students used adjectives *good*, *important* and *great* to describe their skills and interests as well as their motivation to study at that particular school. *Much* was mostly present in the GiG corpus, because many of the texts included quotes from the literary works they were discussing.

Another observation was that Latvian students showed a greater variety in amplifier choice. This was reflected in both the overall variety of amplifiers and the different types of amplifiers used for the most frequent adjectives. However, to some extent, intensifying commonly used adjectives may be taken to suggest a lack of more nuanced and precise vocabulary (Hasselgård 2023; Paradis 1997). Comparative examples of how learners and native speakers modify the same noun confirm that learners tend to rely on amplifiers, whereas native speakers prefer context–specific adjectives.

Based on the findings regarding the variety of modified adjectives, it can be concluded that the writing assignment topics and task requirements played a significant role in influencing both the choice of amplifiers and the selection of modified adjectives. The results indicated that differences in content between the two corpora complicated direct comparisons of amplifier usage patterns, as well as the frequencies and varieties of the modified items. The frequent use of the collocation *really good* suggests that Latvian students closely followed the task prompts and relied

on familiar evaluative expressions. In contrast, the GiG corpus included essays on six different topics, many of which focused on literary works such as *Lord of the Flies*, *To Kill a Mockingbird*, and *Of Mice and Men*. This diversity of topics was reflected in the data, where amplifiers such as *too* and *so* frequently appeared as part of quotations integrated into the texts. Given the observed influence of the writing task topics and task design on the linguistic choices made by students, future research would benefit from the use of corpora compiled under more controlled and comparable content conditions. Specifically, further studies should aim to examine amplifier usage across learner and native speaker corpora with similar topic frameworks to enable more accurate and reliable comparisons.

The third research question aims to examine whether there is any L1 influence on the use of amplifiers by Latvian ELF learners. The first indication of L1 influence is the higher number of verbs modified by *really* in the learner corpus compared to the native speaker corpus. Since amplifiers in Latvian primarily modify verbs, there may be a greater tendency for learners to use them to intensify actions or states rather than other parts of the sentence (Smiltņiece 2013). Another observed feature was the use of amplifier repetition; however, given that only a single instance was found, it is difficult to draw any general conclusions. The final point that may be attributed to L1 influence is the confusion between *much* and *many*. While Latvian students must observe the use of the genitive case after the amplifier *daudz* (much), the use of *much* in English depends on the countability of the modified noun. The results included two instances where students used *much* instead of *many*; however, it is difficult to determine whether this error resulted from the influence of the Latvian equivalent, which requires a specific case. Overall, the available data are insufficient to conclude that Latvian has a significant influence on the use of amplifiers in English. Therefore, further studies with a larger dataset are needed to examine this aspect in greater detail.

One of the principal limitations of the present study was the relatively small corpus size, which restricted the ability to draw broader generalizations about Latvian EFL learners as a population. Although the research sample and the comparative native speaker dataset were designed to align with the parameters of Hasselgård's (2023) study — specifically in terms of the number of texts and the age of the students — it was ultimately insufficient to ensure full comparability. A key complicating factor was the unequal number of tokens in the two corpora, despite efforts to mitigate this issue through careful selection procedures. One way to address this limitation in future research would be to expand the size of both the learner and native speaker corpora to ensure greater statistical reliability of the findings.

CONCLUSION

This thesis aimed to analyze the use of adverbs of degree, more specifically amplifiers in Latvian EFL learners' writing, and to examine their frequencies and functions as modifiers of other parts of speech, comparing the findings to data from native English speakers using the GiG corpus. Because amplifiers primarily modify adjectives, the second focus of the analysis was on the amplifier–adjective combinations. Additionally, the study was set to determine whether there is L1 influence on L2 output. The research question of the study were as follows:

- a) How do the frequencies of amplifiers, along with their meanings and uses, vary across written Latvian ELF learner data?
- b) How do the most common amplifier–adjective combination compare between LEFL and GiG corpus in terms of frequency and usage patterns?
- c) What evidence of L1 transfer in the use of amplifiers is found in the writing produced by Latvian EFL learners?

Studies focusing on Latvian learner English have only addressed points such as grammatical cohesion, knowledge on the use of adverbs and adjectives and the distribution of adverbs in scientific texts (Ločmele 2015; Visocka 2010; Ciemiņš 2022). Both Ločmele (2015) and Visocka (2010) focused on lower–secondary school students' writing which was also the target group of Hasselgård (2023) who specifically looked at the use of amplifiers by young Norwegian learners of English. Thus, this thesis bridged the gap by looking more closely at the use of adverbs of degree, more exactly amplifiers, and their use in texts produced by Latvian lower–secondary students who study English as their primary foreign language. Given the author's pedagogical background, this thesis also sought to make meaningful contributions to the field of English language education in Latvia.

The semantic category of adverbs of degree in both English and Latvian includes adverbs that modify the intensity of a verb, adjective, or adverb (Biber et al. 2021; Smiltņiece 2013). In English, degree adverbs most commonly modify adjectives, whereas in Latvian they primarily co-occur with verbs (Paradis 1997; Kalnača and Lokmane 2021). Owing to the fact that degree adverbs operate along a scale of intensity, the framework proposed by Quirk et al. (1985) further classifies them into amplifiers and diminishers. Amplifiers refer to an upward increase in intensity and may be used to emphasize emotionally significant points in a text or conversation (Davydova 2024; Biber et al. 2021; Quirk et al. 1985). None of the sources on the use of amplifiers in Latvian (Sokols 1959; Paegle 2003; Smiltņiece 2013; Kalnača and Lokmane 2021) provide specific terminology; however, the examples of degree adverbs describing an increase in intensity correspond closely to their English equivalents. It was speculated that factors influencing L2 output could include the presence of grammatical agreement and a reliance on repetition and comparatives to compensate for the lack of a more nuanced vocabulary.

Previous studies on the use of amplifiers (Xiao and Tao 2007; Tagliamonte 2008; Ito and Tagliamonte 2003; Zhiber and Korotina 2019) have noted their presence in both spoken and written contexts, with certain amplifiers, such as *really*, *pretty*, and *right*, appearing more frequently in conversation. A second observation concerned patterns across different age groups, where *really* was significantly more prevalent in the spoken language of teenagers and young adults (Ito and Tagliamonte 2003). Research on learner language (Savchenko 2022; Roos 2024; Hasselgård 2023; Davydova 2024) appears to support these findings, consistently identifying *really* as one of the most frequent amplifiers. Additionally, these studies primarily focused on adjective modification by speakers of various L1 backgrounds, including German, Estonian, Norwegian, and Spanish (Davydova 2024; Savchenko 2022; Roos 2024; Hasselgård 2023; Pérez-Paredes and Díez-Bedmar 2012; Pérez-Paredes and Sánchez-Tornel 2014). Studies involving Latvian learners of English

(Ločmele 2015; Visocka 2010; Ciemiņš 2022) examined the use of adverbs on a broader scale, which subsequently highlighted the need for a more detailed investigation of degree adverbs in texts produced by Latvian students.

In order to identify the patterns of amplifier use by Latvian learners of English, a corpus consisting of 87 Form 9 students examination paper texts was created (further referred to as LEFL). The texts were typed in manually and then converted into a .txt format. The Growth in Grammar corpus (GiG) was selected as the native speaker dataset as the corpus consists of essays and written assignments, including but not limited to those produced by Form 9 students. Two data analysis tools – *TagAnt* and *Sketch Engine* – were applied to prepare the research material and conduct the analysis. *TagAnt* was used to tag the texts for parts of speech, assisting the compilation of the extracted examples. The files from LEFL and GiG were uploaded to *Sketch Engine* which facilitated the use of the *Word Sketch* and *Concordance* tools. The *Word Sketch* tool was used for the preliminary analysis to determine the frequencies of the adverb examples proposed by Biber et al. (2021). The results of the preliminary analysis revealed that adverbs of the degree were among the most frequent adverbs, with the majority being amplifiers. Based on the classifications of Biber et al. (2021) and Quirk et al. (1985), amplifiers were selected as the primary focus of the thesis. The following steps included the extraction of the examples containing amplifiers from both corpora as well as gathering data on the frequencies of the amplifiers. All of this data was compiled in an *Excel* file and used to generate simple statistical visualizations (graphs and tables). Due to the high number of examples involving adjective modification, the previously mentioned tools were also employed to look more closely at the collocates of the most frequent adjectives across the LEFL and GiG corpora.

The analysis identified that the total number of amplifiers in the LEFL corpus was slightly higher than in the GiG corpus. Compared to studies focusing on this aspect in learner language, the

results corresponded to the corpus findings, identifying *really*, *very* and *more* as the most frequent amplifiers. Similar patterns emerged when examining the most common collocations, with the majority of the examples accounting for amplifier collocations more common in spoken language. The results further indicated that amplifiers primarily functioned as modifiers of adjectives, followed by adverbs and verbs. The LEFL corpus included recurrent structures and modified items, whereas the findings from GiG displayed a greater variety of modified words. Examples from both corpora also revealed that native speakers are more likely to use context specific vocabulary, using amplifiers to emphasize key points in the text. It was therefore concluded that Latvian learners tend to rely on familiar amplifier structures to possibly compensate for a less nuanced vocabulary.

Previous studies on the use of amplifiers in learner language (Hasselgård 2023; Savchenko 2022; Davydova 2022) have predominantly focused on amplifiers as modifiers of adjectives. A similar pattern emerged in the present study, with the majority of modified items being adjectives. The analysis specifically examined *very* and *more*, as these were among the most frequent amplifiers in both corpora. The results indicated that the range of adjectives used was influenced by the writing assignment topics: Latvian students tended to employ more general adjectives or those related to school contexts, whereas native speakers used adjectives characteristic of the literary works discussed in their essays. To illustrate a contrasting perspective, the variety of amplifiers based on the five most frequent adjectives was also analyzed. This revealed a greater diversity of amplifier usage in the LEFL corpus compared to the GiG corpus. This finding supports the conclusion that Latvian learners tend to rely on amplifiers to intensify characteristics, rather than employing a wider range of nuanced descriptive vocabulary.

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APPENDICES

Appendix 1 – Examples of amplifiers in LEFL and GiG

REALLY – LEFL

No	KWIC	POS it modifies	Code
1.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	8–6325
2.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	10–9933
3.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	11–9838
4.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	11–9838
5.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	13–8859
6.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	14–8536
7.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	17–7778
8.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	19–7375
9.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	20–7297
10.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	21–7259
11.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	22–7232
12.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	23–6269
13.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	27–5575
14.	on_ADP a_DET really_ADV good_ADJ score_NOUN	adjective	28–5239
15.	I_PRON am_VERB really_ADV good_ADJ in_ADP	adjective	33–4293
16.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	40–2978
17.	I_PRON am_VERB also_ADV really_ADV good_ADJ at_ADP	adjective	41–2794
18.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	43–2397
19.	it_PRON 's_VERB really_ADV good_ADJ school_NOUN	adjective	43–2397
20.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	48–8526
21.	this_DET school_NOUN is_VERB really_ADV good_ADJ	adjective	50–6462

22.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	50-6462
23.	this_DET school_NOUN is_VERB really_ADV good_ADJ	adjective	50-6462
24.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	52-4953
25.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	53-6499
26.	I_PRON 'm_VERB really_ADV good_ADJ with_ADP	adjective	54-7633
27.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	55-9353
28.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	56-6775
29.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	57-3978
30.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	59-4866
31.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	60-2467
32.	teachers_NOUN with_ADP really_ADV good_ADJ teaching_NOUN	adjective	60-2467
33.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	63-8347
34.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	66-5945
35.	I_PRON 'm_VERB really_ADV good_ADJ at_ADP	adjective	72-4428
36.	it_PRON 's_VERB really_ADV good_ADJ exercise_NOUN	adjective	75-6794
37.	have_VERB really_ADV good_ADJ study_NOUN	adjective	75-6794
38.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	76-3379
39.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	77-2365
40.	I_PRON am_VERB really_ADV good_ADJ fighting_VERB	adjective	81-9523
41.	atmosphere_NOUN also_ADV is_VERB really_ADV good_ADJ	adjective	37-3826
42.	that_DET was_VERB really_ADV important_ADJ	adjective	19-7375
43.	that_DET is_VERB really_ADV important_ADJ	adjective	19-7375
44.	that_DET is_VERB really_ADV important_ADJ	adjective	45-9862
45.	it_PRON 's_VERB really_ADV important_ADJ	adjective	58-6593
46.	It_PRON would_VERB be_AUX really_ADV great_ADJ	adjective	15-8345
47.	that_CONJ friends_NOUN are_VERB really_ADV great_ADJ thing_NOUN	adjective	83-3478

48.	I_PRON 'm_VERB really_ADV interested_ADJ in_ADP	adjective	6-4264
49.	I_PRON was_VERB really_ADV interested_ADJ in_ADP	adjective	42-2639
50.	I_PRON am_VERB really_ADV interested_ADJ in_ADP	adjective	74-8772
51.	learn_NOUN 's_VERB really_ADV nice_ADJ	adjective	56-6775
52.	it_PRON is_VERB really_ADV nice_ADJ oportunity_NOUN	adjective	56-6775
53.	the_DET teachers_NOUN are_VERB really_ADV nice_ADJ	adjective	74-8772
54.	they_PRON are_VERB really_ADV smart_ADJ	adjective	56-6775
55.	The_DET students_NOUN ar_VERB really_ADV smart_ADJ	adjective	76-3379
56.	I_PRON am_VERB really_ADV ambitious_ADJ	adjective	53-6499
57.	I_PRON get_VERB really_ADV anxious_ADJ	adjective	62-4443
58.	I_PRON am_VERB really_ADV artistic_ADJ person_NOUN	adjective	74-8772
59.	The_DET school_NOUN is_VERB really_ADV beutifull_ADJ	adjective	9-9748
60.	students_NOUN are_VERB really_ADV competitive_ADJ	adjective	4-5446
61.	in_ADP this_DET school_NOUN are_VERB really_ADV friendly_ADJ	adjective	74-8772
62.	this_DET teachers_NOUN are_VERB really_ADV helpful_ADJ	adjective	82-5549
63.	this_DET thing_NOUN is_VERB really_ADV helpfull_ADJ	adjective	50-6462
64.	had_VERB a_DET really_ADV positive_ADJ review_NOUN	adjective	64-2987
65.	this_DET school_NOUN are_VERB really_ADV really_ADV great_ADJ	adjective	82-5549
66.	I_PRON am_VERB a_DET really_ADV slow_ADJ eater_NOUN	adjective	19-7375
67.	I_PRON am_VERB a_DET really_ADV social_ADJ person_NOUN	adjective	19-7375
68.	it_PRON 's_VERB a_DET really_ADV stressful_ADJ ,_PUNCT but_CCONJ	adjective	53-6499
69.	They_PRON are_VERB also_ADV really_ADV supportive_ADJ	adjective	60-2467
70.	This_DET school_NOUN has_VERB really_ADV good_ADJ medicine_NOUN course_NOUN	adjective	86-8825
71.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	34-4862
72.	I_PRON am_VERB really_ADV good_ADJ at_ADP	adjective	51-4658
73.	they_PRON are_AUX working_VERB really_ADV hard_ADV	adverb	37-3826
74.	Is_AUX it_PRON really_ADV hard_ADV to_PART	adverb	52-4953
75.	I_PRON always_ADV tried_VERB really_ADV hard_ADV	adverb	75-6794
76.	have_AUX to_PART wake_VERB up_ADP really_ADV early_ADV	adverb	41-2794

77.	would_VERB be_AUX really_ADV hart_ADV	adverb	46-7222
78.	are_VERB really_ADV really_ADV great_ADJ to_PART	adverb/adjective	82-5549
79.	I_PRON really_ADV like_VERB sport_NOUN	verb	4-5446
80.	I_PRON really_ADV like_VERB it_PRON	verb	28-5239
81.	I_PRON really_ADV like_VERB this_DET	verb	30-5462
82.	I_PRON really_ADV like_VERB cooking_NOUN	verb	31-5525
83.	I_PRON really_ADV like_VERB and_CCONJ	verb	37-3826
84.	I_PRON really_ADV like_VERB sports_NOUN	verb	38-3735
85.	that_PRON I_PRON really_ADV like_VERB	verb	38-3735
86.	I_PRON really_ADV like_VERB this_DET	verb	38-3735
87.	because_SCONJ I_PRON really_ADV like_VERB	verb	40-2978
88.	I_PRON really_ADV like_VERB this_DET	verb	52-4953
89.	I_PRON would_AUX really_ADV like_VERB to_PART	verb	57-3978
90.	thing_NOUN I_PRON really_ADV like_VERB about_ADP	verb	58-6593
91.	i_PRON really_ADV like_VERB and_CCONJ	verb	59-4866
92.	I_PRON really_ADV like_VERB reading_NOUN	verb	62-4443
93.	I_PRON really_ADV like_VERB swimming_NOUN	verb	75-6794
94.	I_PRON really_ADV like_VERB studying_NOUN	verb	75-6794
95.	I_PRON really_ADV like_VERB photography_NOUN	verb	77-2365
96.	I_PRON really_ADV like_VERB helping_NOUN	verb	82-5549
97.	I_PRON really_ADV like_VERB to_PART	verb	83-3478
98.	I_PRON would_AUX really_ADV like_VERB to_PART	verb	83-3478
99.	I_PRON really_ADV like_VERB dance_NOUN	verb	85-7223
100.	I_PRON really_ADV like_VERB teachers_NOUN	verb	85-7223
101.	I_PRON really_ADV want_VERB to_PART	verb	21-7259
102.	I_PRON really_ADV want_VERB to_PART	verb	45-9862
103.	I_PRON really_ADV want_VERB to_PART	verb	56-6775
104.	I_PRON really_ADV want_VERB to_PART	verb	59-4866
105.	I_PRON really_ADV want_VERB to_PART	verb	60-2467
106.	I_PRON did_AUX not_PART really_ADV want_VERB to_PART	verb	63-8347
107.	does_AUX this_DET school_NOUN really_ADV have_VERB	verb	6-4264
108.	do_AUX n't_PART really_ADV have_HAVE	verb	9-9748
109.	I_PRON really_ADV have_AUX enjoyed_VERB	verb	9-9748
110.	I_PRON really_ADV hope_VERB that_SCONJ	verb	9-9748
111.	I_PRON really_ADV hope_VERB I_PRON	verb	19-7375
112.	I_PRON really_ADV hope_VERB that_SCONJ	verb	52-4953

113.	because_CONJ I_PRON really_ADV liked_VERB	verb	9–9748
114.	I_PRON really_ADV liked_VERB that_CONJ	verb	37–3826
115.	I_PRON really_ADV liked_VERB the_DET	verb	39–3358
116.	and_CONJ I_PRON really_ADV enjoyed_VERB	verb	41–2794
117.	I_PRON really_ADV enjoyed_VERB it_PRON	verb	58–6593
118.	I_PRON really_ADV love_VERB to_PART	verb	72–4428
119.	I_PRON really_ADV love_VERB math_NOUN	verb	86–8825
120.	something_PRON I_PRON really_ADV do_VERB nt_PART want_VERB	verb	63–8347
121.	sport_NOUN i_PRON really_ADV excel_VERB at_ADP	verb	73–2353
122.	school_NOUN does_VERB n't_PART really_ADV give_VERB	verb	29–5374
123.	become_VERB closer_ADV and_CONJ really_ADV know_VERB	verb	72–4428
124.	I_PRON 'm_VERB really_ADV looking_VERB forward_ADV to_PART	verb	15–8345
125.	this_DET school_NOUN is_VERB really_ADV organised_VERB	adjective	74–8772
126.	I_PRON find_VERB it_PRON really_ADV relaxing_VERB	adjective	72–4428
127.	I_PRON have_VERB really_ADV thought_VERB about_ADP	verb	53–6499
128.	I_PRON really_ADV wan_VERB na_PART study_NOUN	verb	29–5374
129.	There_PRON really_ADV is_VERB n't_PART one_NUM	verb	51–4658
130.	I_PRON really_ADV want_VERB study_NOUN in_ADP	verb	44–6259

REALLY – GiG

No	KWIC	POS it modifies	Code
1	she_PRON is_AUX getting_VERB really_ADV angry_ADJ at_ADP	adjective	16_892b
2	she_PRON is_AUX getting_VERB really_ADV angry_ADJ and_CONJ scared_ADJ	adjective	16_892b
3	the_DET weather_NOUN was_AUX really_ADV windy_ADJ	adjective	13_748c
4	the_DET dog_NOUN was_AUX really_ADV wild_ADJ	adjective	13_744c
5	was_AUX it_PRON all_DET really_ADV worth_ADJ it_PRON	adjective	11_571
6	being_AUX really_ADV happy_ADJ and_CONJ welcomed_VERB	adjective	16_889b
7	she_PRON gets_VERB really_ADV scared_ADJ	adjective	16_890c
8	what_PRON Slim_PROPN is_AUX really_ADV like_ADJ by_ADP saying_VERB	adjective	7_470a

9	Eddie_PROPN is_AUX being_AUX really_ADV selfish_ADJ	adjective	11_569
10	she_PRON starts_VERB to_PART get_VERB really_ADV anxious_ADJ	adjective	16_889b
11	This_DET explains_VERB that_SCONJ Slim_PROPN is_AUX a_DET really_ADV kind_ADJ	adjective	7_470a
12	King_NOUN is_AUX being_AUX really_ADV nice_ADJ to_ADP him_PRON	adjective	16_892b
13	he_PRON does_AUX really_ADV love_VERB Beatrice_PROPN	verb	11_565
14	and_CCONJ did_AUX really_ADV love_VERB Beatrice_PROPN	verb	11_565
15	that_SCONJ he_PRON really_ADV love_VERB Beatrice_PROPN	verb	11_566
16	Eddie_PROPN does_AUX n't_PART really_ADV love_VERB her_PRON anymore_ADV	verb	11_568
17	suggest_VERB that_SCONJ he_PRON did_AUX really_ADV love_VERB Beatrice_PROPN	verb	11_569
18	she_PRON does_AUX n't_PART really_ADV know_VERB if_SCONJ he_PRON really_ADV loved_VERB her_PRON	verb	11_569
19	she_PRON does_AUX n't_PART really_ADV know_VERB	verb	11_569
20	they_PRON do_AUX n't_PART really_ADV know_VERB	verb	16_892b
21	no_DET one_NOUN really_ADV knows_VERB about_ADP Slim_PROPN	verb	7_483a
22	start_VERB to_PART take_VERB over_ADP and_CCONJ really_ADV get_VERB to_ADP him_PRON	verb	11_580
23	he_PRON really_ADV wanted_VERB Catherine_PROPN	verb	11_577
24	get_VERB what_PRON he_PRON really_ADV wants_VERB	verb	16_889b
25	Lady_PROPN Macbeth_PROPN is_AUX getting_VERB really_ADV annoyed_VERB	verb	16_892b
26	this_DET really_ADV destroys_VERB his_PRON pride_NOUN	verb	11_586
27	This_DET really_ADV effected_VERB his_PRON downfall_NOUN	verb	11_579
28	he_PRON does_AUX n't_PART really_ADV save_VERB anyone_PRON	verb	11_566
29	the_DET audience_NOUN in_ADP the_DET theatre_NOUN would_AUX be_AUX really_ADV surprised_VERB by_ADP	verb	16_889b
30	which_DET really_ADV proves_VERB that_SCONJ reputation_NOUN	verb	11_565
31	Eddie_PROPN does_AUX n't_PART really_ADV act_VERB as_ADP	verb	11_561
32	he_PRON does_AUX not_PART really_ADV care_VERB about_ADP	verb	11_577

33	She_PRON is_AUX trying_VERB to_PART make_VERB Macbeth_PROPEN really_ADV think_VERB about_ADP	verb	16_893
34	what_PRON Eddie_PROPEN 's_PART fatal_ADJ flaw_NOUN could_AUX really_ADV be_AUX	verb	11_577
35	who_PRON Slim_PROPEN really_ADV was_AUX	verb	7_476a

VERY – LEFL

No	KWIC	POS it modifies	Code
1.	are_VERB very_ADV good_ADJ at_ADP their_PRON job_NOUN	adjective	8-6325
2.	I_PRON am_VERB very_ADV good_ADJ at_ADP	adjective	15-8345
3.	I_PRON 'm_VERB very_ADV good_ADJ at_ADP	adjective	20-7297
4.	that_CONJ here_ADV are_VERB very_ADV good_ADJ teachers_NOUN	adjective	20-7297
5.	this_DET school_NOUN have_VERB very_ADV good_ADJ level_NOUN	adjective	30-5462
6.	it_PRON is_VERB very_ADV good_ADJ life_NOUN	adjective	37-3826
7.	dimensional_ADJ thinking_NOUN is_VERB very_ADV good_ADJ	adjective	42-2639
8.	this_DET school_NOUN teacher_NOUN are_VERB very_ADV good_ADJ	adjective	52-4953
9.	I_PRON am_VERB very_ADV good_ADJ at_ADP	adjective	54-7633
10.	have_VERB a_DET very_ADV good_ADJ exam_NOUN results_NOUN	adjective	61-8775
11.	I_PRON am_VERB very_ADV good_ADJ at_ADP	adjective	68-5982
12.	the_DET teachers_NOUN are_VERB very_ADV good_ADJ at_ADP	adjective	81-9523
13.	the_DET school_NOUN is_VERB very_ADV good_ADJ	adjective	81-9523
14.	the_DET teachers_NOUN are_VERB very_ADV friendly_ADJ	adjective	58-6593
15.	Teachers_NOUN are_VERB very_ADV friendly_ADJ	adjective	66-5945
16.	Usuall_ADV I_PRON 'm_VERB very_ADV friendly_ADJ	adjective	67-5278

17.	The_DET students_NOUN here_ADV also_ADV are_VERB very_ADV friendly_ADJ	adjective	66-5945
18.	this_DET school_NOUN is_VERB very_ADV beautiful_ADJ	adjective	52-4953
19.	Gymnasium_PROPN are_VERB very_ADV beautiful_ADJ	adjective	85-7223
20.	this_DET school_NOUN itself_PRON is_VERB very_ADV beautiful_ADJ	adjective	28-5239
21.	I_PRON think_VERB is_VERB very_ADV important_ADJ for_ADP	adjective	20-7297
22.	I_PRON think_VERB it_PRON 's_VERB very_ADV important_ADJ	adjective	20-7297
23.	this_DET for_ADP me_PRON is_VERB very_ADV important_ADJ	adjective	85-7223
24.	The_DET school_NOUN has_VERB very_ADV nice_ADJ teachers_NOUN	adjective	65-5258
25.	The_DET people_NOUN are_VERB very_ADV nice_ADJ	adjective	54-7633
26.	the_DET experience_NOUN was_VERB very_ADV nice_ADJ	adjective	73-2353
27.	in_ADP(_PUNCT X_PROPN)_ PUNCT ,_PUNCT is_VERB very_ADV close_ADJ	adjective	78-3246
28.	This_DET school_NOUN is_VERB also_ADV very_ADV close_ADJ	adjective	82-5549
29.	I_PRON think_VERB that_DET is_VERB very_ADV cool_ADJ	adjective	20-7297
30.	this_DET school_NOUN are_VERB very_ADV cool_ADJ	adjective	82-5549
31.	I_PRON 'm_VERB very_ADV creative_ADJ	adjective	18-7754
32.	I_PRON am_VERB very_ADV creative_ADJ	adjective	39-3358
33.	there_PRON was_VERB very_ADV fun_ADJ party_NOUN	adjective	85-7223
34.	that_DET sound_VERB very_ADV fun_ADJ	adjective	7-5476
35.	The_DET school_NOUN has_VERB very_ADV great_ADJ webpage_NOUN	adjective	66-5945
36.	I_PRON am_VERB very_ADV great_ADJ at_ADP	adjective	83-3478
37.	I_PRON would_VERB be_AUX very_ADV happy_ADJ	adjective	79-2564
38.	first_ADJ time_NOUN there_PRON was_VERB very_ADV happy_ADJ	adjective	85-7223

39.	the_DET school_NOUN 's_PART are_VERB very_ADV well_ADJ	adverb	87-4248
40.	got_VERB to_PART know_VERB the_DET teachers_NOUN very_ADV well_ADV	adverb	48-8526
41.	that_DET is_VERB very_ADV annoying_ADJ	adjective	57-3978
42.	this_DET school_NOUN is_VERB very_ADV buetiful_ADJ	adjective	69-5355
43.	find_VERB new_ADJ good_ADJ friends_NOUN very_ADV easily_ADV	adverb	66-5945
44.	but_CCONJ also_ADV a_DET very_ADV exciting_ADJ time_NOUN	adjective	53-6499
45.	Which_DET is_VERB very_ADV exiting_ADJ	adjective	20-7297
46.	I_PRON ' _PUNCT am_VERB very_ADV fast_ADJ because_SCONJ	adjective	70-2754
47.	I_PRON would_VERB be_AUX very_ADV grateful_ADJ	adjective	79-2564
48.	happens_VERB to_PART be_AUX in_ADP a_DET very_ADV handy_ADJ place_NOUN	adjective	87-4248
49.	the_DET teaching_NOUN was_VERB very_ADV high_ADJ	adjective	64-2987
50.	Secondly_ADV ,_PUNCT it_PRON 's_VERB very_ADV historical_ADJ building_NOUN	adjective	20-7297
51.	I_PRON feel_VERB very_ADV homie_ADJ	adjective	79-2564
52.	the_DET second_ADJ thing_NOUN I_PRON am_VERB very_ADV interested_ADJ in_ADP are_AUX	adjective	79-2564
53.	this_DET school_NOUN is_VERB very_ADV interesting_ADJ	adjective	84-4987
54.	I_PRON 'm_VERB very_ADV keen_ADJ on_ADP	adjective	78-3246
55.	The_DET schools_NOUN building_NOUN is_VERB very_ADV old_ADJ	adjective	66-5945
56.	the_DET education_NOUN level_NOUN is_VERB very_ADV rare_ADJ to_PART find_VERB	adjective	54-7633
57.	that_DET is_VERB very_ADV sad_ADJ	adjective	61-8775
58.	who_PRON are_VERB very_ADV supportive_ADJ	adjective	1-8634
59.	math_NOUN would_VERB be_AUX very_ADV useful_ADJ	adjective	43-2397
60.	People_NOUN are_VERB very_ADV welcoming_ADJ	adjective	79-2564

VERY – GiG

No	KWIC	POS it modifies	Code
1.	he_PRON had_AUX very_ADV inappropriate_ADJ feelings_NOUN towards_ADP Catherine_PROPN	adjective	11_561
2.	The_DET idea_NOUN of_ADP honour_NOUN before_ADP law_NOUN was_AUX very_ADV important_ADJ	adjective	11_561
3.	Eddie_PROPN 's_PART jealousy_NOUN for_ADP Catherine_PROPN has_AUX gotten_VERB very_ADV extreme_ADJ	adjective	11_562
4.	he_PRON acts_VERB in_ADP a_DET very_ADV aggressive_ADJ way_NOUN	adjective	11_563
5.	suggests_VERB that_SCONJ he_PRON is_AUX a_DET very_ADV strong_ADJ	adjective	11_564
6.	He_PRON very_ADV abruptly_ADV says_VERB	adverb	11_564
7.	Eddie_PROPN is_AUX very_ADV out_ADP of_ADP line_NOUN	adverb	11_565
8.	making_VERB him_PRON a_DET very_ADV typical_ADJ tragic_ADJ hero_NOUN	adjective	11_565
9.	he_PRON cares_VERB very_ADV much_ADV about_ADP honour_NOUN	adverb	11_565
10.	This_DET makes_VERB Eddie_PROPN very_ADV much_ADV a_DET tragic_ADJ hero_NOUN	adverb	11_565
11.	has_VERB a_DET very_ADV tragic_ADJ ending_NOUN	adjective	11_565
12.	she_PRON loves_VERB him_PRON very_ADV much_ADV	adverb	11_566
13.	the_DET mood_NOUN gets_VERB very_ADV tense_ADJ	adjective	11_567
14.	Eddie_PROPN 's_PART death_NOUN is_AUX very_ADV typical_ADJ	adjective	11_568
15.	Eddie_PROPN already_ADV had_AUX a_DET very_ADV bad_ADJ reputation_NOUN	adjective	11_569
16.	he_PRON 's_AUX a_DET very_ADV well_ADV respected_ADJ man_NOUN	adverb	11_569
17.	Eddie_PROPN is_AUX a_DET very_ADV selfish_ADJ man_NOUN	adjective	11_569
18.	it_PRON wo_AUX n't_PART be_AUX very_ADV pleasant_ADJ	adjective	11_570
19.	these_DET words_NOUN are_AUX very_ADV simple_ADJ	adjective	11_571
20.	his_PRON community_NOUN is_AUX obviously_ADV very_ADV important_ADJ to_ADP him_PRON	adjective	11_574

21.	As_ADP tunnels_NOUN are_AUX very_ADV dark_ADJ	adjective	11_575
22.	Eddie_PROPN acts_VERB very_ADV possessive_ADJ of_ADP the_DET niece_NOUN	adjective	11_577
23.	This_DET shows_VERB Eddie_PROPN as_ADP a_DET very_ADV typical_ADJ tragic_ADJ hero_NOUN	adjective	11_577
24.	takes_VERB his_PRON pride_NOUN and_CONJ respect_VERB very_ADV seriously_ADV	adverb	11_578
25.	he_PRON was_VERB a_DET very_ADV typical_ADJ tragic_ADJ hero_NOUN	adjective	11_578
26.	Eddie_PROPN had_AUX a_DET very_ADV high_ADJ status_NOUN	adjective	11_579
27.	is_VERB a_DET very_ADV tragic_ADJ story_NOUN	adjective	11_580
28.	come_VERB across_ADP as_ADP a_DET very_ADV jealous_ADJ person_NOUN	adjective	11_580
29.	he_PRON is_AUX very_ADV protective_ADJ of_ADP her_PRON	adjective	11_580
30.	the_DET very_ADV first_ADJ sequence_NOUN in_ADP the_DET play_NOUN	adjective	11_582
31.	he_PRON prioritised_VERB honour_NOUN very_ADV highly_ADV	adverb	11_584
32.	He_PRON finds_VERB his_PRON respect_NOUN very_ADV important_ADJ	adjective	11_584
33.	manliness_NOUN was_AUX a_DET very_ADV big_ADJ part_NOUN	adjective	11_584
34.	manliness_NOUN was_AUX n't_PART very_ADV common_ADJ	adjective	11_584
35.	Eddie_PROPN was_AUX very_ADV concerned_ADJ about_ADP	adjective	11_584
36.	portrays_VERB Eddie_PROPN as_ADP a_DET typical_ADJ tragic_ADJ hero_NOUN very_ADV well_ADV	adverb	11_587
37.	Resulting_VERB in_ADP a_DET very_ADV tragic_ADJ ending_VERB	adjective	11_587
38.	flaws_NOUN become_VERB very_ADV apparent_ADJ	adjective	11_587
39.	It_PRON was_AUX made_VERB very_ADV obvious_ADJ that_CONJ	adjective	11_587
40.	his_PRON self_NOUN pride_NOUN is_AUX to_PART ,_PUNCT very_ADV excessive_ADJ	adjective	11_587
41.	that_CONJ it_PRON is_AUX very_ADV obvious_ADJ	adjective	11_587

42.	makes_VERB his_PRON feelings_NOUN towards_ADP Catherine_PROPN very_ADV obvious_ADJ	adjective	11_587
43.	He_PRON is_AUX very_ADV over_ADV protective_ADJ over_ADP her_PRON	adjective	11_587
44.	he_PRON is_AUX very_ADV concerned_ADJ about_ADP	adjective	11_587
45.	Respect_NOUN towards_ADP Eddie_PROPN is_AUX very_ADV common_ADJ	adjective	11_587
46.	This_DET was_AUX very_ADV significant_ADJ because_SCONJ	adjective	11_587
47.	for_ADP their_PRON culture_NOUN is_AUX a_DET very_ADV symbolic_ADJ	adjective	11_588
48.	was_AUX very_ADV frowned_ADJ upon_SCONJ	adjective	11_588
49.	He_PRON is_AUX very_ADV obviously_ADV a_DET tragic_ADJ hero_NOUN	adverb	11_588
50.	religion_NOUN was_VERB still_ADV a_DET very_ADV big_ADJ part_NOUN of_ADP	adjective	13_716e
51.	the_DET waiting_VERB street_NOUN is_VERB very_ADV dangerous_ADJ	adjective	13_726g
52.	I_PRON felt_VERB very_ADV much_ADV at_ADP home_NOUN	adverb	13_736c
53.	is_AUX shown_VERB to_PART be_AUX very_ADV up_ADV beat_NOUN	adjective	13_750c
54.	I_PRON felt_VERB very_ADV much_ADV at_ADP home_NOUN	adverb	13_751a
55.	this_DET shows_VERB he_PRON is_VERB very_ADV refreshed_ADJ	adjective	13_751a
56.	very_ADV much_ADV at_ADP home_NOUN	adverb	13_751a
57.	the_DET novel_NOUN is_VERB very_ADV descriptive_ADJ	adjective	13_751a
58.	he_PRON is_VERB very_ADV skilled_ADJ with_ADP	adjective	13_754
59.	it_PRON would_AUX be_AUX very_ADV rare_ADJ for_ADP	adjective	16_873f
60.	she_PRON becomes_VERB very_ADV persuasive_ADJ	adjective	16_877f
61.	is_AUX portrayed_VERB as_ADP a_DET very_ADV megamaical_ADJ women_NOUN	adjective	16_878e
62.	Lady_PROPN Macbeth_PROPN is_VERB very_ADV worried_ADJ about_ADP	adjective	16_878e
63.	A_DET Jacobean_ADJ audience_NOUN would_AUX be_AUX very_ADV surprised_ADJ	adjective	16_879f

64.	Lady_PROPN Macbeth_PROPN is_AUX persuasive_ADJ and_CONJ very_ADV angry_ADJ	adjective	16_881e
65.	Lady_PROPN Macbeth_PROPN is_verb very_ADV calm_ADJ ,_PUNCT relaxed_ADJ and_CONJ happy_ADJ	adjective	16_884b
66.	She_PRON is_AUX getting_VERB very_ADV angry_ADJ with_ADP	adjective	16_888b
67.	her_PRON moods_NOUN are_AUX changing_VERB very_ADV fast_ADV	adverb	16_888b
68.	She_PRON was_VERB very_ADV freaked_ADJ out_ADP	adjective	16_888b
69.	so_ADV started_VERB acting_VERB very_ADV peculiar_ADJ	adverb	16_889b
70.	Lady_PROPN Macbeth_PROPN is_AUX getting_VERB very_ADV irritated_ADJ	adjective	16_890c
71.	she_PRON is_AUX telling_VERB Macbeth_PROPN of_ADP and_CONJ getting_VERB very_ADV angry_ADJ	adjective	16_890c
72.	she_PRON is_AUX very_ADV controlling_ADJ and_CONJ intimidating_VERB	adjective	16_890c
73.	she_PRON is_AUX very_ADV cheerful_ADJ at_ADP the_DET begging_NOUN	adjective	16_892b
74.	she_PRON is_AUX getting_VERB very_ADV annoyed_ADJ	adjective	16_892b
75.	Lady_PROPN Macbeth_PROPN is_AUX getting_VERB very_ADV annoyed_ADJ	adjective	16_892b
76.	she_PRON can_AUX be_AUX seen_VERB acting_VERB very_ADV controlling_ADV towards_ADP	adverb	16_893
77.	would_AUX most_ADV likly_ADV feel_VERB very_ADV uncomfortable_ADJ	adjective	16_893
78.	would_AUX be_AUX very_ADV shocking_ADJ and_CONJ un_ normal_ADJ behaviour_NOUN	adjective	16_893
79.	An_DET audience_NOUN would_AUX be_AUX very_ADV worried_ADJ for_ADP	adjective	16_893
80.	An_DET Shakespearean_ADJ audience_NOUN would_AUX be_AUX very_ADV scared_ADJ	adjective	16_893
81.	she_PRON starts_VERB by_ADP being_AUX a_DET very_ADV manipulative_ADJ	adjective	16_893
82.	and_CONJ a_DET very_ADV good_ADJ night_NOUN to_ADP you_PRON all_DET	adjective	16_899a
83.	Lady_PROPN Macbeth_PROPN is_AUX presented_VERB as_ADP a_DET very_ADV confident_ADJ	adjective	16_901b
84.	The_DET Jacobean_ADJ audience_NOUN believed_VERB very_ADV much_ADV that_SCONJ	adverb	16_901b

85.	she_PRON is_AUX very_ADV powerful_ADJ over_ADP the_DET lords_NOUN	adjective	16_903c
86.	man_NOUN who_PRON is_AUX loved_VERB very_ADV mutch_ADV	adverb	7_478a
87.	His_PRON voice_NOUN was_VERB very_ADV gentle_ADJ	adjective	7_478a
88.	he_PRON is_AUX very_ADV proud_ADJ to_PART be_AUX	adjective	7_481a
89.	you_PRON could_AUX think_VERB of_ADP Slim_PROPN like_ADP a_DET very_ADV intelligent_ADJ man_NOUN	adjective	7_483a
90.	a_DET very_ADV intelligent_ADJ man_NOUN very_ADV bright_ADJ and_CCONJ quite_DET a_DET loving_VERB man_NOUN	adjective	7_483a
91.	his_PRON voice_NOUN was_AUX very_ADV gental_ADJ	adjective	7_484a
92.	makes_VERB him_PRON seem_VERB like_ADP a_DET very_ADV respected_ADJ man_NOUN	adjective	7_485b
93.	have_AUX very_ADV high_ADJ respects_NOUN for_ADP him_PRON	adjective	7_486b
94.	worker_NOUN who_PRON is_VERB very_ADV valuable_ADJ to_ADP the_DET ranch_NOUN	adjective	7_486b
95.	presents_VERB Slim_PROPN as_ADP a_DET very_ADV wise_ADJ and_CCONJ strong_ADJ character_NOUN	adjective	7_488b
96.	he_PRON is_AUX very_ADV great_ADJ or_CCONJ important_ADJ	adjective	7_488b
97.	Slim_ADJ is_VERB very_ADV corageous_ADJ	adjective	7_488b

PRETTY – LEFL

No	KWIC	POS it modifies	Code
1.	I_PRON think_VERB I_PRON 'm_VERB pretty_ADV good_ADJ at_ADP	adjective	31-5525
2.	I_PRON would_AUX say_VERB I_PRON 'm_AUX pretty_ADV good_ADJ at_ADP	adjective	86-8825
3.	I_PRON 'm_VERB pretty_ADV good_ADJ at_ADP it_PRON	adjective	87-4248
4.	my_PRON school_NOUN was_VERB pretty_ADV bad_ADJ	adjective	68-5982
5.	Well_INTJ it_PRON s_VERB pretty_ADV simple_ADJ	adjective	69-5355
6.	I_PRON consider_VERB myself_PRON pretty_ADV skilled_ADJ	adjective	49-8494

7.	I_PRON can_AUX recreate_VERB paintings_NOUN pretty_ADV well_ADV	adverb	18-7754
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MORE – LEFL

No	KWIC	POS it modifies	Code
1.	the_DET studying_VERB process_NOUN more_ADV interesting_ADJ	adjective	60-2467
2.	is_AUX studying_VERB made_VERB more_ADV interesting_ADJ ?	adjective	3-6878
3.	studying_VERB more_ADV enjoyable_ADJ	adjective	21-7259
4.	I_PRON did_AUX beome_VERB more_ADV independant_ADJ	adjective	7-5476
5.	introduce_VERB myself_PRON more_ADV memorable_ADJ	adjective	25-5696
6.	sports_NOUN ,_PUNCT more_ADV specificly_ADV –_PUNCT basketball_NOUN	adverb	55-9353
7.	these_DET are_AUX the_DET most_ADV important_ADJ ones_NOUN	adjective	17-7778
8.	jazz_NOUN is_AUX one_NUM of_ADP the_DET most_ADV fantastic_ADJ musics_NOUN	adjective	25-5696
9.	wich_NOUN subjects_NOUN are_AUX the_DET most_ADV important_ADJ	adjective	33-4293
10.	this_DET school_NOUN is_AUX one_NUM of_ADP the_DET most_ADV popular_ADJ school_NOUN	adjective	4-5446
11.	What_PRON is_AUX the_DET most_ADV important_ADJ rule_NOUN	adjective	45-9862
12.	I_PRON think_VERB one_NUM of_ADP my_PRON most_ADV interesting_ADJ skills_NOUN	adjective	79-2564

MORE – GiG

No	KWIC	POS it modifies	Code
1.	can_AUX be_AUX seen_VERB as_ADV fatherly_ADV or_CCONJ more_ADV commonly_ADV jealous_ADJ	adverb	11_581
2.	Little_ADJ bit_NOUN more_ADV later_ADV	adverb	16_892b

3.	to_PART make_VERB the_DET reader_NOUN more_ADV sorry_ADJ for_ADP Marco_PROPN	adjective	11_566
4.	making_VERB him_PRON more_ADV desperate_ADJ	adjective	11_567
5.	Marco_PROPN would_AUX be_AUX the_DET student_NOUN ,_PUNCT and_CCONJ more_ADV inferior_ADJ	adjective	11_567
6.	we_PRON get_VERB a_DET much_ADV more_ADV gentle_ADJ approach_NOUN	adjective	11_571
7.	it_PRON makes_VERB the_DET scene_NOUN more_ADV dramatic_ADJ	adjective	11_572
8.	we_PRON witness_VERB the_DET more_ADV violent_ADJ side_NOUN of_ADP Marco_PROPN	adjective	11_572
9.	This_DET makes_VERB the_DET play_NOUN more_ADV interesting_ADJ	adjective	11_572
10.	in_ADP order_NOUN for_ADP Eddie_PROPN to_PART become_VERB more_ADV aggressive_ADJ	adjective	11_573
11.	conveys_VERB a_DET more_ADV forceful_ADJ atmosphere_NOUN	adjective	11_575
12.	hubris_NOUN was_VERB a_DET more_ADV effective_ADJ part_NOUN	adjective	11_577
13.	the_DET brothers_NOUN are_AUX more_ADV skilled_ADJ	adjective	11_584
14.	a_DET teacher_NOUN is_AUX always_ADV more_ADV superior_ADJ	adjective	11_587
15.	his_PRON feelings_NOUN become_VERB more_ADV apparent_ADJ	adjective	11_588
16.	Nothing_PRON is_AUX more_ADV deadly_ADJ than_ADP a_DET deserted_ADJ	adjective	13_726g
17.	nothing_PRON is_AUX more_ADV deadly_ADJ than_ADP a_DET deserted_ADJ	adjective	13_726g
18.	so_ADV it_PRON was_AUX more_ADV likely_ADJ for_ADP	adjective	13_749a
19.	He_PRON looks_VERB more_ADV sick_ADJ than_ADP anything_PRON	adjective	13_754
20.	He_PRON 's_AUX looking_VERB more_ADV sick_ADJ than_ADP anything_PRON	adjective	13_754
21.	the_DET dog_NOUN becomes_VERB more_ADV and_CCONJ more_ADV concerned_ADJ	adjective	13_755
22.	make_VERB them_PRON be_AUX more_ADV afraid_ADJ	adjective	16_876c
23.	she_PRON 's_AUX more_ADV powerful_ADJ by_ADP questioning_VERB his_PRON actions_NOUN	adjective	16_880a
24.	She_PRON wants_VERB to_PART be_AUX stronger_ADJ and_CCONJ more_ADV manly_ADJ	adjective	16_893
25.	She_PRON wants_VERB to_PART be_AUX more_ADV manly_ADJ	adjective	16_893
26.	so_ADV she_PRON can_AUX become_VERB more_ADV independent_ADJ	adjective	16_893

27.	Shakespeare_PROPN gives_VERB blank_ADJ verse_NOUN to_ADP the_DET more_ADV important_ADJ	adjective	16_895c
28.	most_ADV likely_ADJ the_DET main_ADJ character_NOUN	adverb	11_562
29.	they_PRON would_AUX most_ADV likly_ADV think_VERB	adverb	16_893
30.	The_DET audience_NOUN witnising_VERB this_DET would_AUX most_ADV likly_ADV feel_VERB	adverb	16_893
31.	it_PRON 's_AUX most_ADV certinaly_ADV not_PART like_ADP that_DET anymore_ADV	adverb	16_893
32.	his_PRON position_NOUN as_ADP being_AUX the_DET most_ADV important_ADJ man_NOUN	adjective	11_577
33.	considered_VERB the_DET most_ADV typical_ADJ tragic_ADJ hero_NOUN	adjective	11_577
34.	one_NUM of_ADP the_DET most_ADV typical_ADJ tragic_ADJ heroes_NOUN	adjective	11_577
35.	one_NUM of_ADP the_DET most_ADV tragic_ADJ hero_NOUN 's_PART in_ADP Greek_PROPN Tragedy_PROPN	adjective	11_578
36.	one_NUM of_ADP the_DET most_ADV significant_ADJ	adjective	11_586
37.	one_NUM of_ADP his_PRON most_ADV distinct_ADJ features_NOUN	adjective	11_588
38.	and_CCONJ most_ADV likely_ADV question_NOUN Lady_PROPN Macbeth_PROPN	adverb	16_881e
39.	she_PRON is_AUX most_ADJ certinaly_ADV not_PART well_ADV	adverb	16_893
40.	he_PRON is_VERB the_DET most_ADV skilled_ADJ person_NOUN	adjective	7_486b

TOO – LEFL

No	KWIC	POS it modifies	Code
1.	I_PRON 'm_VERB too_ADV lazy_ADJ	adjective	11-9838
2.	Too_ADV many_ADJ new_ADJ ideas	adjective	3-6878

TOO – GiG

No	KWIC	POS it modifies	Code
1.	he_PRON is_AUX too_ADV focused_ADJ on_ADP	adjective	11_586
2.	until_ADP it_PRON 's_AUX too_ADV late_ADV	adjective	11_562
3.	Eddie_PROPN cares_VERB a_DET little_ADJ too_ADV much_ADV for_ADP Catherine_PROPN	adverb	11_563
4.	show_VERB that_SCONJ he_PRON examines_VERB too_ADV much_ADJ of_ADP Katy_PROPN	adjective	11_563

5.	he_PRON was_AUX too_ADV honourable_ADJ to_PART do_AUX the_DET job_NOUN	adjective	11_563
6.	Eddie_PROPN takes_VERB things_NOUN too_ADV far_ADV	adverb	11_563
7.	doing_VERB it_PRON to_PART not_PART give_VERB away_ADP too_ADV much_ADJ information_NOUN	adjective	11_563
8.	His_PRON jealousy_NOUN get_VERB 's_PRON too_ADV much_ADV for_ADP him_PRON to_PART handle_VERB	adverb	11_564
9.	he_PRON shows_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_565
10.	he_PRON says_VERB its_PRON too_ADV short_ADJ	adjective	11_565
11.	but_CONJ it_PRON was_AUX too_ADV late_ADV	adjective	11_565
12.	her_PRON dress_NOUN is_AUX too_ADV short_ADJ	adjective	11_566
13.	but_CONJ it_PRON 's_AUX too_ADV late_ADJ as_ADP he_PRON 's_AUX dying_VERB	adjective	11_566
14.	when_CONJ it_PRON was_AUX too_ADV late_ADJ	adjective	11_566
15.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET daughter_NOUN	adjective	11_567
16.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_567
17.	when_CONJ it_PRON is_AUX too_ADV late_ADJ for_ADP him_PRON to_PART do_AUX anything_PRON about_ADP it_PRON	adjective	11_570
18.	Eddie_PROPN has_AUX gone_VERB too_ADV far_ADV	adverb	11_572
19.	his_PRON love_NOUN for_ADP C_PROPN too_ADV far_ADV	adverb	11_573
20.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_576
21.	he_PRON cared_VERB too_ADV much_ADV about_ADP	adverb	11_577
22.	sometimes_ADV the_DET love_NOUN is_AUX too_ADV strong_ADJ	adjective	11_577
23.	Eddie_PROPN had_AUX loved_VERB his_PRON niece_NOUN too_ADV much_ADV	adverb	11_577
24.	was_AUX too_ADV proud_ADJ to_PART give_VERB her_PRON up_ADP	adjective	11_577
25.	when_CONJ it_PRON was_AUX too_ADV late_ADJ	adjective	11_577
26.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_578

27.	but_CONJ it_PRON was_AUX too_ADV late_ADJ	adjective	11_578
28.	too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_579
29.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_581
30.	He_PRON describes_VERB the_DET dress_NOUN as_ADP too_ADV short_ADJ	adjective	11_582
31.	but_CONJ it_PRON 's_AUX too_ADV late_ADJ	adjective	11_582
32.	there_PRON s_VERB too_ADV much_ADJ love_NOUN for_ADP the_DET niece_NOUN	adjective	11_584
33.	before_ADP it_PRON 's_AUX too_ADV late_ADJ	adjective	11_586
34.	Eddie_PROPN just_ADV loves_VERB her_PRON too_ADV much_ADJ	adjective	11_586
35.	but_CONJ will_AUX it_PRON be_AUX too_ADV late_ADJ	adjective	11_586
36.	neglected_VERB his_PRON wife_NOUN for_ADP too_ADV long_ADJ	adjective	11_586
37.	Eddie_PROPN realising_VERB his_PRON flaw_NOUN too_ADV late_ADV	adverb	11_586
38.	realising_VERB his_PRON hamartia_NOUN too_ADV late_ADV	adverb	11_586
39.	too_ADV much_ADJ love_NOUN the_DET niece_NOUN	adjective	11_587
40.	By_ADP saying_VERB too_ADV much_ADV it_PRON can_AUX be_AUX implied_VERB	adverb	11_587
41.	he_PRON is_AUX going_VERB too_ADV far_ADV	adverb	11_587
42.	you_PRON ca_AUX n't_PART love_VERB a_DET family_NOUN member_NOUN too_ADV much_ADV	adverb	11_587
43.	there_PRON s_VERB too_ADV much_ADJ love_NOUN	adjective	11_588
44.	his_PRON anagnorisis_NOUN is_AUX too_ADV late_ADJ for_ADP him_PRON	adjective	11_588
45.	as_ADP he_PRON is_AUX too_ADV nice_ADJ	adjective	16_888b
46.	Macbeth_PROPN is_AUX too_ADV kind_ADJ to_PART become_VERB King_PROPN	adjective	16_890c
47.	she_PRON thinks_VERB he_PRON will_AUX be_AUX too_ADV nice_ADJ	adjective	16_891b
48.	thy_PRON nature_NOUN it_PRON is_AUX too_ADV full_ADJ	adjective	16_892b

49.	she_PRON is_AUX fearing_VERB that_CONJ if_CONJ he_PRON is_AUX too_ADV kind_ADJ	adjective	16_892b
50.	If_CONJ our_PRON leader_NOUN was_AUX too_ADV kind_ADJ	adjective	16_892b
51.	Showing_VERB it_PRON was_AUX all_ADV too_ADV much_ADJ in_ADP the_DET end_NOUN	adjective	16_893
52.	it_PRON is_AUX too_ADV full_ADJ o'_ADP the_DET milk_NOUN of_ADP human_ADJ kindness_NOUN	adjective	16_901b
53.	she_PRON thinks_VERB her_PRON husband_NOUN is_AUX far_ADV too_ADV kind_ADJ	adjective	16_901b

RIGHT – LEFL

No	KWIC	POS it modifies	Code
1.	but_CONJ right_ADV now_ADV I_PRON	adverb	29-5374
2.	right_ADV now_ADV I_PRON study_VERB	adverb	61-8775

SO – LEFL

No	KWIC	POS it modifies	Code
1.	in_ADP the_DET school_NOUN is_AUX so_ADV much_ADJ concerts_NOUN	adjective	30-5462
2.	would_AUX give_VERB me_PRON so_ADV much_ADJ opportunities_NOUN	adjective	56-6775
3.	they_PRON are_VERB so_ADV nice_ADJ lessons_NOUN	adjective	14-8536
4.	everyone_PRON is_VERB so_ADV nice_ADJ	adjective	86-8825
5.	need_VERB to_PART do_AUX so_ADV good_ADV on_ADP	adverb	8-6325
6.	It_PRON 's_AUX actually_NOUN so_ADV hard_ADV to_PART	adverb	5-5524
7.	why_CONJ is_AUX it_PRON so_ADV important_ADJ that_CONJ	adjective	8-6325
8.	I_PRON 've_AUX made_VERB so_ADV many_ADJ great_ADJ friends_NOUN	adjective	67-5278
9.	and_CONJ not_PART so_ADV new_ADJ people_NOUN	adjective	32-3889

10.	and_CONJ teachers_NOUN were_VERB so_ADV welcoming_ADJ	adjective	39–3358
11.	a_DET school_NOUN that_PRON is_VERB so_ADV far_ADV from_ADP my_PRON home_NOUN	adverb	72–4428

SO – GiG

No	KWIC	POS it modifies	Code
1.	feels_VERB so_ADV strongly_ADV about_ADP Rodolfo_PROP	adverb	11_572
2.	it_PRON surprises_VERB Jem_PROP and_CONJ Scout_PROP so_ADV much_ADV	adverb	13_726g
3.	by_ADP scaring_VERB him_PRON so_ADV much_ADV	adverb	13_750c
4.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ in_ADP him_PRON	adjective	16_888b
5.	Lady_PROP Macbeth_PROP panicked_VERB so_ADV much_ADV	adverb	16_888b
6.	So_ADV extreme_ADJ that_CONJ it_PRON leads_VERB	adjective	11_562
7.	He_PRON may_AUX have_AUX been_AUX so_ADV paranoid_ADJ with_ADP	adjective	11_567
8.	the_DET truth_NOUN so_ADV holy_ADJ ,_PUNCT as_ADP something_PRON perversely_ADV pure_ADJ	adjective	11_575
9.	what_PRON could_AUX have_AUX made_VERB the_DET hero_NOUN so_ADV tragic_ADJ	adjective	11_577
10.	had_AUX these_DET flaws_NOUN for_ADP so_ADV long_ADV	adverb	11_577
11.	his_PRON harmatia_NOUN is_AUX not_PART so_ADV much_ADJ about_ADP her_PRON	adjective	11_578
12.	he_PRON was_VERB a_DET fool_NOUN for_ADP so_ADV long_ADV	adverb	11_580
13.	What_PRON 's_AUX so_ADV crazy_ADJ ,_PUNCT I_PRON do_AUX n't_PART like_VERB his_PRON whole_ADJ way_NOUN	adjective	11_583
14.	honour_NOUN is_VERB so_ADV important_ADJ to_ADP the_DET characters_NOUN	adjective	11_584
15.	he_PRON would_AUX n't_PART get_VERB so_ADV defensive_ADJ	adjective	11_586
16.	By_ADP having_VERB so_ADV many_ADJ harmatias_NOUN	adjective	11_587

17.	as_ADP a_DET woman_NOUN has_AUX so_ADV much_ADJ power_NOUN	adjective	16_880a
18.	to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_881e
19.	Lady_PROPN Macbeth_PROPN and_CCONJ macbeth_PROPN get_VERB so_ADV angry_ADJ	adjective	16_888b
20.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_889b
21.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_890c
22.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_891b
23.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_892b
24.	Not_PART looking_VERB so_ADV strong_ADJ and_CCONJ independent_ADJ anymore_ADV	adjective	16_893
25.	Showing_VERB she_PRON s_VERB not_PART so_ADV strong_ADJ after_ADV all_ADV	adjective	16_893
26.	look_VERB not_PART so_ADV pale_ADJ	adjective	16_898c
27.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_899a
28.	the_DET old_ADJ man_NOUN to_PART have_AUX had_AUX so_ADV much_ADJ blood_NOUN in_ADP him_PRON	adjective	16_902b
29.	The_DET guilt_NOUN gets_VERB to_ADP her_PRON so_ADV much_ADV that_PRON	adverb	16_902b
30.	His_PRON Authority_PROPN was_AUX so_ADV great_ADJ that_SCONJ	adjective	7_473a
31.	a_DET gait_NOUN so_ADV profound_ADJ that_SCONJ	adjective	7_481a
32.	His_PRON Authority_PROPN was_AUX so_ADV great_ADJ that_SCONJ	adjective	7_482a
33.	his_PRON manner_NOUN and_CCONJ a_DET quiet_ADJ so_ADV profound_ADJ that_SCONJ	adjective	7_482a

34.	his_PRON manner_NOUN and_CCONJ a_DET quiet_ADJ so_ADV profound_ADJ that_SCONJ	adjective	7_486b
35.	His_PRON Authority_PROPN was_AUX so_ADV great_ADJ that_SCONJ	adjective	7_486b

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Madara Vīre

A Corpus-based Study of Amplifiers in Latvian EFL Learners' Writing

Korpuseuuring intensiivistajatest Läti inglise keelt võõrkeelena õppijate ingliskeelsetes kirjutistes

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Lehekülgede arv: 93

Annotatsioon:

Selle magistritöö eesmärk on analüüsida intensiivistajate (ingl. k. *amplifiers*) kasutust inglise keelt õppivate Läti 9. klassi õpilaste kirjutistes. Varasemad uurimused on keskendunud määramäärsõnade kasutusele üldisemal tasandil ning peamiselt määramäärsõnade (*degree adverbs*) kasutamisele edasijõudnud keeleõppijate seas, rõhutades vajadust põhjalikumaks uurimiseks madalama astme õpilaste puhul.

Käesolev uurimus tugineb LEFL-i (*Latvian EFL Learner*) ja GiG-i (*Growth in Grammar*) korpuste andmetele, võimaldades võrrelda inglise keele kui võõrkeele ja kui emakeele kasutust. LEFL-korpus, mis koosneb 87st 9. klassi sisseastumiseksami raames kirjutatud veebipostitusest, loodi spetsiaalselt selle uurimistöö jaoks, kuna avalikult kättesaadavad läti inglise keele õppijakeele korpused puuduvad. Fookus intensiivistajatele valiti esialgse analüüsi põhjal, mis näitas, et määramäärsõnade esinemissagedus korpuses oli kõige suurem. Intensiivistajaid sisaldavad näited koguti ja struktureeriti Exceli andmebaasi, et hõlbustada andmete visualiseerimist tabelite ja graafikute abil.

Kõige sagedamini kasutatud intensiivistajate– *really*, *very* ja *more* – esinemismustrid kattusid varasemate uurimuste tulemustega, kinnitades nende kasutust tavaliste modifikaatoritena. Tulemused näitasid ka, et LEFL-korpuses sarnanesid intensiivistajate kasutus ja kollokatsioonid enam suulisele kui kirjalikule keelekasutusele. Kuigi mõlemas korpuses olid kõige sagedamini modifitseeritud elemendid omadussõnad, ilmnis inglise emakeelega (GiG) kasutajate andmetes suurem mitmekesisus modifitseeritud sõnaliikide osas, samas kui läti L1 keelega õppijate korpus näitas laiemat valikut intensiivistajate tüüpides. Lisaks uuriti läti õppijate emakeele võimalikku mõju inglise keele kasutusele, kuid leiti, et andmestik oli selles aspektis järeltuste tegemiseks ebapiisav.

Märksõnad: määramäärsõnad, intensiivistajad, korpuseanalüüs, läti L1 keelega inglise keele õppijad

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