Report

A Corpus-based Study of Intensifiers in Chinese EFL Learners' Oral Production

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This paper investigates the use of intensifiers in a corpus of Chinese EFL learners' spoken English and compares it with that in an English native speakers' corpus. The corpus-based analysis reveals: (a) that Chinese EFL learners use the booster word very *far too much, and this results in a tendency of overstatement; (b) that the overuse of some and underuse of other intensifiers, and the misuse of intensifiers as modifiers to non-gradable adjectives indicate a low accuracy of the learners' use of intensifiers; and (c) that the learners often resort to the booster word* very *when maximizers and compromisers are preferred by native speakers. Pedagogical implications of the study are also discussed to shed light on teaching English as a foreign language.*