

**USE OF AMPLIFIERS ACROSS DISCIPLINES: A CORPUS BASED STUDY OF PAKISTANI RESEARCH ARTICLES**

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**Original Article**

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**Abstract**

*The present research is going to find out the use of amplifiers by Pakistani writers in their academic writing. In this research, types of amplifiers are also finding out. The model for the study has been taken by Quirk et al. (1985). Total 400 research papers were taken from eight different disciplines like English linguistics, English literature, economics, engineering, information technology, business, psychology, zoology. For analysis purposes in research three software's have been used; first, there is multidimensional analysis tagger, second is AntConc tool, and third is SPSS (statistical software) used. Statistical software is used to differentiate the difference between sections and disciplines in the research. A wide range of amplifiers have been used here but in the results, amplifiers are used below the moderate level in Pakistan.*

**Keywords:** Corpus Linguistics, Amplifiers, Native, Non-native, Academic writing

**INTRODUCTION**

The study of English adverbs and specifically adverbs that intensify meaning, known as amplifiers have always attracted many linguists and authors who see "intensification as one of the most productive areas of grammar about lexical and semantic change González-Díaz, V. (2008). Due to synchronic and diachronic in their use frequencies and collocations research on amplifiers became one of the dominant areas of grammatical change and renewal in English according to (Brinton & Arnovick, 2006).

According to Biber, Conrad, and Leech (2002) explained about adverbs; are kinds of words class that plays two vital parts in grammar. Adverb plays its part by the modifier of other words. A clause has three basic aims, as an adverbial. Condition, attitude, and joining adverbs Biber, Conrad & Leech, (2002) e.g.:

1. He is going to Paris for two weeks.
2. The honesty of a person always matters
3. Ali's new home

The first sentence talking about the time, telling us he is going for two weeks, which is informational. In the second example, there is an attitude, honesty/feelings described, and thirdly there linking the clause to another, even that linking the whole sentence.

The second is the adverb modifier category, which is also a kind of adverb. This type of adverb is next divided into more classes of adverbs which belongs to the degree or intensity of the adverb.

Primarily, the adverb can be labeled as an amplifier that increases or amplifies the intensity and it can also be labeled as a diminisher, which decreases or diminishes the intensity (Biber, Conrad & Leech, 2002).

Casual types of amplifiers for example (very, totally, absolutely) raise intensification, or heighten the scale-up (Quirk, Greenbaum, Leech & Svartvik 1985), with comparison to detensifiers Hübler (1983) like hedges or downtoners that decrease the degree (Quirk et al., 1985). Scale upward or lowering effect both depends on the point of view of the author.

In the field of grammar, intensification becomes much productive (e.g. Pyles & Algeo 1993; Quirk et al. 1985). Amplifiers have been attracted the interest of linguists and in the linguistic field for many years. Initial work on amplifiers focused on their semantic and structural properties e.g. (Stoffel 1901; Jespersen 1922; Mustanoja 1960; Bollinger 1972; & Quirk et al. 1985). In (1970), various studies in the field of language & power, gendered language investigated concentrating on amplifiers.

### **Aim of research**

This study aims to explore the usage of amplifiers and amplifiers classes in the research articles written by Pakistani authors, also investigate the contrast between eight different disciplines and in their sections.

### **Research Questions**

The purpose of the current study is also achieved by answering the following questions:

- 1: What is the frequency of amplifiers in the Pakistani research studies?
- 2: What is the order of kinds of 'amplifiers'?
- 3: What are the functions of amplifiers/high degree words?
- 4: How much the results differ in among several disciplines?
- 5: How much the results differ in among several sections?

## **REVIEW OF LITERATURE**

### **Amplifiers**

Amplifiers in nature are a common class of adverb that carries the degree or give value to the words. Amplifiers came from intensifiers and according to Quirk et al., intensifiers are like an umbrella where all types of degree words belong exclude quantifiers. Bollinger, 1972 said graded words just do not belong to intensifiers additionally also from focus modifiers (Primus, 1992). (Traugott, 2003) intensifiers are degree words and are focus modifiers that raise the scales. Backlund, 1973 elaborates degree words and tells us qualities of degree words in the English Language subject also divide the degree words into eight sub-types in the matter of degree. Specified moderate degree words: fairly, pretty, quite, and rather. After Bäcklund, Svartvik, Greenbaum, and Quirk et al. (1985) said about amplifiers, from an assumed norm the amplifiers raise a high degree of the scale. Downtoners also came from intensifiers those words decrease the degree. Amplifiers are further divided into boosters and maximizers, both classes are used according to the situation normally in increased degree "very, sorry, and awfully" and an impression of fullness "completely, absolutely" used.

After that, Stoffel, 1901 concluded that: mostly used intensive adverbs are; very, fully or purely and described the intensiveness also express the 'absolute characteristics' or 'give the impression of completeness' in their strong sense do not acquire comparison of degree.

From the start of the twentieth century back to the times, researchers shows much interest by publishing multiple works on intensifiers, Stoffel (1901), Borst (1902), Fettig (1934), and Peltola 1969 these authors gave a broad range of intensifiers also from the point of view of time. Authors like Quirk et al., 1985; Allerton, 1987, and Bollinger, 1972 degree words just not intensify strong words but also weak words.

According to Biber et al. 1999; Swales and Burke 2003, there are differences in the use of intensifiers for example some researches concentrate especially on the spoken genres, some studies about casual talks, with few academic written, and certain researches on the use of intensifiers in the spoken academic genres. But the present research focuses on those intensifiers that upward the degree specifically in academic written articles.

Intensifiers are same as they specify the graded value of the entity in which they applied. Degree words are not same in sense in which they specify change values of certain feature of the entity they are modifying (Partington, 1993; Hoyer, 1997; Lorenz, 2002). The classifications of amplifiers from intensifiers and in particular maximizers are: perfectly, completely, totally, absolutely also boosters: very, enormously, and intensely.

Huddleston & Pullum, (2002) present and explain sociolinguistic elements of degree words while running forward to grammar.

Certain entities are intensifying in their limit:

- (1) So both adverbs and adjectives that are used for intensification and came mutually with each other, more grammatical terms that are used for intensification are nouns and also verbs.
- (2) According to Quirk et al., 1985 as the intensifiers bothered with the semantic classification of those entities that the degree words modifying are taken place on a spot where an actual formation of degree scale is. That spot is comparatively up or low on the scale. So this is the absolute difference in intensifiers:
  - a) From an assumed norm, those words that are high or low on the scale, that they are exhibiting a positivity, named as amplifiers further categorize in boosters “very” and maximizers “absolutely”. Those entities that are low on the degree scale from an assumed norm, showing a negative effect mostly seem downward on the scale are called downtoners. Downtoners are further classified into diminishers “merely”, approximators “nearly”, minimizers “barely”, and compromisers “rather”. (Quirk et al., 1985; Paradis, 1997) so on.
  - b) This measurement of the intensifiers on the scale needs those entities that are able for gradability. This adds a second difference among intensifiers in which borderlines are restricted for example “totally” and those that are not restricted for example “highly”. The intensifiers and adjectives must be consistent (led Ernst, 1984; Quirk et al., 1985, Paradis, 1997, 2001). So, this continues...
  - c) Third difference adds distinction among quantification and intensifiers. These notions are naturally measurable for example much honor, many chairs but they differ in their respect of value according to Vermeire, 1979; Paradis, 1997.

The words and grammatical structure in intensifiers both are dependent on revealing the degree or accurate value of the item they are modifying (Huddleston & Pullum 2002). The contrast of pretty & fairly done by Nevalainen (1997, 2002 & Rissanen (2008), focusing adverbs in intensifiers that they are modifying they came to know both are almost synonyms but they are as adverbs different. Lin's study (2001) in the matter of linguistic subject classification of degree words on

adjectives used in intensifiers specifies semantic association affects syntactic framework. The evolution in the word 'very' 很 很 in the Chinese language and recommended its syntactic function and dominate the change of this degree word (Zheng, 2008).

The author Sowa, 2009 searched the post modifying degree words in Australian and in New Zealand English. Nunez Pertejo, Martinez 2012 found amplifiers in the language of young people.

Lorenz, 2002 concluded that degree words on the scale keep mutually both characteristics high and low, while certain authors limited the term for words which are used particularly in a high degree by Klein 1998: 23; Biber et al. 1999. Besides this limited term of words of intensifiers they also used in a wide range from an assumed norm, it can high or low in its degree and also modifying clauses, phrases, and adverbs, adjectives Bolinger 1972 & Quirk et al. 1985.

Some other variables in the use of intensifiers and how much used for example gender, class of people, scenarios in which using, and discipline in which they have been found effecting in the new studies by Stenström et al. 2002; Xiao and Tao 2007; Tse and Hyland 2009; Wachter 2012; Fuchs 2017.

Several authors studied intensification of adverbs and adjectives in English language subject for example: Reichelt & Durham; Altenberg 1991; Partington 1993; Pradis 1997; Macaulay 2002; Ito & Tagliamonte 2003; de Klerk 2005; Pahta 2006a; Tao 2007; Méndez-Naya 2008; and Tagliamonte 2008. Many latest kinds of researches on amplifiers are modifying adjectives and primarily giving meaning to the adjectives are; Barnfield & Buchstaller 2010; Murphy 2010; Hasselgård 2010; Coronel 2011; Bernaich 2014; Fuchs and Gut 2016; Fuchs 2017; Calude 2019.

### **Types**

#### **Difference between boosters and maximizers**

As specified by Quirk et al (1985), amplifiers are categorized into subtypes, maximizers e.g. "fully" and boosters "highly". Regular amplifiers in maximizers like totally, absolutely, entirely, perfectly, completely, fully, entirely indicate the upper extreme level on the scale, and in boosters strongly, very, highly, greatly specify high level on the scale. Mutually both types are explained as amplifiers/ adverbs of degree. But this research is going to be explained amplifiers and their types broadly.

Xiao and Tao, (2007) find out a total of 30 high degree words in the BNC (British National Corpus) with the sociolinguistic variables, for example, social class of people, their qualification, age, and gender.

(Hu & Nation, 2000; Nation, 1994) to gain accuracy in the second language it's necessary to learn vocabulary because it's broadly recognized as a necessary segment. Many types of researches are held on vocabulary learning and its usage patterns for second language learners. However, a single lexical term helps out in acquiring the language, researchers have started to give awareness of acquisition and Soo-Hyun Koo after that use collocations.

Quirk et al. (1985) classified amplifiers "totally, absolutely, completely and other regular amplifiers and analyzed their stages of modification. Also denoted that these amplifiers are basically considered as synonymous to some range, and there are quite remain a difference in their meanings. So these researchers highlight that every degree word specifies a spot on abstractly get intensity degree scale, and the spot denoted as may be comparatively up, or comparatively low. Additionally, Quirk et al. (1985) explained happening limitations in those degree words do happen primarily alongside definite verbs or with the semantic type of verbs. For example, greatly amplifier came with

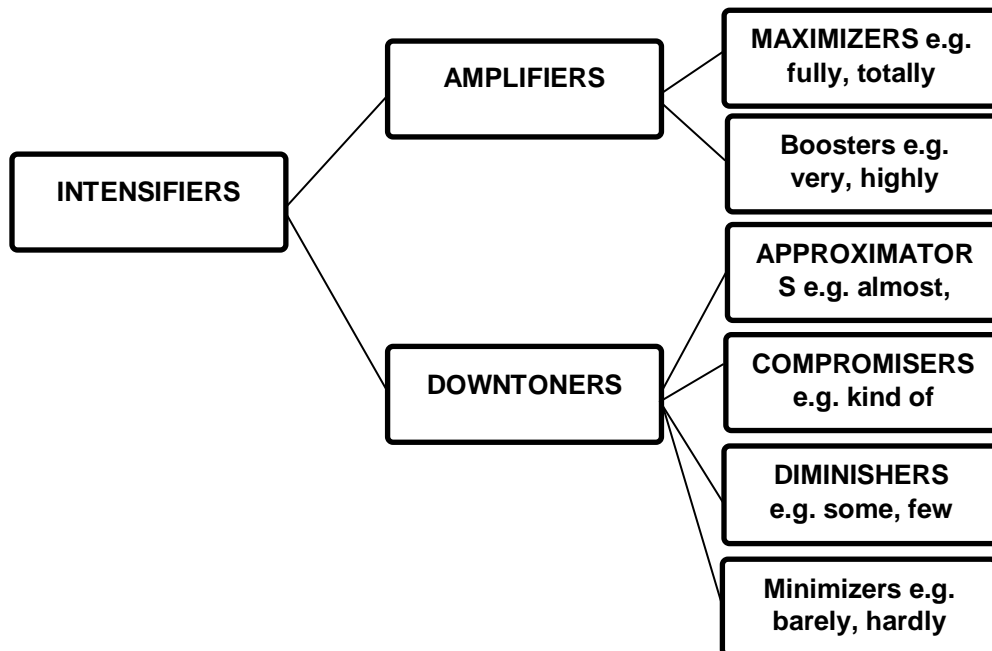
those verbs that have a good connection, and utterly amplifier occurs with those verbs having critical scenario. Therefore, it looks that even if two high degree words (amplifier) might denote regularly the similar, they don't consistently come with all the elements in a similar type. More importantly, Quirk et al. (1985) said about amplifiers that they came along with gradable verbs.

While distinguishing among boosters and maximizers, it was searched out there is no well-defined difference among both types. Each research differentiates amplifiers (intensifiers) individually. As an example absolutely is expressed a maximizer in Quirk et al. (1985), and a booster in Murphy (2010) while extremely is studied a maximizer in Quirk et al. (1985) and a booster by Kennedy (2003). In the present research the classification of amplifiers and types were done according to reference: Quirk et al. 1985 and Biber et al.

### Semantic categorization of Amplifiers

According to Lorenz (2002), who had given semantic categorization of intensifiers as stated by their resources. They involve in five classes:

- 1) First is on measuring scale "scalar" measure a standard by not giving extra propositional detail like 'very'
- 2) The second is 'copying the feature' amplifiers copy enough part of the modified item specify like 'obviously clear'
- 3) The third is evaluation amplifiers convey person evaluation of the improved item like 'ridiculously slow'
- 4) The fourth one is 'comparative/modified' defined as a distinct quality of the ingredient (item) linked to the other ingredient eminently.
- 5) The last one is "modal" amplifiers express the degree so that the characteristics hold on true like 'truly'
- 6) In his previous research Lorenz (1999) claim that as other modifiers also amplifiers know the value or connection of the characteristics, they are modifying and describing on their basic meanings. Quirk et al.'s (1985) categorization of degree modifiers:



## Methodology

The method used in this study is corpus linguistics; corpus is taken from research articles the corpus used as the material for this study.

### Type of research

The quantitative method is used in this research.

### Data collection and making of the corpus

This is about data collection and the making of the corpus. The population and sampling and the making of the corpus and the cleaning process of data have also been explained in the sub-parts.

### Population and Sampling

The population of the research studies includes Pakistani research articles, publishing year (2017, 2018). Quota sampling was applied in this research. The sample of the research adds total of 400 research studies, 50 research articles from every study also 25 research articles from 2017, and 25 research papers from 2018.

Total four domains are selected for this study: Basic Science, Science & Technology, Business Administration, and Arts and Social Sciences.

The research papers of every discipline were downloaded from the following below explained journals:

### Journal names, year

Zoology (Pakistan Journal of Zoology, 2017-18)

English Linguistics (Pakistan Journal of Translation Studies, 2017-18)

Engineering (Journal of Engineering and Applied Sciences, 2017-18)

Economics (Pakistan Journal of Applied Economics, 2017-18)

Information Technology (Pakistan Journal of Engineering Technology & Science, 2017-18)

English Literature (Journals of English Linguistics and Literature, 2017-18)

Psychology (Pakistan Journal of Psychological Research, 2107-18)

Business (Pakistan Business Review, 2017-18)

### Data cleaning procedure

After downloading all the research papers further step was renaming the research articles with eight different disciplines: research papers name code, writers name code, and publishing year code.

### Each discipline name was proper code with the following categorization:

- Economics (ECO)
- Zoology (ZOO)
- English Linguistics (ELING)
- English Literature (ELIT)
- Information Technology (IT)
- Engineering (ENG)
- Business (BUS)
- Psychology (PSY)

Furthermore, the conversion of PDF files into word files, online software was used. Optical Character Recognition (OCR) was also used because some files required. These scanned files were

also changed into word files. Some material was needed to be removed like the name of the journal, header/ footers, articles name, numbering, graphs/ figures, and tables. Afterthat, the research papers were further classified in more sections like ABS, INTRO, METH, RES & DIS, and CON.

When classification was done, the file's name was then renamed according to this classification: author names, publishing year, sections, and disciplines. An excel sheet was formed to count the total number of files. Total 1896 files came out from the disciplines.

**In each disciplines, number of files are as follows:**

- (1) Information technology (229),
- (2) Economics (251),
- (3) Zoology (240),
- (4) English linguistics (265),
- (5) English literature (196),
- (6) Psychology (246),
- (7) Business (267),
- (8) Engineering (202).

**Entire numbers of words in single discipline are as follows:**

- (1) Zoology (129904),
- (2) Psychology (208569),
- (3) Business (92009),
- (4) English linguistics (365734),
- (5) Economics (216099),
- (6) English literature (233819),
- (7) Information technology (113968),
- (8) Engineering (105518).

English linguistics discipline has the highest number of the words (365734), and the lowest numbers of words are in the business discipline (92009). After this calculation, comparison of sections required. When cleaning procedure of files done next, online software 'DOC to TEXT' (Document to Text) converter used. After this process, MAT (Multidimensional Analysis Tagger) version 1.3 was used for tagging the files and Biber's formula used for normalization.

**Analysis of Data**

**Materials, tools**

(For the current research, for tagging and analysis of the text files multidimensional analysis tagger is used for the representation of variations in the genre. The MAT tagger represents the grammatical category and statistical category both categories of the chosen text.

The second software is AntConc; AntConc is specially used for corpus research works. This feature has seven various types of features. This software is used to apply the raw frequencies of choose linguistic feature, and for functional analysis, concordance plot was used for the selected linguistic feature in this software. To figure out the amplifier/intensifier adverb, several steps were being followed. First, the software called AntConc (Anthony, 2014) is utilized. AntConc (Anthony, 2014) is used to extract the word list with their frequencies.

For statistical analysis: statistical software version 25.0 was selected and two-way ANOVA was used to describe the variations in the text with different disciplines and in their sections.

### Normalization

Normalization was also done in the research to stop mistakes in the calculation. For normalization Biber's formula is used, the formula is organized by Biber, (1988). The formula is applied to the text for normalization.

$$\frac{\text{Frequency of the linguistic feature} \times 1000}{\text{The total length of the text}}$$

The interpretation of the data in the text examine false if the normalization was not held. There was not the main difference in the values of the data; the answers were denoted at the end of normalization.

In this chapter whole methodology procedure is explained.

### RESULTS & DISCUSSIONS

This chapter is about questions of research, analysis of data, kinds of amplifiers, their functions and statistical analysis of disciplines and their sections in the use of amplifiers.

**Question No.1:** what is the total number of amplifiers in the Pakistani research studies?

To answer this question we utilized the Biber's formula.

$$\frac{\text{Frequency of linguistic feature} \times 1000}{\text{Total length of the text}}$$

$$\frac{1909 \times 1000}{1465710} = 1.302$$

This formula is use for normalization of the data. The total amount of amplifiers are 1909 multiply by thousand divided by 1465710 . So the actual amount is 1909 but after normalizing it is 1.30. As stated by Biber, high amount of amplifiers in academic prose after normalization is "6.0" and least amount is "0.0". Therefore, our result is valid because it is between 6.0 and 0.0, not higher than 6.0 and not lower than 0.0. The contrast with old studies; Soyoung Lee (2006) & Soo Hyun-Koo (2018), according to these writer native speakers of English language use more degree words. On study founded that disagreed with the results 'Erikson (2013)' in this study non-natives uses more.

### Kinds & functions of Amplifiers in Pakistani Research

**Question No.2:** What is the order of kinds of 'amplifiers'?

Amplifiers have two types; maximizers and boosters. The types of amplifiers also normalized by according to Biber's formula.

1. Maximizers	223.1
2. Boosters	776.8

As stated in above table, after nomalization maximizers use less rater than boosters. So, pakistani academic writers more known about amplifiers type 'boosters'. But much work found on amplifiers type 'maximizers'. A very least amount of work found on amplifiers and their both kinds.

### Examples of maximizers and boosters from the articles

#### Maximizers

- 1) Implacentsentiments and the modification in something **utterly** pretty. Except Siebers has theorized...
- 2) Are bringing out normally, and cannot be mitigated **completely**. Except the losses can be minimal....



- 3) Analysis, accordingly, such letters deserve an **altogether** latest route that may pave the .....
- 4) Transformation application; it is also a **fully** upgraded infrastructure that must be added...
- 5) She was sober. The Count is **absolutely** minimal than the outcome of the id, and...
- 6) Of this high frequency of data was **extremely** demanding. The origin of bioinformatics.....
- 7) Which could explain the major framework problem, **thoroughly** and in depth? It has converted a...
- 8) (2003) is may be the first novel published **entirely** in the Pashtun tribal belt among.....
- 9) Activity that was objective by a **totally** impersonal inanimate circumstance, but you at....
- 10) Domestic intermediate business, supposedly under a **perfectly** competitive environment....

### Boosters

- 1) Subject and verb in a sentence is **very** important. In English subject, at the time two nouns or....
- 2) Optimal success standards, organizations are **intensely** forwarding their actions among production...
- 3) Expert blossoming of talent in its **highly** visible international English-language writ.....
- 4) Is an extreme classist society and also **enormously** change in cultural, ethnic and religion....
- 5) Or Family Work Conflict is experienced **strongly** in combined families as comparison to....
- 6) Examination of these spillovers plays a **very** crucial part in financial acceptance making.... density in that environment, which is **strongly** reliant on the context of the....
- 7) **Ugly** is not found.

### Question No.3: What are the functions of amplifiers/high degree words?

There is no constant behaviour seem in the matter of a powerless or powerful language aspects. The unbalanced behaviour of amplifiers (high degree words) is the answer of the risk of observing what you want to perceive. So, the writer who are going to calculate the propensity of English Language students anyhow they utilize more or less high degree words in giving value to the language. For this purpose, to observe the language parameters correctly, this research happened.

Words are utilized differently, in writing the author is more conscious about their words while speaking people say what they want to say. Degree words tells us the intensity of something on a measuring scale. According, to some researchers degree words are flexible in certain situations for example in romantic poems. The word "very" has a semantic division and it fits in the context.

As stated by Biber and Conrad, several times language use according to the situation, so their use depends on the environment in which it is using. The high degree words expand the intensity, explain effectiveness and show correctness. When there is use of "very/high" in the sentence, intensity automatically changed and "exactly" used for accuracy.

Certain kinds of adverbs investigated as amplifiers. High degree words construct the meanings of adjectives and made the sentences, paragraphs solid (stronger). The present research also focus on those adverbs that strengthen the sentences/statements. So, those adverbs that upgrade the words are amplifiers and those that decrease the degree words are downtoners. In this study amplifiers are using.

Adverbs are those that shape the words, transforms them and represents the adjectives and mostly modify the whole statement also adverbs specify time, place, manner.

Amplifiers play a necessary role, in current research amplifiers and it's types support the grammar learning for students and for teachers in their teaching. So, its important to learn grammar/ vocabulary to get proficient in English language. By learning this feature, learners vocabulary improve and they know the well use of this feature. "Amplifiers" are using in current research and playing all the fuctions but moderately or low use of its types especially amplifiers type 'maximizers'.

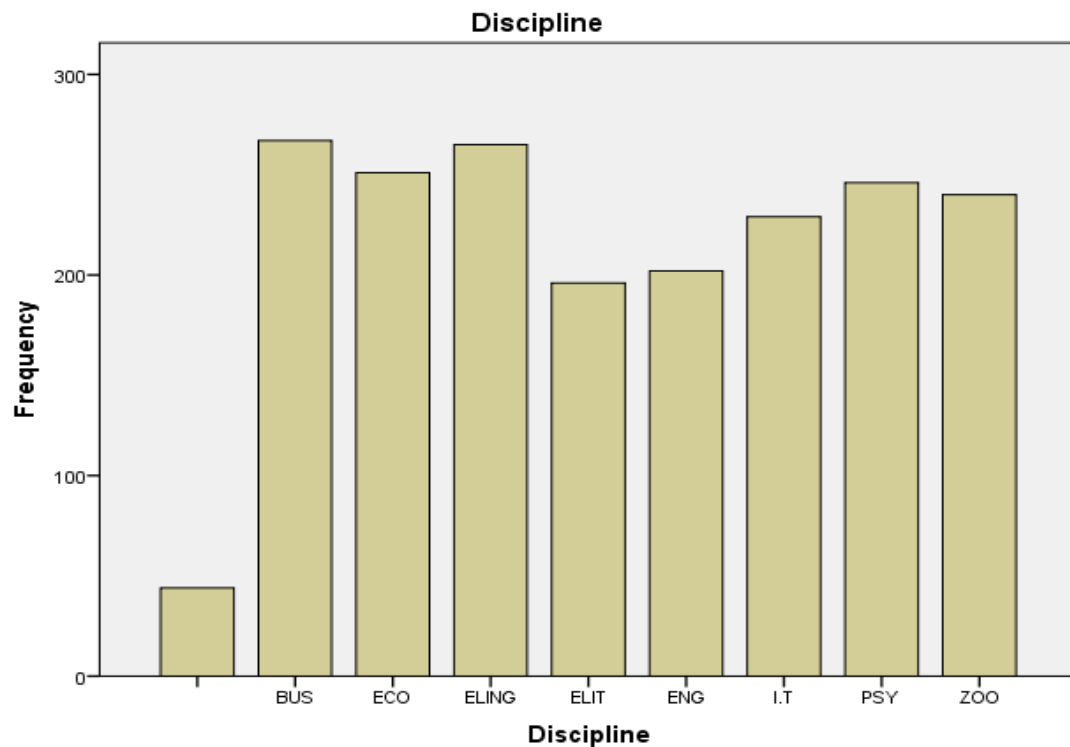
This portion is about descriptive statistics.

### Statistical analysis

Statistical analysis also take place in this research. This part give answers of question no. 4 & 5. This segment adds the disciplinary differentiation and seconal differentiation in the use of amplifiers.

**Question No.4:** How much the results differ in among several disciplines?

#### 4.1 Graph of Overall Frequencies of Disciplines



#### Disciplinary variation in the use of amplifiers

**Comparison of Disciplines****1. Comparison of Discipline 'Business'**

This discipline has a negative mean variance with other disciplines. As a whole, there is no statistically significant variance between all the disciplines.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
BUS	ECO	-.129	.100	1.000
	ZOO	-.137 <sup>a</sup>	.100	1.000
	ENG	-.338	.116	.101
	ELIT	-.125	.111	1.000
	ELING	-.086	.098	1.000
	I.T	-.057	.104	1.000
	PSY	-.417	.208	1.000

**Examples**

1. standard of living. Thus, it's **highly** necessary and recommended by policy makers....
2. of foreign trade of Pakistan has improved **greatly** from the \$7.7 billion in 1999 to \$17.9 billion....
3. coverage of hard waste collection is **very** low in the city (under 50%) and

**2. Contrast of Discipline 'Economics'**

This discipline has a negative mean variance with Psychology, Engineering and Zoology but positive mean variance with Business, English Literature, Information Technology and English Linguistics. As a whole there is no significant variance in all disciplines.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
ECO	ZOO	-.007 <sup>a</sup>	.102	1.000
	ENG	-.209	.117	1.000
	ELIT	.004	.113	1.000
	ELING	.044	.100	1.000
	I.T	.072	.106	1.000
	PSY	-.288	.209	1.000
	BUS	.129	.100	1.000

**Examples**

1. administered on debt-related problems have focused **entirely** on the external debt, leaving out a...
2. which could describe the capital structure problem, **thoroughly** and in depth? It has convert a...
3. deviations from the target capital structure will **greatly** devote us understanding of capital...

### 3. Contrast of Discipline 'Psychology'

This discipline express a positive mean variance with all the other seven disciplines. As a whole there is no statistical significant variance with all disciplines.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
PSY	ECO	.288	.209	1.000
	ZOO	.280 <sup>a</sup>	.209	1.000
	ENG	.079	.217	1.000
	ELIT	.292	.215	1.000
	ELING	.332	.208	1.000
	I.T	.360	.211	1.000
	BUS	.417	.208	1.000

#### Examples

1. that madrassa system of education was **very** calm in old days. ...
2. demonstrate whether the students of two **entirely** different kinds of school systems are...
3. Thus, students studying in these two **altogether** separate systems may possibly differ on perceive....

### 4. Contrast of Discipline 'Engineering'

This discipline express negative mean variance with Psychology but positive mean variance with other all disciplines.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
ENG	ECO	.209	.117	1.000
	ZOO	.201 <sup>a</sup>	.118	1.000
	ELIT	.213	.127	1.000
	ELING	.253	.116	.833
	I.T	.281	.121	.581
	PSY	-.079	.217	1.000
	BUS	.338	.116	.101

#### Examples

1. Indirect cost linked with capital projects is **highly** dependable on the timing of the project....
2. Proof, and more supporting documents. It's **highly** approved to implement the...
3. Is in energetic or solid state has **greatly** influenced by the upper declared property...

**5. Contrast of Discipline 'Zoology'**

This discipline has a negative mean variance with ENG & PSY but positive mean variance with Business, Economics, Information Technology, English Literature and English Linguistics.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
ZOO	ECO	.007 <sup>b</sup>	.102	1.000
	ENG	-.201 <sup>b</sup>	.118	1.000
	ELIT	.012 <sup>b</sup>	.113	1.000
	ELING	.051 <sup>b</sup>	.101	1.000
	I.T	.080 <sup>b</sup>	.106	1.000
	PSY	-.280 <sup>b</sup>	.209	1.000
	BUS	.137 <sup>b</sup>	.100	1.000

**Examples**

- 1 can be utilized to cure diseases but **very** little attempts have been begun for the....
- 2 Asia accounts for 48.8% of the global rabbit to **fully**utilized the potential of rabbit for quality...
- 3 from family consumption to medium meat is **highly** flexible in the matter of quantity and quality. ....

**6. Contrast of Discipline 'English Literature'**

This discipline express negative mean variance with these disciplines: Psychology, Zoology, Economics and Engineering but positive mean variance with Information Technology, Business, and English Linguistics.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
ELIT	ECO	-.004	.113	1.000
	ZOO	-.012 <sup>a</sup>	.113	1.000
	ENG	-.213	.127	1.000
	ELING	.040	.111	1.000
	I.T	.068	.117	1.000
	PSY	-.292	.215	1.000
	BUS	.125	.111	1.000

**Examples**

1. all probability required duration to comprehend **fully** what had just taken place. (72) Jamil
2. the phenomenon of a land, still **greatly** romanticized in mainstream and national im.....
3. analysis, thus, these letters deserve an **altogether** new way that may pave the .....

### 7. Contrast of Discipline 'Information Technology'

Information Technology discipline tells a negative mean variance with these disciplines: Economics, Engineering, Zoology, English Linguistics and English Literature but positive mean variance with Business discipline.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.
I.T	ECO	-.072	.106	1.000
	ZOO	-.080 <sup>a</sup>	.106	1.000
	ENG	-.281	.121	.581
	ELIT	-.068	.117	1.000
	ELING	-.028	.104	1.000
	PSY	-.360	.211	1.000
	BUS	.057	.104	1.000

#### Examples

- 1 found that public transportation has a **very** high rating and user approval, whereas .....
- 2 with proposed approximate techniques has been **greatly** minimized between the usage of statistically.....
- 3 xpertise, abilities, techniques, and equipment to **completely** worth from refactoring....

### 8. Contrast of English Linguistics Disciplines

This discipline express a negative mean variance with disciplines: Psychology, Economics, English Literature, Zoology and Engineering but positive mean variance with Business and Information Technology.

(I) Discipline	(J) Discipline	Mean Difference (I-J)	Std. Error	Sig.c
ELING	ECO	-.044	.100	1.000
	ZOO	-.051 <sup>a</sup>	.101	1.000
	ENG	-.253	.116	.833
	ELIT	-.040	.111	1.000
	I.T	.028	.104	1.000
	PSY	-.332	.208	1.000
	BUS	.086	.098	1.000

#### Examples

- 1 she was sober" (p.52). The Count is **absolutely** less than the effect of the id, and...
- 2 subject and verb in a sentence is **very** essential. In English, when two nouns or....
- 3 same sounds, signs and words can show **extremely** various kinds of meanings....

#### Explanation of Disciplines

In contrast to other disciplines, the business discipline has high- frequency besides IT, ZOO, ENG, ECO, ELIT & PSY. The Economics discipline has a low frequency while English Linguistics has a high frequency rate. The reason might be that the ECO subject is about equations, graphs, tables, and formulas but English Linguistics is about language parameters this subject in comparison to other subjects have grammatical rules and regulations. So, this discipline knows more about amplifiers and their use. English literature is also a language subject but both subject's English linguistics and Literature while having a significant difference in their usage. The low frequency in Information Technology is also that this discipline deals with technical and complex vocabulary words and certain

formulas, software's and applications. Zoology disciplines have also a low-frequency rate because it concentrates on animal study and their diagrams etc. Psychology has also low frequency because it might be deal with human attitudes, society and use common vocabulary.

**Question No.5:** How much the results differ among several sections?

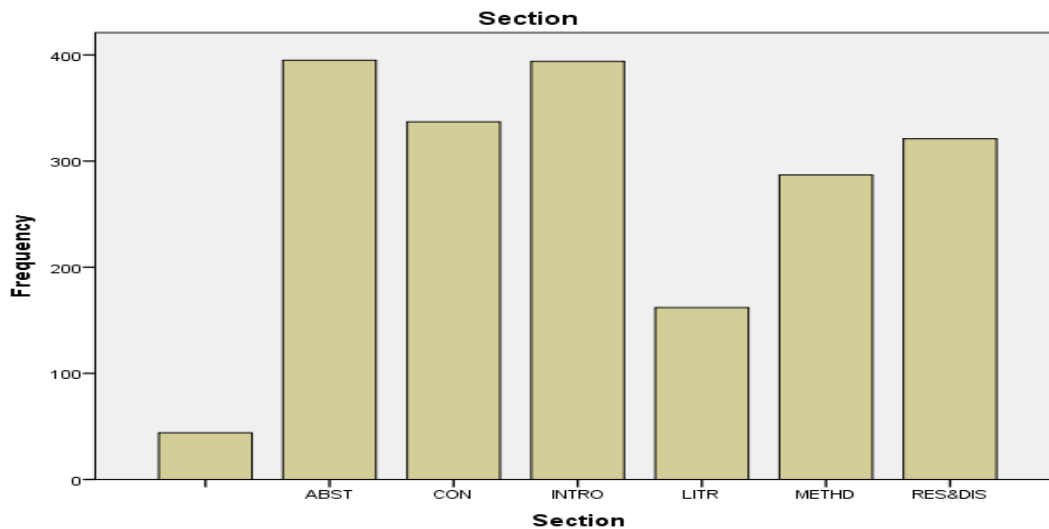
The two-way Anova was used to analyze the statistical significant mean variance between all the sections of the research study.

The error term is mean square (Error) = 1.21

\*. Mean difference is significant at the .05 level.

In the context of post hoc test and Bonferroni was held for the analysis purpose to describe the various contrasts. While doing contrast between all sections, have significant mean variance. In two contrasts there is no significant variance in section for example: introduction contrast with result & discussion (M=1.00), introduction with contrast literature review (M=1.00)

### Graph of Overall Frequencies of Sections



### Contrast of Sections

#### Section abstract (ABST)

The table has a positive mean-variance and significant value. As a whole with other sections, abstract section has extremely significant variance at the level of .005.

(I) Section	(J) Section	Mean Difference (I-J)	Std. Error	Sig.
ABST	CON	.565*	.185	.036
	INTRO	1.86*	.160	.000
	LITR	2.01*	.181	.000
	METHD	1.36*	.179	.000
	RES&DIS	1.69*	.164	.000

**Section introduction (INTRO)**

The table has a negative mean variance and significant value. Generally, there is statistical significant variance in methodology, conclusion, introduction and abstract but there is not statistical significant variance among literature review and results.

(I) Section	(J) Section	Mean Difference (I-J)	Std. Error	Sig.
INTRO	ABST	-1.86 <sup>*</sup>	.160	.000
	CON	-1.29 <sup>*</sup>	.140	.000
	LITR	.156	.134	1.000
	METHD	-.494	.131	.003
	RES&DIS	-.165	.110	1.000

**Section Literature Review (LITR)**

This section has negative mean variance and significant value. As a whole, here is a statistical significant variance in contrast of literature review with other three sections "abstract, conclusion and methodology but there is no significant variance in contrast to literature review with introduction also results.

(I) Section	(J) Section	Mean Difference (I-J)	Std. Error	Sig.
LITR	ABST	-2.01 <sup>*</sup>	.181	.000
	CON	-1.45 <sup>*</sup>	.163	.000
	INTRO	-.156	.134	1.000
	METHD	-.650 <sup>*</sup>	.156	.001
	RES&DIS	-.321	.138	.313

**Section Result & Discussion (RES & DIS)**

The RES&DIS has negative mean variance and significant value. In general, in the contrast of RES & DIS there is statistical significant variance with two other sections "ABST& CON" but there is no statistical significant variance in contrast with Introduction, Literature, and Methodology at the level of .005.

(I) Section	(J) Section	Mean Difference (I-J)	Std. Error	Sig.
RES&DIS	ABST	-1.69 <sup>*</sup>	.164	.000
	CON	-1.13 <sup>*</sup>	.144	.000
	INTRO	.165	.110	1.000
	LITR	.321	.138	.313
	METHD	-.328	.136	.243



**Section Conclusion(CON)**

This section has positive mean variance and significant value. As a whole there is highly statistical significant variance between all other sections.

(I) Section	(J) Section	Mean Difference (I-J)	Std. Error	Sig.
CON	ABST	-.565*	.185	.036
	INTRO	1.29*	.140	.000
	LITR	1.45*	.163	.000
	METHD	.803*	.161	.000
	RES&DIS	1.13*	.144	.000

**SUMMARY**

In the usage of amplifiers, previous studies explained the contrast between natives and non-natives. Maximum researchers argue that native speakers of the English language utilized high amount of amplifiers than non-native speakers. The least amount of studies found in which non-native use more amplifiers. The present research, results claimed Pakistani writers use low frequency of amplifiers. Concluded from the results in the development of the amplifiers in Pakistan, writers are in the initial stage, they need to learn more about amplifiers. Frequency results showed that there must be proper information on amplifiers from the teacher's side to the learners. Therefore, the academic writing of Pakistan is not well develop, needs to be organized.

No, study was found on the specific linguistic feature of amplifiers in Pakistan. Current research is going to fill this gap. Biber's work helps out and Quirk et al. provide the base for the research.

Three software used for the analysis: MAT(Multidimensional Analysis Tagger), antConc and statistical software is SPSS. Before applying software to this study 400 research papers were chosen twenty-five from 2017 and twenty-five from 2018 and eight different disciplines: applied linguistics, English literature, zoology, economics, information technology, engineering, psychology, and business. Later the downloading of these articles, convert them into Microsoft Word files, and here data cleaning procedure was done. For the tagging purpose, these files convert into the text files.

Kinds of amplifiers have been explored in the research. Past studies have been investigated classes of amplifiers, but have not specifically explored them individually. There is low use of maximizers in Pakistani research than boosters. So maximizers need to more develop in Pakistani research.

Past studies explained the function of amplifiers. Current research also told about functions in which amplifiers extend the intensity, express validity, and show accuracy. Many times amplifiers are utilized according to the situation, so their uses specify according to the condition. Thus, results conclude that amplifiers perform all the functions in the Pakistani research articles.

Disciplines contrast in between them also done. Came to know, which discipline has high frequency and which discipline has a low frequency. In previous studies, there is no contrast between the disciplines in the usage of amplifiers in the research articles. So, it's a good step that current research specifies contrast among disciplines. Also, there is the contrast among sections in the research. Not any other study did sections analysis in the research. This is also another reason for

doing this research. Results of the present research showed that Pakistani researchers must know the significance of amplifiers in the research. The results of the study also specify that Pakistani researchers must concentrate on amplifiers in all the fields of research caused by using amplifiers properly language become well develop or organized.

Thus, added from the above explanation gave the detail of the importance of this research. Also, provide the aim of the research.

### **CONCLUSION**

This research is based on quantitative approach. According to the above results, present research indicates the moderate use of amplifiers by Pakistani authors. The most regular utilized amplifier is “very” after very the word “high” is used maximum in the ‘Boosters’ and in ‘Maximizers’ “completely” and “fully” are used mostly. Amplifiers which used in least amount; “utterly”, “altogether”, “intensely”, “enormously”. The “ugly” amplifier is not found in the Pakistani research. There is no use of “ugly” in the current research.

Present research specifies that Pakistani academic writers do not properly intensifying their words, sentences, or statements by the usage of amplifiers to boost or maximize the significance of adjectives. Results also conclude that maximizers type of amplifiers used less in frequency while type booster used maximum in the Pakistani Research. So, we can say that Pakistani authors are not much aware of the amplifiers type maximizers. Therefore, need to use this type of amplifier.

From the functional perspective, it can conclude that Pakistani academic writers adopted the all functional categories of amplifiers given by (Quirk et al., 1985). The findings indicated that Pakistani academic writers are aware from the functions of amplifiers.

Statistical results indicate English linguistics and Business field people are more aware of the use of amplifiers rather than the other fields people like zoology, Engineering, Information technology, Psychology, Economics, and English literature. Social science writers generate more organise writing than science writers. For the sake of good use of amplifiers in English linguistics (ELING) is the scientific study of language, focus on the language parameters where which word is used or not.

SPSS statistical analysis exhibit that in abstract and conclusion Pakistani authors used amplifiers in a proper way besides introduction, literature review, and results and discussions. There are also comparison of sections and disciplines. All sections and disciplines have comprehensive results and discussions. In statistical analysis Two-Way Anove is used because two variables of amplifiers (maximizers, boosters) analyzed.

Various amplifiers are chosen by people according to the condition of the study, whether it is casual communication or writing a research paper. The results of the present research can be contrasted with other registers, genres, and disciplines for the whole sense of this feature.

In Pakistan, if the proper use of amplifiers is accepted by a language community and is used regularly then it can be said that grammaticalization has start.

### **Pedagogical implications**

Last but not least the study provides broad range of pedagogical implications:

To find out the usage of amplifiers their types, the whole purpose of this study is in Pakistani academic writing. It is concluded from the findings that Pakistani authors using amplifiers in their writing moderately. The present research is a helping hand in the understanding of amplifiers and

also this study helped the second language learners of academic writing make strong decisions for their correct use of amplifiers. Thus, in this study we came to know the broad concept of amplifiers.

Researchers can come up with the other English degree modifiers they want to know and use the corpus methods to find out their linguistic attitudes. In this way, research based learning in English grammar can be support.

The present feature of the research is helpful in ESL & EFL textbooks of grammar and standard reference grammars. So, amplifiers include in vocabulary learning but second language teachers educate and need to encourage the students. Teacher's training is also needed by conducting workshops.

Some amplifiers are used in high amounts and some use least. In Pakistan, there must be enough opportunities for the learners for learning, the second language (vocabulary, grammar). Curriculum design can also help the student but curriculum designers must take interest in it. The use and development of amplifiers gave an image of attractive linguistic phenomenon also shows not only language diversity but provides close linguistic development.

With the help of technology, these implications are possible in English Language Teaching especially in this digital age where active learning classrooms tend to be of great importance.

#### **RECOMMENDATIONS FOR FUTURE RESEARCHERS**

It is a very fruitful field of research. It is a good field of research for those who are interested in verbs, adjectives, and collocations. The chosen amplifiers with their collocations can be explored.

By using the same procedure of research, researchers can investigate the downtoners or hedges by taking the results of the present research. Amplifiers can also explore in press reviews, magazines, and news editorials. Amplifiers can be used for gender analysis which gender type uses more or fewer amplifiers whether they are young, old or children, boy or a girl, men or women. A simple study can be held on maximizers and boosters separately by comparing types of amplifiers, also compared with children's language by taking spoken/ written corpus. The difference in frequency also compared with the English of old generations.

The results of this research can be compared with spoken communication in order to explore the difference between written/ spoken. Amplifiers with "ly" can also be found in academic English. The findings of the current research can be compared with the native and non-native studies.

A diachronic study of amplifiers and types of amplifiers can be held by classifying years. Amplifiers can be found in botany, sociology, education and political science.

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