

Intensifying constructions in French-speaking L2 learners of English and Dutch: cross-linguistic influence and exposure effects

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We investigate the cross-linguistic influence and the (longitudinal) impact of Content and Language Integrated Learning (CLIL) on the acquisition of intensifying constructions, using corpora of written French, Dutch and English by L1 speakers, and L2 English and L2 Dutch produced by French-speaking learners in CLIL and traditional foreign language education. We hypothesize that learners will benefit from similarities between their L1 and target language (TL) intensifying constructions, and secondly, that more input and use (through CLIL) will lead to a more target-like use of intensifying constructions. The analyses include quantitative measures of frequency and productivity, and a covarying collexeme analysis (Gries, 2007). Our findings suggest that, as expected, CLIL students produce intensifying constructions in a more target-like manner. The effect of the duration of TL learning, however, is more apparent in English than in Dutch.

Keywords: Intensification; French/ English/ Dutch; Content and Language Integrated Learning; Covarying collexeme analysis

1. Introduction

This study forms part of a broader research project on Content and Language Integrated Learning (CLIL) in French-speaking Belgium (Hiligsmann et al., 2017). CLIL is an educational method in which several school subjects are taught in another language than the L1 of the students (Blondin, 2003; Chohey-Paquet, 2008; Hiligsmann et al., 2017). This pedagogical method and its possible benefits will be discussed in greater detail in Section 2.2.

We focus on the use of intensifying constructions in Dutch and English as second languages by Belgian French-speaking learners. In this specific context, we investigate the influence of target language input on use, comparing the pedagogical approach of CLIL to traditional foreign language classes while taking into consideration the impact of cross-linguistic similarities and differences between the languages under investigation.

While intensification applies to various parts of speech and can be expressed through many constructional possibilities (among others, Liebrecht, 2015; Rainer, 2015), the present study focuses on adjective intensification exclusively. Intensifiers modify the degree of gradable adjectives (Quirk, Greenbaum, Leech, & Svartvik, 1997: 445): for example, English *very* in *very good*, French *complètement* in *complètement fou* ‘completely crazy’, or Dutch *ijs-* in *ijskoud* ‘ice-cold’. While scholars such as Quirk et al. (1997) and Broekhuis (2018: 3.1.2) incorporate upscaling ‘amplifiers’ and downscaling ‘downtoners’ in the class of intensifiers, in this article the term is used, like in Lorenz’s (1999) work, to refer only to upward scaling modifiers that strengthen the meaning of an adjective.

In various languages – including the languages under study – intensification can be expressed by syntactic as well as by morphological constructions (Rainer, 2015). We will discuss the different types of constructions in Section 3.1. Since intensifying constructions are formed at the interface of lexicon and grammar, we adopt a constructionist approach, which goes beyond the traditional lexicon-grammar divide. *Construction Grammar* (CxG) theorizes language as a network of constructions, i.e. systematic and conventionalized form-meaning pairs (see among others Goldberg, 2006; Hoffmann & Trousdale, 2013; Verhagen, 2005). In this view, “foreign language learning is construction learning” (Herbst, 2016: 21).

The language-specific preferences for particular types of intensification and the differences in productivity of particular intensifying constructions in the L1 and the L2 may, however, complicate the acquisition process. Moreover, language-specific constructions such as intensifying compounds in Dutch may also cause difficulties for L2 learners of Dutch (as observed in Hendriks, Van Goethem, Meunier & Hilgsmann, 2017). Besides, intensifiers and language-specific intensifying patterns are not always subject to explicit language instruction – as is the case for phraseology in general (Meunier, 2012). In consequence, the acquisition of intensifiers may depend largely on implicit learning and the amount of target language exposure may be key to a target-like acquisition.

In this study, the impact of the two factors mentioned above will be investigated: on the one hand, we will examine the influence of cross-linguistic similarities and differences, and on the other hand, we will scrutinize the impact of (longitudinal) target language input through CLIL on the use of intensifying constructions in L2 Dutch and English.

While earlier research on the use of intensification in a foreign language focused on English as a target language (Granger, 1998, Lorenz, 1999, Pérez-Paredes & Díez-Bedmar, 2012, Rankin, 2017), this study includes L2 Dutch alongside L2 English to analyze the impact of cross-linguistic (dis)similarities on Second Language Acquisition (SLA). These (dis)similarities will be presented in detail in Section 3.2. Furthermore, whereas previous studies (Granger, 1998, Lorenz, 1999, Pérez-Paredes & Díez-Bedmar, 2012) focused on intensifying adverbs, the present study broadens the scope to include the entire range of constructions used to intensify adjectives, such as prefixed adjectives and compounds. Besides, studies such as Granger (1998), Pérez-Paredes and Díez-Bedmar, (2012) focused on the distribution of intensifiers without considering the adjectives that are being modified. However, Wagner (2017: 79) argues in her study on amplifier adjective bi-grams in varieties of English (not L2 varieties) that:

amplifiers should ideally not be analyzed in isolation from the adjectives they combine with, since the findings [...] suggest different amplifier-adjective pairs behave very differently.

The present study combines a frequency-based approach with a covarying collexeme analysis to identify the intensifier-adjective pairs that are significantly attracted to each other (Section 2.1). This analysis has been used before to analyze the intensifying fake reflexive resultative construction, viz. *Hij lacht zich een breuk om die mop* (lit. ‘He laughs him-self a fracture because of that joke’, ‘He laughs a lot because of that joke’) comparing Dutch and Flemish varieties (Gyselinck & Colleman, 2016). However, this analysis has not yet been used to analyze intensifying constructions in different varieties of learner languages and L1 language use.

The paper is structured as follows. In Section 2, we present the theoretical framework, namely a constructionist approach to SLA. Thereafter, the different types of intensifying constructions are listed (in Section 3). In Section 4, we present the research hypotheses, and we describe the data and the methods used to test the hypotheses in Section 5. In Section 6, we present the results, which are discussed in more detail in Section 7. In Section 8, we present our conclusions.

2. Constructionist approaches to SLA

This study is framed specifically in the theoretical framework of *Construction Grammar* (CxG), which is a usage-based approach that conceptualizes language as a network of constructions, i.e. systematic and conventionalized form-meaning pairs (see among others, Goldberg, 2006; Hoffmann & Trousdale, 2013; Verhagen, 2005). The constructionist approach does not assume a principled distinction between lexicon and grammar in language acquisition; instead, it postulates that lexical (substantive) and grammatical (schematic) constructions can be conceptualized as the poles of a continuum. Tomasello (2003: 42) argues that “learning words and learning grammar are really all part of the same developmental process”.

Constructionist approaches do not presuppose an innate language faculty, but instead invoke domain-general cognitive processes like automatizing, generalization, and categorization in (first and second language) learning (Goldberg, 2006). Learners follow a top-down as well as a bottom-up approach in the acquisition of linguistic patterns and develop (grammatical) categories by generalizing over related items in their input. These cognitive processes accommodate the development of a network of

patterns or constructions “that captures our grammatical knowledge of language *in toto*” (Goldberg, 2006: 18). We expect the language network to reflect the order of acquisition and the frequency with which a learner uses a particular intensifying construction. Constructions that occur frequently and cohesively (without structural changes) in a learners’ input may be acquired earlier on and become more entrenched (Bybee, 2010; Diessel, 2016). Hence from a usage-based perspective, the amount and quality of input a learner receives is a crucial factor for acquiring a (second) language. However, language acquisition cannot be reduced to a mere result of the amount of input a learner received: even if a learner benefits from high amounts of target language input, “not all of it ‘goes in’, and SLA is typically limited in success” (Ellis & Wulff, 2008: 81). L2 learners’ brains are accustomed to their first language prompts and probabilities; therefore, learners are subject to attentional biases specific to their first language (Ellis & Sagarra, 2011). In consequence, even though second language input and teaching have a positive impact on L2 acquisition, the first-language specific attentional biases may result in blind spots for particular structures in the L2 (Ellis & Sagarra, 2011; Jach, 2018). However, if the first and the second language are typologically similar, the first language cues and probabilities may also be of use for the second language. The understanding that both positive and negative transfer from one language to another can take place is established in the literature (De Angelis, Jessner & Kresic, 2015; R. Ellis, 1994; Gass, 1970; Jarvis & Pavlenko, 2008; Odlin, 1989; Odlin & Yu, 2016).

2.1. Covarying collexeme analysis

The covarying collexeme analysis that is used in this paper is inherently compatible with a usage-based approach. From a constructionist perspective, grammatical structure contributes to meaning and maps meaning onto any element occurring in a particular structure. Stefanowitsch and Gries showed in their (2005) study that words in the slots of particular constructions (for instance the *into*-causative and the *way*-construction) covaried systematically due to constraints related to semantic coherence.

Covarying collexeme analysis is one of several methods that fall under the umbrella of collostructional analyses. Three different types can be distinguished, but all of them examine the co-occurrence of linguistic elements within particular patterns:

in the case of collexeme analysis and distinctive collexeme analysis, this is the co-occurrence between two signs (lexeme and construction), in the case of covarying-collexeme analysis it is the co-occurrence between three signs (lexeme₁, lexeme₂, and construction) (Stefanowitsch & Gries, 2005: 10).

Deshors (2016) for instance, used covarying collexeme analysis to identify the factors that play a role in the correct use of phrasal verbs. Drawing on corpora of French-speaking and German-speaking learners of English, she found that knowledge of phrasal verbs involves awareness of the syntactic constructions to which particular phrasal verbs are attracted, knowledge of the degree of mutual attraction between specific verbs and specific particles, and an understanding of how deeply the semantics of a particular phrasal verb is entrenched in the mental lexicon of learners (Deshors, 2016: 27).

As language proficiency implies knowledge of patterns of co-occurrence at more concrete and more abstract levels (Deshors, 2016: 3), assessing the degree of attraction within particular intensifier-adjective combinations can help us evaluate how entrenched the combination of a particular intensifier and a particular adjective is.

Since intensifying constructions involve two open slots (the intensifier slot and the adjective slot), Gries' (2007) covarying collexeme analysis will be used for a comparison of the statistically significant intensifying collocations (viz. intensifier-adjective pairs showing a strong mutual attraction) in the L1 and learner corpora. Based on a Fisher exact test, this analysis

aims to identify pairs of words that occur with each other more or less frequently than expected in two slots of the same construction (Stefanowitsch, 2013: 223).

In other words, covarying collexeme analysis goes beyond focusing on the most frequent intensifier-adjective pairs, because it identifies which combinations appear more often than could be predicted from the overall frequencies of the given intensifier and the given adjective on the total number of intensifying constructions in the corpus (Gries & Stefanowitsch, 2004: 228).

In Section 5.3, we describe more precisely how collocational strength is calculated, and in Section 6.2, the significantly mutually attracted intensifier-adjective pairs in each of the sub-corpora are discussed, to gauge whether the tendencies in the significant intensifying collocations are similar or different in the L1 and L2 corpora, and ultimately, to identify collocational difficulties that learners may have, both at the structural-grammatical and the semantic level.

2.2. The impact of language input on the use of intensifying constructions

As stated in the first part of this section, the amount of target language input a learner receives is an important factor for second language acquisition. One way to provide second language learners with more exposure to the target language is CLIL (among others, Blondin, 2003; Chopey-Paquet, 2008). CLIL is “an educational approach where curricular content is taught through the medium of a foreign language” (Dalton-Puffer, 2011: 183). While Belgian secondary school students in traditional foreign language learning settings are taught their foreign language about 4 hours a week, CLIL students attend classes in their target language between 8 and 13 hours per week (including the foreign language class)¹ (Hilgsmann et al., 2017).

However, as stated before, more input will not simply result in better L2 acquisition. Still, for students in secondary school who may be limited in their contact with the target language to 4 hours a week, those 4 to 9 extra hours are likely to have a positive effect, especially because of the integrated approach typical of CLIL: “language of learning, language for learning and language through learning” (Coyle, Hood & Marsh, 2010). Indeed, previous research on CLIL shows that both the extra L2 exposure and the particular pedagogy appear to be fruitful: studies on the L2 proficiency of students in CLIL suggest that, compared to non-CLIL students, CLIL students have an advantage with respect to vocabulary size (Jexenflicker & Dalton-Puffer, 2010; Lo & Murphy, 2010; Ruiz de Zarobe, 2010; Zydatiņ, 2007) and communicative competences (e.g. Wode, 1994).

¹ Dutch and English have a different target language status in the French community of Belgium (*Communauté française*): Dutch is an official language in Belgium whereas English is a foreign language.

However, the assumed positive effect of CLIL has been nuanced in other studies. Since previous studies on CLIL have rarely controlled for selection biases, the effect of CLIL may have been overestimated (see Bruton, 2011, Ruiz de Zarobe, 2011, Seikkula-Leino, 2007). For instance, Rumlich (2016) reported a selection bias in a study of CLIL in Germany, which explained the difference between the groups. In addition, in a study of English CLIL in high schools in the Netherlands, Verspoor, de Bot, & Xu (2015) found that while the CLIL pupils outperformed the non-CLIL pupils, other factors such as initial proficiency, scholastic aptitude, out of school contact, and motivation/attitude factors impact target language proficiency in a dynamic manner. In Van Mensel, Bulon, Hendrikx, Meunier & Van Goethem (in preparation), similar findings are reported: while CLIL remains the main predictor of written proficiency (measured on the basis of MTLD, length of words and sentences, among others), current informal contact with the target language outside the classroom and the number of years of target language learning also play a role in the observed differences.

Although the acquisition of intensification in CLIL has not yet been studied, considering the results of Bulon, Hendrikx, Meunier and Van Goethem (2017) and Van Mensel et al., (in preparation) who found a positive impact of CLIL even when controlling for exposure variables and for background variables (non-verbal intelligence, socio-economic status, gender), we hypothesize that CLIL may be beneficial for a more target-like use of intensification in the L2.

3. Intensification

Intensifying constructions can be conceived as form-meaning pairs with two open slots (e.g. the intensifier and the adjective) that are formed at the interface of lexicon and grammar. The Dutch adjective *koud* ‘cold’, for instance, can be intensified by an adverb (1), a prefix (2), or by forming part of a compound (3), amongst others.

- (1) [[*heel*]_{ADV} [*koud*]_{ADJ}]_{AP} ↔ ‘very cold’
 very cold
 ‘very cold’
- (2) [[*super*]_{PREF} [*koud*]_{ADJ}]_{ADJ} ↔ ‘very cold’
 super- cold
 ‘super cold’
- (3) [[*steen*]_N [*koud*]_{ADJ}]_{ADJ} ↔ ‘very cold’
 stone- cold
 ‘very cold’

In the following section, we present the types of intensifying constructions in French, English, and Dutch in terms of their semantic and structural properties. We then discuss the cross-linguistic similarities and differences between intensification in French, English, and Dutch in Section 3.2.

3.1 Intensifying constructions

Some adjectives are intensified more frequently than others. Positively and negatively valued adjectives are more frequently subject to intensification than neutrally valued adjectives (such as *silent*, *green*, *full*) (Boucher & Charles, 1969; Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001; Liebrecht, Lettica & van Mulken, 2013).

Polarity also plays a role in the formation of new intensifiers, which often have a negative connotation (attracting our attention) that bleaches over time – as illustrated in adverbs like *terribly*, *bloody*, *awfully* and *filthy (rich)* (cf. Jing-Schmidt, 2007).

Furthermore, the gradability, the boundedness, and the scalarity of an adjective play a role in the formation of intensifying constructions. Only gradable adjectives can undergo intensification. Broekhuis (2018: 1.3) defines gradable adjectives as the ones that “refer to properties that are situated on some tacitly assumed scale”. Typical gradable adjectives in Dutch are for example *goed* ‘good’ and *klein* ‘small’, whereas color adjectives or adjectives denoting geometrical properties, such as *driehoekig* ‘triangular’, are typically ungradable. The dimensions of gradability, boundedness, and oppositeness/scalarity allow us to classify adjectives and intensifiers in specific semantic classes (Paradis, 1997):

Scalar adjectives are implicit antonyms (like *long* vs. *short*), and the property they express is situated on an open scale (*long*, *longer*, *infinitely long*) (Paradis, 1997: 51).

Extreme adjectives are implicit antonyms (like *disgusting/delicious*) and occupy the outer parts of a mental scale. For instance, *excellent* and *terrible* are on a scale of merit (Paradis, 1997: 54).

Limit adjectives are implicitly complementary (e.g. *dead*, one cannot be not entirely dead but not entirely alive either). The property they express is situated on a bounded scale (**more dead*, **deader*) (Paradis, 1997: 57).

Degree modifiers can also be differentiated along the criteria of boundedness and oppositeness/scalarity. Bounded modifiers or *maximizers* denote the upper extreme of the scale (Quirk et al., 1997: 590), whereas unbounded modifiers or *boosters* “denote a high point on the scale” (Quirk et al., 1997: 591). Maximizers typically intensify bounded adjectives (limit and extreme adjectives), e.g. *totaal leeg* ‘totally empty’, *helemaal blut* ‘completely broke’, while unbounded modifiers or boosters are found to modify especially unbounded adjectives, e.g. *heel leuk* ‘very nice’ (Paradis, 1997: 53). These patterns of semantic matching between intensifiers and adjectives are summarized in Table 1.

Table 1. Summary of Paradis’ (1997) semantic classification of adjectives and intensifiers

Intensifiers	Boosting	Maximizing	Maximizing
Adjectives	Scalar adjectives	Extreme adjectives	Limit adjectives
Semantics	Not bounded + scalar	Bounded + scalar	Bounded + not scalar
Example	<i>very good</i>	<i>absolutely fantastic</i>	<i>totally full</i>

Another aspect of intensifying constructions concerns their structural properties. In examples (4-9) (Table 2), the main structural types of intensifying constructions in English, Dutch, and French are presented schematically (for a more elaborate discussion of the structural types of intensifiers, see Hendrikx et al. (2017)). As these examples show, the same intensifying constructions exist in French, Dutch, and English, except for the intensifying compound, which is minimally productive in French.

Table 2. Structural properties of intensifying constructions

Intensifying construction	English	Dutch	French
SYNTAX			
(4) Intensifying adverb	<i>very ill</i>	<i>diep ontgoocheld</i>	<i>très malade</i>
$[[X]_{\text{ADV}} + [Y]_{\text{ADJ}}]_{\text{AP}}$		‘deeply disappointed’	‘very ill’
(5) Simile construction	<i>as gentle as lambs, as fast as possible</i>	<i>zo trots als een aap</i> ‘lit. proud like a monkey’	<i>bête comme ses pieds/ aussi bête que ses pieds.</i>
$[as [X]_{\text{ADJ}} as [Y]_{\text{NP}}]_{\text{AP}} /$			
$[(zo) [X]_{\text{ADJ}} als [Y]_{\text{NP}}]_{\text{AP}} /$			
$[(aussi) [X]_{\text{ADJ}} que/comme$			‘lit. stupid like his
$[Y]_{\text{NP}}]_{\text{AP}}$			feet’
(6) Reduplication	<i>a crazy crazy</i>	<i>mooi, mooi</i> ‘nice nice’,	<i>un monde fou fou</i>
$[[X]_{\text{ADJ}} [X]_{\text{ADJ}}]_{\text{AP}}$	<i>crazy world</i>	<i>mooi maar dan ook</i>	<i>fou</i> ‘a crazy crazy
$[X]_{\text{ADJ}} maar dan ook$		<i>echt mooi</i> ‘lit. beautiful	crazy world’,
$[X]_{\text{ADJ}}]_{\text{AP}} / [[X]_{\text{ADJ}} mais$		but then really	<i>joli mais alors</i>
<i>alors [X]_{\text{ADJ}}]_{\text{AP}}</i>		beautiful’	<i>vraiment joli</i> ‘lit.
			pretty but then
			really pretty’
SYNTAX/ MORPHOLOGY			
(7) Superlatives	<i>best ever,</i>	<i>beste ooit</i> ‘best ever’,	<i>plus fou</i> ‘craziest
$[ADJ_{\text{superlative}}]_{\text{ADJ/AP}}$	<i>most crazy</i>	<i>meest morbide</i> ‘most	ever’
		morbid’	
MORPHOLOGY			

(8) Intensifying prefix	<i>hypermodern</i>	<i>overgelukkig</i> ,	<i>superpuissant</i>
[[X] _{PREFIX} + [Y] _{ADJ}] _{ADJ}		‘overjoyed’	‘super powerful’,
		<i>aartsmoeilijk</i> ‘lit. arch-	<i>surdoué</i> ‘lit over-
		difficult’, <i>supermodern</i>	gifted’,
		‘super modern’	<i>ultramoderne</i>
			‘ultramodern’
(9) Intensifying compound	<i>ice-cold</i>	<i>bloedmooi</i> ‘lit. blood-	
[[X] _{N/V/ADJ} + [Y] _{ADJ}] _{ADJ}		beautiful’, <i>fonkelnieuw</i>	-
		‘brandnew’ <i>bleekblauw</i>	
		‘lit. pale blue’	

Among the syntactic intensifying constructions we distinguish: adverbial degree modification as in (4) (for Dutch, see Geerts, Haeseryn, de Rooij & van den Toorn, 1984: 748 among others), phrasal comparative constructions as in (5) (for Dutch, see Broekhuis, 2018: 3.1.3; for English see Biber, Johanson, Leech, Conrad, Finegan, 1999: 527, 550), and adjectival repetition as in (6) (Cf. Broekhuis, 2018: 3.1.3; Štekauer, Valera, & Körtvélyessy, 2012: 104-105).

Superlative constructions expressing intensification as in (7) can be both morphological (for Dutch, cf. Van der Wouden, 2017; for English, cf. Biber et al., 1999: 521-22) and syntactic in English and Dutch (Broekhuis, 2018: 4.3.2A for Dutch, and Biber et al., 1999: 526 for English). In French, only syntactic superlatives are productive (see Riegel, Pellat & Rioul, 1994: 220-226).

Among the morphological intensifying constructions, we distinguish between prefixed adjectives as in (8), (for Dutch cf. Geerts et al., 1984: 346-347; for English cf.

Biber et al., 1999: 534; for French see Riegel, et al., 1994: 621), and adjectival (simile) compounds as in (9). Intensifying compounds (Hoeksema, 2012) may be particularly difficult to acquire for L1 French-speakers in English or Dutch, not only because they are minimally productive in French, but also because intensifying compounds are often subject to collocational specialization: for instance, the morphemes *dood-* ‘dead-’ cannot combine with any adjective, in contrast to *heel* ‘very’: *doodmoe* ‘dead-tired’, ‘very tired’ vs. **doodvroeg* ‘dead-early’.

3.2. Cross-linguistic similarities and differences between intensification in French, English and Dutch

Comparing French-speaking learners of Dutch and learners of English, we hope to learn more about the influence of constructional similarities on the process of second language acquisition. We expect more cross-linguistic similarities between French and English than between French and Dutch because of the typological similarities between French and English (both are analytic languages, whereas Dutch is comparatively more synthetic)² (see also Hendriks et al., 2017).

Similarities between English and French in the domain of intensification can be found both at the grammatical and the lexical level. Grammatical similarities between French and English are for instance the formation of (degree) adverbs by adding the suffix *-ment* in French and *-ly* in English (viz. *absolument/absolutely*,

² Also, historically, the French and English languages have been in contact more extensively than French and Dutch (among others, Rey, Siouffi & Duval, 2007: 401-5, 423-33). For instance, French has influenced English considerably in the domains of lexicon (*law/loi*, *judge/juge*, *marquess/marquis*), spelling, and syntax (Rey, et al., 2007: 401-5).

complètement/completely, extrêmement/extremely, totalement/totally), while in Dutch, no suffix is needed to form adverbs out of adjectives (*absoluut, compleet, extreem, totaal*). Another possible obstacle in the grammatical domain is the fact that the adjectival phrase in Dutch can be considered more complex than in English, because Dutch adjectives undergo inflection in attributive use (only), based on different inflectional rules than in French (Coppen, Haeseryn & de Vriend, E-ANS 6.4.1.2.ii). Besides, several French degree adverbs have a lexical equivalent in English but not in Dutch: *incroyablement/incredibly* vs. *ongelofelijk*, *horriblement/horribly* vs. *verschrikkelijk*, *particulièrement/particularly* vs. *bijzonder*. Other intensifying constructions/collocations exist both in English and in French, but not in Dutch – *juste parfait/just perfect/*juist perfect*, whereas simile compounds (*ijskoud* ‘ice-cold’, *ijzersterk* ‘iron strong’) are a productive means of intensification in Dutch (like in German), but are not as productive in English, let alone in French. (Booij, 2010; Geerts et al., 1984; Hoeksema, 2012; Rainer, 2015; van der Wouden & Foolen, 2017; Vooy, 1947).

Typologically, both English and French are analytic languages, favoring syntactic over morphological constructions to encode grammatical information (Lamiroy, 2011), while Dutch is considered a more synthetic language, opting more often for morphological constructions. The ‘Germanic Sandwich Hypothesis’ (Booij, 2010; Hüning, Vogl, Van der Wouden, & Verhagen, 2006; van Haeringen, 1956) postulates that in German, grammatical information is typically expressed by morphological constructions in contrast to English, which prefers syntactic constructions, and Dutch is positioned in between those two poles. Van der Wouden & Foolen (2017) found that those language-specific preferences also hold for intensification. Comparing the

preferences of English, Dutch, and German for, amongst others, intensifying adverbs, comparative and superlative forms of intensification, and intensifying compounds, they found that the constructional preferences of the three languages mostly followed the Germanic Sandwich cline (Van der Wouden & Foolen, 2017).

In line with this typological cline, we expect that English and French use fewer morphological intensifying constructions than Dutch. Hendrikx et al. (2017) investigated whether a Dutch written corpus contained more morphological intensifying constructions compared to a French written corpus. This hypothesis was partially confirmed: the default intensifiers in all corpora were intensifying adverbs; nevertheless, the Dutch corpus contained the highest number of morphological intensifying constructions.

These greater differences between French and Dutch than between French and English may result in greater difficulties for the French-speaking learners of Dutch. According to Ringbom (2016: 41), “[l]earners of a related language, a language perceived to have useful similarities to the L1, have a smaller learning burden than learners of a distant language”. He argues that “[t]here is simply less that they need to learn” (Ringbom, 2016: 41). Forlot & Beaucamp (2008) also maintain that learners can profit from lexical proximity between L1 and L2.

4. Research hypotheses

In line with the previous research discussed in Sections 2 and 3, we expect that both the learners’ L1 and L2 input and use will have a significant influence on their use of

intensification in L2 Dutch and in L2 English. Based on these assumptions, we formulate the following hypotheses:

Firstly, with respect to cross-linguistic similarities and differences in the domain of intensification (cf. Section 3), we expect that similar first-language (French) constructions facilitate the acquisition of intensifying constructions in the target language (such as similar degree adverbs in French and English), but that target-language-specific constructions (such as Dutch intensifying compounds) will be more difficult to acquire for the learners.

Secondly, in line with previous studies pointing out the advantages of CLIL for SLA, we hypothesize that pupils in CLIL will produce intensifying constructions in more target-like proportions and display a more target-like choice for intensifier-adjective combinations.

Thirdly, we expect that both learner groups (non-CLIL and CLIL) will use intensification in a more target-like manner after a longer period of foreign language learning (two school years in our study). However, we also assume that CLIL students will show greater development since they have benefitted from more target-language experiences than non-CLIL students.

These hypotheses are tested on a combination of sub-corpora that we present in more detail in the next section.

5. Method

5.1. Participants

The L2 datasets were collected in French-speaking Belgium in 2015 and in 2017 from 438 students in the fifth year of secondary school (sixth year in 2017) in CLIL and non-CLIL settings, learning Dutch (CLIL n=132; non-CLIL n=100) or English (CLIL n=90; non-CLIL n=90) as a foreign language. Their average age was 16.5 years in 2015³. The Dutch control group dataset was collected in the Netherlands and in Flanders (the Dutch-speaking community of Belgium) from 61 Dutch-speaking fifth year secondary school students (average age: 16.7 years). The English control group data was collected from 70 L1 speakers of English (average age: 19.4 years) in Florida in 2016. Some texts written by L1 speakers were excluded from the analysis because the students had another L1 than Dutch or English, or they did not fit the age category. Besides, we only selected texts from Belgian French-speaking students who participated both in 2015 and in 2017, which explains the number of texts in Tables 3a (for English L1 and L2) and 3b (for Dutch L1 and L2).

5.2. Data collection

The participants were asked to write a (fictional) e-mail to a friend on the topics of a party or holidays. Intensification is used more frequently in informal contexts (Grandi, 2017: 64). It is expected that the task of writing an e-mail to a friend will elicit relatively informal language use.

³ In Belgium, students enroll in secondary school at the age of 12-13 years, hence in the 5th year, students are on average 16-17 years old, and in the 6th year, the last year of secondary school, they are 17-18 years old. This corresponds to the International Standard Classification of Education level 3.

We used the online software Qualtrics for the L1 English speakers and Lime Survey for all other participants. Both are software programs to develop questionnaires. We used the software to present the task to the participants and added pictures for inspiration; the participants wrote their e-mail directly in a text window in Limesurvey or Qualtrics. The Belgian French-speaking students wrote one e-mail in their target language (English or Dutch) in the morning and one e-mail on the other topic in their L1 French in the afternoon. The text topics were randomly assigned; the participants received the same written and oral instructions. The texts had to be at least 15 lines long, and the students were given 25 minutes to write. The spelling checker on the personal computers used for the data collection was turned off. The control groups followed the same procedure but wrote only one e-mail in their first language.

Table 3a. Number of texts and number of words per sub-corpus – L1 French and L1 and L2 English

	L1 French	L2 English non-CLIL		L2 English CLIL		L1 English (controls)
		5 th year	6 th year	5 th year	6 th year	
Texts	176	78	78	65	65	53
Words	60 148	25 630	24 607	17 229	18 064	17 886
Average text length (in words)	342	323	315	265	278	337

Table 3b. Number of texts and number of words per sub-corpus - L1 French and L1 and L2 Dutch

	L1	L2 Dutch non-CLIL		L2 Dutch CLIL		L1 Dutch
	French					(controls)
		5 th year	6 th year	5 th year	6 th year	
Texts	255	72	72	123	123	59
Words	80 237	11 026	14 806	33 250	32 035	13 220
Average text length (in words)	315	162	218	284	274	224

The gathered texts were tagged for part of speech using the language-specific versions of TreeTagger (Schmid, 1994). However, the tagging was used as a support only, since the tagging was manually corrected where necessary (excluding the few elements that were incorrectly tagged as adjectives and including adjectives that were not recognized as such by the tagger). All adjectives were manually scrutinized in context by [the first two authors of this paper](#) in order to determine whether they were part of intensifying constructions. In this manner, not only the intensifying constructions that we expected – based on the inventory that was developed using reference books and specific studies – were extracted, but also intensifying constructions that did not occur in our initial inventory (Table 2) were detected – for instance, the intensifying suffix *–issime* in French (e.g. *topissime*). Negated intensifiers, e.g. *not very nice* and comparative uses, e.g. *it is so hot that I fainted*, were excluded because they are not unambiguously expressing intensification.

The intensifiers and adjectives were annotated for their structural and semantic properties (cf. Section 3). The texts written in French were split up in two groups, according to which L2 the student is learning (Dutch or English). This division allowed

us to compare the text that the students wrote in their target language with the texts they wrote in their L1 (French). Besides, in this manner we kept the corpus sizes comparable.

5.3. Quantitative measures and statistical methods

For each e-mail we calculated individual scores. For instance, the proportion of syntactic intensifying constructions was calculated as follows: the number of syntactic intensifying constructions divided by the total number of intensifying constructions in that particular text. The scores calculated for each text individually were compared across the learner (CLIL and non-CLIL) and control corpora using the Mann-Whitney U test. The Wilcoxon signed rank test was used to compare the use of intensifiers of the learners in their fifth and in their sixth year. In addition, we provide information on the proportions of particular intensifiers in the aggregate data sets.

5.3.1. *Covarying collexeme analysis*

Covarying collexeme analysis was used to calculate the collostructional strength of the intensifier-adjective pairs in each of the sub-corpora. To illustrate how mutual attraction is calculated, we apply below Gries and Stefanowitsch's (2004: 228) explanation to one of the most frequent intensifying construction in our L1 English corpus, namely *so happy*. This intensifier-adjective combination occurs three times in this corpus, so from an absolute frequency-oriented approach it is a relatively important intensifying construction. Yet, *so* and *happy* occur in different intensifying constructions 39 and 5 times, respectively. Given that the L1 English corpus counts 181 intensifying constructions, we would therefore expect 1.08 (i.e. $39 \times 5 / 181$) occurrences of *so happy*

co-occurring at random. The Fisher exact test shows that the observed number of occurrences of *so happy* (3) is thus not significantly higher than the expected number (1.08) (the Fisher exact statistic is 0.068). Therefore, the combination *so happy* is not a statistically significant collocation in this particular dataset.

Table 4. Example of the frequency information of *so happy* for a covarying collexeme analysis (based on Stefanowitsch, 2013: 223)

	<i>so</i> in Slot s_1 of	Other words in Slot	Total
	Construction C	s_1 of Construction C	
<i>happy</i> in Slot s_2 of Construction C	$so + happy = 3$	other + <i>happy</i> = 2	Total frequency of <i>happy</i> in intensifying construction = 5
Other words in Slot s_2 of Construction C	$so + other = 36$	other + other = 140	Total frequency of other adjectives in intensifying construction = 176
Total	Total frequency of <i>so</i> in intensifying construction = 39	Total frequency other intensifiers in intensifying construction = 142	Total frequency of intensifying construction = 181

For the covarying collexeme analysis, we used Gries's (2007) R script: Coll.analysis 3.2a. We included lemmas corrected for spelling mistakes. As a gauge of statistical significance, we applied a threshold of $p < 0.05$, which corresponds to a collocational strength (p-bin value) of ≥ 1.30 .

Since we compare eight sub-corpora in this study, an elaborate discussion of all significant collocations and their relative order in each sub-corpus (all available in the appendices) is beyond the scope of this article. Instead, we focus on recurring tendencies in significantly mutually attracted pairs across sub-corpora. To interpret the (dis)similar tendencies in the significantly mutually attracted intensifier-adjective pairs, we examined, besides the structural properties of the collocations, additional criteria such as formal/informal language use and basic/advanced vocabulary. We used online dictionaries (*Oxford Learner Dictionary*, *Van Dale*) and the dictionary *Le Petit Robert* (Rey-Debove & Robert, 2014) to verify if vocabulary items were marked as formal or informal. Besides, we used samples of the Leipzig Corpora Collection (2002-2012) as reference corpora to verify the frequency of the vocabulary items. Vocabulary items that make up less than 0.003% of the Leipzig mixed-typical 1M French 2012 (sample of 100,000 sentences, 647,635 words) or the Leipzig mixed-typical 1M Dutch - 2012 (sample of 100,000 sentences, 2,010,700 words) or the Leipzig mixed-typical 1M UK English - 2002 (sample of 911,719 sentences, 23,343,033 words) were referred to as “infrequent”.

In addition, we used the CEFRFLex tool— specifically EFLLex⁴ (Dürlich & François, 2018) – to examine in which CEFR level textbooks the vocabulary items occurred most frequently. If they occurred most frequently in A1 or A2 level textbooks, we called the items “basic vocabulary”. In contrast, if they occurred most frequently in B1-C1 level textbooks, we referred to the items as “advanced vocabulary”.

⁴ Lexical resources for English as a foreign language (L2) learning, teaching, and research graded following the CEFR.

6. Results

6.1. Overall results

Before interpreting the results of the collocation analysis (in Section 6.2), we first present an overview of the observed types of intensifying constructions in Section 6.1.1. Secondly, we consider the most frequent intensifiers and the variety of intensifiers in each sub-corpus (in Section 6.1.2), and thirdly we discuss the different types of non-target-like use of intensifiers attested in the learner corpora (6.1.3).

6.1.1. Overview intensifying constructions

Tables 5a and 5b show that adverbs are the default intensifiers in all corpora. Superlatives, formed morphologically or syntactically, are the second most frequently used constructions to express intensification in English, Dutch, and French. Intensifying prefixation, compounding, and reduplication are extremely infrequent in the English learner corpora. In the Dutch learner corpora, some more instances of prefixes and compounds are attested – in CLIL, proportionally more prefixes and in non-CLIL, more compounds.

Besides, in some of the datasets, particular intensifying constructions, which are not always mentioned in the literature, are attested, such as French [ADJ–*issime*]_{ADJ} (*énormissime* ‘totally enormous’), [ADJ *de* N]_{AP} (*rouge de chaleur* ‘red hot’), [*jamais aussi* ADJ]_{AP} (*jamais aussi joli* ‘never as pretty’), [*plus que* ADJ]_{AP} (*plus que saoul* ‘lit. more than drunk’), [*aussi* ADJ *les uns que les autres*]_{AP} (*aussi bons les uns que les autres* ‘lit. as good the ones as the others’) and [ADJ *comme tout*]_{AP} (*sympa comme tout*

‘lit. nice as all, very nice’), English [(as)ADJ as X]_{AP} (*cool as a cucumber*), and Dutch [*te* ADJ *voor woorden*]_{AP} (*te leuk voor woorden* ‘lit. too nice for words’).

Table 5a. Frequencies of intensifying constructions in L1 French and L1 and L2 English in the fifth and sixth years of secondary school – group proportions

		L1	L2 English non-		L2 English CLIL		L1 English
		French	CLIL				(controls)
			fifth	sixth	fifth	sixth	
			year	year	year	year	
Adverbs	Raw frequency	421	270	228	290	257	159
	Percentage	96.12	94.08	93.06	88.41	88.32	87.85
Superlatives	Raw frequency	9	16	16	36	33	20
	Percentage	2.05	5.57	6.53	10.98	11.34	11.05
Prefixes	Raw frequency	1					
	Percentage	0.23					
Compounds	Raw frequency	1			1		1
	Percentage	0.23			0.30		0.55
Repetition adjective	Raw frequency		1				
	Percentage		0.35				

Other	7	1	1	1	1
	1.60	0.41	0.30	0.34	0.55
TOTAL	438	287	245	328	291
	181				

Table 5b. Frequencies of intensifying constructions in L1 French and L1 and L2 Dutch in the fifth and sixth years of secondary school – group proportions

		L1 French	L2 Dutch non- CLIL		L2 Dutch CLIL		L1 Dutch (controls)
			fifth year	sixth year	fifth year	sixth year	
Adverbs	Raw frequency	519	198	222	530	479	166
	Percentage	94.88	97.54	95.6	93.64	93.19	88.30
				9			
Superlatives	Raw frequency	17	1	6	19	21	8
	Percentage	3.11	0.49	2.59	3.36	4.09	4.26
Prefixes	Raw frequency		3	2	9	9	6
	Percentage		1.48	0.86	1.59	1.75	3.19
Compounds	Raw frequency		1	2	8	4	2
	Percentage		0.49	0.86	1.41	0.78	1.06

Other	Raw frequency	11				1	
	Percentage	2.01				0.19	
TOTAL		547	203	232	566	514	188

Comparing the proportions of morphological and syntactic intensifying constructions in each of the texts, we observe the expected cross-linguistic differences: the L1 English and L1 Dutch corpus contain a significantly higher proportion of morphological constructions than the L1 French corpus⁵. Whereas in the fifth year of secondary, both English learner groups use fewer morphological constructions than the L1 English speakers⁶ but there are no significant differences between the CLIL and the non-CLIL students' texts, in the sixth year, the CLIL students use significantly fewer syntactic constructions than the non-CLIL students⁷. In other words, in the sixth year, the CLIL students approximate the proportions in the L1 English corpus more closely compared to the non-CLIL students. In Dutch, we observe the opposite tendency: while the CLIL pupils use morphological constructions in more target-like proportions compared to non-CLIL pupils in the fifth year⁸, in the sixth year, the difference between the groups disappears. Thus, for the learners of English, the impact of CLIL only manifests itself in the sixth year, whereas in the learners of Dutch, the difference between groups is

⁵L1 English $U = 4253.50$, $z = -4.91$, $p < .05^*$, $r = -0.32$. L1 Dutch $U = 5111.50$, $z = -2.95$, $p < .05^*$, $r = -0.13$.

⁶English non-CLIL $U = 1551.00$, $z = -3.00$, $p < .05^*$, $r = -0.26$. English CLIL $U = 1880.50$, $z = -2.40$, $p < .05^*$, $r = -0.22$; in addition, the English CLIL corpus contains fewer other constructions than the L1 English corpus $U = 1748.50$, $z = -2.23$, $p < .05^*$, $r = -0.21$.

⁷ $U = 2084.50$, $z = -2.47$, $p < .05^*$, $r = -0.21$.

⁸ $U = 4128.50$, $z = -1.97$, $p < .05^*$, $r = -0.16$.

significant in the fifth year, but in the sixth year, the CLIL students lose their advantage over the non-CLIL learners of Dutch.

6.1.2. *Most frequent intensifiers*

Overall, we find similar tendencies in the most frequently used intensifiers in L1 English (Figure 1a and Appendix 1), in L1 Dutch (Figure 1b and Appendix 2), and in L1 French (Figures 1a and 1b and Appendixes 1 and 2) – the raw frequencies and Mann Whitney U tests are presented in Appendixes 1 and 2. The most frequent intensifiers in all corpora are boosting degree adverbs. The adverbs *heel/very/très*, *echt/really/vraiment*, and *super* are in the top 5 most frequent intensifiers in all L1 corpora⁹. These similarities could imply that learners are familiar with the most frequent intensifying adverbs thanks to equivalents in their L1 and frequent input in their L2.

⁹In Dutch, French, and English, *super* can be used as a prefix (written attached to the adjective) and as adverb (written separately of the adjective) (cf. Norde & Van Goethem, 2014; 2015 on ‘debonding’ of affixes and affixoids). We consider it as an adverb if it is written separately from the adjective.

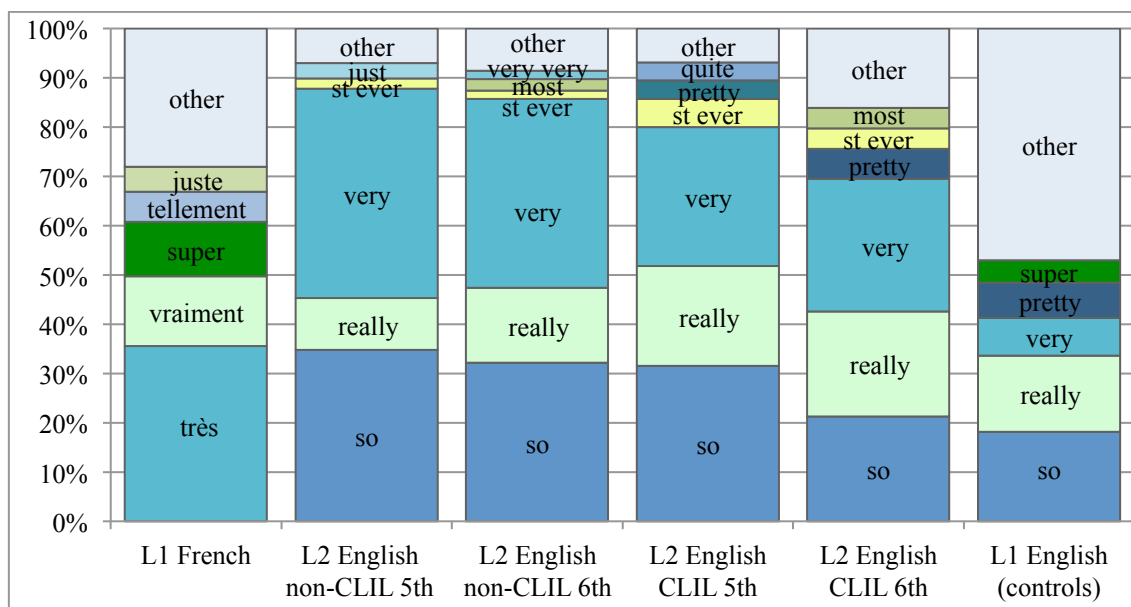


Figure 1a. Most frequent intensifiers in L1 French and L1 and L2 English in the fifth and sixth years of secondary school – group proportions

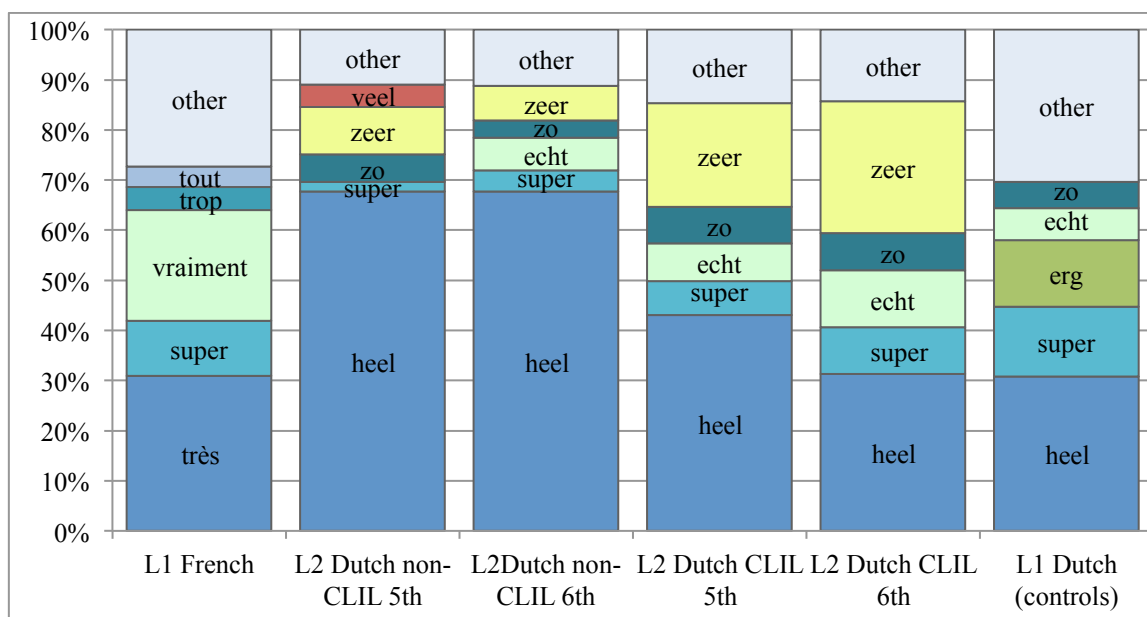


Figure 1b. Most frequent intensifiers L1 French and L1 and L2 Dutch in the fifth and sixth years of secondary school – group proportions

Figures 1a and 1b indicate that while all learner sub-corpora show similarities in the choice of intensifying adverbs, the proportions found in the CLIL sub-corpora show more similarity to the target language proportions than the ones in the non-CLIL sub-corpora.

With respect to Dutch, the only exception is *zeer* ‘very’, which is a more formal synonym of *heel* ‘very’ and seems to be overused by (especially the CLIL) learners of Dutch. Possibly, they picked up this more formal intensifier from their textbooks. The overuse of the (all-round) intensifiers *heel* ‘very’ in L2 Dutch (10) and *very* in L2 English (11) is stronger in the non-CLIL learner corpora than in the CLIL learner corpora.

(10) non-CLIL Dutch 5th year¹⁰

Het is heel leuk ik heb veel activiteit gedaan met mijn familie.

It is very nice I have many activities done with my family

‘It is very nice. I have done many activities with my family.’

(11) non-CLIL English 5th year

Het was a very good experience.

Furthermore, all of the Dutch learner corpora – except the fifth year non-CLIL corpus, which does not include the intensifier *echt* ‘really’ in the top five – contain 4 out of the 5 most frequent target language intensifiers among their most frequent constructions, but the proportions are more target-like in the CLIL corpora than in the non-CLIL corpora.

¹⁰ We present the examples as they were written down without correcting mistakes.

Secondly, non-CLIL learners of Dutch in the fifth year use the quantifier *veel* ‘many’ erroneously as the fourth most frequent intensifier (12). The phonetic and orthographic similarity between *heel* ‘very’ and *veel* ‘many’ may contribute to learners’ confusion. Besides, the generalization is not all that illogical, as several intensifiers have evolved from quantifier into intensifier through a process of grammaticalization (Brems, 2003, 2007; De Clerck & Colleman, 2013; Doetjes, 1997; Doetjes & Rooryk, 2003; Joosten, 2003; Vos, 1999).

(12) non-CLIL 5th year

Ze waren veel sympathiek en we hebben samen geamuseerd.

They were many sympathetic and we have together enjoyed

‘They were very nice and we have enjoyed ourselves.’

Each of the English learner corpora contain 3 out of the 5 most frequent target language intensifiers among their most frequent constructions, except for the CLIL sixth year corpus, which shares 4 out of 5 most frequent target language intensifiers with the L1 corpus.¹¹

In the English sub-corpora, we find a cline of more and more “other” intensifiers being used (from fifth to sixth year and from non-CLIL to CLIL,) with the CLIL 6th year corpus approximating most closely the diversity of intensifiers in the L1 English sub-corpus. In Dutch, we observe a similar tendency, except for an increasing overuse of *zeer* in the CLIL group, which results in an unchanging proportion of “other” intensifiers being used in the sixth year.

¹¹ The most frequent intensifiers in the L2 corpora that are not attested in the top five in the L1 corpus are: *just*, *-st ever*, *most*, *very very*, and *quite*.

These observations suggest that both CLIL and the duration of target language instruction (fifth/sixth year) have a positive influence on developing a more target-like use of intensifying constructions with respect to the frequency and variety of intensifiers.

6.1.3. Types of non-target-like use of intensifying constructions

The types of non-target-like use of intensifying constructions we encounter in the learner data are the following: code switching to French, in the intensifier or in the adjective (13a), or code switching to another L2 (13b-c), spelling mistakes (14a-b), grammatical mistakes (15a-c), among which morphological mistakes (inflection) (15d-e), and unattested intensifier-adjective combinations (16a-b). With respect to the latter category, we used the reference corpora *Corpus Hedendaags Nederlands* (CHN) and *Corpus of Contemporary American English* (COCA) to check if L1 speakers used these intensifier-adjective combinations. In a few cases, a single intensifying construction contains more than one mistake: for example, a grammatical mistake (a quantifier *veel* ‘many’ instead of an intensifier) and code switching (*luxurious [luxueus]*) (17a) or a grammatical mistake (*veel* ‘many’ instead of an intensifier) and an inflection mistake (*sympathieke [sympathiek]*) (17b).

Direct lexical transfer or code switching to L1 (French) or other L2

(13) a. non-CLIL 6th year

Het was long maar zeer zeer comfortable.

It was long but very very comfortable.

‘It was long but very very comfortable.’

- b. non-CLIL 6th year

*The temperature it is **heel** warm.*

The temperature it is very warm.

‘The temperature was very warm.’

- c. non-CLIL 5th year

*Hoe was jouw vakantie? Mijn was **very toffe**.*

How was your holidays? Mine was very toffe.

‘How about your holidays? Mine was very nice.’

Spelling mistakes

- (14) a. CLIL 6th year

*We waren erg **verdrietigd** [erg verdrietig].*

We were very sad.

‘We were very sad.’

- b. non-CLIL 6th year

I buy a verry good [very good] dessert.

Grammatical mistakes

- (15) a. non-CLIL 5th year

*I didn't remember that Paris was **such** beautiful.*

- b. non-CLIL 6th year

*Dat was een heel **veel goed** [heel goede] reis!*

It was a very many good trip !

‘It was a very good trip!’

- c. CLIL 5th year

*The moment **the most** cute I never see.*

- d. non-CLIL 6th year

*Ik was **hele** ziek [heel ziek] ik had buikpen.*

I was very sick I had stomach ache.

‘I was very sick and had a stomach ache.’

- e. CLIL 6th year

*Het weer was heel **mooie** [heel mooi] behalve gedurende twee dag.*

The weather was very beautiful except during two day.

‘lit. The weather was very beautiful except during two day.’

Unattested combinations

- (16) a. CLIL 5th year

*The BBQ was **too** great we had some fun with my parents.*

- b. CLIL 5th year

*alle huizen waren wit en het was **erg heel** mooi [heel erg mooi].*

all houses are white and it was terribly very beautiful.

‘all houses are white and it was terribly very beautiful.’

Combination of mistakes

- (17) a. CLIL 5th year

*Het was mooi en **veel luxurius** [heel luxueus].*

It was beautiful and many luxurious.

‘lit. It was beautiful and many luxurious.’

- b. non-CLIL 6th year

*Ze zijn **veel symphatieke** [heel sympathiek].*

They are many sympathetic.

‘They are very nice.’

Both groups of students learning English produce proportionally fewer non-target-like uses in the sixth year than in the fifth year (non-CLIL significantly: $z = -2.82$, $p < .05^*$, $r = -0.23$; see Figure 2a). The English CLIL corpus contains fewer non-target-like uses than the non-CLIL corpus both in the fifth year and in the sixth year. While this difference was significant in the fifth year ($U = 2199.00$, $z = -2.42$, $p < .05^*$, $r = -0.20$), the non-CLIL group reduces its non-target-like uses in the sixth year to such a degree that the difference between CLIL and non-CLIL is not significant anymore.

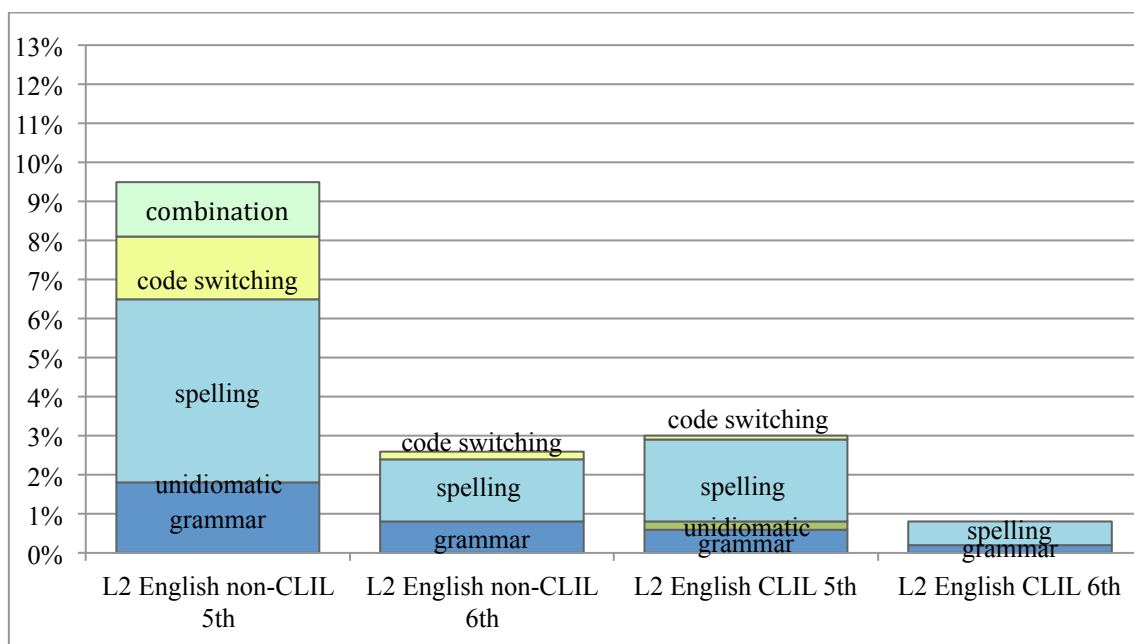


Figure 2a. Non-target-like use of intensifying constructions in English non-CLIL and CLIL in the fifth and sixth years of secondary school – based on individual proportions

In the L2 Dutch corpora, we observe similar tendencies (see Figure 2b). Both in the fifth and in the sixth year, the CLIL learners of Dutch produce fewer non-target-like uses of intensifying constructions than the non-CLIL group. While the non-CLIL learners produce proportionally fewer non-target-like uses in the sixth year than in the fifth year, the CLIL corpus contains slightly more non-target-like uses in the sixth year than in the fifth year. The difference between CLIL and non-CLIL was significant in the fifth year ($U = 3316.00$, $z = -3.21$, $p < .05^*$, $r = -0.23$), but is not anymore in the sixth year. There may be relationship between the greater variety of intensifiers in the CLIL texts compared to the non-CLIL texts (Figure 1b) and the absence of a decrease in non-target-like use of intensifiers in the CLIL texts: as shown in Josse (2015), CLIL learners may be more creative and expressive, but this can imply more mistakes as a drawback. It should also be noticed that the proportion of grammar mistakes remains important in all Dutch learner corpora while this is not the case in L2 English. Based on our data analysis, we can link this to more complex morphological features of Dutch, especially adjectival inflection, which is absent in English.

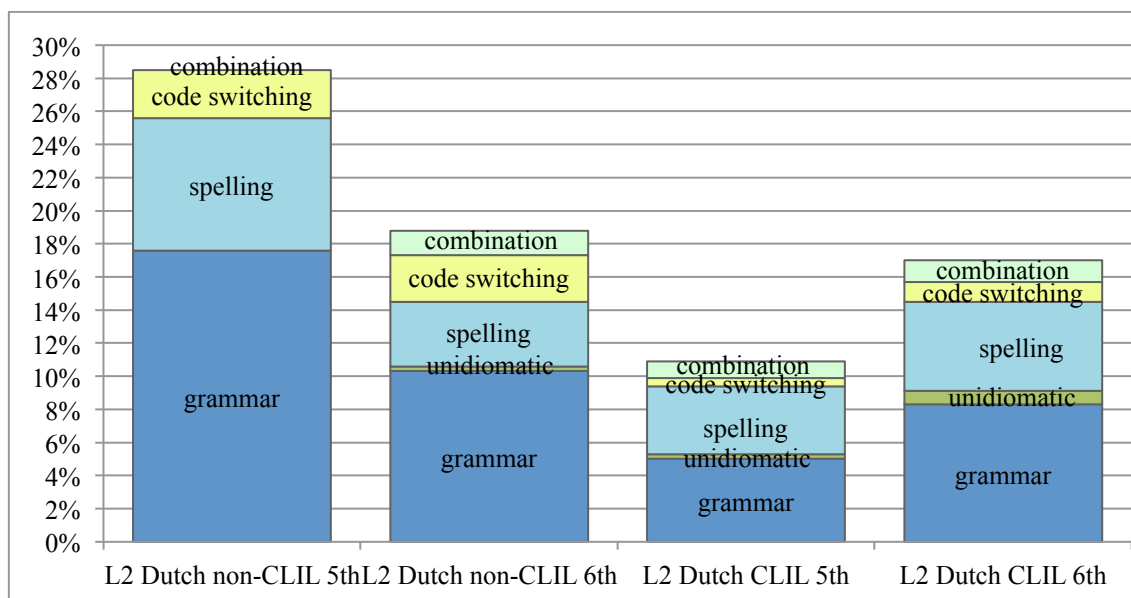


Figure 2b. Non-target-like use of intensifying constructions in Dutch non-CLIL and CLIL in the fifth and sixth years of secondary school – based on individual proportions

Overall, the types and proportions of non-target-like use of intensifiers differ among the English-learners and the Dutch-learners, which can partially be explained by the more complex morphology of Dutch. Furthermore, while in the English learner groups, both time (fifth year/sixth year) and CLIL/ non-CLIL seem to have an impact on the decreasing amount of non-target-like uses, in the Dutch learner groups, we detect especially differences between CLIL/ non-CLIL, but no significant improvement within the CLIL group over time.

6.2. Results of the covarying collexeme analysis

The intensifying collocations, i.e. the intensifier-adjective pairs that are significantly attracted to each other, are included in Appendices 3 to 14. The collocational analysis allows us to identify specific uses in the (inter)languages, and several types of non-

target-like use of intensifying constructions in the learner corpora. In what follows, we will first discuss the significant intensifying collocations in the L1 corpora in view of a cross-linguistic comparison (6.2.1) and then focus on the specific constructions found in the collocations of the different learner corpora (6.2.2).

6.2.1. Cross-linguistic comparison: intensifying collocations in French, English and Dutch

As pointed out earlier, the French texts are split up in two conditions (the text writer is learning Dutch in CLIL / non-CLIL, or English in CLIL / non-CLIL) to compare the texts written by the same students, and to keep the corpus sizes comparable.

L1 French produced by the students who are learning English

Among the 71 significant intensifying collocations in L1 French (produced by the students who are learning English) (see Appendix 3), we observe several collocations that are characterized by infrequent vocabulary items (18), specific collocations typical of French (19), and complex intensification with an accumulation of degree modifiers (20). Also informal language use (21), creative language use (such as superlatives to express intensification) (22), and the use of the (informal) excess marker *trop* to express intensification (23) turn out to characterize this sub-corpus of L1 French.

(18) *fort original* ‘lit. strongly original, very original’, *juste splendide* ‘just splendid’,

fort ennuyant ‘lit. strongly annoying, very annoying’

(19) *rouge de chaleur* ‘lit. red of heat’, *morts plein* ‘dead drunk’

- (20) *vraiment super chouette* ‘really very nice’, *vraiment trop mignon* ‘really too cute’,
juste trop bien ‘lit. just too good’, *hyper mega cool* ‘hyper mega cool’
- (21) *vachement chouette* ‘really nice’, *sacrément chaud* ‘lit. sacredly hot, very hot’
- (22) *le plus incroyable de ma vie* ‘the most incredible of my life’, *plus que magique*
‘lit. more than magical’
- (23) *trop cool* ‘too cool’, *trop mortel* ‘lit. too deadly’, *trop nul* ‘lit. too zero, very bad’

L1 French produced by the students who are learning Dutch

The same tendencies can be observed in the L1 French texts written by learners of Dutch (see Appendix 4): among the 93 significant intensifying collostructions, several collostructions contain infrequent vocabulary items (24), specific collocations (25), accumulation of intensifiers (26), informal language use (27), including the use of *trop* (28), and creative language use (superlatives) expressing intensification (29). Finally, some constructions typical of French – without a translational equivalent in English or Dutch – drew our attention and are exemplified in (30).

- (24) *largement surmontable* ‘largely surmountable’, *particulièrement attendrissant*
‘particularly touching’, *affreusement long* ‘awfully long’
- (25) *sérieusement atteint* ‘lit. seriously affected’, *plein mort* ‘dead drunk’, *tout petit*
‘lit. all small, very small’
- (26) *tout bonnement splendide* ‘lit. all simply splendid, really splendid’, *vraiment très*
bruyant ‘really very noisy’, *vraiment super mignon* ‘really super cute’

- (27) *complètement jeté* ‘completely wasted’, *franchement dégeu* [sic] ‘frankly disgusting’, *vachement sympa* ‘really nice’, *franchement délicieux* ‘very delicious’, *vraiment dingue* ‘really crazy’, *tellement con* ‘so stupid’
- (28) *trop drôle* ‘too funny’, *juste trop magnifique* ‘just too magnificent’, *vraiment trop cool* ‘really too cool’
- (29) *plus spectaculaire du monde* ‘most spectacular in the world’, *plus grand du monde* ‘biggest in the world’, *jamais aussi beau* ‘lit. never this beautiful’, *plus beau de ma vie* ‘the most beautiful of my life’
- (30) *absolument topissime* ‘absolutely top-issime’, *sympa comme tout* ‘lit. nice as all, really nice’

L1 English

Among the 42 significant intensifying collostructions in the L1 English control corpus (see Appendix 5), we find constructions marked by advanced vocabulary (31), specific collocations (including compounds) (32), an example of accumulated intensifiers (33), and creative language use (in the form of an [(*as*) ADJ *as* X]_{AP} construction) (34).

- (31) *rather fond, truly spectacular, incredibly hectic, absolutely divine, undoubtedly fantastic, incredibly welcoming*
- (32) *crystal clear, infinitely large*
- (33) *most definitely broken*
- (34) *blue as the Pacific Ocean*

Several significant collocations express intensification through superlativity in both syntactic [ADJ *of my life*]_{AP}, [ADJ-*st ever*]_{AP}, [*most* ADJ]_{AP}, and [*most* ADJ *in the world*]_{AP} constructions (35a) and morphological [ADJ(*e*)*st*]_{ADJ} constructions (35b).

- (35) a. *craziest of my life, best ever, most amazing, most intricate, largest in the world, cutest in the world*
- b. *funniest*

Lastly, two significant collocations contain the rather informal intensifier *pretty*.

- (36) a. *pretty good, pretty funny*

L1 Dutch

Among the 32 significant collocations (Appendix 6) in the L1 Dutch control corpus, we find several morphological intensifiers: prefixes (37) and a compound (38). Besides, several collocations of the L1 Dutch corpus are superlative constructions (39). Some collocations contain infrequent vocabulary items (40), and others stand out by their informal style (41).

- (37) *supertof* ‘super nice’, *megakwaad* ‘mega angry’, *echt megaslecht* ‘really mega bad’

- (38) *bloedheet* ‘lit. bloody hot’

- (39) *bekendst van de wereld* ‘most known of the world’, *grootst ter wereld* ‘largest of the world’

- (40) *heel erg spectaculair* ‘very very spectacular’, *heerlijk warm* ‘lit. deliciously warm’, *compleet afgelegen* ‘completely remote’
- (41) *fucking hard*, *ziekst* ‘lit. sickest, great’, *vet bang* ‘lit. fat scared, very scared’

In sum, typical for L1 intensifying collostructions appears to be the use of both advanced and informal lexical items. Moreover, in the L1 French corpus, we encounter constructions of excess expressing intensification, while we find morphological intensifying constructions to be typical of L1 Dutch and the [(*as*) ADJ *as* X]_{AP} construction in L1 English.

Below, we investigate whether we can detect the same tendencies in the learner corpora, and whether L2 English is more similar to L1 English than L2 Dutch to L1 Dutch, due to greater similarities between French and English (see Section 3.2). In addition, we examine whether the learners’ productions show more similarities to the target language as students benefitted from more CLIL input or more target language input over the course of two consecutive school years.

6.2.2. *Collostructions in the learner languages*

The significant collostructions in the learner corpora will be discussed in the order in which we have presented the results so far: first the discussion of the English texts written by non-CLIL students in the fifth and sixth year, then those of the CLIL students in the fifth and sixth year, followed by the analysis of the Dutch texts written by non-CLIL students in the fifth and sixth year and CLIL students in the fifth and sixth year.

Non-CLIL English in the fifth year of secondary school

Among the 14 significant collocations in the corpus of English texts written by non-CLIL students in the fifth year (see Appendix 7), we observe basic vocabulary items (42) and strategies compensating for a lack of more complex constructions, such as reduplication of a (basic) intensifier (43). One collocation includes a grammatical mistake (44). We also observe some examples of creative intensification, such as superlative constructions (45).

(42) *so funny, really good*

(43) *very very beautiful*

(44) *too much drunk [too drunk]*

(45) *best ever, best of my life, greatest of my life*

Non-CLIL English in sixth year of secondary school

While the 20 collocations from the non-CLIL sixth year corpus (see Appendix 8) contain mostly basic vocabulary (46) and some grammatical mistakes and code switching (47), one collocation features a more advanced intensifier (48), and another one is a more creative intensifying construction (49).

(46) *really nice, very friendly, so cute*

(47) *most amazing never spent [most amazing ever spent], heel warm [very warm]*

(48) *seriously sick*

(49) *as surprising as it may sound*

CLIL English in fifth year of secondary school

Already in the fifth year of secondary school, the 42 significant intensifying collocations resulting from the CLIL English sub-corpus (see Appendix 9) show advanced vocabulary items (50), an intensifying compound/ collocation (51), and the CLIL learners picked up some informal intensifying language (52). However, we still find basic vocabulary (53), reduplication of the intensifier (54), and some examples of grammatical mistakes (55).

(50) *most influential, purely organic, totally exhausted, absolutely delicious*

(51) *brand new*

(52) *just awesome, pretty lame, pretty sure, hot as hell*

(53) *very nice, really cool, so drunk*

(54) *very very tired*

(55) *most cute never [cutest ever], so much drunk*

In six of the significant collocations, superlative constructions are used (among others) to intensify extreme adjectives (*exciting* and *great*):

(56) *best ever, most exciting of all, highest possible, worst of my life, worst of the world, greatest*

CLIL English in sixth year of secondary school

We notice some progress toward more target-like intensification in the CLIL English sixth year learner corpus (see Appendix 10). The 41 significant intensifying

collostructions resulting from the CLIL corpus contain advanced vocabulary (57), creative language use (58), and also informal intensifying constructions (59). Moreover, none of the significant collostructions contain grammatical mistakes.

(57) *absolutely brilliant*

(58) *most horrible God must have shaped*

(59) *just insane, completely stunning, freaking awesome*

In sum, we observe more target-like tendencies in the collostructions of the English written productions of the learners that benefitted from more target language exposure through CLIL: besides advanced vocabulary and creative forms of intensification, the significant collostructions in CLIL (sixth year) are not characterized by non-target-like uses, and more specific collocations are observed in CLIL (fifth year) use. The findings are summarized in Table 6a.

Table 6a. Tendencies in collostructions L1 French and L1 and L2 English

	L1	L2 English non-		L2 English	L1
	French	CLIL		CLIL	English
					(controls)
		fifth	sixth	fifth	sixth
		year	year	year	year

Advanced vocabulary			x		x	x	x
Creative intensification (superlatives, excess markers, etc.)	x	x	x		x	x	x
Specific collocations	x				x		x
Informal language	x				x	x	x
Repetition intensifier		x			x		
Accumulated intensifiers	x						
Basic vocabulary		x	x		x		
Non-target-like use		x	x		x		

Non-CLIL Dutch in fifth year of secondary school

Among the 15 significant intensifying collostructions in the corpus of Dutch texts written by non-CLIL students in the fifth year (see Appendix 11), we discover mostly basic vocabulary items (60) and different types of non-target-like use (spelling mistakes, transfer or code switching) (61). However, the non-CLIL learners have picked up the use of morphological intensifying constructions in Dutch (62).

(60) *erg lief* ‘very sweet’, *zo sterk* ‘so strong’, *zo blij* ‘so happy’

(61) *te veel luxueus* [*te luxueus*] ‘lit. too much luxurious’, *veel surpris* [*heel verrast*] ‘lit. many surprised’, *verry tof* [*heel tof*] ‘very nice’

(62) *keihard* ‘lit. boulder hard; very hard’, *allerleukst* ‘lit. all nicest, nicest ever’

Non-CLIL Dutch in sixth year of secondary school

Among the 11 significant collostructions in the corpus of Dutch texts written by non-CLIL students in the sixth year (see Appendix 12), the same tendencies as in the fifth year corpus can be observed overall: non-target-like use, such as the spelling mistakes exemplified in (63), morphological constructions (64), and some examples of more creative intensifying constructions (superlatives) (65).

(63) *zo smakkelijk* [*zo smakelijk*] ‘so tasty’

(64) *super cool*, *allerleukst* ‘lit. all nicest, nicest ever’, *peperduur* ‘lit. pepper expensive’

(65) *lelijkst ter wereld* ‘ugliest in the world’, *best van mijn leven* ‘best of my life’

CLIL Dutch in fifth year of secondary school

The CLIL Dutch fifth year corpus contains 49 significant intensifying collostructions (see Appendix 13). Some striking differences with respect to the non-CLIL corpora are the variety of compounds (giving proof of particular collocational complexity) (66), complex intensification and reduplication of the adjective (with target-like outcome) (67), informal language use (68), and creative intensifying constructions (superlatives) (69). Grammatical mistakes are however still attested as well (70).

(66) *peperduur* ‘lit. pepper expensive’, *doodmoe* ‘dead tired’, *oersaai* ‘dull’,
beeldschoon ‘lit. image-beautiful; gorgeous’,

(67) *echt opvallend schoon* ‘really remarkably pretty’, *groot, zeer groot* ‘big, very big’

(68) *helemaal zatlap* ‘totally drunk’, *te gek* ‘lit. too crazy’

- (69) *best van mijn leven* ‘best of my life’, *allerleukst* ‘lit. all nicest, nicest ever’,
allerlaatst ‘lit. all last, very last’
- (70) *veel teleurstellend* [*heel teleurstellend*] ‘lit. many disappointing’, *veel luxueus*
 [*heel luxueus*] ‘lit. many luxurious’, *veel bang* [*heel bang*] ‘lit. many scared’

CLIL Dutch in sixth year of secondary school

The same tendencies can be detected in the CLIL Dutch sixth year corpus (see Appendix 14): among the 51 significant intensifying collostructions, we notice a variety of intensifying prefixes and compounds (71), creative intensifying constructions (in the form of superlatives) (72), and infrequent vocabulary items (73). However, some of the collostructions in this sub-corpus are still characterized by non-target-like use, such as grammatical mistakes (74).

- (71) *allerleukst* ‘lit. all nicest, lit. nicest ever’, *loodrecht* ‘lit. lead straight, perpendicular’, *doodmoe* ‘dead tired’, *kei tof* ‘lit. boulder nice, *kei raar* ‘lit. boulder strange’
- (72) *best van mijn leven* ‘best of my life’, *beroemdst van de wereld* ‘most famous of the world’ *bekendst ter wereld* ‘most known in the world’, *grootst in mijn leven* ‘biggest in my life’
- (73) *geweldig groot* ‘tremendously big’, *erg onbeleefd* ‘very impolite’
- (74) *veel gevaarlijk* ‘lit. many dangerous, very dangerous’, *keiveel plezant* [*kei plezant* / *veel plezanter*] ‘lit. boulder many nice’

The CLIL fifth year corpus contains informal constructions, and the CLIL sixth year includes infrequent vocabulary items in some of the significant collocations. These findings suggest that the CLIL corpora contain more target-like tendencies in the significant intensifying collocations than the non-CLIL corpora. The differences over time are rather scarce.

Table 6b. Tendencies in collocations L1 French and L1 and L2 Dutch

	L1 French	L2 Dutch	Non-CLIL	L2 Dutch CLIL	L1 Dutch (controls)	
		fifth year	sixth year	fifth year	sixth year	
Morphological constructions		x	x	x	x	x
Creative intensification (superlatives, excess markers, etc.)	x		x	x	x	x
Infrequent vocabulary	x				x	x
Informal language	x			x		x
Specific collocations	x					
Accumulated intensifier	x			x		x
Reduplication adjective				x		
Basic vocabulary		x				
Non-target-like use		x	x	x	x	

7. Discussion

Applying a usage-based, constructionist approach (see Section 2) to our research on the use of intensification, we hypothesized that:

- i) On the one hand, similarity between French intensifying constructions (the learners' first language) and intensifying constructions in Dutch and English (the target languages) should facilitate the process of acquisition; on the other hand, language-specific English or Dutch constructions (such as compounds) should be harder to acquire for the learners and should become entrenched less rapidly.
- ii) Moreover, we expected the learners to use the constructions that appear most frequently in their input earlier on and more accurately. In consequence, we predicted that more input (through CLIL and over the course of two school years) would lead to a more target-like use of intensifying constructions.

The following results can be drawn from our corpus analysis:

(i) Impact of cross-linguistic similarities and differences

Our hypothesis regarding the difficulty of acquiring intensifying compounds was not confirmed: learners did not use them significantly less often than L1 speakers. However, we did find proportionally fewer non-target-like uses of intensifiers in the English learner corpora than in the Dutch corpora, which can be accounted for by both similarities between French and English and differences between French and Dutch. A large part of the non-target-like use of the intensifying constructions in the Dutch

corpora consisted of inflection mistakes, which is probably due to the more complex inflectional rules of the adjectival phrase in Dutch compared to French and English.

(ii) Importance of CLIL input for L2 acquisition

As stated in our hypothesis on the impact of input, CLIL learners were expected to use intensification in a more target-like manner than non-CLIL learners. Indeed, the CLIL learners of Dutch and of English use the most frequent intensifiers in more target-like proportions and exhibit less overuse of all-round degree adverbs (*heel* 'very' in Dutch and less overuse of *very* in English). Moreover, the CLIL learners produce fewer non-target-like constructions than the non-CLIL learners. Finally, the significant collocations of the CLIL (sixth year) corpora showed more target-like tendencies overall (in the form of advanced, infrequent, and informal vocabulary items) in both languages.

(iii) Impact of longitudinal input

For English, the results of our study suggest the following: the CLIL corpus shows more similarities to the L1 English corpus already in fifth year and the use of intensifiers becomes even more target-like in the sixth year.

In the Dutch learner corpora, we notice similar patterns. Within groups, the use of intensifiers in the non-CLIL corpora became more target-like over time, nevertheless remaining less target-like than the CLIL corpora. Within the CLIL corpora, the developments are small or even non-existent, but the CLIL (sixth year) corpus shows most target-like patterns in the use of most frequent intensifiers and in the significant collocations.

In sum, the quantitative results of our study and the more qualitative results based on the collostructional analyses suggest a progressive tendency towards more target-like use of intensification, increased mostly by CLIL, but also by longitudinal foreign language input in English. Taken together, these findings suggest that CLIL education has a positive impact on the development of a more target-like use of intensifying constructions. This ties in with previous studies that found that CLIL students benefit from their additional L2 exposure (Jexenflieger & Dalton-Puffer, 2010; Lo & Murphy, 2010; Ruiz de Zarobe, 2010; Zydati, 2007; Dalton-Puffer, 2008).

8. Conclusions

In this study, we examined intensifying constructions in corpora of written French, Dutch, and English by L1 speakers, as well as L2 English and L2 Dutch produced by French-speaking learners in CLIL and traditional foreign language education. Based on the findings of usage-based, and more specifically constructionist, approaches to language acquisition (among others R. Ellis, 1994; Tomasello, 2003), we hypothesized that learners would benefit from (i) similarities between their L1 (French) and target language intensifying constructions, and (ii) more target language exposure (through CLIL). These hypotheses were examined combining quantitative analyses of the types of intensifying constructions, most frequent intensifiers and types of non-target-like uses, and a more qualitatively oriented comparison of the tendencies found in the significant collostructions observed in the L1 and learner corpora.

The combination of both methods supports both hypotheses. First, cross-linguistic similarities between English and French result in fewer (grammatical) mistakes. Conversely, grammatical and lexical differences between French and Dutch account for more grammatical mistakes and non-target-like uses of intensifying constructions in L2 Dutch. Second, as expected, the students in CLIL produced intensifying constructions in a more target-like manner. This was shown by, among other things, less overuse of all-round intensifiers and collostructions containing advanced vocabulary as well as informal intensifying language. The effect of the duration of target language teaching is more apparent in English than in Dutch, as the CLIL group in Dutch did not show much development over the course of two school years. To conclude, the study suggests that (longitudinal) CLIL input – probably alongside other variables – has a positive impact on the development of a more target-like use of intensifying constructions.

In future studies, we aim to deepen and nuance our understanding of the influence of CLIL on the use of intensifying constructions by disentangling the influence of CLIL from other input-related measures (such as target language contact outside the classroom) and investigating the effect of other cognitive, socio-affective, and educational variables such as non-verbal intelligence, socio-economic background, attitudes towards language learning, and pedagogical strategies used in the classroom on the linguistic results. In addition, we aim to study the non-CLIL and CLIL students' receptive knowledge of intensifying constructions as well as their use of intensification in spoken language.

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APPENDICES

1. Most frequent intensifiers L1 French and L1 and L2 English

			L1 French	L2 English non-CLIL		L2 English CLIL		L1 English (controls)
				fifth year	sixth year	fifth year	sixth year	
1.	Intensifier	<i>très</i>		<i>very*</i>	<i>very*</i>	<i>so</i>	<i>very*</i>	<i>so</i>
	Raw freq.	156		122	94	93	78	39
	Percentage	35.62		42.51	38.37	28.35	26.80	21.55
2.	Intensifier	<i>vraiment</i>		<i>so*</i>	<i>so</i>	<i>very*</i>	<i>so</i>	<i>really</i>
	Raw freq.	62		100	79	83	62	37
	Percentage	14.15		34.84	32.24	25.30	21.31	20.44
	Intensifier						<i>really</i>	
	Raw freq.						62	
	Percentage						21.31	
3.	Intensifier	<i>super</i>		<i>really*</i>	<i>really</i>	<i>really</i>	<i>pretty</i>	<i>very</i>
	Raw freq.	48		30	37	60	18	18
	Percentage	10.96		10.45	15.10	18.29	6.19	9.94
4.	Intensifier	<i>tellement</i>		<i>just*</i>	<i>most</i>	<i>-st ...ever*</i>	<i>most</i>	<i>pretty</i>
	Raw freq.	27		9	6	17	12	17
	Percentage	6.16		3.14	2.45	5.18	4.12	9.39
5.	Intensifier	<i>juste</i>		<i>-st...ever</i>	<i>-st...ever</i>	<i>pretty</i>	<i>-st...ever</i>	<i>super</i>
	Raw freq.	22		6	4	11	12	11

Percentage	5.02	2.09	1.63	3.35	4.12	6.08
Intensifier			<i>very very</i>	<i>quite</i>		
Raw freq.			4	11		
Percentage			1.63	3.35		
Total						
intensifiers	315	267*	220*	275*	182	122
Other						
intensifiers	123	20*	25*	53*	109	59
Percentage	28.08	8.62	10.20	16.16	37.46	32.60
	438	232	245	328	291	181

* Proportion differs significantly from proportion in L1 Dutch corpus.

Non-CLIL English 5th year/ L1 English

very $U = 628.00, z = -5.60, p < .05^*, r = -0.54.$

so $U = 1123.50, z = -2.23, p < .05^*, r = -0.21.$

really $U = 1079.50, z = -2.85, p < .05^*, r = -0.27.$

just $U = 1300.50, z = -2.22, p < .05^*, r = -0.2.$

pretty $U = 1172.50, z = -3.39, p < .05^*, r = -0.32.$

super $U = 1232, z = -2.95, p < .05^*, r = -0.29.$

Other intensifiers $U = 865.00, z = -4.40, p < .05^*, r = -0.42.$

Non-CLIL English 6th year

very $U = 865.00, z = -4.53, p < .05^*, r = -0.43.$

super $U = 1271.00, z = -3.46, p < .05^*, r = -0.33.$

pretty $U = 1278.50, z = -2.77, p < .05^*, r = -0.26.$

Other intensifiers $U = 905.50, z = -4.47, p < .05^*, r = -0.43.$

CLIL English 5th year

very $U = 1264.50, z = -3.49, p < .05^*, r = -0.31$.

super $U = 1594.00, z = -2.54, p < .05^*, r = -0.23$.

-st_ever $U = 1590.00, z = -2.07, p < .05^*, r = -0.19$.

Other intensifiers $U = 1436.50, z = -2.31, p < .05^*, r = -0.22$.

CLIL English 6th year

very $U = 1282.00, z = -2.77, p < .05^*, r = -0.25$.

super $U = 1421.00, z = -3.15, p < .05^*, r = -0.29$.

No significant differences other intensifiers.

2. Most frequent intensifiers L1 French and L1 and L2 Dutch

		L1 French	L2 Dutch non-CLIL		L2 Dutch CLIL		L1 Dutch (controls)
			fifth year	sixth year	fifth year	sixth year	
1.	Intensifier	<i>très</i>	<i>heel*</i>	<i>heel*</i>	<i>heel</i>	<i>heel</i>	<i>heel</i>
	Raw freq.	169	136	157	244	160	58
	Percentage	30.90	67.00	67.67	43.11	31.37	30.85
2.	Intensifier	<i>vraiment</i>	<i>zeer</i>	<i>zeer</i>	<i>zeer*</i>	<i>zeer*</i>	<i>super</i>
	Raw freq.	121	19	16	117	134	26
	Percentage	22.12	9.36	6.90	20.67	26.27	13.83
3.	Intensifier	<i>super</i>	<i>zo</i>	<i>echt</i>	<i>echt</i>	<i>echt*</i>	<i>erg</i>
	Raw freq.	60	11	15	43	58	25

	Percentage	10.97	5.42	6.47	7.60	11.37	13.30
4.	Intensifier	<i>trop</i>	<i>veel*</i>	<i>super*</i>	<i>zo</i>	<i>super*</i>	<i>echt</i>
	Raw freq.	25	9	10	41	47	12
	Percentage	4.57	4.43	4.31	7.24	9.22	6.38
5.	Intensifier	<i>tout</i>	<i>super*</i>	<i>zo</i>	<i>super*</i>	<i>zo</i>	<i>zo</i>
	Raw freq.	23	4	8	38	38	10
	Percentage	4.20	1.97	3.45	6.71	7.45	5.32
Total most frequent							
	frequent	398	179*	206*	483*	437	131
Intensifiers							
Other intensifiers							
	Other intensifiers	149	24*	26*	83*	73	57
	Percentage	27.24	11.82	11.21	14.66	14.31	30.32
	Total	547	203	232	566	510	188

* Proportion differs significantly from proportion in L1 Dutch corpus

Non-CLIL Dutch 5th year

heel $U = 835.50, z = 4.69, p < .05^*, r = -0.44$.

veel $U = 1500.00, z = -2.18, p < .05^*, r = -0.20$.

super $U = 1017.00, z = -4.84, p < .05^*, r = -0.45$.

echt $U = 1463.00, z = -2.05, p < .05^*, r = -0.19$.

erg $U = 1371.50, z = -2.94, p < .05^*, r = -0.28$.

Other intensifiers $U = 1008.50, z = -4.37, p < .05^*, r = -0.42$.

Non-CLIL Dutch 6th year

heel $U = 912.00, z = -4.23, p < .05^*, r = -0.39.$

super $U = 1090.00, z = -4.16, p < .05^*, r = -0.39.$

erg $U = 1378.00, z = -2.87, p < .05^*, r = -0.27.$

Other intensifiers $U = 1052.00, z = -3.97, p < .05^*, r = -0.38.$

CLIL Dutch 5th year

super $U = 2141.00, z = -2.96, p < .05^*, r = -0.23.$

erg $U = 2476.50, z = -3.32, p < .05^*, r = -0.26.$

zeer $U = 2141.00, z = -3.91, p < .05^*, r = -0.30.$

Other intensifiers $U = 2372.50, z = -2.21, p < .05^*, r = -0.21.$

CLIL Dutch 6th year

echt $U = 2556.50, z = -1.97, p < .05^*, r = -0.15.$

erg $U = 2471.00, z = -3.93, p < .05^*, r = -0.30.$

super $U = 2401.00, z = -2.55, p < .05^*, r = -0.20.$

zeer $U = 2142.50, z = -4.02, p < .05^*, r = -0.31.$

No significant differences other intensifiers.

3. L1 French by learners of English (CLIL and non-CLIL): Significant collocations

Intensifier	Adjective	freq.v	freq	exp.w	obs.w	relation	delta.	delta.p.	coll.str
(word1)	(word2)	1	.w2	1_2.i	1_2.i		p.wor	constr.t	ength
				n_c	n_c		d.to.c	o.word	
							onstr		

<i>tout</i>	<i>seul</i>	19	6	0.26	6	attraction	0.316	0.97	8.543
<i>juste</i>	<i>magique</i>	22	5	0.25	4	attraction	0.179	0.758	4.631
<i>vraiment</i>	<i>super</i>	62	9	1.27	7	attraction	0.108	0.65	4.622
<i>trop</i>	<i>cool</i>	17	16	0.62	5	attraction	0.268	0.284	3.799
<i>extrêmement</i>	<i>long</i>	3	5	0.03	2	attraction	0.66	0.398	3.506
<i>juste</i>	<i>génial</i>	22	20	1	5	attraction	0.191	0.209	2.725
<i>plus_possible</i>	<i>prêt</i>	1	1	0	1	attraction	1	1	2.641
<i>de_chaleur</i>	<i>rouge</i>	1	1	0	1	attraction	1	1	2.641
<i>juste</i>	<i>parfait</i>	22	2	0.1	2	attraction	0.091	0.954	2.617
<i>just_trop</i>	<i>cool</i>	3	16	0.11	2	attraction	0.634	0.123	2.434
<i>complètement</i>	<i>banal</i>	2	1	0	1	attraction	0.5	0.998	2.34
<i>mort</i>	<i>plein</i>	1	2	0	1	attraction	0.998	0.5	2.34
<i>très</i>	<i>intéressant</i>	156	5	1.78	5	attraction	0.032	0.651	2.26
<i>simplement</i>	<i>bourré</i>	3	1	0.01	1	attraction	0.333	0.995	2.164
<i>fort</i>	<i>épicer</i>	3	1	0.01	1	attraction	0.333	0.995	2.164
<i>plus_que_jamais</i>	<i>mauvais</i>	3	1	0.01	1	attraction	0.333	0.995	2.164
<i>fort</i>	<i>original</i>	3	1	0.01	1	attraction	0.333	0.995	2.164
<i>simplement</i>	<i>plat</i>	3	1	0.01	1	attraction	0.333	0.995	2.164
<i>juste</i>	<i>splendide</i>	22	3	0.15	2	attraction	0.089	0.621	2.154
<i>plus de ma vie</i>	<i>beau</i>	6	35	0.48	3	attraction	0.426	0.078	2.1
<i>très</i>	<i>bon</i>	156	43	15.31	23	attraction	0.077	0.198	2.049
<i>vraiment_trop</i>	<i>mignon</i>	2	2	0.01	1	attraction	0.498	0.498	2.04
<i>complètement</i>	<i>plein</i>	2	2	0.01	1	attraction	0.498	0.498	2.04
<i>bien</i>	<i>sympathique</i>	18	4	0.16	2	attraction	0.106	0.463	2.04
<i>totalelement</i>	<i>illimité</i>	4	1	0.01	1	attraction	0.25	0.993	2.039
<i>totalelement</i>	<i>incompréhensible</i>	4	1	0.01	1	attraction	0.25	0.993	2.039
<i>totalelement</i>	<i>sérieux</i>	4	1	0.01	1	attraction	0.25	0.993	2.039

<i>vraiment</i>	<i>chouette</i>	4	19	0.17	2	attraction	0.461	0.1	1.993
<i>super</i>									
<i>énormément</i>	<i>grand</i>	1	5	0.01	1	attraction	0.991	0.2	1.943
<i>plus_jamais</i>	<i>grand</i>	1	5	0.01	1	attraction	0.991	0.2	1.943
<i>très</i>	<i>gentil</i>	156	11	3.92	8	attraction	0.041	0.381	1.894
<i>just trop</i>	<i>bien</i>	3	2	0.01	1	attraction	0.331	0.495	1.864
<i>fort</i>	<i>ennuyant</i>	3	2	0.01	1	attraction	0.331	0.495	1.864
<i>plus de ma vie</i>	<i>gros</i>	6	1	0.01	1	attraction	0.167	0.989	1.863
<i>plus de ma vie</i>	<i>longue</i>	6	1	0.01	1	attraction	0.167	0.989	1.863
<i>vraiment</i>	<i>génial</i>	62	20	2.83	7	attraction	0.078	0.218	1.853
<i>hyper</i>	<i>sympa</i>	3	32	0.22	2	attraction	0.598	0.06	1.829
<i>très</i>	<i>joli</i>	156	4	1.43	4	attraction	0.026	0.65	1.804
<i>vraiment</i>	<i>amusant</i>	62	8	1.13	4	attraction	0.054	0.365	1.784
<i>tout</i>	<i>petit</i>	19	5	0.22	2	attraction	0.098	0.361	1.782
<i>jamais aussi</i>	<i>beau</i>	3	35	0.24	2	attraction	0.591	0.055	1.752
<i>aussi</i>	<i>délicieux</i>	4	2	0.02	1	attraction	0.248	0.493	1.74
<i>totalelement</i>	<i>différent</i>	4	2	0.02	1	attraction	0.248	0.493	1.74
<i>super</i>	<i>cool</i>	48	16	1.75	5	attraction	0.076	0.211	1.655
<i>si</i>	<i>formidable</i>	5	2	0.02	1	attraction	0.198	0.491	1.643
<i>plus que</i>	<i>magique</i>	2	5	0.02	1	attraction	0.491	0.198	1.643
<i>extrêmement</i>	<i>magnifique</i>	3	4	0.03	1	attraction	0.326	0.245	1.565
<i>aussi</i>	<i>beau</i>	4	35	0.32	2	attraction	0.424	0.052	1.473
<i>aussi</i>	<i>dur</i>	4	4	0.04	1	attraction	0.243	0.243	1.442
<i>hyper méga</i>	<i>cool</i>	1	16	0.04	1	attraction	0.966	0.062	1.437
<i>trop</i>	<i>mortel</i>	17	1	0.04	1	attraction	0.059	0.963	1.411
<i>trop</i>	<i>nul</i>	17	1	0.04	1	attraction	0.059	0.963	1.411
<i>jamais aussi</i>	<i>heureux</i>	3	6	0.04	1	attraction	0.322	0.162	1.391
<i>plus de ma vie</i>	<i>incroyable</i>	6	3	0.04	1	attraction	0.162	0.322	1.391
<i>bien</i>	<i>appétissant</i>	18	1	0.04	1	attraction	0.056	0.961	1.386

<i>bien</i>	<i>bleu</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>bien</i>	<i>fou</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>bien</i>	<i>fun</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>bien</i>	<i>meilleur</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>bien</i>	<i>musclé</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>bien</i>	<i>palpitant</i>	18	1	0.04	1	attraction	0.056	0.961	1.386
<i>vachement</i>	<i>chouette</i>	1	19	0.04	1	attraction	0.959	0.053	1.363
<i>tout</i>	<i>dernier</i>	19	1	0.04	1	attraction	0.053	0.959	1.363
<i>tout</i>	<i>entier</i>	19	1	0.04	1	attraction	0.053	0.959	1.363
<i>tout</i>	<i>mouillé</i>	19	1	0.04	1	attraction	0.053	0.959	1.363
<i>tout</i>	<i>nouveau</i>	19	1	0.04	1	attraction	0.053	0.959	1.363
<i>tout</i>	<i>serré</i>	19	1	0.04	1	attraction	0.053	0.959	1.363
<i>très</i>	<i>drôle</i>	156	15	5.34	9	attraction	0.036	0.252	1.354
<i>très</i>	<i>accueillant</i>	156	3	1.07	3	attraction	0.019	0.648	1.35
<i>si</i>	<i>fort</i>	5	4	0.05	1	attraction	0.193	0.241	1.346
<i>sacrement</i>	<i>chaud</i>	1	21	0.05	1	attraction	0.954	0.048	1.319

4. L1 French by learners of Dutch (CLIL and non-CLIL): Significant collostructions

Intensifier (word1)	Adjective (word2)	freq .w1	freq .w2	obs.w l_2.i n_c	exp.w l_2.i n_c	relation	delta. p.con str.to. word	delta.p. word.to .constr	coll.str ength
<i>mort</i>	<i>plein</i>	3	3	3	0.02	attraction	1	1	7.436
<i>tout</i>	<i>seul</i>	23	4	4	0.17	attraction	0.965	0.174	5.623
<i>tout</i>	<i>petit</i>	23	5	4	0.21	attraction	0.765	0.172	4.936

<i>vraiment</i>	<i>génial</i>	121	29	17	6.4	attraction	0.386	0.112	4.912
<i>just trop</i>	<i>magnifique</i>	2	7	2	0.03	attraction	0.286	0.991	3.854
<i>vraiment</i>	<i>super</i>	121	10	8	2.21	attraction	0.59	0.061	3.854
<i>vraiment trop</i>	<i>cool</i>	2	8	2	0.03	attraction	0.25	0.989	3.729
<i>juste</i>	<i>parfait</i>	16	7	3	0.2	attraction	0.405	0.18	3.175
<i>tout</i>	<i>bleu</i>	23	2	2	0.08	attraction	0.962	0.087	2.773
<i>sérieusement</i>	<i>atteindre</i>	1	1	1	0	attraction	1	1	2.739
<i>particulièrement</i>	<i>attendrissant</i>	1	1	1	0	attraction	1	1	2.739
<i>echt super</i>	<i>gâté</i>	1	1	1	0	attraction	1	1	2.739
<i>parfaitement</i>	<i>organiser</i>	1	1	1	0	attraction	1	1	2.739
<i>largement</i>	<i>surmontable</i>	1	1	1	0	attraction	1	1	2.739
<i>totalement</i>	<i>térorisé</i>	1	1	1	0	attraction	1	1	2.739
<i>très</i>	<i>accueillant</i>	169	5	5	1.54	attraction	0.698	0.03	2.572
<i>bien</i>	<i>fou</i>	19	3	2	0.1	attraction	0.635	0.103	2.475
<i>bien</i>	<i>meilleur</i>	19	3	2	0.1	attraction	0.635	0.103	2.475
<i>plus au monde</i>	<i>calme</i>	1	2	1	0	attraction	0.5	0.998	2.438
<i>affreusement</i>	<i>dégoûtant</i>	2	1	1	0	attraction	0.998	0.5	2.438
<i>plus possible</i>	<i>précis</i>	2	1	1	0	attraction	0.998	0.5	2.438
<i>extrêmement</i>	<i>riche</i>	1	2	1	0	attraction	0.5	0.998	2.438
<i>plus du monde</i>	<i>spectaculaire</i>	2	1	1	0	attraction	0.998	0.5	2.438
<i>absolument -</i>	<i>top</i>	1	2	1	0	attraction	0.5	0.998	2.438
<i>issime</i>	<i>top</i>	1	2	1	0	attraction	0.5	0.998	2.438
<i>trop</i>	<i>cool</i>	25	8	3	0.36	attraction	0.334	0.11	2.393
<i>tellement</i>	<i>saoûl</i>	22	3	2	0.12	attraction	0.63	0.089	2.346
<i>beaucoup</i>	<i>convivial</i>	1	3	1	0	attraction	0.333	0.996	2.262
<i>franchement</i>	<i>dégueu</i>	3	1	1	0	attraction	0.996	0.333	2.262

<i>fort</i>	<i>rare</i>	3	1	1	0	attraction	0.996	0.333	2.262
<i>tout</i>	<i>splendide</i>	1	3	1	0	attraction	0.333	0.996	2.262
<i>bonnement</i>									
<i>plus de ma vie</i>	<i>gros</i>	4	1	1	0.01	attraction	0.995	0.25	2.137
<i>juste</i>	<i>génial</i>	16	29	4	0.85	attraction	0.115	0.203	2.129
<i>exceptionnel</i>	<i>exceptionnel</i>	1	5	1	0.01	attraction	0.2	0.993	2.04
<i>aussi</i>	<i>généreux</i>	5	1	1	0.01	attraction	0.993	0.2	2.04
<i>si</i>	<i>transparent</i>	5	1	1	0.01	attraction	0.993	0.2	2.04
<i>Plus les uns</i>	<i>alléchant</i>	6	1	1	0.01	attraction	0.991	0.167	1.961
<i>que les autres</i>									
<i>bien</i>	<i>drôle</i>	19	15	3	0.52	attraction	0.17	0.135	1.907
<i>complètement</i>	<i>démodé</i>	7	1	1	0.01	attraction	0.989	0.143	1.894
<i>aussi les uns</i>	<i>différent</i>	1	7	1	0.01	attraction	0.143	0.989	1.894
<i>que les autres</i>									
<i>complètement</i>	<i>jeter</i>	7	1	1	0.01	attraction	0.989	0.143	1.894
<i>complètement</i>	<i>morbide</i>	7	1	1	0.01	attraction	0.989	0.143	1.894
<i>plus</i>	<i>parfait</i>	1	7	1	0.01	attraction	0.143	0.989	1.894
<i>complètement</i>	<i>pitoyable</i>	7	1	1	0.01	attraction	0.989	0.143	1.894
<i>absolument</i>	<i>délicieux</i>	2	4	1	0.02	attraction	0.248	0.495	1.837
<i>simplement</i>	<i>génial</i>	4	29	2	0.21	attraction	0.065	0.45	1.818
<i>vraiment</i>	<i>incroyable</i>	121	8	5	1.77	attraction	0.41	0.034	1.814
<i>juste</i>	<i>magnifique</i>	16	7	2	0.2	attraction	0.26	0.116	1.812
<i>vraiment très</i>	<i>bruyant</i>	9	1	1	0.02	attraction	0.985	0.111	1.785
<i>vraiment</i>	<i>mignon</i>	5	2	1	0.02	attraction	0.493	0.198	1.74
<i>super</i>									
<i>plus possible</i>	<i>petit</i>	2	5	1	0.02	attraction	0.198	0.493	1.74
<i>plus jamais</i>	<i>grand</i>	1	10	1	0.02	attraction	0.1	0.984	1.739
<i>juste</i>	<i>incroyable</i>	16	8	2	0.23	attraction	0.224	0.114	1.694
<i>franchement</i>	<i>délicieux</i>	3	4	1	0.02	attraction	0.246	0.328	1.662

<i>fort</i>	<i>intéressant</i>	3	4	1	0.02	attraction	0.246	0.328	1.662
<i>simplement</i>	<i>magique</i>	4	3	1	0.02	attraction	0.328	0.246	1.662
<i>complètement</i>	<i>bourré</i>	7	2	1	0.03	attraction	0.489	0.141	1.595
<i>affreusement</i>	<i>long</i>	2	7	1	0.03	attraction	0.141	0.489	1.595
<i>absolument</i>	<i>parfait</i>	2	7	1	0.03	attraction	0.141	0.489	1.595
<i>super</i>	<i>bon</i>	60	62	12	6.79	attraction	0.095	0.098	1.576
<i>trop</i>	<i>drôle</i>	25	15	3	0.68	attraction	0.159	0.097	1.576
<i>si</i>	<i>propre</i>	5	3	1	0.03	attraction	0.326	0.196	1.566
<i>aussi</i>	<i>splendide</i>	5	3	1	0.03	attraction	0.326	0.196	1.566
<i>juste</i>	<i>terrible</i>	16	1	1	0.03	attraction	0.973	0.062	1.535
<i>très</i>	<i>long</i>	169	7	5	2.16	attraction	0.411	0.024	1.501
<i>plus les uns</i>	<i>aimable</i>	6	3	1	0.03	attraction	0.324	0.163	1.487
<i>que les autres</i>									
<i>vraiment très</i>	<i>riche</i>	9	2	1	0.03	attraction	0.485	0.109	1.487
<i>vraiment très</i>	<i>spécial</i>	9	2	1	0.03	attraction	0.485	0.109	1.487
<i>super</i>	<i>clair</i>	60	3	2	0.33	attraction	0.56	0.031	1.483
<i>très</i>	<i>bon</i>	169	62	26	19.12	attraction	0.125	0.059	1.478
<i>très</i>	<i>agréable</i>	169	5	4	1.54	attraction	0.496	0.021	1.476
<i>vraiment</i>	<i>chouette</i>	121	36	13	7.95	attraction	0.15	0.054	1.47
<i>vraiment très</i>	<i>beau</i>	9	47	3	0.77	attraction	0.052	0.252	1.463
<i>bien</i>	<i>flippant</i>	19	1	1	0.04	attraction	0.967	0.053	1.46
<i>bien</i>	<i>nombreux</i>	19	1	1	0.04	attraction	0.967	0.053	1.46
<i>bien</i>	<i>tranquille</i>	19	1	1	0.04	attraction	0.967	0.053	1.46
<i>tout</i>	<i>bon</i>	23	62	6	2.6	attraction	0.062	0.154	1.451
<i>plus du monde</i>	<i>grand</i>	2	10	1	0.04	attraction	0.098	0.484	1.441
<i>complètement</i>	<i>fou</i>	7	3	1	0.04	attraction	0.322	0.139	1.421
<i>complètement</i>	<i>saoûl</i>	7	3	1	0.04	attraction	0.322	0.139	1.421
<i>comme tout</i>	<i>sympa</i>	1	21	1	0.04	attraction	0.048	0.963	1.417
<i>vachement</i>	<i>sympa</i>	1	21	1	0.04	attraction	0.048	0.963	1.417

<i>jamais_aussi</i>	<i>beau</i>	4	47	2	0.34	attraction	0.039	0.417	1.413
<i>plus de ma vie</i>	<i>beau</i>	4	47	2	0.34	attraction	0.039	0.417	1.413
<i>tellement</i>	<i>con</i>	22	1	1	0.04	attraction	0.962	0.045	1.396
<i>tellement</i>	<i>confortable</i>	22	1	1	0.04	attraction	0.962	0.045	1.396
<i>tout</i>	<i>autre</i>	23	1	1	0.04	attraction	0.96	0.043	1.377
<i>tout</i>	<i>choqué</i>	23	1	1	0.04	attraction	0.96	0.043	1.377
<i>tout</i>	<i>gratuit</i>	23	1	1	0.04	attraction	0.96	0.043	1.377
<i>fort</i>	<i>sympathique</i>	3	8	1	0.04	attraction	0.121	0.32	1.364
<i>vraiment</i>	<i>dingue</i>	121	2	2	0.44	attraction	0.782	0.017	1.315
<i>vraiment</i>	<i>ennuyant</i>	121	2	2	0.44	attraction	0.782	0.017	1.315
<i>vraiment</i>	<i>nul</i>	121	2	2	0.44	attraction	0.782	0.017	1.315

5. L1 English: Significant collocations

Intensifier	Adjective	freq	freq	obs.w	exp.w1	relation	delta.p.c	delta.	coll.str
(word1)	(word2)	.w1	.w2	1_2.i	_2.in_c		onstr.to.	p.wor	ength
				n_c			word	d.to.c	
								onstr	
<i>crystal</i>	<i>clear</i>	1	1	1	0.01	attraction	1	1	2.258
<i>most</i>									
<i>definitely</i>	<i>broken</i>	1	1	1	0.01	attraction	1	1	2.258
<i>rather</i>	<i>fond</i>	1	1	1	0.01	attraction	1	1	2.258
<i>simply</i>	<i>content</i>	1	1	1	0.01	attraction	1	1	2.258
<i>-st of my life</i>	<i>crazy</i>	1	1	1	0.01	attraction	1	1	2.258
<i>undoubtedly</i>	<i>fantastic</i>	1	1	1	0.01	attraction	1	1	2.258
<i>really</i>	<i>great</i>	37	5	4	1.02	attraction	0.101	0.612	2.187
<i>-st ever</i>	<i>good</i>	5	20	3	0.55	attraction	0.503	0.138	1.995
<i>as the pacific</i>	<i>blue</i>	1	2	1	0.01	attraction	0.994	0.5	1.957

<i>ocean</i>									
<i>infinitely</i>	<i>large</i>	1	2	1	0.01	attraction	0.994	0.5	1.957
<i>just</i>	<i>bad</i>	1	2	1	0.01	attraction	0.994	0.5	1.957
<i>such</i>	<i>huge</i>	2	1	1	0.01	attraction	0.5	0.994	1.957
<i>spectacula</i>									
<i>truly</i>	<i>r</i>	2	1	1	0.01	attraction	0.5	0.994	1.957
<i>most</i>	<i>amazing</i>	5	8	2	0.22	attraction	0.366	0.233	1.794
<i>completely</i>	<i>different</i>	3	1	1	0.02	attraction	0.333	0.989	1.781
<i>completely</i>	<i>safe</i>	3	1	1	0.02	attraction	0.333	0.989	1.781
<i>-st in the</i>									
<i>world</i>	<i>large</i>	2	2	1	0.02	attraction	0.494	0.494	1.657
<i>incredibly</i>	<i>hectic</i>	4	1	1	0.02	attraction	0.25	0.983	1.656
<i>incredibly</i>	<i>welcoming</i>	4	1	1	0.02	attraction	0.25	0.983	1.656
<i>absolutely</i>	<i>amazing</i>	6	8	2	0.26	attraction	0.299	0.227	1.628
<i>pretty</i>	<i>good</i>	17	20	5	1.88	attraction	0.203	0.175	1.592
<i>very</i>	<i>friendly</i>	18	3	2	0.3	attraction	0.105	0.577	1.577
<i>definitely</i>	<i>glad</i>	1	5	1	0.03	attraction	0.978	0.2	1.559
<i>how</i>	<i>busy</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>how</i>	<i>lucky</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>how</i>	<i>privileged</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>most</i>	<i>common</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>most</i>	<i>intricate</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>particularly</i>	<i>glad</i>	1	5	1	0.03	attraction	0.978	0.2	1.559
<i>uncomfort</i>									
<i>quite</i>	<i>able</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>quite</i>	<i>unhealthy</i>	5	1	1	0.03	attraction	0.2	0.978	1.559
<i>really</i>	<i>nice</i>	37	10	5	2.04	attraction	0.1	0.313	1.5
<i>completely</i>	<i>wild</i>	3	2	1	0.03	attraction	0.328	0.489	1.482
<i>-st in the</i>	<i>cute</i>	2	3	1	0.03	attraction	0.489	0.328	1.482

world

<i>absolutely</i>	<i>awful</i>	6	1	1	0.03	attraction	0.167	0.972	1.48
<i>absolutely</i>	<i>divine</i>	6	1	1	0.03	attraction	0.167	0.972	1.48
<i>-st</i>	<i>fun</i>	6	1	1	0.03	attraction	0.167	0.972	1.48
<i>really</i>	<i>sweet</i>	37	2	2	0.41	attraction	0.054	0.804	1.388
<i>incredibly</i>	<i>cold</i>	4	2	1	0.04	attraction	0.244	0.483	1.358
<i>incredibly</i>	<i>delicious</i>	4	2	1	0.04	attraction	0.244	0.483	1.358
<i>literally</i>	<i>amazing</i>	1	8	1	0.04	attraction	0.961	0.125	1.355
<i>pretty</i>	<i>funny</i>	17	4	2	0.38	attraction	0.105	0.415	1.35

6. L1 Dutch: Significant collocations

Intensifier (word1)	Adjective (word2)	freq .w2	freq .w1	obs.w l_2.i	exp.w l_2.i	relation	delta.p. constr.t	delta.p. word.to	coll.str ength
				n_c	n_c		o.word	.constr	
<i>-st</i>	<i>ziek</i>	6	3	3	0.1	attraction	0.984	0.5	4.736
<i>zeer</i>	<i>traditioneel</i>	3	2	2	0.03	attraction	0.995	0.667	3.768
<i>super</i>	<i>leuk</i>	26	42	13	5.81	attraction	0.22	0.321	3.132
<i>compleet</i>	<i>afgelegen</i>	1	1	1	0	attraction	1	1	2.274
<i>vet</i>	<i>bang</i>	1	1	1	0	attraction	1	1	2.274
<i>-st van de</i>	<i>bekend</i>	1	1	1	0	attraction	1	1	2.274
<i>wereld</i>									
<i>mega</i>	<i>kwaad</i>	1	1	1	0	attraction	1	1	2.274
<i>zo (dat)</i>	<i>zat</i>	1	1	1	0	attraction	1	1	2.274
<i>heel erg</i>	<i>gezellig</i>	5	17	3	0.45	attraction	0.165	0.523	2.256
<i>-st ter wereld</i>	<i>groot</i>	1	2	1	0.01	attraction	0.5	0.995	1.973
<i>bloed</i>	<i>heet</i>	1	2	1	0.01	attraction	0.5	0.995	1.973
<i>ongelofelijk</i>	<i>heet</i>	1	2	1	0.01	attraction	0.5	0.995	1.973

<i>geweldig</i>	<i>levendig</i>	2	1	1	0.01	attraction	0.995	0.5	1.973
<i>echt mega</i>	<i>slecht</i>	1	2	1	0.01	attraction	0.5	0.995	1.973
<i>-st ooit</i>	<i>goed</i>	3	13	2	0.21	attraction	0.148	0.607	1.893
<i>totaal</i>	<i>anders</i>	1	3	1	0.02	attraction	0.333	0.989	1.797
<i>lekker</i>	<i>apart</i>	3	1	1	0.02	attraction	0.989	0.333	1.797
<i>lekker</i>	<i>bruin</i>	3	1	1	0.02	attraction	0.989	0.333	1.797
<i>fucking</i>	<i>hard</i>	1	3	1	0.02	attraction	0.333	0.989	1.797
<i>zeer</i>	<i>pikant</i>	3	1	1	0.02	attraction	0.989	0.333	1.797
<i>lekker</i>	<i>romantisch</i>	3	1	1	0.02	attraction	0.989	0.333	1.797
<i>super</i>	<i>tof</i>	26	2	2	0.28	attraction	0.871	0.077	1.733
<i>helemaal</i>	<i>groen</i>	4	1	1	0.02	attraction	0.984	0.25	1.672
<i>helemaal</i>	<i>zwart</i>	4	1	1	0.02	attraction	0.984	0.25	1.672
<i>zo</i>	<i>blij</i>	10	5	2	0.27	attraction	0.356	0.183	1.63
<i>heel erg</i>	<i>cute</i>	5	1	1	0.03	attraction	0.979	0.2	1.575
<i>heel erg</i>	<i>spectaculair</i>	5	1	1	0.03	attraction	0.979	0.2	1.575
<i>heerlijk</i>	<i>warm</i>	1	5	1	0.03	attraction	0.2	0.979	1.575
<i>echt super</i>	<i>jammer</i>	3	2	1	0.03	attraction	0.489	0.328	1.498
<i>ontzettend</i>	<i>leuk</i>	4	42	3	0.89	attraction	0.065	0.538	1.45
<i>echt</i>	<i>goed</i>	12	13	3	0.83	attraction	0.179	0.193	1.401
<i>helemaal</i>	<i>gek</i>	4	2	1	0.04	attraction	0.484	0.245	1.375

7. Non-CLIL English fifth year: Significant collocations

Intensifier	Adjective	freq	freq	obs.w	exp.w1	relation	delta.	delta.	coll.st
(word1)	(word2)	.w1	.w2	1 2.in	2.in c		p.con	p.wor	rengt
				c			str.to.	d.to.c	h
							word	onstr	

<i>-st ever</i>	<i>good</i>	6	41	5	0.86	attraction	0.704	0.118	3.576
<i>most</i>	<i>beautiful</i>	4	19	3	0.27	attraction	0.693	0.154	3.012
<i>so</i>	<i>delicious</i>	100	9	8	3.16	attraction	0.075	0.556	2.918
<i>too much</i>	<i>drunk</i>	1	2	1	0.01	attraction	0.996	0.5	2.154
<i>totally</i>	<i>fine</i>	1	2	1	0.01	attraction	0.996	0.5	2.154
<i>very very</i>	<i>beautiful</i>	3	19	2	0.2	attraction	0.606	0.102	1.915
<i>so</i>	<i>funny</i>	100	31	17	10.88	attraction	0.094	0.222	1.858
<i>really</i>	<i>good</i>	30	41	9	4.32	attraction	0.175	0.133	1.804
<i>pretty</i>	<i>cold</i>	1	5	1	0.02	attraction	0.986	0.2	1.756
<i>-st in my life</i>	<i>good</i>	2	41	2	0.29	attraction	0.862	0.049	1.693
<i>just</i>	<i>amazing</i>	9	9	2	0.28	attraction	0.197	0.197	1.545
<i>just</i>	<i>gorgeous</i>	9	1	1	0.03	attraction	0.111	0.972	1.501
<i>just</i>	<i>wonderful</i>	9	1	1	0.03	attraction	0.111	0.972	1.501
<i>-st of my life</i>	<i>great</i>	2	5	1	0.04	attraction	0.486	0.196	1.458

8. Non-CLIL English sixth year: Significant collocations

Intensifier	Adjective	freq	freq	obs.	exp.w1	relation	delta.p	delta.	coll.str
(word1)	(word2)	.w1	.w2	w1	2.in c		.constr	p.wor	ength
				2.in			.to.wo	d.to.c	
				c			rd	onstr	
<i>just</i>	<i>amazing</i>	3	6	2	0.07	attraction	0.65	0.329	2.827
<i>seriously</i>	<i>sick</i>	1	1	1	0	attraction	1	1	2.389
<i>as it may</i>									
<i>sound</i>	<i>surprising</i>	1	2	1	0.01	attraction	0.996	0.5	2.088
<i>how</i>	<i>long</i>	2	1	1	0.01	attraction	0.5	0.996	2.088
<i>how</i>	<i>wonderful</i>	2	1	1	0.01	attraction	0.5	0.996	2.088
<i>heel</i>	<i>warm</i>	1	3	1	0.01	attraction	0.992	0.333	1.912

<i>pretty</i>	<i>quiet</i>	3	1	1	0.01	attraction	0.333	0.992	1.912
<i>quite</i>	<i>expensive</i>	3	1	1	0.01	attraction	0.333	0.992	1.912
<i>-st ever</i>	<i>good</i>	4	39	3	0.64	attraction	0.601	0.072	1.872
<i>so</i>	<i>delicious</i>	79	6	5	1.94	attraction	0.057	0.524	1.847
<i>really</i>	<i>nice</i>	37	8	4	1.21	attraction	0.089	0.361	1.702
<i>really</i>	<i>drunk</i>	37	2	2	0.3	attraction	0.054	0.856	1.652
<i>just</i>	<i>perfect</i>	3	2	1	0.02	attraction	0.329	0.492	1.613
<i>most</i>	<i>interessant</i>	6	1	1	0.02	attraction	0.167	0.98	1.611
<i>most never</i>	<i>amazing</i>	1	6	1	0.02	attraction	0.98	0.167	1.611
<i>very</i>	<i>friendly</i>	94	6	5	2.3	attraction	0.047	0.461	1.492
<i>so</i>	<i>cute</i>	79	3	3	0.97	attraction	0.038	0.686	1.486
<i>most</i>	<i>beautiful</i>	6	15	2	0.37	attraction	0.279	0.116	1.341
<i>most</i>	<i>important</i>	6	2	1	0.05	attraction	0.162	0.479	1.314
<i>most</i>	<i>popular</i>	6	2	1	0.05	attraction	0.162	0.479	1.314

9. CLIL English fifth year: Significant collocations

Intensifier (word1)	Adjective (word2)	freq .w1	freq .w2	obs.w 1 2.in c	exp.w 1 2.in c	relation	delta.p .constr .to.wo rd	delta. p.wor d.to.c onstr	coll.str ength
<i>-st ever</i>	<i>good</i>	17	60	13	3.11	attraction	0.614	0.202	6.978
<i>brand</i>	<i>new</i>	1	1	1	0	attraction	1	1	2.516
<i>most of all</i>	<i>exciting</i>	1	1	1	0	attraction	1	1	2.516
<i>overly</i>	<i>cranky</i>	1	1	1	0	attraction	1	1	2.516
<i>purely</i>	<i>organic</i>	1	1	1	0	attraction	1	1	2.516
<i>just</i>	<i>awesome</i>	7	5	2	0.11	attraction	0.276	0.385	2.421

<i>incredibly</i>	<i>comfortable</i>	2	1	1	0.01	attraction	0.5	0.997	2.215
<i>-st possible</i>	<i>high</i>	1	2	1	0.01	attraction	0.997	0.5	2.215
<i>totally</i>	<i>broken</i>	2	1	1	0.01	attraction	0.5	0.997	2.215
<i>totally</i>	<i>exhausted</i>	2	1	1	0.01	attraction	0.5	0.997	2.215
<i>so</i>	<i>drunk</i>	93	6	5	1.7	attraction	0.05	0.56	2.105
<i>super</i>	<i>excited</i>	3	1	1	0.01	attraction	0.333	0.994	2.039
<i>very very</i>	<i>tired</i>	3	1	1	0.01	attraction	0.333	0.994	2.039
<i>how</i>	<i>entertaining</i>	4	1	1	0.01	attraction	0.25	0.991	1.914
<i>how</i>	<i>moronic</i>	4	1	1	0.01	attraction	0.25	0.991	1.914
<i>most</i>	<i>important</i>	4	1	1	0.01	attraction	0.25	0.991	1.914
<i>most</i>	<i>influential</i>	4	1	1	0.01	attraction	0.25	0.991	1.914
<i>most</i>	<i>painful</i>	4	1	1	0.01	attraction	0.25	0.991	1.914
<i>-st of all my</i>									
<i>life</i>	<i>bad</i>	1	4	1	0.01	attraction	0.991	0.25	1.914
<i>really</i>	<i>cool</i>	60	16	7	2.93	attraction	0.083	0.268	1.845
<i>clearly</i>	<i>perfect</i>	1	6	1	0.02	attraction	0.985	0.167	1.738
<i>extremely</i>	<i>cute</i>	1	6	1	0.02	attraction	0.985	0.167	1.738
<i>most never</i>	<i>cute</i>	1	6	1	0.02	attraction	0.985	0.167	1.738
<i>so much</i>	<i>drunk</i>	1	6	1	0.02	attraction	0.985	0.167	1.738
<i>amazingly</i>	<i>delicious</i>	1	7	1	0.02	attraction	0.982	0.143	1.671
<i>just</i>	<i>fantastic</i>	7	1	1	0.02	attraction	0.143	0.982	1.671
<i>just</i>	<i>horrible</i>	7	1	1	0.02	attraction	0.143	0.982	1.671
<i>what</i>	<i>amazing</i>	1	7	1	0.02	attraction	0.982	0.143	1.671
<i>-st of the</i>									
<i>world</i>	<i>bad</i>	2	4	1	0.02	attraction	0.491	0.247	1.615
<i>very</i>	<i>nice</i>	83	16	8	4.05	attraction	0.064	0.26	1.587
<i>as hell</i>	<i>hot</i>	1	10	1	0.03	attraction	0.972	0.1	1.516
<i>pretty</i>	<i>lame</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>pretty</i>	<i>repetitive</i>	11	1	1	0.03	attraction	0.091	0.969	1.474

<i>pretty</i>	<i>sure</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>quite</i>	<i>awkward</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>quite</i>	<i>small</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>quite</i>	<i>stupid</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>quite</i>	<i>weary</i>	11	1	1	0.03	attraction	0.091	0.969	1.474
<i>absolutely</i>	<i>amazing</i>	2	7	1	0.04	attraction	0.482	0.14	1.374
<i>absolutely</i>	<i>delicious</i>	2	7	1	0.04	attraction	0.482	0.14	1.374
<i>-st</i>	<i>great</i>	1	15	1	0.05	attraction	0.957	0.067	1.34
<i>such</i>	<i>nice</i>	1	16	1	0.05	attraction	0.954	0.062	1.312

10. CLIL English sixth year: Significant collocations

Intensifier (word1)	Adjective (word2)	freq .w1	freq .w2	obs.w 1 2.in c	exp.w 1 2.in c	relation	delta.p. constr.t o.word	delta. p.wor d.to.c onstr	coll.str ength
<i>-st ever</i>	<i>good</i>	12	45	9	1.87	attraction	0.62	0.188	5.404
<i>just</i>	<i>insane</i>	2	2	2	0.01	attraction	1	1	4.619
<i>most</i>	<i>important</i>	12	2	2	0.08	attraction	0.167	0.965	2.8
<i>completely</i>	<i>drunk</i>	6	4	2	0.08	attraction	0.326	0.486	2.673
<i>absolutely</i>	<i>brilliant</i>	1	1	1	0	attraction	1	1	2.461
<i>agonisingly</i>	<i>slow</i>	1	1	1	0	attraction	1	1	2.461
<i>freaking</i>	<i>awesome</i>	1	1	1	0	attraction	1	1	2.461
<i>insanely</i>	<i>relax</i>	1	1	1	0	attraction	1	1	2.461
<i>particularly</i>	<i>negative</i>	1	1	1	0	attraction	1	1	2.461
<i>how</i>	<i>amazing</i>	5	6	2	0.1	attraction	0.386	0.323	2.455
<i>awfully</i>	<i>disgusting</i>	1	2	1	0.01	attraction	0.997	0.5	2.16

most God must

<i>have shaped</i>	<i>horrible</i>	1	2	1	0.01	attraction	0.997	0.5	2.16
<i>-st</i>	<i>pretty</i>	1	2	1	0.01	attraction	0.997	0.5	2.16
<i>super</i>	<i>tired</i>	1	2	1	0.01	attraction	0.997	0.5	2.16
<i>totally</i>	<i>different</i>	2	1	1	0.01	attraction	0.5	0.997	2.16
<i>so</i>	<i>jealous</i>	62	3	3	0.64	attraction	0.048	0.794	2.022
<i>most</i>	<i>beautiful</i>	12	12	3	0.5	attraction	0.218	0.218	2.009
<i>extremely</i>	<i>annoying</i>	3	1	1	0.01	attraction	0.333	0.993	1.984
<i>extremely</i>	<i>polluted</i>	3	1	1	0.01	attraction	0.333	0.993	1.984
<i>-st of my life</i>	<i>good</i>	4	45	3	0.62	attraction	0.603	0.063	1.897
<i>quite</i>	<i>pleasant</i>	4	1	1	0.01	attraction	0.25	0.99	1.859
<i>really</i>	<i>great</i>	62	11	6	2.36	attraction	0.075	0.344	1.834
<i>how</i>	<i>grateful</i>	5	1	1	0.02	attraction	0.2	0.986	1.762
<i>completely</i>	<i>right</i>	6	1	1	0.02	attraction	0.167	0.983	1.683
<i>completely</i>	<i>stunning</i>	6	1	1	0.02	attraction	0.167	0.983	1.683
<i>simply</i>	<i>delicious</i>	1	7	1	0.02	attraction	0.979	0.143	1.616
<i>quite</i>	<i>disgusting</i>	4	2	1	0.03	attraction	0.246	0.49	1.56
<i>-st of the world</i>	<i>big</i>	2	4	1	0.03	attraction	0.49	0.246	1.56
<i>too</i>	<i>tasty</i>	2	4	1	0.03	attraction	0.49	0.246	1.56
<i>such</i>	<i>great</i>	1	11	1	0.04	attraction	0.965	0.091	1.42
<i>so</i>	<i>sad</i>	62	7	4	1.5	attraction	0.051	0.366	1.394
<i>extremely</i>	<i>cold</i>	3	4	1	0.04	attraction	0.323	0.243	1.386
<i>totally</i>	<i>amazing</i>	2	6	1	0.04	attraction	0.483	0.163	1.386
<i>most</i>	<i>famous</i>	12	1	1	0.04	attraction	0.083	0.962	1.382
<i>most</i>	<i>handsome</i>	12	1	1	0.04	attraction	0.083	0.962	1.382
<i>most</i>	<i>known</i>	12	1	1	0.04	attraction	0.083	0.962	1.382
<i>most</i>	<i>practical</i>	12	1	1	0.04	attraction	0.083	0.962	1.382
<i>pretty</i>	<i>good</i>	18	45	6	2.8	attraction	0.189	0.084	1.36
<i>really</i>	<i>cheap</i>	62	2	2	0.43	attraction	0.032	0.791	1.343

<i>so</i>	<i>cute</i>	62	2	2	0.43	attraction	0.032	0.791	1.343
<i>so</i>	<i>funny</i>	62	17	7	3.65	attraction	0.069	0.21	1.321

11. Non-CLIL Dutch fifth year: Significant collocations

Intensifier (word1)	Adjective (word2)	freq .w1	freq .w2	obs.w 1 2.in c	exp.w 1 2.in c	relation	delta.p. constr.t o.word	delta. p.wor d.to.c onstr	coll.str ength
<i>aller -st</i>	<i>leuk</i>	3	32	3	0.47	attraction	0.855	0.094	2.442
<i>kei</i>	<i>hard</i>	1	1	1	0	attraction	1	1	2.307
<i>te veel</i>	<i>luxueus</i>	1	1	1	0	attraction	1	1	2.307
<i>zo</i>	<i>fantastisch</i>	11	3	2	0.16	attraction	0.177	0.622	2.107
<i>zeer</i>	<i>mooi</i>	19	37	8	3.46	attraction	0.263	0.15	2.015
<i>erg</i>	<i>griezelig</i>	2	1	1	0.01	attraction	0.5	0.995	2.006
<i>erg</i>	<i>lief</i>	2	1	1	0.01	attraction	0.5	0.995	2.006
<i>heel heel</i>	<i>groot</i>	6	6	2	0.18	attraction	0.313	0.313	1.983
<i>absoluut</i>	<i>fantastisch</i>	1	3	1	0.02	attraction	0.99	0.333	1.83
<i>zo (dat)</i>	<i>spannend</i>	3	1	1	0.02	attraction	0.333	0.99	1.83
<i>zo (dat)</i>	<i>sterk</i>	3	1	1	0.02	attraction	0.333	0.99	1.83
<i>zo</i>	<i>blij</i>	11	5	2	0.27	attraction	0.166	0.355	1.611
<i>very</i>	<i>tof</i>	1	7	1	0.03	attraction	0.97	0.143	1.462
<i>veel</i>	<i>surpris</i>	9	1	1	0.04	attraction	0.111	0.96	1.353

12. Non-CLIL Dutch sixth year: Significant collocations

Intensifier	Adjective	freq	freq	obs.w	exp.w	relation	delta.p.	delta.	coll.str
(word1)	(word2)	.w1	.w2	1 2.in	1 2.in		constr.t	p.wor	ength
				c	c		o.word	d.to.c	
								onstr	
<i>peper</i>	<i>duur</i>	2	4	2	0.03	attraction	0.991	0.5	3.65
<i>gewoon</i>	<i>fantastisch</i>	1	1	1	0	attraction	1	1	2.365
<i>-st ter wereld</i>	<i>lelijk</i>	1	1	1	0	attraction	1	1	2.365
<i>zeer</i>	<i>praktisch</i>	16	2	2	0.14	attraction	0.125	0.939	2.349
<i>super</i>	<i>cool</i>	10	3	2	0.13	attraction	0.195	0.632	2.308
<i>erg</i>	<i>sympathiek</i>	4	8	2	0.14	attraction	0.474	0.241	2.218
<i>-st van</i>	<i>goed</i>	3	59	3	0.76	attraction	0.755	0.051	1.801
<i>(m)(z)ijn</i>									
<i>leven</i>									
<i>erg</i>	<i>speciaal</i>	4	2	1	0.03	attraction	0.246	0.487	1.465
<i>zo</i>	<i>aardig</i>	8	1	1	0.03	attraction	0.125	0.97	1.462
<i>zo</i>	<i>smakkelijk</i>	8	1	1	0.03	attraction	0.125	0.97	1.462
<i>aller -st</i>	<i>leuk</i>	2	45	2	0.39	attraction	0.813	0.044	1.432

13. CLIL Dutch fifth year: Significant collocations

Intensifier	Adjective	freq	freq	obs.w	exp.w	relation	delta.p.	delta.	coll.str
(word1)	(word2)	.w1	.w2	1 2.in	1 2.in		constr.t	p.wor	ength
				c	c		o.word	d.to.c	
								onstr	
<i>enorm</i>	<i>groot</i>	5	24	5	0.21	attraction	0.966	0.208	7.049
<i>peper</i>	<i>duur</i>	3	5	3	0.03	attraction	0.996	0.6	6.478
<i>super</i>	<i>tof</i>	38	23	10	1.54	attraction	0.239	0.383	6.467

<i>-st van</i>	<i>goed</i>	10	67	8	1.18	attraction	0.694	0.115	6.014
<i>(m)(z)ijn</i>									
<i>leven</i>									
<i>dood</i>	<i>moe</i>	3	15	3	0.08	attraction	0.979	0.2	4.82
<i>aller st</i>	<i>leuk</i>	7	104	6	1.29	attraction	0.682	0.056	3.692
<i>compleet</i>	<i>anders</i>	1	1	1	0	attraction	1	1	2.753
<i>echt heel</i>	<i>lijker</i>	1	1	1	0	attraction	1	1	2.753
<i>zo</i>	<i>lekker</i>	41	22	6	1.59	attraction	0.116	0.208	2.506
<i>beeld</i>	<i>schoon</i>	1	2	1	0	attraction	0.998	0.5	2.452
<i>echt</i>	<i>schoon</i>	1	2	1	0	attraction	0.998	0.5	2.452
<i>opvallend</i>									
<i>oer-</i>	<i>saai</i>	1	2	1	0	attraction	0.998	0.5	2.452
<i>te</i>	<i>gek</i>	1	2	1	0	attraction	0.998	0.5	2.452
<i>helemaal</i>	<i>naakt</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>helemaal</i>	<i>zatlap</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>totaal</i>	<i>idioot</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>totaal</i>	<i>kapot</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>totaal</i>	<i>uitgeput</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>veel</i>	<i>luxieus</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>veel</i>	<i>teleurstellend</i>	3	1	1	0	attraction	0.333	0.996	2.276
<i>fantastisch</i>	<i>zonnig</i>	1	4	1	0.01	attraction	0.995	0.25	2.151
<i>gewoon</i>	<i>zalig</i>	1	4	1	0.01	attraction	0.995	0.25	2.151
<i>erg</i>	<i>verrassend</i>	5	1	1	0.01	attraction	0.2	0.993	2.054
<i>helemaal</i>	<i>verschillend</i>	3	2	1	0.01	attraction	0.332	0.496	1.975
<i>kei</i>	<i>gespierd</i>	6	1	1	0.01	attraction	0.167	0.991	1.975
<i>zo (dat)</i>	<i>pijnlijk</i>	6	1	1	0.01	attraction	0.167	0.991	1.975
<i>super</i>	<i>leuk</i>	38	104	13	6.98	attraction	0.17	0.071	1.923
<i>aller -st</i>	<i>laatst</i>	7	1	1	0.01	attraction	0.143	0.989	1.908
<i>-st in mijn</i>	<i>goed</i>	2	67	2	0.24	attraction	0.885	0.03	1.859

leven

<i>heel</i>	<i>plezant</i>	244	5	5	2.15	attraction	0.02	0.574	1.837
<i>heel</i>	<i>sympathiek</i>	244	5	5	2.15	attraction	0.02	0.574	1.837
<i>zo</i>	<i>lelijk</i>	41	3	2	0.22	attraction	0.047	0.597	1.833
<i>erg</i>	<i>ontspannen</i>	5	2	1	0.02	attraction	0.198	0.493	1.754
<i>heel heel</i>	<i>koud</i>	3	6	1	0.03	attraction	0.324	0.163	1.501
<i>veel</i>	<i>bang</i>	3	6	1	0.03	attraction	0.324	0.163	1.501
<i>zeer zeer</i>	<i>leuk</i>	2	104	2	0.37	attraction	0.819	0.019	1.475
<i>heel</i>	<i>vuil</i>	244	4	4	1.72	attraction	0.016	0.573	1.468
<i>erg</i>	<i>zalig</i>	5	4	1	0.04	attraction	0.195	0.243	1.456
<i>zeer</i>	<i>gelukkig</i>	117	7	4	1.45	attraction	0.028	0.369	1.439
<i>zeer</i>	<i>groot</i>	117	24	9	4.96	attraction	0.044	0.176	1.395
<i>echt mega</i>	<i>tof</i>	1	23	1	0.04	attraction	0.961	0.043	1.391
<i>kei</i>	<i>zalig</i>	6	4	1	0.04	attraction	0.161	0.241	1.378
<i>groot zeer</i>	<i>groot</i>	1	24	1	0.04	attraction	0.959	0.042	1.373
<i>zeer</i>	<i>gevarieerd</i>	117	2	2	0.41	attraction	0.017	0.796	1.372
<i>zeer</i>	<i>goedkoop</i>	117	2	2	0.41	attraction	0.017	0.796	1.372
<i>zeer</i>	<i>plezierig</i>	117	2	2	0.41	attraction	0.017	0.796	1.372
<i>zeer</i>	<i>prachtig</i>	117	2	2	0.41	attraction	0.017	0.796	1.372
<i>zo</i>	<i>lief</i>	41	5	2	0.36	attraction	0.043	0.33	1.351
<i>heel</i>	<i>vriendelijk</i>	244	11	8	4.74	attraction	0.023	0.302	1.344

14. CLIL Dutch sixth year: Significant collocations

Intensifier	Adjective	freq	freq	obs.w	exp.w	relation	delta.p.	delta.	coll.str
(word1)	(word2)	.w1	.w2	1 2.in	1 2.in		constr.t	p.wor	ength
				c	c		o.word	d.to.c	

onstr									
<i>aller -st</i>	<i>leuk</i>	8	104	8	1.63	attraction	0.809	0.077	5.62
<i>-st van</i>	<i>goed</i>	5	43	5	0.42	attraction	0.925	0.116	5.467
<i>(m)(z)ijn</i>									
<i>leven</i>									
<i>zo (dat)</i>	<i>moe</i>	8	10	3	0.16	attraction	0.361	0.29	3.537
<i>super</i>	<i>chic</i>	47	3	3	0.28	attraction	0.064	0.913	3.132
<i>echt</i>	<i>boos</i>	58	3	3	0.34	attraction	0.052	0.892	2.853
<i>absoluut</i>	<i>beschikbaar</i>	1	1	1	0	attraction	1	1	2.708
<i>lood-</i>	<i>recht</i>	1	1	1	0	attraction	1	1	2.708
<i>veel</i>	<i>gevaarlijk</i>	1	1	1	0	attraction	1	1	2.708
<i>heel</i>	<i>plezant</i>	160	10	8	3.14	attraction	0.044	0.496	2.7
<i>juist</i>	<i>geniaal</i>	1	2	1	0	attraction	0.998	0.5	2.407
<i>meest</i>	<i>toeristisch</i>	2	1	1	0	attraction	0.5	0.998	2.407
<i>-st van de</i>	<i>beroemd</i>	2	1	1	0	attraction	0.5	0.998	2.407
<i>wereld</i>									
<i>totaal</i>	<i>vuil</i>	2	1	1	0	attraction	0.5	0.998	2.407
<i>zeer</i>	<i>zonnig</i>	134	4	4	1.05	attraction	0.03	0.743	2.336
<i>gewoon</i>	<i>onvergetelijk</i>	3	1	1	0.01	attraction	0.333	0.996	2.23
<i>helemaal</i>	<i>bruin</i>	3	1	1	0.01	attraction	0.333	0.996	2.23
<i>helemaal</i>	<i>kapot</i>	3	1	1	0.01	attraction	0.333	0.996	2.23
<i>-st ter wereld</i>	<i>bekend</i>	1	3	1	0.01	attraction	0.996	0.333	2.23
<i>zeer -st</i>	<i>bekend</i>	1	3	1	0.01	attraction	0.996	0.333	2.23
<i>super</i>	<i>leuk</i>	47	104	17	9.58	attraction	0.174	0.09	2.203
<i>heel</i>	<i>blij</i>	160	37	19	11.61	attraction	0.067	0.215	2.162
<i>erg</i>	<i>jaloers</i>	4	1	1	0.01	attraction	0.25	0.994	2.106
<i>erg</i>	<i>onbeleefd</i>	4	1	1	0.01	attraction	0.25	0.994	2.106
<i>zeer</i>	<i>interessant</i>	134	11	7	2.89	attraction	0.042	0.382	2.027
<i>zo</i>	<i>mooi</i>	38	43	8	3.2	attraction	0.136	0.122	2.024

<i>super</i>	<i>tof</i>	47	22	6	2.03	attraction	0.093	0.189	1.974
<i>heel heel</i>	<i>slecht</i>	2	3	1	0.01	attraction	0.496	0.331	1.93
<i>totaal</i>	<i>gek</i>	2	3	1	0.01	attraction	0.496	0.331	1.93
<i>echt</i>	<i>fantastisch</i>	58	5	3	0.57	attraction	0.047	0.491	1.926
<i>zo (dat)</i>	<i>smakelijk</i>	8	1	1	0.02	attraction	0.125	0.986	1.804
<i>zo (dat)</i>	<i>transparant</i>	8	1	1	0.02	attraction	0.125	0.986	1.804
<i>zo</i>	<i>groot</i>	38	8	3	0.6	attraction	0.068	0.305	1.783
<i>gewoon</i>	<i>prachtig</i>	3	3	1	0.02	attraction	0.329	0.329	1.755
<i>helemaal</i>	<i>slecht</i>	3	3	1	0.02	attraction	0.329	0.329	1.755
<i>zeer</i>	<i>koud</i>	134	5	4	1.31	attraction	0.027	0.543	1.737
<i>zeer</i>	<i>tevreden</i>	134	5	4	1.31	attraction	0.027	0.543	1.737
<i>zeer</i>	<i>vervelend</i>	134	5	4	1.31	attraction	0.027	0.543	1.737
<i>dood</i>	<i>moe</i>	1	10	1	0.02	attraction	0.982	0.1	1.708
<i>keiveel</i>	<i>plezant</i>	1	10	1	0.02	attraction	0.982	0.1	1.708
<i>-st in mijn</i>	<i>goed</i>	3	43	2	0.25	attraction	0.586	0.044	1.704
<i>leven</i>									
<i>erg</i>	<i>verdrietig</i>	4	4	1	0.03	attraction	0.244	0.244	1.507
<i>geweldig</i>	<i>groot</i>	2	8	1	0.03	attraction	0.486	0.123	1.506
<i>echt</i>	<i>gek</i>	58	3	2	0.34	attraction	0.032	0.556	1.451
<i>echt</i>	<i>gezellig</i>	58	3	2	0.34	attraction	0.032	0.556	1.451
<i>heel</i>	<i>saai</i>	160	5	4	1.57	attraction	0.022	0.491	1.449
<i>ongelooflijk</i>	<i>leuk</i>	2	104	2	0.41	attraction	0.799	0.019	1.384
<i>kei</i>	<i>tof</i>	8	22	2	0.34	attraction	0.21	0.079	1.371
<i>meest</i>	<i>interessant</i>	2	11	1	0.04	attraction	0.48	0.089	1.369
<i>zeer</i>	<i>aangenaam</i>	134	6	4	1.58	attraction	0.025	0.409	1.359
<i>kei</i>	<i>raar</i>	8	3	1	0.05	attraction	0.121	0.32	1.333
<i>-st in mijn</i>	<i>groot</i>	3	8	1	0.05	attraction	0.32	0.121	1.333
<i>leven</i>									

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