

How to cite the article:

Shaw, J. (2025). Teaching intensifying adverbs: The case for autonomy and its limits. *PanSIG Journal*, 11(2), 363–374. <https://doi.org/10.37546/JALTPanSIG11.2-40>

## Practice Article

# Teaching Intensifying Adverbs: The Case for Autonomy and Its Limits

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### Abstract

This paper first explores intensifying adverbs and their significance in English learning before critically analysing why they are frequently overlooked in classroom practice. Subsequently, this paper identifies learner challenges which can be broadly categorised into lexical-grammatical and sociolinguistic. To address these issues, two activities are proposed. The first encourages learner autonomy through the Test Teach Test (TTT) framework, using corpora to first identify linguistic gaps before guiding learners in addressing them. The second task raises awareness of intensifiers linked to social communities and involves greater teacher intervention, particularly in discussing sociocultural implications and phonological features. This task serves as a springboard for a range of sensitive discussions for both learners and teachers to be conducted within a supportive and safe classroom environment. The paper concludes by exploring possible adaptations of the proposed activities, analysing teacher and learner reflections, and considering the broader implications of the study on language teaching.

本稿ではまず、英語学習における強意副詞の重要性を概観し、教科書や授業で十分に扱われていない理由を批判的に考察する。次に、語彙文法および社会言語学的な学習上の課題を明らかにし、これに対応する二つの活動を提案する。一つ目はTTT手法を用いてコーパスから言語的ギャップに気づき、自律学習を促す。二つ目は強意副詞と社会集団の関係に焦点を当て、音声や文化的背景も含め教師主導で進められる。最後に、活動の応用可能性や学習者・教師の振り返りを考察し、本研究の教育的意義を探る。

An intensifier is typically described as an adverb or adjective that has little meaning by itself and strengthens another word. For example, *utterly* enhances *disastrous*, despite having little connection to the literal meaning of *utter* and makes little sense in isolation. However, while standard dictionary definitions offer a useful starting point, it is oversimplified and incomplete from a linguistic perspective. Lebedeva and Pavlova (2016, pp. 47, 50) demonstrate that not all intensifiers serve to amplify meaning; some, such as *slightly* and *somewhat*, function as downtoners, and intensifiers can both amplify and attenuate. They also explain that grammatical classifications are frequently contested which unsurprisingly presents challenges for both students and teachers.

Yet, what ultimately matters more than the grammar is understanding how and why they are used. As Peters (1994, pp. 269–271) observes, their value lies in equipping learners with expressive tools to convey originality and subtle nuance and helping teachers interpret semantic developments in English. This pedagogical and sociolinguistic relevance likely explains the modern shift in focus from grammar to lexis and informs the first activity discussed in this paper, which explores semantic preference and prosody before turning to corpus data. It is also true that lexical studies often reveal valuable sociolinguistic insights; a focus the second activity discussed in this paper explores.

Both activities aim to support learners with lexical-grammatical and sociolinguistic challenges, one of which, as mentioned, is grammatical inconsistency. For example, Zhiber and Korotina (2019) classify the emphasisers *actually*, *honestly*, and *frankly* as amplifiers, while Quirk et al. (1972) identify them as downscalers, distinct from downtoners. Hopper and Traugott (2003) partially account for this by arguing that intensifiers evolve over time, with older forms coexisting with newer ones, falling out of use, or changing function. Lexical studies also frequently reveal valuable sociolinguistic insights, such as age, gender, sexuality, class, and power relations. Without appropriate guidance, learners may therefore make socially inappropriate choices, such as describing a female colleague as *absolutely hysterical* rather than *very funny*.

To address these issues, this study adapts a Selivan (2018, pp. 215–216) corpus-based lexical activity and integrates it within a Test-Teach-Test (TTT) framework. The primary aim is to promote learner autonomy by helping students identify gaps in their knowledge of adverb–adjective collocations and introducing corpora as a tool for personalising language use. A second, self-designed activity raises sociolinguistic awareness by illustrating how collocations vary across social groups, positioning the teacher as an expert facilitator, guiding discussion on

appropriateness and leading meaningful debate.

The value of this teaching practice lies in its emphasis on learner autonomy and the shared responsibility of teacher and student in nurturing intrinsic motivation (Ryan & Deci, 2000). The first task promotes agentic engagement through (TTT), which allows teachers to respond to learner needs (Thornbury, 2006) while enabling students to select collocations aligned with their personal interests. The second task supports identity exploration, providing a safe environment for learners to experiment with their “English selves”, a process Norton (2000) identifies as both essential to sustained motivation and instrumental in developing the ability to navigate power relations in social settings. The rationale for these tasks is outlined by identifying specific learner challenges and how the tasks address them, followed by task descriptions, implementation strategies, and reflective insights.

This practice supports learner development in several ways. The corpus data task promotes learner autonomy by raising awareness of available tools, their usability, and their application to independent, self-directed study. Also, when learners use different corpora and then compare and improve each other’s findings, they show that autonomy is not just an individual process but also socially constructed (Piccardo & North, 2019, p. 175). This idea of social learning is reinforced by the second activity, which focuses on how social groups use intensifiers to interact and how they adapt when they encounter each other. More broadly, issues such as ethics, nativism and artificial intelligence come into focus. While these themes affect everyone, they are especially pertinent for educators teaching learners who are currently studying or planning to study or work abroad. This is particularly relevant in the Japanese context, as 2024 figures available at the time of writing suggest that a considerable number, approximately 90,000 university students, began studying abroad (Japan Student Services Organization [JASSO], 2025).

The teaching practice described in this paper was implemented over two consecutive lessons. The corpus activity was part of an assessed Cambridge DELTA Module Two lesson delivered in the 2024 summer, focusing on lexis for higher-level learners. This was followed by an unassessed lesson which explored the sociolinguistic aspects. The students, all based in Prague, were aged 18-60. Adaptations are also discussed in a Japanese university context at CEFR A2-B1 levels; however, at the time of writing, my experience in Japan was limited to six months.

## Theoretical Framework

The study of intensifying adverbs is a niche area receiving limited attention. As noted earlier, a review of the literature reveals that its grammar is complex and contested. For example, intensifiers can modify other parts of speech, including other adverbs, as in *extremely quickly*. Yet, coursebook materials, that only sporadically include intensifiers, typically concentrate on adverb-adjective collocations. This focus is justified by Bäcklund (1973), who found that 72 percent of intensifying adverbs occur with adjectival heads. Furthermore, these medium-frequency collocations occasionally appear in Exam English textbooks, highlighting their importance in international speaking and writing assessments. Therefore, these factors help to justify prioritising this structure in the task design.

Earlier studies of intensifying adjectives have examined both delexicalisation and gradability. Firstly, Sinclair (1996) argues that focusing on semantic preferences and prosodies, which carry positive or negative connotations, is more effective when teaching delexicalised words. This informs the inclusion of a scaffolding stage in the first task. However, despite Paradis (2000) highlighting the importance of gradability in selecting premodifying adverbs, the fact that gradable adjectives are prototypical (Huddleston et al. 2022), and meaning is rarely distorted by error, suggests that gradability is better suited for self-study by learners seeking precise usage.

While the aforementioned lexical-grammatical aspects are crucial to language learning, sociolinguistic considerations called for a follow up task. Intensifier usage has long been linked to social group identity (Partington, 1993). More recently, in the early noughties, it was shown that young urban American speakers were recycling intensifiers, favouring *so*, *pretty*, and *super* over more common forms like *very* (Tagliamonte & Roberts, 2005; Tagliamonte, 2008). Similarly, British teenagers have shifted toward using intensifiers like *proper* and *well*, as seen in studies of British television from the 2000s and 2010s (Stratton, 2018, 2021). Consequently, shifting language trends is a consideration in the second task.

These trends are not just generational though with Reichelt and Durham’s (2017) analysis of *Buffy the Vampire Slayer* highlighting regional differentiation. British characters preferred *extremely* and *completely*, while American characters favoured *totally*. The study also reveals social group distinctions; for example, Willow, a stereotypical nerd, used more formal intensifiers, whereas Cordelia, a cheerleader, often employed Valley Girl variants. As these characters interacted in shared social circles, their intensifier usage converged, with differences fading by seasons two and three. This underscores the need to discuss regional and subcultural variation and code-switching in the activity.

Phonological and paralinguistic features are key considerations in both tasks, as small changes in intonation or pitch can radically alter meaning, while paralinguistic cues help mitigate confusion. The practicum helps learners understand not only what is said but how it is said, and which gestures are appropriate. The aforementioned LA Valley accent is notable for its association with intensifiers such as *totally* and its distinctive intonation patterns. Podesva (2011) demonstrated that members of the homosexual community have often adopted this accent as a form of self-identification. However, research by Ritchart and Arvaniti (2013) suggested that in parts of California, the accent is increasingly transcending gender boundaries.

The above became evident during my teaching in Moscow from 2012-2022. Many students adopted these speech patterns, often influenced by American films such as *Clueless*, *Mean Girls* and *Legally Blonde*, which became widely available after the fall of the Iron Curtain. Some students were aware of the accent's homosexual connotations, while others were not, highlighting the importance of addressing this within the constraints of ever-evolving Russian law. Interestingly, although unrelated to *Legally Blonde*, Long and Christensen (2008) found that the use of intensifiers had a notable impact on legal appeals, emphasising real-world consequences and the necessity of practicum to help learners choose personalised language appropriately.

### Similar Practices

To identify tasks that could effectively support learners, a library search revealed limited coverage of practical activities related to intensifiers. There was one decontextualised task focused on gradability; another featuring a brief instructional box following a listening activity highlighting the importance of intensifiers; and a third addressing their role in creating emphasis in newspaper articles. Prompting further research, one of the more comprehensive resources I eventually identified was Unit 16 in Foley and Hall (2012). Although primarily intended for self-study, the unit provides detailed explanations and structured practice activities. Particularly valuable was a section that linked adverb–adjective collocations to real usage data from the British National Corpus, which ultimately influenced the direction of the first task.

Convinced that such a lexical approach using corpus data was effective, I adapted the *Memes and Memorable Movie Quotes* activity by Selivan (2018, pp. 215-216) into a whole lesson plan. This activity uses the Lexical Approach to address Granger's (1998) research, which found that learners often underuse adjective-specific collocations and overuse common maximisers, likely due to the overwhelming number of possible combinations. The task encourages learners to use corpora to discover collocations, drawing attention to patterns such as alliteration, for example *fundamentally flawed*, or semantic association, such as *ridiculously cheap* or *ridiculously expensive*. As will be explained, I decided to adopt a Test-Teach-Test (TTT) framework to better help learners notice gaps in their knowledge and promote autonomy. I also adapted this activity by adding a scaffolding stage before the initial test stage to raise awareness of semantic prosody, included pronunciation practice, and a freer practice production stage; all which I had deemed important from research.

### Gaps and Opportunities

As previously noted, this topic is sporadically covered in textbooks, and Selivan's (2018) activity has room to be expanded to a full lesson. The practicum outlined incorporates the previously stated scaffolding (Appendix A) and extends the original activity into a cohesive lesson structured around a (TTT) framework. (TTT) is a framework more closely aligned with language-focussed approaches such as Present–Practice–Produce (PPP), rather than with strong-end Communicative Language Teaching models, like Task-Based Learning (TBL). However, (TTT) differs from (PPP) by beginning with an initial practice phase like (TBL) and in this lesson, both the teacher and learners collaboratively identify linguistic gaps, which then inform targeted input prior to further practice and production. Thornbury (2006) argues that (TTT) is most effective when implemented by experienced teachers who are able to diagnose learner needs and respond flexibly. I also believe that the approach is particularly well suited to higher-level, autonomous learners who, with guidance, are capable of recognising and overcoming their own limitations. In addition, the proposed adaptations place increased emphasis on phonology and paralinguistic features, which will be addressed in a subsequent article.

Regarding the second, sociolinguistic task, I found no directly relevant existing materials. This lack is unsurprising, given that many sociolinguistic topics, especially those related to gender and sexuality, are considered taboo or even criminal in certain cultures, leading coursebook writers to avoid them (Melliti, 2013). This omission often means important, real-life topics discussed earlier in this section, which are relevant to students' lives, are often neglected. While some teachers, particularly those working with advanced learners planning to study abroad, may have developed their own materials, these are unlikely to be widely shared due to their niche and context-specific nature. Therefore, the task is deliberately open-ended, making it easily adaptable for other teachers who wish to design materials suited to their students. Its primary purpose is to serve as a springboard for discussion.

### Activity 1: Corpus Data Movie Quotes Task

This task develops learners' understanding of the range and usage of intensifying adverbs. It begins with an initial test that assesses learners' ability to form adverb-adjective collocations. Learners are then presented with a scaffolded activity that raises awareness of delexicalisation and semantic prosody and are encouraged to collaborate. Learners are subsequently guided to use corpora to expand their range of collocations, compare them with initial responses, and collaboratively develop autonomy in using corpus tools. A second corpus resource focused on film scripts helps them locate examples featuring their chosen collocations for a controlled practice phase. The task concludes with a freer stage, where students write short film scripts to apply the target language in a personalised, creative, communicative context.

## Implementation

### Stages (Appendix A)

1. Lead-in (4 minutes): Learners work in pairs to fill gaps in two short film scripts featuring intensifying adverbs. The teacher then reveals correct collocations, drills pronunciation, and highlights pitch variation's impact on meaning.
2. Test 1 (6 minutes): Learners create word forks with premodifying adjectives, compare answers in pairs, and receive micro-feedback.
3. Teach (10 minutes): Learners complete a table linking adverbs to their adjective roots and definitions, analyse connotations, and identify patterns such as semantic prosody.
4. Test 2 (5 minutes): Learners brainstorm additional collocations, check in pairs, and discuss as a class.
5. Corpora Task (10 minutes): The teacher introduces corpus tools. In pairs, learners use different corpora to explore collocations, followed by pair and whole-class feedback.
6. Controlled Practice (5 minutes): Learners select collocations, find film script examples using QuoDB, and practice phonological and paralinguistic features. The teacher provides hot feedback.
7. Freer Practice (20 minutes): Learners write short scripts with selected intensifiers, rehearse in pairs, present to another pair, receive delayed feedback, and engage in post-activity metacognitive reflection.

### Materials and Resources

- Powerpoint Presentation (Optional) / Whiteboard / Markers
- List of premodifying adjectives
- Word forks worksheet
- Semantic Prosody worksheet
- Corpora, e.g. Skell and COCA.
- QuoDB movie database corpus

This teaching practice was implemented at a private language school as part of an assessed Cambridge DELTA Module 2 lesson focused on lexis. The class, assembled for this purpose, had two one-hour lessons per day with different trainees. There were eight Czech learners including IT specialists, business managers, teachers and university students.

### Adaptations and Modifications

All learners were sufficiently proficient to complete the lesson. The two selected corpora were user-friendly and accessible even for beginners, so modelling was simple. Special consideration was given to one student who identified as a technophobe and did not own a smartphone. In this case I provided a tablet with one of the corpora to ensure participation.

A similar activity based on the same principles was applied in a Japanese university context with A2–B1 level students. The task involved writing about the traits of a good role model and their characteristics. While there was a focus on accurate adjective use in the first draft, students aiming for an A or A+ in the second draft were encouraged to incorporate intensifying adverbs, supported by links to an online collocation dictionary and the platform *Youglish*, which searches YouTube for real-life usage examples (Appendix B). These tools are accessible to students with limited metalanguage, and *Youglish* proved particularly effective in helping them understand usage in genre-specific contexts. This suggests that it could be incorporated into the controlled practice stage of the original activity.

### Reflections on the Process and Student Engagement

The lesson was positively received by learners, observers, and peers. In a metacognitive stage following the session, students reported enjoying the lesson, a sentiment echoed by observers in their feedback. Learners stated they had increased their knowledge of intensifying adverb–adjective collocations and felt more confident using corpora, which was evident in the freer practice where even typically shy students enthusiastically created and performed scripts. Many students also expressed interest in using corpora independently in their self-study. Interestingly, some suggested that Large Language Models (LLMs) could perform similar functions more efficiently for those doing casual self-study rather than those doing research, offering a potential avenue for future exploration given the widespread use of these tools among students.

The structure of the lesson proved effective, with learners demonstrating a clear understanding of the purpose behind each stage. For example, drilling the target language with varied intonation during the lead-in successfully

highlighted the importance of accurate selection and pronunciation. The initial test stage prompted learners to recognise limitations in their vocabulary, despite their relatively high proficiency, while the scaffolding activity raised awareness of semantic prosody. Learners responded enthusiastically to the corpus activity, particularly as the use of different tools by each partner encouraged meaningful comparison and collaboration. Furthermore, the integration of an internet movie database added novelty and engagement, and learners were motivated to activate newly acquired collocations to fill gaps in their prior knowledge during the freer practice. The main drawback, however, was that stages were shorter than optimal. Although this supported the overall pacing and flow, the activities could have been more fully exploited in a 90-120-minute lesson.

## Activity 2: Sociolinguistic Noticing Follow-Up Task and Discussion

This task builds on the previous one, where learners explored a range of adverb–adjective intensifier collocations and learnt how to discover new ones. While this kind of autonomy is valuable, it must also be socially co-constructed, with the teacher acting as an expert guide, particularly more so in this activity. Initially including a noticing activity that raises awareness of how different social groups use distinct intensifiers, it leads to a debate on how various intensifiers are perceived differently depending on sociolinguistic factors, especially the speaker's community. Ultimately, this serves as a springboard for teacher-led discussion of appropriacy and code-switching.

### Implementation

#### Stages (Appendix C)

1. Lead-in (5 minutes): The teacher shows three pictures and learners match the people and the intensifiers they might use.
2. Listening for Gist (5 minutes): Learners listen to three dialogues and match each to the correct picture.
3. Listening for Detail - Noticing Task - (20 minutes): Learners listen repeatedly to identify adverb-adjective collocations and sort them by register.
4. Discussion (30 minutes): The teacher leads a sociolinguistic discussion tailored to the learners.

#### Materials and Resources

- Presentation (Optional) / Whiteboard / Markers
- Sociolinguistic noticing task handout
- Teacher-prepared discussion questions.

This teaching practice was implemented as an unassessed follow-up lesson with the same learners priorly stated.

#### Adaptations and Modifications

To accommodate different levels and learning paces, regular pair changes were implemented, allowing learners to engage with a range of perspectives throughout the lesson. I have not attempted this lesson in the Japanese context, as I currently do not teach an appropriate class for this activity.

#### Reflections on the Process and Student Engagement

After a fifteen-minute break, the learners, already in high spirits after creating their own film scripts, completed the lead-in task enthusiastically. They made reasonable assumptions about the people shown in the pictures and the language they might use, which is unsurprising given the cultural proximity between Czech and British, or American contexts, which heavily influences Czech informational space. In a Japanese context, this stage may require greater scaffolding.

In the next stage, another DELTA candidate and I role-played the three dialogues, which the learners found hilarious, although this raises questions about the ethics of accent imitation and will lead me to consult relevant social communities before recording such examples in the future. Despite repeated listening and several pair checks, learners still struggled to identify all collocations and required support from the answer key. This was followed by a discussion stage, where students considered whether the speakers would shift their register in different social contexts, reflected on the appropriacy of our LA Valley Girl impressions, and explored which social communities they themselves identified with. Many were surprised to realise they belonged to multiple communities.

## Outcomes and Observations

These activities resulted in greater awareness of intensifying adverbs as a concept and their role in making

language more emotive and personalised. The second activity in particular highlighted this by raising awareness of appropriacy and ownership of certain intensifiers. This section outlines student feedback and teacher reflection on these tasks.

### Student Feedback

Learners became aware of a much wider range of intensifiers than they had realised and found the activities enjoyable and useful, with several indicating they would use the corpus tools independently or with their own students (Table 1). One learner noted that they were aware of corpus data but had never understood how to use it, while another commented that it was empowering to choose their own collocations. This observation is significant, as it aligns with promoting agency and highlights the value of self-directed noticing in lexical learning (Lewis, 2000).

Table 1

*Metacognitive Student Discussion Following Activity 1*

Statement	Consensus
Knowing intensifiers is useful	Students agreed or strongly agreed
I know more about intensifiers than before the lesson	All students strongly agreed
The lesson was useful and engaging	Students agreed or strongly agreed
I would use corpus data to support independent study	Students agreed or strongly agreed

The second activity achieved its goal of raising learner awareness of the importance of sociolinguistics (Table 2). However, responses were more mixed when the two lessons were compared. More learners found the second activity more engaging than the first, yet a greater number considered it less useful. Supporting this, one student argued that the second lesson was more relevant to the real world but commented that the first lesson was more important because you need to know what they are first before using them. However, the general lack of consensus suggests different learner priorities, thereby returning to the importance of individual learner authenticity (Lewis, 2000).

Table 2

*Metacognitive Student Discussion Following Activity 2*

Statement	Consensus
Sociolinguistics is important	Most students agreed
The lesson was engaging and useful	Students agreed or strongly agreed
The lesson was more engaging than the previous one	Half agreed and most others expressed no preference
The lesson was more useful than the previous one	Mixed results but most students disagreed

### Teacher’s Observations and Reflections

As the group had been formed specifically for the DELTA Module 2 course, learners were still building rapport, and I had taught them only twice previously. However, it was clear early on that they were diligent, curious professionals, and I anticipated they would engage well with challenging tasks, an assumption that proved accurate. Although the observer was initially sceptical about the freer practice stage, fearing learners might be reluctant to perform, they responded positively. I believe their investment in researching their own target language beforehand increased their willingness to engage. The second task also benefited from existing engagement, as they were already invested in the topic.

Regarding teacher demand, the first lesson was more difficult as it required careful monitoring to ensure that learners selected natural and appropriate collocations. Additionally, accurate pronunciation and intonation required focused phonological drilling and micro-feedback. In the first task, time constraints made it difficult to fully exploit some stages. By contrast, the second lesson allowed ample time for the teacher to act as a facilitator, though in different contexts the sociolinguistic focus will need more scaffolding and adapted discussion topics to meet learner needs.

### Discussion

Following the literature review and the implementation of the two activities, several implications for teaching and learning, as well as directions for future research, can be identified.

## Potential Implications for Teaching and Learning

A key implication is that both tasks promote learner autonomy and agency. In the first task, learners demonstrated their ability to utilise corpora, expressing a sense of empowerment. In the second task, learners were encouraged to engage in noticing, particularly in relation to register. Both tasks also contribute to learners developing their “English Selves”, which can further enhance motivation. However, promoting this autonomy carries certain risks. Theoretically, learners could use their newly-found awareness of sociolinguistics to judge or marginalise social groups. Furthermore, the risk of cultural appropriation, particularly when language from marginalised communities is used without understanding its significance, must be addressed sensitively.

At the same time, findings reinforce the continued importance of the teacher as an expert guide. Teachers provide critical support in contextualising language, giving phonological feedback, and explaining sociolinguistic nuances. While this might seem to conflict with the goal of promoting autonomy, autonomy and agency are better viewed as co-constructed (Piccardo & North, 2019) and in need of scaffolding by the teacher. Both tasks also helped build rapport, which contributed to a more effective and supportive learning environment in subsequent classes and presumably enhanced intrinsic motivation.

Another significant implication is the increasing relevance of artificial intelligence. Some learners noted that (LLMs) can perform similar functions as modern corpora. Learners can ask these tools about collocation usage and receive expedient, nuanced, context-based explanations exceeding what a teacher can provide, except in highly localised contexts. This development may influence the English as a Lingua Franca (ELF) debate, particularly challenging what Holliday (2019) refers to as nativism, particularly the belief that native speakers hold unique cultural authority. However, AI usage presents its own limitations. Its outputs may rely on outdated or unverified data and can reflect societal biases. Additionally, the interpersonal benefits and rapport observed in the classroom are unlikely to be replicated by AI.

### Suggestions for Further Practice

Firstly, the two activities could be implemented in their current form to evaluate their effectiveness in a Japanese learner context. While the first activity is highly transferable, the sociolinguistic task may present challenges due to cultural differences. When presenting at PanSIG 2025, the most frequently asked question concerned how the sociolinguistic task could be adapted for first-year study abroad groups with much lower levels of English proficiency. One solution would be to further experiment with incorporating learner L1 support, collocation dictionaries and the ‘Youghlish’ resource I trialled. Additionally, as more students are adopting AI models, it would be advisable to experiment with such tools in a similar activity to gauge effectiveness and learner responses.

## Conclusion

The implementation of corpus tasks and the sociolinguistic follow-up not only highlighted the importance of intensifier use but also promoted learner autonomy and agency. Through structured, student-centred activities, learners discovered intensifying adverb-adjective collocations relevant to their identities. They responded positively to using corpora, expressing greater satisfaction through lexical choice and freer practice. Learners also contributed their own sociolinguistic knowledge, demonstrating co-constructed learning. However, the teacher maintained an essential role in guiding discussion and offered phonological and sociolinguistic feedback.

For those aiming to enhance lexical and sociolinguistic awareness, these tasks can be effective across proficiency levels with suitable adaptation. Teachers are encouraged to scaffold corpus exploration and sociocultural discussions while remaining sensitive to learners’ backgrounds. However, as AI becomes more embedded in education, it may reduce the need for explicit corpus training and instead shift focus towards critical engagement with AI tools. Additionally, AI in this context may help mitigate nativist assumptions, particularly those concerning the cultural authority of L1 speakers in university Study Abroad departments. Yet, as noted above, AIs lack the ethical judgement that accomplished teachers can provide, and use often promotes dependence, whereas effective educators encourage autonomy and agency.

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## Appendix A

### Corpus Data Movie Quotes Task: Materials

#### Lead-in Slides

What are these films?  
What do you think the context is?



Hold on. We are talking about an animal here.  
**highly intelligent** \_\_\_\_\_  
You're going after her with non-lethals.  
We have \$26 million invested in that asset. We can't just kill it.



The Dark Lord isn't resting.  
You and Black, you're two of a kind.  
**Sentimental children bitterly unfair** \_\_\_\_\_  
Well, it may have escaped your notice, but life isn't fair.  
Your blessed father knew that. In fact, he frequently saw to it.

What do you think the context is?



Hold on. We are talking about an animal here.  
**A highly intelligent animal. 400 meters to the beacon.**  
You're going after her with non-lethals.  
We have \$26 million invested in that asset. We can't just kill it.



The Dark Lord isn't resting.  
You and Black, you're two of a kind.  
**Sentimental children forever whining about how bitterly unfair your lives have been.**  
Well, it may have escaped your notice, but life isn't fair.  
Your blessed father knew that. In fact, he frequently saw to it.

### Initial Test Activity

*perfectly*  
*deadly*  
*fundamentally*  
*fatally*  
*strangely*  
*deliriously*

*abundantly*  
*strikingly*  
*incredibly*  
*drop-dead*  
*insanely*  
*hugely*

Perfectly	
Deadly	
Strangely	

### Scaffolding Activity

Adverb	Original Adjective Form	Adjective Definition
Perfectly		
Fundamentally		
Deadly		
Fatally		
Strangely		
Deliriously		
Abundantly		
Strikingly		
Incredibly		
Drop-dead	N/A (It is actually a compound adjective that functions like an adverb)	I
Insanely		
Hugely		

- A. In a way that is crucial or essential
- B. In a way that is completely accurate or flawless
- C. In a way that causes death
- D. In a way that is unusual
- E. In a way that is extremely dangerous.
- F. In a way that is overflowing or very plentiful

- G. In a way that is extremely noticeable or attractive
- H. In a way that is impossible to believe or very surprising
- I. No adjective form – only functions as a compound adjective
- J. In a way that is wildly excited or ecstatic
- K. In a way that is extremely large or significant
- L. In a way that is extremely illogical or irrational

### QR Codes to the Corpora

COCA



<https://www.english-corpora.org/coca/>

SKELL



<https://skell.sketchengine.eu/>

Quodb



<https://www.quodb.com/>

From Shaw, J. (2024). *Intensifying Adverbs for Higher-level Learners* [Unpublished DELTA M2 LSA3 assignment]. Cambridge Assessment English.

Adapted from Selivan, L. (2018). *Lexical grammar: Activities for teaching chunks and exploring patterns*. Cambridge University Press.

## Appendix B

### Adaptation for the A2/B1 Japanese Context

Writing Task Activity for my Japanese University Students and QR Codes to the Resources Used

#### An Explanatory Paragraph

For Writing Task (Unit 7), you are going to write 2 paragraphs about the following question: **Describe a person who you think is a good role model. Why are they a good role model?**

Paragraph 1: What are some important qualities for a good role model?

Paragraph 2: Choose a person and explain why they are a good role model.

Writing Task adapted from the works of O'Neill, R., et al. (2021).

Oxford Collocation Dictionary



<https://www.freecollocation.com/>

Youghlish



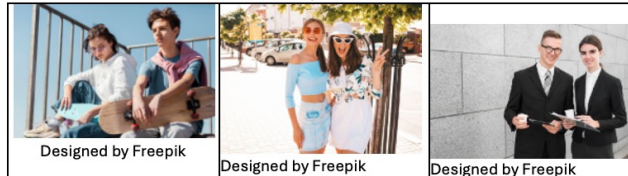
<https://youghlish.com/>

## Appendix C

### Sociolinguistic Task: Materials

Sociolinguistic Noticing Task and Example Follow Up Discussion

#### Sociolinguistic Task



1. Match the recording to the people:

Recording 1	
Recording 2	
Recording 3	

2. Listen Again and write down the intensifying collocations you hear. Do you think they are informal, neutral or formal?

Informal	Neutral	Formal

3. Why do these different social grouping use intensifiers in different ways? What do you think happens when people from these different groups talk together? How do they view each other?

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Sample extracts from the three audios:

Audio 1:

Liam: “Oi, have you seen the new game that just dropped?”

Sophie: “Yeah, I saw it! It looks well good, dun it?”

Liam: “Totally! I reckon it’s going to be proper brilliant. The graphics are insane.”

Audio 2:

Tiffany: “Oh my gosh, Stacey, did you see that new movie last night?”

Stacey: “Like, totally! It was, like, insanely good. I’m still, like, obsessed with it!”

Tiffany: “Right? The plot twist was, like, ridiculously unexpected. I was, like, so shocked!”

Audio 3:

Attorney Clarke: “Absolutely. The corroborating evidence is also exceptionally strong. It aligns almost perfectly with the witness’s statements.”

Attorney Bennett: “Furthermore, the recent legal precedents are extremely favourable to our position. I believe they significantly bolster our argument.”

From Shaw, J. (2024). *Intensifying Adverbs for Higher-level Learners* [Unpublished DELTA M2 LSA3 assignment]. Cambridge Assessment English.