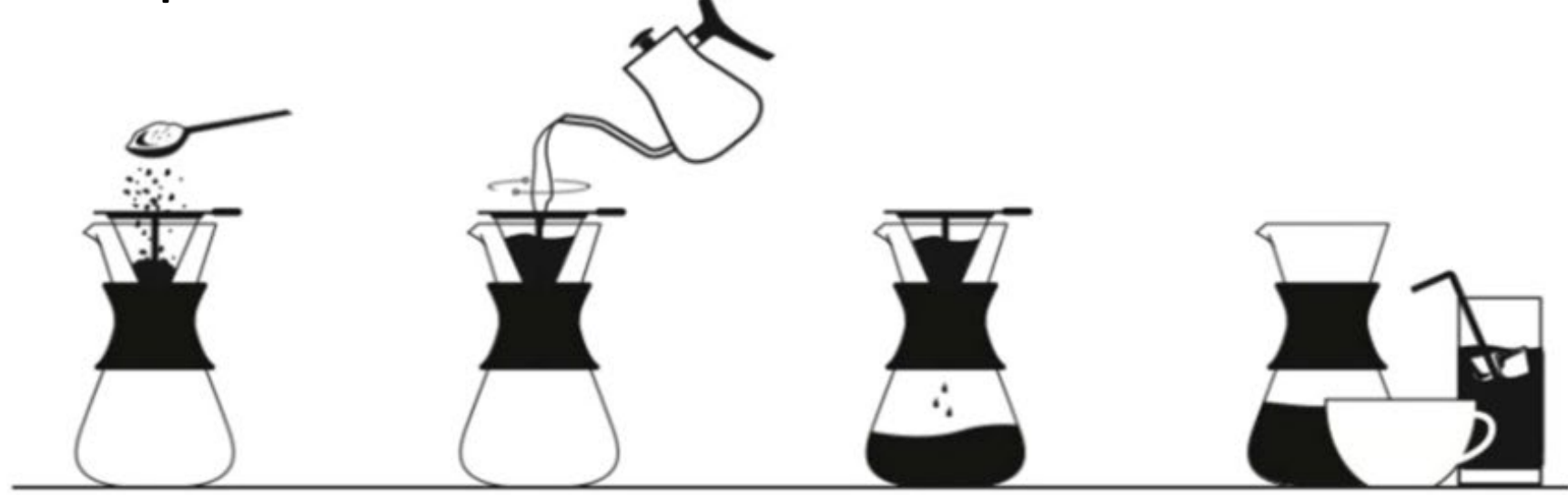


Analyzing YouTube how-to videos to investigate procedural monologues

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What is a Procedural Monologue (PM)?

Giving instructions/directions for procedural How-to Tasks. *How-to X* texts.



Add coffee to filter Carefully pour hot water over coffee in a slow, circular motion Allow coffee to slowly drip into the carafe Remove filter, pour coffee and enjoy

- Produced by a single speaker
- Specialized sequence for pre-determined task
- Involves physical manipulation of objects (Hands-on)
- Accompanied with demonstration of the activity
- Not just on Youtube, but in other professional contexts (technical training, demonstration of procedures)

- Why research this type of language use?**
- Lack of studies of spoken procedural discourse
- Support research-based approaches for preparing NNS to participate in procedural discourse in ESP contexts that involve hands-on demonstration
- To provide teachers with authentic resources for lessons focused on *how-to* type contexts.

Purpose of this poster presentation:

- Show the development a **specialized corpus** of spoken PM by NS (YouTube Videos), referred to as the **HandPIC** (Hands-on Procedural Instructions Corpus)
- Present findings of the use of **pronouns** and **modal verbs** in the HandPIC compared to written texts in the How-to/Instructional sub-corpus of the Corpus of Online Registers in English (Biber & Egbert, 2018) or **HI-CORE**.
- Overview the next step of the project, focused on originally collected data of spoken PM by Japanese university undergrads.
- Discuss how the research may be useful to instructors, especially those teaching in ESP contexts that involve hands-on demonstration of procedural tasks.

Keep in mind that this is an on-going project. Feel free to:

- Tell me that you are not interested in the research and just want some teaching ideas
- Interrupt at anytime for clarification
- Share your own teaching context
- Offer feedback, especially if you are familiar with corpus-based research or register analysis

The HandPIC

Category (number of texts)	Examples How to...
Hand/Power Tools (15)	Start a chain saw
Sport Technique (10)	Throw a football
Culinary Technique (10)	Cut pineapple
Computer Software (10)	Copy/paste on an iPad
Computer Hardware (5)	Remove a hard drive
Scientific Equipment (5)	Prepare a petri dish
Emergencies (5)	Use a fire extinguisher
Repairing Items (5)	Mend an extension cord
Assembling Items (5)	Assemble a saxophone
Hair/Skin Care (5)	Trim a beard
Nursing Practice (5)	Tape an ankle
Miscellaneous (20)	Load a film camera

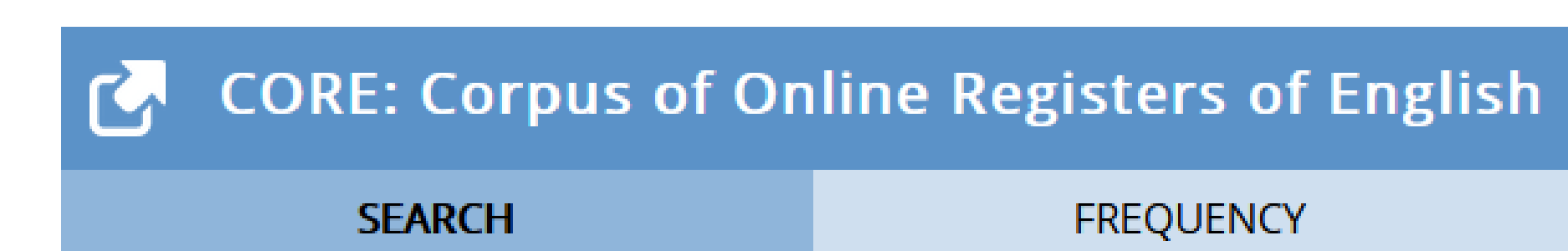
100 YouTube Videos

- Single speaker (American), 77 male, 23 female
- 3 to 5 minutes of mostly live-recorded demonstration

Transcription

- Auto-generated text based
- 100 texts files / 48,321 words

The HI-CORE



- Multidimensional Analysis of register variation on the WWW. Yielded 25 sub-registers of written text
- Includes How-to/Instructional sub-register (1,392 texts / 1.4 million words)
- Most notably occurring features: 2nd person pronouns, conditional subordinators, modal verbs, present tense, and infinitives.

Analysis

Quantitative

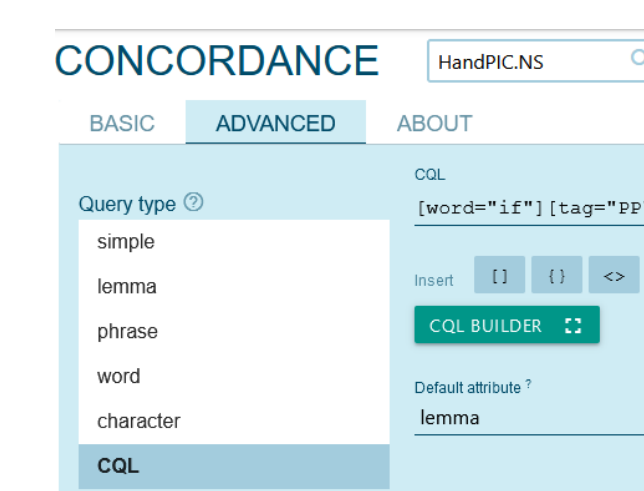
Compared frequency of patterns related to two salient linguistic features found in Biber & Egbert's Analysis of CORE How-to texts:

- Personal Pronouns
- Modal Verbs

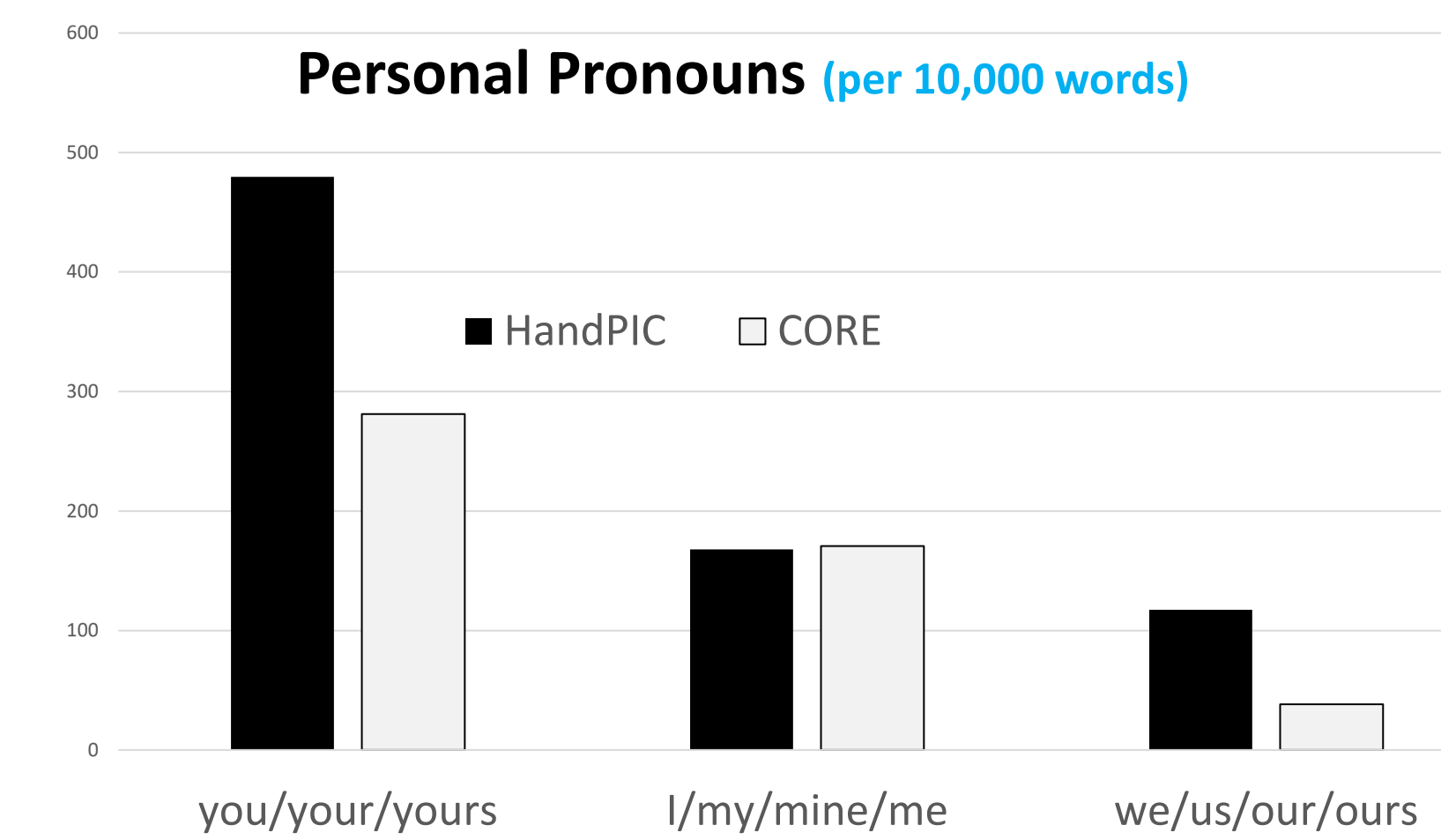
Qualitative

Interpreted how these features were being used in the HandPIC in terms of Communicative Function, with support of Sketch Engine tools:

- Collocates
- CQL searches



Details of Sketch Engine can be found at: <https://www.sketchengine.eu/>

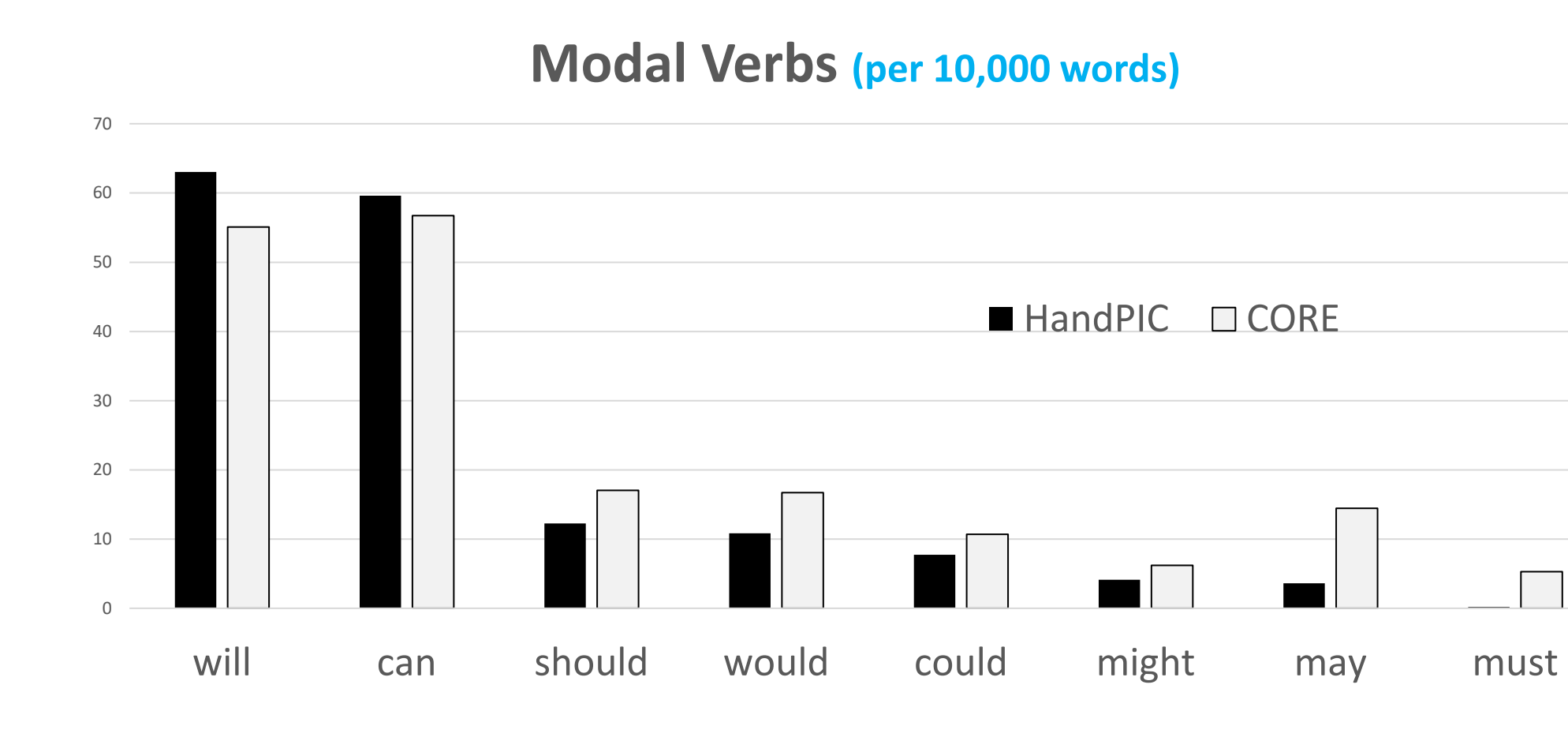


Patterns using personal pronouns

1. You/I/We used indiscriminately in the HandPIC
So you just keep wrapping it around and hold the tip in your hand. What we need to do first of all is we need to wash our hands. So then I click my home button

2. Signal to pay attention
PRONOUN + am/are + going to 47.80 in HPIC, 1.64 in CORE.
And finally, we are just going to put the screws in.

3. Introduction of objects used in the task
We + have + NOUN 10.37 in HPIC, 0.02 in CORE
We have the strap and then we have this plastic piece.



Patterns using modals

1. Confirmation of proper result
MODAL + see HPIC 9.03, CORE 0.99
At this point you can see we have a really hot fire going on right in the middle
Should + be + LOCATION HPIC 2.72, CORE 0.002
The fitted end should be to your right.

2. Alternative objects/tools
Can/could + use HP 3.79, CORE 0.17
You could use just a regular old towel.

3. Signal to move to next procedural step
Can + go ahead and + VERB 1.98 HP, CORE 0.01
At this point we can go ahead and start to open up the back panels

Next Steps for the Project

50 student videos, originally collected how-to video to be compared with HandPIC to be used in a present-situation needs analysis (Brown, 2016)



These video were collected as part of a class assignment. Please ask if you would like more information. Ideas for **joint research** are also welcome.

How can this be used in the classroom?

My underlying interest in PM is to create learning materials to help the Japanese community of ceramic art to give hands-on "demos" in EFL. These talks are given to other artists in contexts such as artist-in-residency or guest lectures, or international conference. I will use this context to illustrate how a teacher could use the findings in the classroom. These are preliminary ideas, as the project has not yet advanced to testing any prototype materials.

Think of some key words	What would you say if you were demonstrating this activity in real time? Fill in the blanks
Push down Thumb Center	Ok, now you <u>are just going to push down in the center with your thumb.</u>
Both hands. Make a ball	We are <u>going to use both hands and make a ball.</u>
Wet the clay A little	At this point, I <u>am going to wet the clay a little</u>
use palm	To start, we <u>are going to use our palm.</u>
Wire Pull Towards me	Pay attention. You <u>are going to pull the wire towards you.</u>

Think about the materials and tools that you use for your ceramic work. With your partner, try to think of some alternatives if they were not available. Try to think of three by filling in the blanks.

- If you don't have a kick wheel you can use an electric wheel.
- If you don't have a banding wheel you can use a wooden board.
- If you don't have a heat gun you can use a blow dryer.

Imagine you are giving a demonstration in English.

List four items that you think you will use:

Brush, small dish, glaze, towel

Take turns with your group and report on each item.

You can add details if you want.

- We have a brush for details
- We have a small dish for the glaze
- We have glaze. This is kutani-yaki glaze.
- We have a towel in case the glaze drips

Look at the photos on the right. For each number, try to point out something about the location of items or hands. There may be several answers for each picture.

- Be careful, the sponge should be on the inside of the bowl.
- Our fingers should be on the outside so we can lift up.
- At this point I can go ahead and lift the bowl up from the bottom
- Next, we can go ahead and roll the clay back and forth.



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