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**An Analysis on TED Talks: The Use of the
Preposition and Conjunction 'As'**

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ABSTRACT

Most of the studies dealing with the emerging oral genre of TED Talks have focused on the use of them as a way of teaching and learning, however, fewer studies have emphasized its structure or function. This essay deals with the study of different POS of the functional word *as* in different TED Talks being classified by their function and topic. More specifically, it is the study of the frequency and use of *as* as a preposition and conjunction on two sub-corpora with the help of the software Sketch Engine. It aims to show the process and selection criteria to compile a corpus, to study the usage of the preposition and conjunction *as*, and to manually analyze the errors that the software could be made. The results show that the preposition *as* is used to a higher extent in both sub-corpora, and consequently, in the whole specialized corpus.

Keywords: As, TED Talk, corpus, English language, preposition, conjunction.

RESUMEN

La mayoría de los estudios que tratan el género oral en auge de las charlas TED se han centrado en el uso de éstas como forma de enseñanza y aprendizaje, sin embargo, son menos los estudios que se han centrado en su estructura o función. Este trabajo aborda el estudio de las diferentes categorías gramaticales de la palabra funcional “as” en diferentes charlas TED clasificadas por su función y temática. Más concretamente, se trata del estudio de la frecuencia y el uso de “as” como preposición y conjunción en dos sub-corpus con la ayuda del software Sketch Engine. El objetivo principal es mostrar el proceso y los criterios de selección para compilar un corpus, estudiar el uso de la preposición y la conjunción “as”, y analizar manualmente los errores cometidos por el software al analizar automáticamente los datos. Los resultados muestran que la preposición “as” se usa en un porcentaje mayor en ambos sub-corpus, y como resultado, en la totalidad del corpus especializado.

Palabras clave: As, charla TED, corpus, lengua inglesa, preposición, conjunción.

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1. Introduction

Communication is something essential in our lives as human beings. It is something that defines the way of life for most people around the globe. Communication has allowed people to connect more easily and quickly in the same way that the Internet has improved these means of contact in a faster and efficient way. In the last years, these tools have served for the sharing of information, and the spreading of audio-visual content has also evolved as a system of communication through the web. Videos provide a more original and innovative way of presenting a topic instead of reading about it. Nowadays, most people prefer to watch a video where something is explained instead of spending time perusing a topic. One of the most notable sites that offers information about all types of recent topics is the TED Talk website. This huge platform offers unlimited information about a variety of subjects in a very accessible and effortless way. It is important to stand out that this website is completely free, and every person can see a great number of videos of the topics they pleased. Depending on the needs of the viewer, different discussions and conferences are uploaded to this platform every week from narrative genres to informative or persuasive ones.

Following some previous studies, in this essay, I analyzed the use of the cohesive device *as* as preposition and conjunction in two different groups of TED Talks. Each group belongs to a specific function, the first one deals with persuasive talks, and the second one deals with informative ones. Within these functions, two topics have been chosen, Activism belonging to the persuasive function, and Language and Speech belonging to the informative one. I have compiled a corpus with two sub-corpora to carry out a linguistic analysis on the lemma *as* as preposition and conjunction. It is important to highlight the key difference between both sub-corpora which is their function that will take an important role when analyzing data. As I will explain later, I analyzed the percentage of use of *as* in this specialized corpus as well as individually in both sub-corpora to investigate which one uses this lemma to a higher extent and what Part-Of-Speech (POS) is the most used.

This essay is divided into five main parts. Firstly, the theoretical part along with the state of the art in which I deal with the most fundamental definitions and investigations previously studied. Then, the methodology and materials in which I detail how the practical

case of this study has been carried out and the materials used. Following that, the analysis and the discussion of the data collected are presented, where I explain and discuss the results. Then, the conclusion where I sum up all the important information along with the key points of the analysis. Finally, the references used in this essay and two appendixes with some relevant information for further research are presented.

2. Theoretical Framework

According to Cherry (1966), communication is essentially a social affair, and the man has become a host of different systems of social intercourse including among them, human speech and language. In order to find a way to classify the different types of communication, Swales (1990) stated that *genre* is used to refer to a distinctive category of discourse of any type, spoken or written with or without literary aspirations. According to Swales (1990), *genre* comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. To study the genre, Swales (1990) introduced the idea of move analysis. Although this method was introduced to analyze written discourse, many scholars, including Swales (2004), later adopted it to describe the rhetorical structure of spoken genres.

Oral presentations are one of the most frequently spoken genres for English-language learners in academic and workplace settings; as such, presentation skills are perceived to be integral to one's academic and professional success, following the study of Chang and Huang (2015). TED Talks can be considered a type of oral presentation, in which a professional in a certain field gives a brief talk about a certain topic.

TED Conferences is a non-profit organization created to spread ideas in the way of brief and powerful talks. TED was founded in 1984 as a conference about Technology, Entertainment, and Design, in Monterey, California. Richard Saul Wurman organized a conference to commemorate the recent advances that scientists had accomplished in those three fields. In 2001, Chris Anderson decided to acquire the rights to the TED conferences

and founded an organization. Nowadays, it became a huge organization that covers almost any topic in more than 100 languages. Its principal purpose is to spread ideas to allow people to gain a better understanding of the problems that are facing our world today since the speakers at TED conferences are experts in their fields. According to TED Conferences, there are different types of talks such as TED Global, TED Women, TED Youth, etc. This organization emphasizes that TED is dedicated to research and share the knowledge that matters through short talks and presentations. All of these allow Anderson to “stand by the principles that made TED great: the inspired format, the breadth of content, the commitment to seek out the most interesting people on Earth and let them communicate their passion” (“History of TED”). The growth of TED has also promoted a universal goal that inspires and drives the non-profit, which is the desire to communicate “Ideas Worth Spreading” to the world. (Samayoa, 50).

In this essay, I will make use of two different types of TED Talks. The first group of them belongs to the topic of Activism, which could be classified within persuasive speaking. This type of speaking tries to engage its audience to influence our thoughts and behaviors. According to Osborn & Osborn (1997), persuasion is the art of convincing others to give favorable attention to our point of view. German et al. (2004) observes that persuasion encompasses a wide range of communication activities, including advertising, marketing, sales, political campaigns, and interpersonal relations. So, persuasive topics are those which are current, controversial, and meaningfully impact society. O’Hair & Stewart (1999) state that persuasive speeches intend to influence the beliefs, attitudes, values, and acts of others. In this essay, I choose activism talks about women, climate change, and black people since their main objective is to persuade and encourage the audience to do something revolutionary.

The second group of TED Talks deals with the topic of Language and Speech, which could be included within informative speaking. Schreiber (2011) indicates that the primary goal of informative speaking is to give your audience information that they did not already know or to teach them more about a topic they are already familiar with. According to this

work, an informative speech should be objective, credible, and the speakers should make the topic relevant.

In brief, two topics are presented, the first one which has the function of persuading people and generating controversy, and the second one which has an informative function which does not produce controversy but information about a topic.

As the main objective of this essay is to investigate the use of the lemma *as* in these two previous topics, it is worthwhile to comprehend how it functions. The online dictionary Merriam-Webster (2021) shows that the particle *as* can function as an adverb, conjunction, pronoun, preposition, and noun. In this research, I analyze two of these functions, preposition and conjunction. Actually, this particle is going to be used in two distinctive types of structures so, it is interesting to see which is the one preferred in the oral genre of TED Talks. Biber et al. (2000) remark that many of the identical orthographical words can function as a preposition, subordinators, adverbs, and occasionally even verbs and adjectives. Quirk & David (1999) also state that prepositions are items that are formally identical with and semantically similar to adverbs. In the case of *as*, it is challenging to draw a clear boundary between the prepositional and the subordinating conjunction use of *as*. The preposition *as* is included in the group of the most commonly used prepositions which have a short and invariable form. However, Biber et al. (2000) present arguments to affirm that, whereas prepositions (1a.) are links that introduce prepositional phrases whose most important component is a noun phrase, subordinators (1b.) are words that introduce dependent clauses.

- (1) a. *This was the beginning of his life as a cultivator.*
- b. *As they watched, a flash of fire appeared.*

According to Quirk & David (1999), the gradience between prepositions and conjunctions also appears in comparative constructions. *As* is one item that has functions that are difficult to classify in terms of traditional word classes. Furthermore, this functional word is sometimes used instead of *like* as a preposition such as in example (2a.). The distinction between both examples, (2a.) and (2b.) is in the meaning, since (2a.) refers to ‘in the capacity of’ and (2b.) refers to ‘in the manner of’.

- (2) a. *He spoke **as** a leader of mankind*
b. *He spoke **like** a leader of mankind*

According to Huddleston & Geoffrey (2002), there are a number of adverb lexemes that are morphologically simple in which *as* is included. Furthermore, they affirmed that this lexeme is homonymous with words of other categories. In example (3a.), the first *as* is an adverb, while the second, which requires a complement, is a preposition.

- (3) a. *It is **as** big **as** usual.*

This is one of the reasons why this particular functional word is sometimes so difficult to identify in terms of its grammatical category.

3. State of the Art

Thanks to TED Talks' increased popularity and success in sharing knowledge in several fields, many people have dedicated their studies to find out more about how a TED Talk works.

Samayoa (2017) examined the influence of genre conventions present in TED Talks, as well as the rhetorical moves that presenters make when allowed certain flexibility in their conferences, while still participating and creating a piece for a single genre. Samayoa (2017) concluded that the diversity and variety of ideas that are found within TED Talks are difficult to place into one category or even a single rhetorical situation. Every talk answers to a personal issue, story, or experience of the featured speaker. "Ideas communicated via an impacting eighteen-minute talk became the recurring reason why TED Talks existed, thus, what made it a genre, regardless of the topic chose by the speaker" (Samayoa, 51). She stated that nowadays the genre of TED Talks includes over two thousand videos shared and viewed by millions of people every day and that they still fall under the category of a unique genre by satisfying the response to the recurring rhetorical situation of spreading ideas throughout the world. One of the most important ideas Samayoa (2017) finally proposed is that TED Talks can be separated and categorized as a system of genres. Within this system, there are

genre conventions for each TED Talk to fulfill to be considered as worthy, or as part of TED. These conventions are fixed and shared by all the conferences, such as being 18 minutes long, sharing the essential idea, memorizing the speech, and behaving confidently and professionally. The more general system of genres of TED Talk's genre conventions should include the aspect of flexibility, diversity, and uniqueness to its genre conventions. The genre conventions of an individual TED Talk presentation and the collective TED Talk scope are different, but they complement each other. Samayoa (2017) affirmed that TED Talks are effective in communicating ideas by implementing a non-conventional way of delivering a talk.

Chang and Huang (2015) studied the rhetorical structure of talks from TED conferences to explore the possibility of their being incorporated into the instruction of oral presentation in English-language classrooms. Their corpus-based study analyzed a corpus of 58 selected TED Talks to tease out their shared structural features and the variations and flexibility embedded among them. Chang and Huang (2015) concluded that seven move types were identified, and a genre prototype was established. The analysis of move type associations displays both the flexibility and patterns characteristic of TED Talks.

Rowley-Jolivet & Carter-Thomas's (2005) analysis of introductions to conference presentations results in a *move model* that consists of three crucial moves: setting up the framework, contextualizing the topic, and stating the research rationale. The authors point to the non-linear ordering and non-obligatory occurrence of moves and steps, emphasizing the innate flexibility of speech genres. Rowley-Jolivet & Carter-Thomas (2005) underlined the specific features of conference presentation introductions and how they are influenced by the target audience, the communicative purpose, and the form of communication.

Dealing with the informative and persuasive language in discourse, Crowhurst (1990) investigated the teaching and learning of the writing of persuasive and argumentative discourse in school students. She concluded that students' performance in persuasive and argumentative writing is not as good as their performance in narrative writing probably due to the development of persuasion in the oral language in our early years of life. She affirmed in her study that students do not read argumentative writing and they have little opportunity

to acquire the organizational structures of the linguistic forms that typify formal argumentation.

Finally, Jaime & Pérez's (2016) study investigates the use of the particle *as* in technical and literary English with the help of corpora. Its results have shown that there is a higher frequency of the use of *as* in technical English being one of its key functions to indicate the role performed by a noun. They stated that some of the most prominent functions of this particle in grammars had hardly had any representation in their corpora, such as its use in comparative structures or complex adverbial and prepositional phrases.

The use and the function of the particle *as* in the oral genre have been hardly investigated, so there is a gap in the investigation which is the one I have studied.

4. Methodology and Materials

This essay aims to conduct a corpus-based analysis based on a comparison of the grammatical cohesive device *as* as preposition and conjunction in two different types of TED Talks. They differ in their functions, persuasive and informative. Within that functions, two topics on TED Talks have been chosen, Activism within the persuasive function, and Language and Speech within the informative one. According to Tognini-Bonelli (2001), a corpus-based study typically uses corpus data to explore a theory or hypothesis, aiming to validate, refute, or refine it. For carrying out this study, I have created a corpus on TED Talks which I will use to answer the three following research questions.

4.1. Research questions

In order to undertake the practical case of this essay, and following the corpus-based analysis, some research questions have been established to guide the analysis.

Research question 1. Does the functional word “as” mainly function as a conjunction or as a preposition in the corpus?

Research question 2. Does the Activism sub-corpus use the lexeme “as” as a conjunction or preposition in a higher percentage?

Research question 3. Does the Language and Speech sub-corpus use the lexeme “as” as a conjunction or preposition in a higher percentage?

4.2. Corpus design and compilation process

The topics of the TED Talks for the comparison have been chosen following a general criterion which is the daily life matters and issues that concern people nowadays. Within this broad range of topics, texts with persuasive and informative functions have been selected. Dealing with the persuasive examples of the genre, I have decided on the topic of Activism; and dealing with the informative ones, the topic of Language and Speech has been chosen.

Dealing with the topic of Activism, 2020 has been a year of numerous revolutions and social problems and some of the most relevant themes heard in the news those days have been the issue of climate change, feminism, and ‘black lives matter’. Activism sub-corpus contains Ted Talks about “how fearless women lead”, “revolutionary black women”, and “what can you do to solve climate change”. Activism has been chosen since it is a quite recent and polemic matter. Besides, I expected the public speaker to use the cohesive device *as* as a preposition, as in the example (1a.) followed by a noun phrase, probably because of the use of arguments from authorities such as: *as women*, *as revolutionaries*, etc.

The second topic is Language and Speech. Language has always been important in our development as humans, in addition to the great significance of communication and speech in the increasing world of globalization we are living in. Furthermore, my degree, directly or indirectly, deals with language, so it is a rather appropriate topic to cover. Speech and language have an informative aim, so, in this case, I expected the TED speakers to use *as* as conjunction followed by a clause, as in example (1b.) in a higher percentage than using it as a preposition, probably because speakers are transmitting more elaborate and complex information to the audience.

Following Bowker & Pearson (2002) criteria to design a useful special-purpose corpus, it is stated that some fundamental issues are size, number of texts, medium, subject, text type, authorship, language, and publication date. I have compiled a monolingual written corpus about TED Talks, more specifically about TED Talks on Activism, and Language and Speech. It is a special-purpose corpus since it is restricted to an LSP (Language for Specific Purposes) of two topics.

According to Bowker & Pearson (2002), well-designed corpora that are anywhere from about ten thousand to several hundreds of thousands of words in size have proved to be exceptionally useful in LSP studies. In this case, the first topic about Activism contains 10 full texts with a total of 20,576 tokens. The second one about Language and Speech consists of 15 full texts and a total of 20,192 tokens. The reason why the corpus of Activism includes fewer texts than the Language and Speech corpus is that I wanted to compile two sub-corpora with an alike number of tokens, and this is the reason why I had to include more texts in the second sub-corpora. In total, the specialized corpus contains 25 texts and a total of 40,768 tokens. All these texts are from different authors which helped to gain a more thorough understanding of patterns that are typical of the LSP. Lastly, it is a synchronic corpus because it registers the transcription of talks for the last ten years. It is also open due to the possibility of not obtaining the expected results and wanting to expand it at a later date.

As regards the selection criteria to choose the texts, I chose them randomly within each topic. In the TED Talks website, there is a section called *Discover* where all the topics arranged alphabetically can be found in the *Topics* section. Within this list, I looked for *Activism*, *Language*, and *Speech*. Once the texts were collected, they were cleaned of images, graphs, or, in this case, the minutes within the transcription of the video in which each utterance is said as we are dealing with an oral genre.

Texts had to be organized within the specialized corpus whose name is “TED Talks_Corpus”, and the names for the sub-corpora are “TED Talks_Activism” and “TED Talks_Language and Speech”. Once I had all the texts collected and cleaned, a filename had to be given to them. In this case, my first text was named: [001_ActivTT_Bastida20]. The first number corresponds to the number of the text, in this case, as it is the first one, the

number one (001) has been given to it. Then, the topic of the TED Talk, ‘Activ’ corresponds to Activism, and the following ‘TT’ corresponds to *TED Talk*. After that, the surname of the speaker and the year the talk took place are added. In this example, Xiye Bastida is the author, and the talk took place in 2020. When the text belongs to the other topic, Language and Speech, it can be also stated in its filename with the abbreviation ‘LangSpe’, as in the example [011_LanSpeTT_Boroditsky17]. Having explained all that, all the information regarding the corpus texts used in this analysis is included in Appendix I.

4.3. Analysis tools

Once the corpus has been compiled and organized, the information that is on it must be analyzed. There are different software that served for the analysis of linguistic data. In this section, I will deal with the explanation, comparison, and justification of all the tools I have used in this practical case.

The first and probably the most used tool in this essay has been Sketch Engine. It is a tool that analyzes texts in various ways. It can be used by an extensive range of people, from students to big companies of lexicographers or translators. It contains 500 ready-to-use corpora in more than 90 languages that can be freely used. This tool additionally permits you to upload your corpus, which is the way I have chosen. One of its key features is that it enables the user to upload monolingual or bilingual corpus as well as allowing the user to upload several texts at the same time. Apart from that, Sketch Engine makes an automatic POS tagging when the corpus is created and uploaded to the software. It can also search for the most typical combinations of a word or phrase, synonyms, or examples of use, even search for a translation in a parallel corpus. Using a text, Sketch Engine can generate a word list of the most frequent POS or extracting keywords and terminology. Moreover, this software can also provide collocations of any POS, word, term, phrase, etc. According to Inkpen et al. (2016), it uses a lemmatizer, TreeTagger for POS tagging, and a statistical method for computing the specificity of the terms. They also reached the conclusion that some minimalism in the results may be due to the precision trade-off enforced by its algorithm for practical purposes.

Other linguistic analysis tools were evaluated, including AntConc and LancsBox. AntConc is a free corpus software used to carry a corpus linguistic research. It allows you to investigate corpora of plain text files. This software also offers two alternative ways to upload texts, from a folder with lots of texts or uploading one single text at a time. It has several options such as concordance, concordance plot, file view, cluster or n-grams, collocates, word list, and keyword list. One disadvantage of this software is that it is not web-based; the user must freely download it into the computer which may produce some problems when running it. Another disadvantage is that highlighted in Inkpen et al.'s (2016) study, AntConc has a dedicated extraction module, but it only extracts keywords -composed of one word. The section 'Word List' or 'N-Grams' has to be used to list the words or multi-word expressions sorted by the frequency of occurrence in the corpus.

Finally, LancsBox is a software developed by Lancaster University that analyzes language data and corpora. As Sketch Engine, it can work with some existing corpora, or with the user's texts, and the software will make a POS tagging automatically. It is a user-friendly tool, and it can be used by linguistics, language teachers, students, educators, or everyone interested in language. As AntConc, it has to be downloaded into the user's computer as well as providing different versions for any operating system.

To sum up and to conclude this subsection of tools, I will use for the analysis the Sketch Engine software since it has a user-friendly interface. AntConc is the most difficult software to work with, and the user guide is not easy to follow. LancsBox is a bit more modern in terms of the user guide since its website provides lots of videos explaining each tool, although it continues having a disadvantage which is that the user has to download the software into the computer. Bearing in mind all these, I choose Sketch Engine, not only for being a web-based software but for having plenty of explanatory videos, a lot of different tools, and distinct types of searches regarding the user's analysis. It is possible to do a quite simple search only by typing a word, and at the same time, it is possible to search for a complex phrase in this same tool. The main tool I need is the 'concordance', and it provides multiple options for sorting and filtering the results once you have made your search.

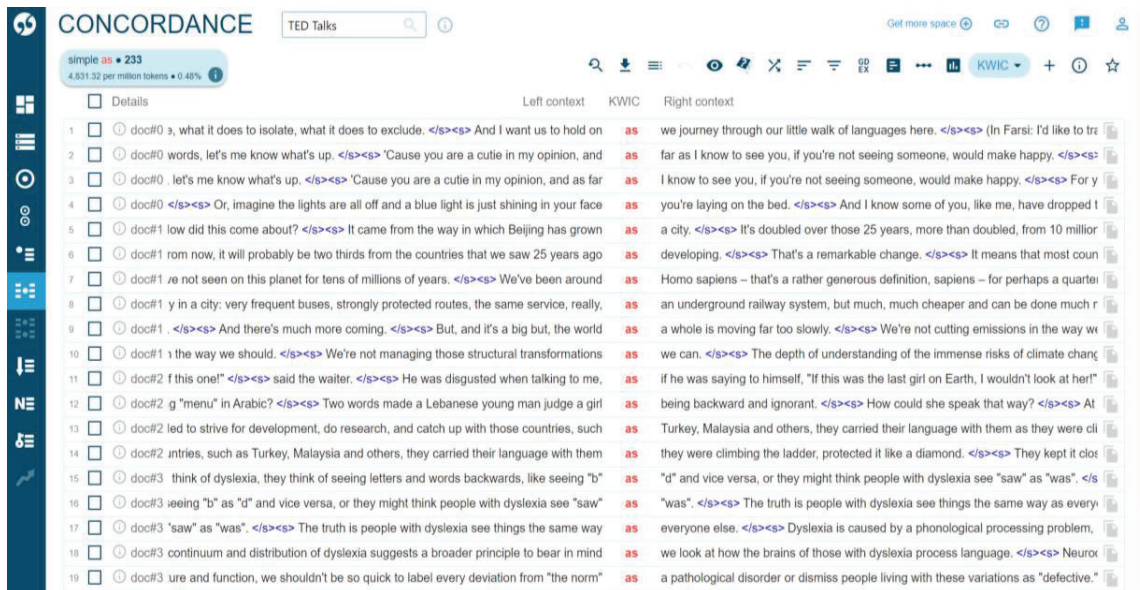


Figure 1. *Sketch Engine concordance tool: a simple search of the lemma ‘as’.*

In Figure 1, it can be observed the results of the concordance tool when looking for the lemma *as* as a simple search. The searched word appears in red and in the center of the concordance lines displayed in KWIC view (keyword in context). The concordancer can rearrange the concordance lines in alphabetical order depending on whether you want to sort to the left or the right the KWIC. In the right upper corner, the display of the numerous options is presented to sort, filter, or rearrange the results in order to further investigate your corpus.

4.4. Methodology

Firstly, to analyze the texts that I compiled in a corpus, they were uploaded into the Sketch Engine software. It is significant to highlight that a specialized corpus including all the texts named “TED Talks_Corpus” was created, and within this corpus, two sub-corpora were included under the names “TED Talks_ Activism” and “TED Talks_Language and Speech” where the texts were divided according to their topics.

Once the texts were uploaded to the software, I used the concordance tool to extract the data I needed from the lemma *as*. According to Kilgarriff (2014), a concordance tool is a powerful tool with a variety of search options. It can detect words, phrases, tags, documents,

text types, or corpus structures, and it displays the results in context in the form of a concordance. Bowker & Pearson (2002) explain that it allows you to retrieve all of the occurrences of a search pattern in your corpus together with its immediate contexts. Results can be sorted, filtered, counted, and processed to obtain the desired results. There are two types of searches, the simple and the advanced one. Within the advanced search, there is an option called CQL, which stands for Corpus Query Language, used for complex searches of lexical and grammatical structures. Some wild cards are used in this type of search such as the question mark (?) for any unspecified character and the asterisk (*) for any number of unspecified characters. Furthermore, once a simple or advanced search has been done within this tool, the results obtained can be sorted and filtered in many ways thanks to the great variety of options. Moreover, the results can be downloaded into a PDF file in order to manually analyze them.

Using the Sketch Engine concordance tool, I did my searches and then, analyzed the data. The first and more general search made for the analysis was looking for the lexeme *as* in the “TED Talks_Corpus”. This was achieved with the basic search tool by typing this lexeme into the box searcher. When I obtained the results, I did a quick search of the different POS of the lemma *as* (adverb, conjunction, pronoun, preposition, and noun) within the advanced search. All the 233 occurrences of *as* that I obtained were given the POS tag of adverb or preposition. Hence, there were no results when searching for this lemma as a conjunction. These results led me to think that conjunctions were included within the adverb and preposition tags. Therefore, I searched for some conjunctions such as *but* to identify that some results were obtained when searching for the tag ‘conjunction’.

After that, I did more specific queries but within the distinct sub-corpora to identify the preposition *as*. Here is an example of the search of the preposition *as* within the Activism sub-corpus. I selected the option ‘lemma’ in query type, then in POS, I selected ‘preposition’, and finally, I typed ‘as’. The identical procedure was followed with the Language and Speech sub-corpus to find how many occurrences of the preposition *as* appear on it.

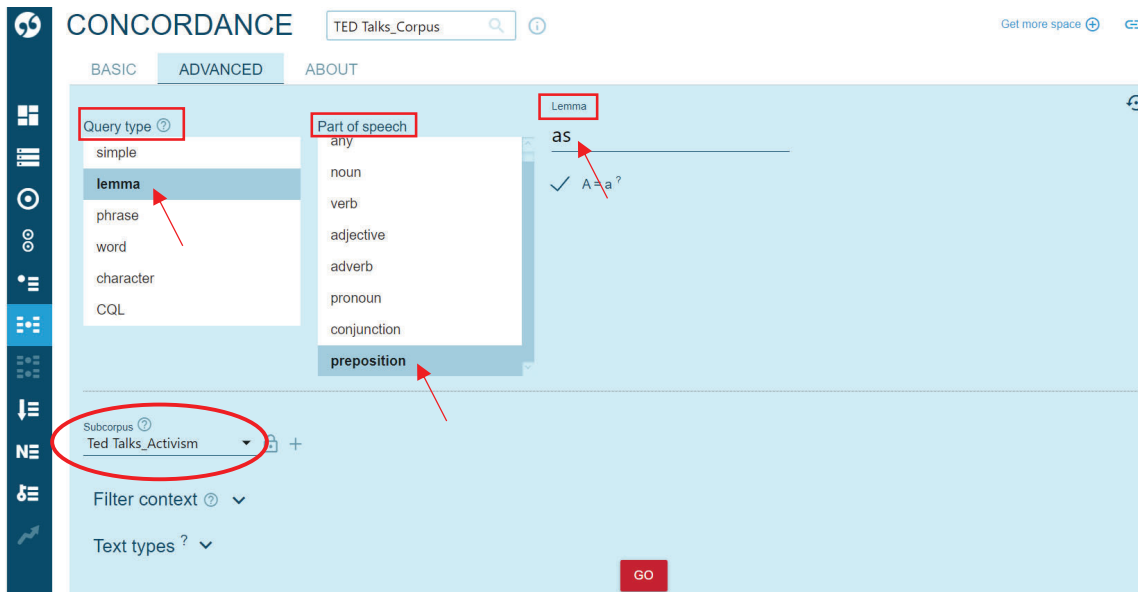


Figure 2. Sketch Engine advanced search: ‘as’ as preposition in Activism sub-corpus.

Then, I searched for the adverb *as* in each sub-corpus since conjunctions of this lexeme are not able to be found by the software Sketch Engine. An example of the search of the adverb *as* in the “TED Talks_Language and Speech” is shown. The same procedure was followed for the Activism sub-corpus.

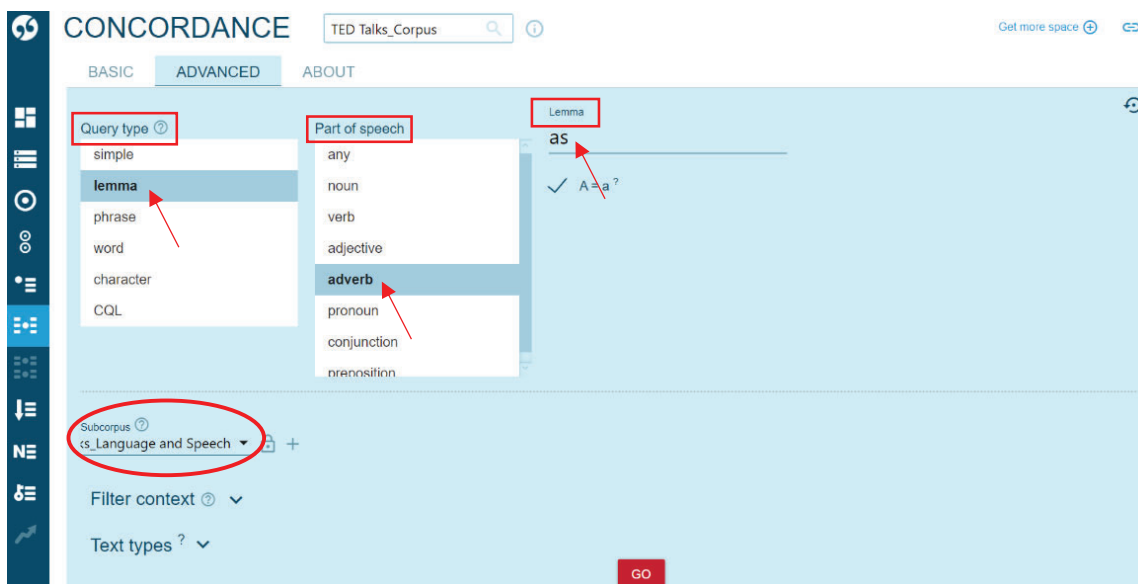


Figure 3. Sketch Engine advanced search: ‘as’ as adverb in the Language and Speech sub-corpus.

Having done all these searches, the next step was to manually analyze all the data looking for errors made by the software due to a possible POS mislabeling. Firstly, to look for errors or conjunctions in the data obtained from the search of the preposition *as*, and secondly, to look for errors or conjunctions in the data obtained from the search of the adverb *as*. Once the results have been automatically obtained and manually cleaned up, the final step was to classify all the results to see whether there were conjunctions or not. Results will be presented and explained in the subsequent section.

5. Results and Discussion

In this section, all the results from the previous searches will be presented in several tables in form of raw and relative frequencies. Furthermore, an explanation of the data will be provided. Firstly, and to see an overall approach to the data, it can be noted in Table 1 the number of times the lemma *as* appears in the different corpora. In this case, this lemma appears 233 times in the “TED Talks_Corpus”, 112 times in the “TED Talks_Activism”, and 121 times in the “TED Talks_Language and Speech”. Therefore, the lemma *as* appears in a higher percentage in the Language and Speech sub-corpus (52%) than in the Activism sub-corpus (48%). The complete list of the concordances of the functional word *as* obtained with Sketch Engine can be found in Appendix II.

Lemma	TED Talks_Activism	TED Talks_Language and Speech	TED Talks_Corpus
As	112 (48.06%)	121 (51.93%)	233 (100%)

Table 1: Overall approach to the data.
(Source: Andrea Delgado)

Once the data have been manually analyzed to search for errors made by Sketch Engine, the results from the search of the lemma *as* as preposition in both sub-corpus are

shown in Table 2. The table indicates the raw and relative frequency of the lemma *as* searched as a preposition when it has appeared as a preposition, as a conjunction, and as an adverb in each of the sub-corpus. The distinction between adverbs and conjunctions is made because of the previously explained errors the software did.

In Table 2, the relative frequencies that are in bold type are the ones that correspond to the right data after analyzing it when searching the lemma *as* as a preposition. The relative frequencies of Table 2 were calculated with the raw frequency of the lemma *as* searched as a preposition, which in this case is 201, in the “TED Talks_Corpus”. It can be seen that the lemma *as* appears as a preposition in a higher percentage in the Activism sub-corpus (33.4%) than in the Language and Speech one (28.36%). The raw frequencies of this lemma as a conjunction or adverb are lower, but still higher in number when analyzing data.

Moreover, Table 2 shows the total number of times the lemma *as* appears as a preposition in each sub-corpus using the software and not detecting the errors made by it, 104 times in the Activism sub-corpus and 97 times in the Language and Speech sub-corpus which corresponds to quite similar percentages (51.7% vs. 48.3%). In total, this lemma appears 201 times in the “TED Talks_Corpus” when it is searched as a preposition including those that have been incorrectly labeled by the software. These incorrectly tagged lemmas are a total of 77 occurrences, having into account the times the lemma *as* has been tagged as a conjunction, 31 and 38 times, and as an adverb, 6 and 2 times, of the total of 201 ones.

Lemma “as” searched as a preposition	TED Talks_Activism	TED Talks_Language and Speech	TED Talks_Corpus
Preposition	67 (33.4%)	57 (28.36%)	124 (61.7%)
Conjunction	31 (15.42%)	38 (18.9%)	69 (34.33%)
Adverb	6 (2.98%)	2 (0.99%)	8 (3.98%)
Total	104 (51.74%)	97 (48.26%)	201 (100%)

Table 2: Results from the preposition ‘as’ in both sub-corpus.
(Source: Andrea Delgado)

In the third table, results from searching the lemma *as* as an adverb are shown. As I explained before, this project has the purpose of investigating the frequency of use of the conjunction *as*, but in Sketch Engine, the conjunction concordances are included within the adverb ones. There are also examples of the conjunctions when searching for the lemma as a preposition, but they will be shown and explained later. So, as in the previous table, I had manually cleaned the results to separate the different POS of the lemma to obtain the desired results. The frequencies that are in bold type, are the expected results for my analysis.

In comparison with Table 2, it can be appreciated a reduced number of occurrences of the lemma when it is searched as an adverb, a total of 32 occurrences concerning the previous 201 ones, and as a result, as conjunction as well. In this case, the percentages have been calculated having as reference the raw frequency 32. As regards the lemma as a conjunction, there is a higher number of them in the Language and Speech sub-corpus, 13 occurrences (40.63%), than in the other one, with 2 (6.25%). In total, the lemma *as* appeared 32 times in the “TED Talks_Corpus” when searching it as an adverb including those that have been incorrectly labeled by the software. In this case, the software made more errors (53.13%) than in the previous search since the lemma has two concordances as a preposition, and 15 occurrences as a conjunction in both sub-corpus, since we were looking for the lemma *as* as an adverb. This can be one reason why the percentage of errors could be more significant.

Lemma “as” searched as an adverb	TED Talks_Activism	TED Talks_Language and Speech	TED Talks_Corpus
Preposition	2 (6.25%)	0	2 (6.25%)
Conjunction	2 (6.25%)	13 (40.63%)	15 (46.87%)
Adverb	4 (12.5%)	11(34.38%)	15 (46.87%)
Total	8 (25%)	24 (75%)	32 (100%)

Table 3: Results from the adverb ‘as’ in both sub-corpus.
(Source: Andrea Delgado)

To sum up the results, Table 4 resumes all the data collected in the previous tables showing the raw frequencies of the different POS of the lemma *as* in the “TED Talks_Corpus”. I have included the adverb POS since it had to be analyzed when looking for the preposition and conjunction POS, and it is quite interesting data. In this table, the results include the right use of each POS I was searching for, adding the other mistaken occurrences when searching for another POS. For example, when classifying the data of the preposition *as* in the Activism sub-corpus, it includes the right occurrences when searching for the preposition *as*, and the errors when searching for the adverb *as* that were classified as adverbs but were actually prepositions. Another example is the percentage of the conjunction classification in the Language and Speech sub-corpus that includes the right conjunction occurrences when searching for the adverb *as* in that corpus, and the errors when searching for the preposition *as* that were tagged as prepositions but were actually conjunctions. All the percentages of this table have been calculated having as reference the raw frequency 233. The last line of the totals is the same one as in Table 1 in order to make the data more visual and easily recognizable. Furthermore, in this case, the bold type indicates the total percentages of each POS of the lemma *as* important for my analysis, prepositions and conjunctions, once all the data was analyzed and organized.

POS of lemma “as”	TED Talks_Activism	TED Talks_Language and Speech	TED Talks_Corpus
Preposition	69 (29.61%)	57 (24.46%)	126 (54.1%)
Conjunction	33 (14.16%)	51 (21.89%)	84 (36.1%)
Adverb	10 (4.3%)	13 (5.6%)	23 (10%)
Total	112 (48.06%)	121 (51.93%)	233 (100%)

Table 4: Totals of the lemma ‘as’ in the corpus expressed as POS data.
(Source: Andrea Delgado)

Bearing in mind the summary of the data shown in Table 4, some key points have to be mentioned. Focusing firstly on the “TED Talks_Activism” sub-corpus, it can be seen that

as has been used in a more significant percentage as a preposition (29.61%) than as conjunction (14.16%). In the same way, it happens in the “TED Talks_Language and Speech” sub-corpus, but with a lower difference between both percentages, being used the lemma as a preposition in a higher percentage (24.46%) than as conjunction (21.89%). So, comparing both sub-corpus, the preposition *as* is used in a higher percentage in the Activism sub-corpus (29.61%) than in the Language and Speech sub-corpus (24.46%). However, the conjunction *as* is used in a lower percentage in the Activism sub-corpus (14.16%) than in the Language and Speech sub-corpus (21.89%).

In total and comparing all the distinctive types of POS of the lemma *as*, the preposition is the one that has been used in a higher percentage in the “TED Talks_Corpus” at 54.1% compared to 36.1% used as a conjunction and 10% used as an adverb. However, if the functions of the sub-corpus are considered, it can be seen that in the persuasive function there is a higher difference between the frequency of use of the preposition and conjunction (29.61% vs. 14.16%) than in the informative function which has a lower difference (24.46% vs. 21.89%). So, although the preposition is the one most used in both functions, the conjunction is highly used in the informative one which was what I expected at the beginning of this analysis.

It is also interesting to comment on the frequencies of the lemma *as* in each type of POS concerning the total of tokens in the corpus. From a total of 40,768 tokens included in the “TED Talks_Corpus”, 233 of them correspond to the lemma *as*. Going further, within the Activism sub-corpus and its 20,576 tokens, 112 of them were the lemma *as*, including 69 as prepositions, 33 as conjunctions, and 10 as adverbs. As regards the Language and Speech sub-corpus and its 20,192 tokens, 121 of them were the lemma *as*, including 57 as prepositions, 51 as conjunctions, and 13 as adverbs.

Finally, Table 5 shows, with the help of tables 2 and 3, the percentage of mistakes the software made. Contrary to Table 4 that shows the right occurrences of each POS of *as*, this table shows the percentage of the errors the software made having as reference Table 1 which is reflected in the first line named ‘Total of occurrences’. The reference for calculating the percentages was the total raw frequency of occurrences of the lemma *as* within each sub-

corpus, in the case of the “TED Talks_Activism” sub-corpus, 112, and in the case of the “TED Talks_Language and Speech” sub-corpus, 121. As for the column of the “TED Talks_Corpus”, the totals have been calculated with the raw frequency 233.

It can be seen how Sketch Engine when searching for the lemma *as* as a preposition has a larger percentage of errors (33.05%) in comparison when searching for the lemma *as* as an adverb (7.3%). This is probably because the concordance tool tagged as preposition some occurrences of adverbs and conjunctions within the prepositional search. Moreover, the table shows that there was a higher percentage of errors in the Language and Speech sub-corpus (42.15%) than in the Activism one (38.39%) although there is not a significant difference. In conclusion, this table summarizes that there has been a 40.35% of error when detecting a certain POS of the lemma *as*, and, in the same way, there is a 59.7% of accurate occurrences. So, it can be concluded that Sketch Engine performs with almost 60% of correct occurrences when tagged the lemma *as* within the different POS.

Lemma “as”	TED Talks_Activism	TED Talks_Language and Speech	TED Talks_Corpus
Total of occurrences	112	121	233
Errors when searched as preposition	37 (33.04%)	40 (33.06%)	77 (33.05%)
Errors when searched as adverb	4 (3.57%)	13 (10.74%)	17 (7.3%)
Total of errors	43 (38.39%)	51 (42.15%)	94 (40.35%)

Table 5: *Percentages of error in each search.*
(Source: Andrea Delgado)

Having presented all the results in the previous tables, this data must be discussed referring to the initial research questions of this essay. The first thing that is worth mentioning is that the lemma *as* has appeared a total of 233 times in the “TED Talks_Corpus”, being from that 112 times in the “TED Talks_Activism” sub-corpus, and 121 times in the “TED

Talks_Language and Speech” sub-corpus. So, it can be stated that this functional word appears to a higher extent in the second sub-corpus, although the difference is not so significant. This could be due to the fact that this functional word is used in conferences for persuasive and informative functions in almost the same percentage. From this data, it can be drawn the idea that this functional word is used almost in the same quantity in both topics of TED Talks being no difference between them. Furthermore, it is also a remarkable fact that from a total of 40,768 tokens, only 233 of them, with a relative frequency of 0.57%, were occurrences of this lemma, which probably is associated with the idea that this lemma is not widely used in an oral genre. To confirm this idea, I searched in the COCA Corpus the relative frequency of the use of *as* in the spoken section. This lemma resulted to have a relative frequency of 0.43%, a frequency even lower than in my corpus, so, it can be stated that this functional word is not widely used in the oral genre. In addition to that, having as a reference the summary of the data in Table 4, it can be affirmed that the lemma *as* has been used in a higher percentage as a preposition with a 54.1% than conjunction with a 36.1%. On the basis of my own experience learning a second language, it could be due to the fact that using a preposition followed by a noun phrase is usually easier and faster in oral speech than using a conjunction which implies the use of more complex sentences, even subordinates ones. Then, my first research question about the function of the lemma *as* in the “TED Talks_Corpus” has been solved stating that it appears more times as a preposition. However, if we analyze in which sub-corpus the preposition *as* appeared in a higher percentage, results are quite similar. It appears in the Activism sub-corpus in 29.61% and 24.46% in the Language and Speech sub-corpus, probably due to the previous idea of producing simpler sentences over more complex ones.

Following this idea of *as* used as a preposition, my second research question dealt with the issue of the use of this functional word in the “TED Talks_Activism” sub-corpus. Using the data from table 4, which have been revised, organized, and analyzed, the lemma *as* appeared as a preposition in this sub-corpus in a 29.61% in comparison with the appearance of this lemma as a conjunction in a 14.16%. This large difference can be probably due to the main function of the topic of Activism in TED Talks that deals with persuading or

encouraging people to do something for women, or climate change. Some examples of the preposition *as* in the sub-corpus about Activism are:

- a. ... *as a collective*...
- b. ... *as an antiracist*...
- c. *As an activist*...
- d. ... *as a women leader*...
- e. ... *as humans*...
- f. ... *as feminist*...
- g. *As women*...

These examples have something in common which is their structure, the preposition *as* followed by a noun phrase -a collective, an antiracist, an activist, a women leader, etc.-, which could be considered an argument of authority. These noun phrases have some little differences, such as the existence of the determiner ‘a’ or ‘an’ as in the first four examples, or the absence of it such as in examples (e.), (f.), and (g.) in which the noun is in its plural form. Some other examples include an adjective in the noun phrase which is the case of the example (d.). So, my second research question has been solved when stating that the lemma *as* appears in the Activism sub-corpus as a preposition to a higher extent, as I explained, probably because of the key function of this sub-corpus which is persuading and drawing the attention of the members of the audience.

Concerning my third research question, it dealt with the use of the lemma *as* in the “TED Talks_Language and Speech” sub-corpus. Thanks to the data shown in Table 4, it can be seen how this functional word appears to a higher extent as a preposition (24.46%) than as a conjunction (21.89%) as well as in the previous one. However, in this case, the difference between both percentages is much lower. This can be associated with the difficulty of using this functional word as a conjunction in an informal oral speech. When people are giving a talk to a public who does not know anything about a certain topic, they tend to do it in a simpler way and use shorter sentences to ease the understanding of the information. Some examples in the results of the lemma *as* used as a conjunction are:

- a. ... *as I was listening to these...*
- b. ... *as you are walking...*
- c. ... *as your voice begins to deepen...*
- d. ... *as he picked up his hammer and saw...*
- e. ... *as she begins to process the world around...*
- f. ... *as we start to communicate in sentences...*
- g. ... *as they were looking at colors...*

It can be observed how all these examples follow a regular pattern as well as the previous ones. In this case, the conjunction *as* is followed by a clause starting with a personal pronoun except in example (c.) where it is followed by a noun phrase. So, my third research question is answered since the lemma *as* appears in the “TED Talks_Language and Speech” sub-corpus as a preposition in a more significant extent, as well as in the second research question. Then, it can be concluded that the preposition *as* has been used to a larger extent in both sub-corpus, and as a result in the “TED Talks_Corpus”. As I explained before, it is likely due to the fact that my corpus deals with transcriptions of oral TED Talks, and being an oral genre, in my opinion, we tend to use simpler language than in written one to assure the comprehension of the topic by the members of the audience. Furthermore, as being TED Talks a more emerging genre with the passing of the years, a more familiar language is probably used than in previous years since nowadays these talks are used in lots of situations even for teaching English as a second language.

Finally, although it was not one of the objectives of the paper, it is worth mentioning the mistakes produced by the Sketch Engine software when searching for a certain POS of the functional word *as*. From all the information searched on this software, from 233 times that it appeared on the “TED Talks_Corpus”, 94 occurrences (40.35%) were errors in the POS tag, which is practically half of the total occurrences. It can be also drawn from data from Table 5 that in the “TED Talks_Activism” sub-corpus were fewer errors (38.39%) than in the “TED Talks_Language and Speech” sub-corpus (42.15%), probably because of a more considerable number of occurrences in this last one.

Moreover, we can perceive a higher percentage of errors when searching this lemma as a preposition (33.05%) than when searching this lemma as an adverb (7.3%) in the “TED Talks_Corpus”. In this case, there is a significant difference, and it can demonstrate how the lemma *as* is better recognized as an adverb, probably because the structure of the clause is easier recognizable by the Sketch Engine software since a “subject + verb” pattern is the most common one when producing a sentence in English. Despite having almost a 60% of right occurrences when searching for the different POS of this lemma, these linguistic tools still have a lot of progress to do when tagging. This is one of the reasons why I made a manual analysis of the automatically obtained results.

6. Conclusion

TED Talks Conferences is a platform where lots of new talks are uploaded every week. People can listen to them completely free, and subtitles are available for them which can help to learn English as a foreign language. Having seen the recent growth of this oral genre in the last years, the aim of this study was to investigate the frequency and usage of the preposition and conjunction *as* in a corpus of TED Talks formed by two sub-corpora about two different functions, persuasive and informative. Within the persuasive function, the topic of Activism was selected, and within the informative one, Language and Speech was chosen. As regards the analysis itself, I have analyzed the frequency and the different POS of this lemma with the help of a concordance tool. Three linguistic tools were compared, and the one that suited my necessities was Sketch Engine, so it was the one I have employed to collect the necessary data. The use of this functional word as a preposition was expected in the persuasive function to a higher extent, and its use as conjunction was expected in the informative function.

Giving an answer to my analysis, it was appreciated in the data that the use of *as* as a preposition is the one used with a higher frequency in the “TED Talks_Corpus” with a 54.1%. In the same way, it has been seen that as a conjunction, it has been used in a lower percentage, 36.1%, and as an adverb, it has been used only in a 10%. Therefore, focusing now on the

division of the specialized corpus by topics, the preposition *as* has been used in a high percentage in both sub-corpora, which can be associated with the difficulty of using this functional word as a conjunction in an informal oral speech. When giving a talk, people tend to produce easier structures than in a written genre to assure the comprehension of the topic by the members of the audience. This idea is linked to the one that TED Talks is nowadays being more used to teach and acquire a second language, such as English, which conducts me to think that an easier vocabulary and grammar is used in some of the informative videos. As regarding the function of both sub-corpus, persuasive and informative, I expected that this functional word was used as a preposition in the persuasive function because of the authority arguments, and as a conjunction in the informative function because of producing more complex sentences. This analysis proved that both of them have used it as a preposition in a higher frequency, however, within the persuasive topic, there was a higher difference in the percentage between preposition and conjunction, whereas, in the informative topic, there has been a lower one. This could mean that the conjunction *as* is more used in the informative function than in the persuasive one which confirms my initial proposal.

As I manually analyzed the results obtained by the software, some errors were spotted, corrected, and reorganized. According to Schmid (1994), Sketch Engine uses a POS tagger, called TreeTagger, which achieves 96.36% accuracy on English Penn-Treebank data. Despite this, I have found out in my study that almost half of the results were errors, which leads me to think that this POS tagger has indeed to improve at least in its disambiguation tool in the case of functional words with more than one part-of-speech or function. So, some disambiguation processes will have to be enhanced in these types of confusing words to assure a correct analysis in future projects with a higher amount of data.

It could be interesting to carry out further research with different POS of the lemma *as* with other functions and topics of TED Talks in order to compare the results and to validate the findings of this lemma as a preposition, conjunction, and adverb. It may also be worthwhile to study this lemma by comparing it in the oral genre with other different ones or maybe comparing it with other oral corpora. Furthermore, investigating and comparing the language and the complexity of the structures using these connectors in oral genres can

be quite useful to comprehend how humans use English structures when they do not have an established discourse to present or, on the contrary, how they act when they are giving a talk, with a persuasive or informative function, to different types of members of an audience.

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8. Appendix I

Table 6. *Corpus texts with relevant information from the “TED Talks_Corpus”.*
(Source: Andrea Delgado)

Tag	Ted Talk	Author	Year	N° Tokens
001_ActivTT_Bastida20	If you adults won't save the world, we will	Xiye Bastida	2020	1,270
002_ActivTT_Yacoobi15	How I stopped the Taliban from shutting down my school	<u>Sakena Yacoobi</u>	2015	2,325
003_ActivTT_Mitchell19	Dangerous times call for dangerous women	Pat Mitchell	2019	2,466
004_ActivTT_Huerta18	How to overcome apathy and find your power	Dolores Huerta	2018	1,910
005_ActivTT_Burke18	Me Too is a movement, not a moment	Tarana Burke	2018	2,200
006_ActivTT_Crenshaw16	The urgency of intersectionality	Kimberlé Crenshaw	2016	1,925
007_ActivTT_Richards18	The political progress women have made – and what's next	Cecile Richards	2018	2,054
008_ActivTT_Abrams18	3 questions to ask yourself about everything you do	Stacey Abrams	2018	2,473

009_ActivTT_Poo18	The work that makes all other work possible	Ai-Jen Poo	2018	2,112
010_ActivTT_Stern14	The state of the climate – and what we might do about it	Lord Nicholas Stern	2014	1,886
011_LanSpeTT_Boroditsky17	How language shapes the way we think	Lera Boroditsky	2017	2,374
012_LanSpeTT_Morin20	What do all languages have in common?	Cameron Morin	2020	2,529
013_LanSpeTT_Gaskell20	How do our brains process speech?	Gareth Gaskell	2020	1,877
014_LanSpeTT_Nacamulli15	The benefits of a bilingual brain	Mia Nacamulli	2015	587
015_LanSpeTT_Bowern15	Where did English come from?	Claire Bowern	2015	1,661
016_LanSpeTT_Calude16	Does grammar matter?	Andreea S. Calude	2016	481
017_LanSpeTT_Peterson19	Why language is humanity's greatest invention?	David Peterson	2019	695
018_LanSpeTT_Hasson16	This is your brain on communication	Uri Hasson	2016	610
019_LanSpeTT_Machová18	The secrets of learning a new language	Lýdia Machová	2018	715

020_LanSpeTT_Ali19	The language of being human	Poet Ali	2019	641
021_LanSpeTT_Talhok12	Don't kill your language	Suzanne Talhok	2012	634
022_LanSpeTT_Hurley13	What is dyslexia?	Kelli Sandman-Hurley	2013	2,540
023_LanSpeTT_Patel13	Synthetic voices, as unique as fingerprints	Rupal Patel	2013	2,377
024_LanSpeTT_Aparta16	One of the most difficult words to translate	Krystian Aparta	2016	1,915
025_LanSpeTT_	Why does your voice change as you get older?	Shaylin Schundler	2018	638

9. Appendix II

Figure 4. Sketch Engine's concordances of the lemma 'as' in the "TED Talks_Activism" sub-corpus.

Ted Talks_Activism × lemma as • 112
4,634.42 per million tokens • 0.23%

	Details	Left context	KWIC	Right context
1	doc#1	><s> It came from the way in which Beijing has grown	as	a city. </s><s> It's doubled over those 25 years, more
2	doc#1	wo thirds from the countries that we saw 25 years ago	as	developing. </s><s> That's a remarkable change. </s>
3	doc#1	tens of millions of years. </s><s> We've been around	as	Homo sapiens – that's a rather generous definition, sa
4	doc#1	as, strongly protected routes, the same service, really,	as	an underground railway system, but much, much chea
5	doc#1	more coming. </s><s> But, and it's a big but, the world	as	a whole is moving far too slowly. </s><s> We're not cu
6	doc#1	• We're not managing those structural transformations	as	we can. </s><s> The depth of understanding of the im
7	doc#8	hile you tell me stories about your childhood, </s><s>	As	you know, we have been living in New York City since
8	doc#8	parks and school and friends. </s><s> Now it serves	as	a web that connects me with all the other people who
9	doc#8	• All of his words about the responsibility that we have	as	humans to live in balance with nature were passed do
10	doc#8	ut the dishes, but of course, that applies to the planet	as	well. </s><s> I didn't know what to do at first. </s><s>
11	doc#8	of Mother Earth is about every decision that we make	as	a collective. </s><s> I am happy to tell you, Abuelita, t
12	doc#8	s to. </s><s> They ask questions and I give answers,	as	if I really knew how the world works. </s><s> They wa
13	doc#8	the luxury of time anymore. </s><s> Saving the world	as	a teenager means being good with words, understand
14	doc#8	s><s> I truly feel that if all of us took care of the Earth	as	a practice, as a culture, none of us would have to be fu
15	doc#8	feel that if all of us took care of the Earth as a practice,	as	a culture, none of us would have to be full-time climate
16	doc#9	rancies, five of us are alive. </s><s> You can imagine	as	a child what I went through. </s><s> Day to day, I wat
17	doc#9	• medical school, but I could not go there. </s><s> So	as	a result, my father sent me to America. </s><s> I cam
18	doc#9	/s><s> My family was in a refugee camp. </s><s> So	as	soon as I completed my education, I brought my family
19	doc#9	ly family was in a refugee camp. </s><s> So as soon	as	I completed my education, I brought my family to Ame
20	doc#9	er and their home, and they are supporting the family	as	a 10-to-12-year old boy -- being the head of the house
21	doc#9	telling me, "Run away, hide!" </s><s> And you know,	as	a leader, what do you do? </s><s> You're scared. </s>
22	doc#9	</s><s> You know your life is on the line. </s><s> But	as	a leader, you have to hold it together. </s><s> You ha
23	doc#9	Of course, I was happy to be alive. </s><s> But also,	as	we continuously gave training during the fall of the Tali
24	doc#11	olitics that divide us and diminish our collective power	as	a global community of women, and the men and the al
25	doc#11	eed to please and be popular. </s><s> In my first job	as	a college teacher, I broke the rules, and I encouraged
26	doc#11	ith the excuse that he had a family to support, so did I	as	a single mom. </s><s> But I dropped my protest to ke
27	doc#11	• ir jobs without equal pay for equal work. </s><s> And	as	one of the first women on television in the '70s, I was v
28	doc#11	:><s> And later, in the power positions in media, often	as	the first or only woman, aware of being judged through
29	doc#11	ing a leader for women and not being entirely defined	as	a woman leader. </s><s> But today, I'm proud to be kn
30	doc#11	nan leader. </s><s> But today, I'm proud to be known	as	a woman leader. </s><s> As an activist, advocate, fem
	doc#11	y, I'm proud to be known as a woman leader. </s><s>	As	an activist, advocate, feminist and as a newly declared

31		
32	doc#11 leader. </s><s> As an activist, advocate, feminist and	as a newly declared dangerous woman, I'm caring less w
33	doc#11 I or wisely and who don't share it. </s><s> I've heard,	as I'm sure you have, those stories that begin with, "The v
34	doc#11 </s><s> This is our biggest opportunity." </s><s> And	as a journalist and an activist, I've seen this idea in action
35	doc#11 to ending violence in their communities. </s><s> And	as an activist, I've traveled to places where it's dangerous
36	doc#11 ing survivors of sexual assault to return to their villages	as leaders, </s><s> And at recent climate summits, I've c
37	doc#11 ate agreement continue to move forward. </s><s> So	as we move forward in our lives and work and we have m
38	doc#11 or a woman of color. </s><s> I've had this experience,	as I'm sure you have. </s><s> "Are you running an affirm
39	doc#11 3S?" </s><s> asked one of my board members when,	as a new president, I announced my first hires as five qua
40	doc#11 : when, as a new president, I announced my first hires	as five qualified women. </s><s> Now, my affirmative act
41	doc#11 s, in my judgment, the best candidates for the position	as well. </s><s> I say, dangerous women and our allies:
42	doc#11 uture generations." </s><s> I, too, do not view my life	as a brief candle, although I am burning it at both ends. <
43	doc#13 I went wrong with us at the top of that animal kingdom	as women. </s><s> So I want to give you an example of
44	doc#13 erica. </s><s> But the thing is, if we can get out there	as individuals and talk to people, so we can remove their
45	doc#13 leave their homes, their beautiful homes that we go to	as tourists? </s><s> Because they don't have opportuniti
46	doc#13 ive their homes. </s><s> They wouldn't have to come	as asylum seekers to the borders of the United States of
47	doc#15 metimes it's an accumulation of feelings. </s><s> And	as survivors, we often have to hold the truth of what we e
48	doc#18 member them, no frames for us to hold them. </s><s>	As a consequence, reporters don't lead with them, policyr
49	doc#18 y because their experiences weren't exactly the same	as white women and African-American men? </s><s> Ra
50	doc#18 ssed their case completely out of court. </s><s> Now,	as a student of antidiscrimination law, as a feminist, as ar
51	doc#18 l. </s><s> Now, as a student of antidiscrimination law,	as a feminist, as an antiracist, I was struck by this case. <
52	doc#18 n, as a student of antidiscrimination law, as a feminist,	as an antiracist, I was struck by this case. </s><s> It felt
53	doc#18 orld, were facing all kinds of dilemmas and challenges	as a consequence of intersectionality, intersections of rac
54	doc#18 rive their encounters with police. </s><s> Black girls	as young as seven, great grandmothers as old as 95 hav
55	doc#18 ' encounters with police. </s><s> Black girls as young	as seven, great grandmothers as old as 95 have been kill
56	doc#18 s> Black girls as young as seven, great grandmothers	as old as 95 have been killed by the police. </s><s> They
57	doc#18 ck girls as young as seven, great grandmothers as old	as 95 have been killed by the police. </s><s> They've be
58	doc#18 I phone, laughing with friends, sitting in a car reported	as stolen and making a U-turn in front of the White House
59	doc#18 ame amount of media attention and communal outcry	as the lost lives of their fallen brothers? </s><s> It's time
60	doc#18 voice of the phenomenal Abby Dobson. </s><s> And	as we sit with these women, some who have experienced
61	doc#18 3 of you who are able to join us in saying these names	as loud as you can, randomly, disorderly. </s><s> Let's c
62	doc#18 who are able to join us in saying these names as loud	as you can, randomly, disorderly. </s><s> Let's create a c
63	doc#19 litical labels, because I believe what binds us together	as women is so much more profound than what keeps up

64	doc#19 the shoulders of the women who came before us. and	as	for myself. I come from a long line of tough Texas women
65	doc#19 hat was planned for dinner that night. </s><s> And so	as	the story goes, my grandmother, in the birthing bed, in
66	doc#19 ying to change that. </s><s> She used to like to say, "	As	women, if you just give us a chance, we can perform.
67	doc#19 lical party that instead of putting our issues to the side	as	distractions, made them the top priority. </s><s> Well,
68	doc#19 3 that finally, businesses might quit treating pregnancy	as	a nuisance, and rather understand it as a primary med
69	doc#19 ng pregnancy as a nuisance, and rather understand it	as	a primary medical issue for millions of American worke
70	doc#19 itly, I think all of these issues would no longer be seen	as	"women's issues." </s><s> They would just be seen a
71	doc#19 s "women's issues," </s><s> They would just be seen	as	basic issues of fairness and equality that everybody ca
72	doc#19 pted nor tolerated. </s><s> Women around the world,	as	we know, are raising their hands and saying, "Me Too,
73	doc#19 't wait for permission, don't wait for your turn. </s><s>	As	the late, great Shirley Chisholm said -- Shirley Chishol
74	doc#19 , that "nobody's free 'til everybody's free." </s><s> So	as	I mentioned earlier, women of color in this country did
75	doc#19 d -- Because their issues are our issues. </s><s> And	as	white women, we have to do more, because racism ar
76	doc#19 ew organization, run for office. </s><s> Or maybe it's	as	simple as standing up on the job in support of yourself
77	doc#19 zation, run for office. </s><s> Or maybe it's as simple	as	standing up on the job in support of yourself or your co
78	doc#19 : invest in women, all right? </s><s> Invest in women	as	candidates, as changemakers, as leaders. </s><s> Ju
79	doc#19 en, all right? </s><s> Invest in women as candidates,	as	changemakers, as leaders. </s><s> Just as an exam
80	doc#19 s> Invest in women as candidates, as changemakers,	as	leaders. </s><s> Just as an example, in this last elect
81	doc#19 ndidates, as changemakers, as leaders. </s><s> Just	as	an example, in this last election cycle in the United Sta
82	doc#21 7 -- I graduated from high school in Decatur, Georgia,	as	valedictorian of my high school -- I was very proud of r
83	doc#21 to Georgia so my parents could pursue their degrees	as	United Methodist ministers. </s><s> We were poor, bu
84	doc#21 se I watched a lot of "General Hospital" and "Dynasty"	as	a child. </s><s> And so I got up that morning, ready to
85	doc#21 /s><s> So we're walking along the side. </s><s> And	as	we walk single file along the side, my mom and dad sa
86	doc#21 e documented. </s><s> I wanted to open those gates	as	an ally of the LGBTQ community. </s><s> I wanted to
87	doc#21 hargy and watching an inordinate amount of television	as	I eat ice cream? </s><s> What do I do next? </s><s>
88	doc#21 </s><s> But also understand their mistakes, because,	as	women in particular, we're taught that if something doe
89	doc#21 lead of power. </s><s> We let someone give us a title	as	a consolation prize, rather than realizing we know wha
90	doc#21 • Because if you are beaten down, if you have worked	as	hard as you can, if you have done everything you said
91	doc#21 se if you are beaten down, if you have worked as hard	as	you can, if you have done everything you said you sho
92	doc#24 work in our homes every single day, caring for children	as	nannies, caring for our loved ones with disabilities and
93	doc#24 ring for our loved ones with disabilities and our elders,	as	home care workers, maintaining sanity in our homes a
94	doc#24 s home care workers, maintaining sanity in our homes	as	cleaners. </s><s> It's the work that makes all other wo
95	doc#24 </s><s> And it's this work that is not even referred to	as	real work. </s><s> It's referred to as "help." </s><s> It
96	doc#24 even referred to as real work. </s><s> It's referred to	as	"help." </s><s> It's often seen as unskilled, not seen a

97	doc#24 ><s> It's referred to as "help." </s><s> It's often seen	as	unskilled, not seen as professional. </s><s> And race
98	doc#24 ; "help." </s><s> It's often seen as unskilled, not seen	as	professional. </s><s> And race has played a profound
99	doc#24 pe who we become in this world; and they are with us	as	we prepare to leave this world. </s><s> And their exp
100	doc#24 <s> They offered Lily's family that if she came to work	as	their nanny, she would be able to have access to a US
101	doc#24 rother, who was living in the United States at the time	as	well. </s><s> Between the two of us, we were able to
102	doc#24 </s><s> They know how your toddler likes to be held	as	they take their bottle before a nap. </s><s> They know
103	doc#24 ow it's a slippery slope when we start to see a worker	as	less than a real worker, to a woman as less than a wo
104	doc#24 > see a worker as less than a real worker, to a woman	as	less than a woman, to a mother as less than a mother,
105	doc#24 orker, to a woman as less than a woman, to a mother	as	less than a mother, to a child as less than a child. </s>
106	doc#24 a woman, to a mother as less than a mother, to a child	as	less than a child. </s><s> In the spring of 2018, the Tr
107	doc#24 o were arriving at the border seeking asylum; children	as	young as 18 months, separated from their parents afte
108	doc#24 iving at the border seeking asylum; children as young	as	18 months, separated from their parents after a long a
109	doc#24 > And because they were migrants, they were treated	as	less than children. </s><s> In response, I helped to or
110	doc#24 pped off to jails hundreds of miles away. </s><s> And	as	they passed us by, they reached for us through the wif
111	doc#24 issed us by, they reached for us through the windows,	as	we stood vigil to let them know that they are not alone,
112	doc#24 ces, right in our homes, full of moral choices. </s><s>	As	you go about your day and you encounter these moral

Figure 5. Sketch Engine’s concordances of the lemma ‘as’ in the “TED Talks_Language and Speech” sub-corpus.

Ted Talks_Language a... x lemma as • 121
5,029.09 per million tokens • 0.25%

	Details	Left context	KWIC	Right context
1	doc#0	t it does to exclude. </s><s> And I want us to hold on	as	we journey through our little walk of languages here. <
2	doc#0	jp. </s><s> 'Cause you are a cutie in my opinion, and	as	far as I know to see you, if you're not seeing someone
3	doc#0	><s> 'Cause you are a cutie in my opinion, and as far	as	I know to see you, if you're not seeing someone, would
4	doc#0	s are all off and a blue light is just shining in your face	as	you're laying on the bed. </s><s> And I know some of
5	doc#2	waiter. </s><s> He was disgusted when talking to me,	as	if he was saying to himself, "If this was the last girl on f
6	doc#2	Two words made a Lebanese young man judge a girl	as	being backward and ignorant. </s><s> How could she
7	doc#2	do research, and catch up with those countries, such	as	Turkey, Malaysia and others, they carried their languag
8	doc#2	ysia and others, they carried their language with them	as	they were climbing the ladder, protected it like a diamc
9	doc#3	of seeing letters and words backwards, like seeing "b"	as	"d" and vice versa, or they might think people with dys
10	doc#3	sa, or they might think people with dyslexia see "saw"	as	"was". </s><s> The truth is people with dyslexia see th
11	doc#3	truth is people with dyslexia see things the same way	as	everyone else. </s><s> Dyslexia is caused by a phon
12	doc#3	! dyslexia suggests a broader principle to bear in mind	as	we look at how the brains of those with dyslexia proces
13	doc#3	it's not so quick to label every deviation from "the norm"	as	a pathological disorder or dismiss people living with th
14	doc#3	disorder or dismiss people living with these variations	as	"defective." </s><s> People with neurobiological varia
15	doc#3	exia, including such creative and inventive individuals	as	Picasso, Muhammad Ali, Whoopi Goldberg, Steven Sp
16	doc#3	ention works because it locates dyslexia appropriately	as	a functional variation in the brain, which, naturally, sho
17	doc#4	w, "the human voice is the organ of the soul." </s><s>	As	a speech scientist, I'm fascinated by how the voice is p
18	doc#4	Because when we mix them, we can get a voice that's	as	clear as our surrogate talker -- that's the person we bo
19	doc#4	when we mix them, we can get a voice that's as clear	as	our surrogate talker -- that's the person we borrowed t
20	doc#4	! stranger who gave her the gift of voice. </s><s> And	as	a scientist, I'm so excited to take this work out of the la
21	doc#4	gether in this voice drive to give people voices that are	as	colorful as their personalities. </s><s> To do that as a
22	doc#4	s voice drive to give people voices that are as colorful	as	their personalities. </s><s> To do that as a first step, v
23	doc#4	e as colorful as their personalities. </s><s> To do that	as	a first step, we've put together this website, VocaliD.or
24	doc#4	irst step, we've put together this website, VocaliD.org,	as	a way to bring together those who want to join us as v
25	doc#4), as a way to bring together those who want to join us	as	voice donors, as expertise donors, in whatever way to
26	doc#4	ig together those who want to join us as voice donors,	as	expertise donors, in whatever way to make this vision
27	doc#4	! a few hours of speech from our surrogate talker, and	as	little as a vowel from our target talker, to create a uniq
28	doc#4	hours of speech from our surrogate talker, and as little	as	a vowel from our target talker, to create a unique vocal
29	doc#5	rd there is actually one of the smallest: "you." </s><s>	As	simple as it seems, it's often impossible to accurately t
30	doc#5	actually one of the smallest: "you." </s><s> As simple	as	it seems, it's often impossible to accurately translate "y
	doc#5	noun reflects these differences through what's known	as	the T-V distinction. </s><s> In French, for example, y

31			
32	doc#5	re, it depends on whether they are one or many, such	as with German "Du" or "ihr." </s><s> Even in English, so
33	doc#5	al. </s><s> Phew! </s><s> After all that, it may come	as a relief that some languages often leave out the second
34	doc#5	n context than use the wrong one and risk being seen	as rude. </s><s> So if you're ever working as a translator
35	doc#5	being seen as rude. </s><s> So if you're ever working	as a translator and come across this sentence without an
36	doc#6	esses that would deepen their voices. </s><s> Known	as castrati, their light, angelic voices were renowned thro
37	doc#6	are already capable of incredible variety. </s><s> And	as we age, our bodies undergo two major changes which
38	doc#6	cartilage that supports and moves the vocal cords, or,	as they're more accurately known, the vocal folds. </s><s>
39	doc#6	g an external instrument, we effortlessly change notes	as we speak. </s><s> By pushing air faster or slower, we
40	doc#6	ness is the same from your first words to your last, but	as you age, your larynx ages too. </s><s> During puberty
41	doc#6	oo. </s><s> During puberty, the first major shift starts,	as your voice begins to deepen. </s><s> This happens w
42	doc#6	the symptoms associated with aging larynxes, known	as presbyphonia. </s><s> First, the collagen in our folds
43	doc#7	doing right now is, I'm making sounds with my mouth	as I'm exhaling. </s><s> I'm making tones and hisses and
44	doc#7	ame? </s><s> A rose by any other name would smell	as sweet." </s><s> Well, that suggests that maybe langu
45	doc#7	lance. </s><s> How about you?" </s><s> So imagine	as you're walking around your day, every person you gree
46	doc#7	o. </s><s> This is a little trick that you're taught to use	as kids. </s><s> You learn the number list and you learn
47	doc#7	k blue. </s><s> And when you look at people's brains	as they're looking at colors -- say you have colors shifting
48	doc#7	ds for light and dark blue will give a surprised reaction	as the colors shift from light to dark, as if, "Ooh, something
49	doc#7	surprised reaction as the colors shift from light to dark,	as if, "Ooh, something has categorically changed," where
50	doc#7	think? </s><s> Do German speakers think of the sun	as somehow more female-like, and the moon somehow n
51	doc#7	eone breaking a vase, and I say, "He broke the vase,"	as opposed to "The vase broke," even though you can wi
52	doc#7	u will blame someone more if I just said, "He broke it,"	as opposed to, "It broke." </s><s> The language guides d
53	doc#10	ge, and we're able to do so from an early age-- almost	as soon as we start to communicate in sentences. </s><s>
54	doc#10	we're able to do so from an early age-- almost as soon	as we start to communicate in sentences. </s><s> How i
55	doc#10	rammar, Chomsky developed an analytical tool known	as generative syntax, which represents the order of word
56	doc#10	ie still haven't completely figured out English. </s><s>	As more linguist data was gathered and analyzed, it beca
57	doc#10	cquired from the outside by the mind, which starts out	as a blank slate. </s><s> Today, scientists agree that bef
58	doc#12	y to our ability to understand speech is the brain's role	as a parallel processor, meaning that it can do multiple di
59	doc#12	ord, there are many possible matches. </s><s> Then,	as the word goes on, more and more units register that so
60	doc#12	completely new words to this system? </s><s> Even	as adults, we may come across a new word every few da
61	doc#12	ry few days. </s><s> But if every word is represented	as a fine-tuned pattern of activity distributed over many n
62	doc#12	unconscious activity generates explosions of meaning	as we chat away. </s><s> At night, we rest, but our brain
63	doc#14	the US from Peru when she's two-years old, </s><s>	As a compound bilingual, Gabriella develops two linguisti

64	doc#14	the set of concepts, learning both English and Spanish	as	she begins to process the world around her.
65	doc#14	stages.	as	higher density of the grey matter that contains most of
66	doc#14	the onset of diseases, like Alzheimer's and dementia by	as	much as five years.
67	doc#14	f diseases, like Alzheimer's and dementia by as much	as	five years.
68	doc#14	have the good fortune of learning a second language	as	a child, it's never too late to do yourself a favor and ma
69	doc#16	When we talk about English, we often think of it	as	a single language but what do the dialects spoken in d
70	doc#16	Germanic dialects they spoke would become known	as	Anglo-Saxon.
71	doc#16	"sh" shift.	as	the various Romance languages descended from Latin
72	doc#16	s descended from their own common ancestor known	as	Proto-Germanic spoken around 500 B.C.E. Because t
73	doc#16	ies nearly all languages historically spoken in Europe,	as	well as large parts of Southern and Western Asia.
74	doc#16	ly all languages historically spoken in Europe, as well	as	large parts of Southern and Western Asia.
75	doc#16	even more ancient language, but unfortunately, this is	as	far back as historical and archeological evidence will a
76	doc#16	ancient language, but unfortunately, this is as far back	as	historical and archeological evidence will allow us to g
77	doc#16	Many mysteries remain just out of reach, such	as	whether there might be a link between Indo-European
78	doc#17	s up an ongoing debate between two positions known	as	prescriptivism and descriptivism.
79	doc#17	rules, while descriptivists see variation and adaptation	as	a natural and necessary part of language.
80	doc#17	ie vast majority of language was spoken,	as	people became more interconnected and writing gained
81	doc#17	for written grammar were applied to spoken language,	as	well.
82	doc#17	ch differences without dictating correct ones is known	as	descriptivism.
83	doc#17	world.	as	a set of linguistic habits that are constantly being nego
84	doc#20	t language like they have an equal understanding of it	as	a linguist, because, of course, they speak a language.
85	doc#20	nd if you speak a language, that means you have just	as	much right to talk about its function as anybody else.
86	doc#20	s you have just as much right to talk about its function	as	anybody else.
87	doc#20	valve replacements.	as	valid as yours."
88	doc#20	placements.	as	yours."
89	doc#20	ink of this phrase: "I see!"	as	he picked up his hammer and saw,"
90	doc#20	>>> What you'd want to do is you'd want to examine	as	many different languages as possible.
91	doc#20	is you'd want to examine as many different languages	as	possible.
92	doc#20	guage makes that picture a lot less clear.	as	a job for the past 10 years and also as recreation, just
93	doc#20	ar.	as	recreation, just for fun, I create languages.
94	doc#20	lish, is not actually the study of the English language,	as	we know, it's the study of literature.
95	doc#20	yes can tell us about the depth of the human spirit just	as	an artistic endeavor.
96	doc#20	ig that a long vowel can actually be longer in duration,	as	opposed to different in quality, which is what our long v

97	doc#20	ust a tool, then learning their native language is about	as	useful as learning High Valyrian, so why bother? </s></s>
98	doc#20	then learning their native language is about as useful	as	learning High Valyrian, so why bother? </s></s> Now .
99	doc#20	n the future, we can celebrate endangered languages	as	living languages, as opposed to museum pieces. </s>
100	doc#20	celebrate endangered languages as living languages,	as	opposed to museum pieces. </s></s> Kirimvose. </s>
101	doc#22	esses the sounds that come from the ear. </s></s> And	as	you can see, in this particular brain area, the response
102	doc#22	ular brain area, the responses are going up and down	as	the story is unfolding. </s></s> Now we can take these
103	doc#22	in the dark and waiting for the story to begin. </s></s>	As	you can see, the brain area is going up and down in e
104	doc#22	arent, and not in sync. </s></s> However, immediately	as	the story is starting, something amazing is happening.
105	doc#22	metronomes. </s></s> Think of these five metronomes	as	five brains. </s></s> And similar to the listeners before
106	doc#22	at respond very similarly across people. </s></s> And	as	you can see, this incoming sound induced entrainment
107	doc#22	cause they understood the story in a very similar way,	as	we confirmed, using a test after the story ended. </s>
108	doc#22	necessary for communication. </s></s> For example,	as	you can tell, I am not a native English speaker. </s></s>
109	doc#22	in by the murderer he is looking for. </s></s> With me,	as	a viewer, there is a specific brain pattern in my brain w
110	doc#22	ng to tell him about this lecture, and suddenly it will be	as	if he is standing now here with us. </s></s> Now you c
111	doc#22	> So let me summarize. </s></s> If everything worked	as	planned tonight, I used my ability to vocalize sound to
112	doc#22	ion ground. </s></s> And we have to be really worried	as	a society if we lose this common ground and our ability
113	doc#23	added a hundred random Russian speakers on Skype	as	friends, and then he opened a chat window with one o
114	doc#23	t of speaking several languages fluently. </s></s> And	as	I was listening to these polyglots telling me about their
115	doc#23	f these polyglots were talking about language learning	as	if it was great fun. </s></s> You should have seen thei
116	doc#23	ry Potter" instead, because that was my favorite book	as	a child, and I have read it many times. </s></s> So I g
117	doc#23	ou can use apps which are based on this system such	as	Anki or Memrise, or you can write lists of word in a not
118	doc#23	we can do without even planning that extra time, such	as	listening to podcasts on our way to work or doing our h
119	doc#23	ust kept on watching that day two more episodes, and	as	I kept watching, I had more and more of those momen
120	doc#23	en made fun of him and gave him a Russian textbook	as	a joke because they thought he would never learn that
121	doc#23	i> Well, I see such miracles every single day. </s></s>	As	a language mentor, I help people learn languages by t