
**Superintensification across modes:
Multimodal meaning patterns between music videos, online
discourse, and the foreign language classroom**

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Kasper (2025a,b) offers a multimodal discourse analysis of the axiological topos freedom in German-language music videos and their accompanying YouTube comments. Central to the study is the investigation of communicative strategies in the form of multimodal metaphors in visual-auditory texts and argumentative topoi in comment sections, uncovering patterned intensifications of cultural meaning that go far beyond the lexico-grammatical level. In both layers of the material—video and commentary—superintensification emerges as a central mechanism, realized not only through verbal repetition or evaluative lexis, but also through dynamic cinematographic techniques, typographic elements, voice modulation, and hyperbolic affect displays.

These findings directly engage with the workshop's interest in formal-functional diversity and the dialectic between recurring patterns and creative innovation in intensification strategies. The analysis highlights how conventionalised multimodal forms are recombined and stylised to superintensify affective stances in culturally meaningful ways.

Building on this theoretical and empirical foundation, my current research project applies these concepts to beginner-level language classrooms in Japan. There, in the German linguistics seminar, learners engage with music videos uncovering recurring patterns of intensification and unveiling the discursive knowledge behind them. Initial findings suggest that even novice learners can trace affective and cultural meaning through multimodal pattern recognition when scaffolded appropriately using AI tools to assist with their analysis.

The paper will outline the theoretical framework of multimodality and cultural discourse patterns, provide insights from the monograph's case studies, and share selected classroom data to reflect on the role of communicative strategies as form of intensification in teaching cultural literacy in the foreign language classroom.

References: • Kasper, B. (2025a). „Freiheit“ in Musikvideos und YouTube-Kommentaren. *Eine kulturwissenschaftliche Deutungsmusteranalyse im Fach Deutsch als Fremdsprache*. Baden-Baden: Nomos. • Kasper, B. (2025b). »Wer Freiheit aufgibt, um Sicherheit zu gewinnen, wird am Ende beides verlieren.« Neverending Updates für alte Deutungstraditionen. In: E. van der Knaap (ed.), *Jenseits der Deiche – Die internationale Vielfalt der Interkulturellen Germanistik*. Bielefeld: transcript, 221–239.