


Edutubers Teachers: comparative analysis of discursive interaction

Profesoras edutubers. Análisis comparativo de la interacción discursiva




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Abstract:

In social networks and the research field, women's presence, production, and impact seem minimal. Seeking to make visible the important task carried out by female teachers edutubers and with the concern about the discursive interaction they generate, we compare the position and commitment of two educational YouTube channels: Susi Profe and La Profe Mónica. The identification of discursive interaction was carried out through metadiscourse following the interpersonal model. The data were collected following a qualitative content analysis and the level of significance was validated using a quantitative test.

Resumen:

En las redes sociales y en el campo investigativo pareciera que la presencia, producción, e impacto de las mujeres es mínimo. Buscando visibilizar la importante tarea que llevan a cabo las profesoras edutubers, y con la inquietud sobre la interacción discursiva que generan, se compara la postura y el compromiso de dos canales de YouTube educativos: Susi Profe y La Profe Mónica. La identificación de la interacción discursiva se llevó a cabo mediante el metadiscurso siguiendo el modelo interpersonal. Los datos se recabaron siguiendo un análisis de contenido cualitativo y mediante una prueba cuantitativa se validó

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The results show that there are significant quantitative differences between the two edutubers in terms of discursive interaction. This research is part of a line of analysis, from educommunication, on how the processes of interaction, participation, and encounter are produced through language. The conclusions visualize the important role of edutubers and also raise possibilities for improvement in the way communication is carried out in education, being this aspect of important relevance when designing educational content with a clear pedagogical intention.

Keywords:

Teacher, edutubers, YouTube, metadiscourse, pedagogy, communication.

el nivel de significancia. Los resultados muestran que hay diferencias cuantitativas significativas entre las dos edutubers en lo que tiene que ver con la interacción discursiva. Esta investigación hace parte de una línea de análisis, desde la educomunicación, sobre la manera en que se producen los procesos de interacción, participación, y encuentro por medio del lenguaje. Las conclusiones visualizan el importante papel de las edutubers y también plantean posibilidades de mejora en la manera en que se realiza la comunicación en la educación, siendo este aspecto de importante relevancia a la hora de diseñar contenido educativo con una clara intención pedagógica.

Palabras clave:

Profesoras, edutubers, YouTube, Metadiscurso, comunicación, pedagogía.

1. Introduction

New digital environments have led to the production and dissemination of educational resources that involve communicative acts. One such resource is the use of video and YouTube as educational tools. The concept of the edutuber has gained prominence in research (Cordoba et al., 2021; Pasquel-López & Valerio-Ureña, 2022; Pattier, 2022; Secilla-Garrido & Hernando, 2022). The significance of edutubers lies in their use of audiovisual languages (Yáñez & Moreano, 2021), the development of a unique style for social media (Coates et al., 2018), and their role as educational referents for many web users. Learning on YouTube, with YouTube, and through YouTube has become a defining feature of the contemporary world.

These educational resources create phenomena that must be studied to understand, critique, and enhance them. One of the research factors is the discursive interaction that an edutuber can generate through their discourse about their audience. Every communicative act is an educational act, and it is impossible to conceive of education without considering communication (Kaplún, 2002). Therefore, examining the communicative acts of edutubers, particularly discursive interaction, allows us to understand the particularities of these communicative products that aim to teach using the media communicative frameworks of the 21st century (Scolari, 2022).

Educommunication emerges as an epistemological framework that provides an analytical and critical perspective on educational and communicative acts (Freire, 1970; Giroux, 2019). The strand of education focused on improving the teaching-learning process intersects with the strand of communication centered on horizontal dialogic communicative acts (Barbas, 2012). The convergence of education and communication creates a world of possibilities centered on both the learner and the educator, within a democratic encounter, and in the collective construction of knowledge for mutual transformation (Barbas, 2019; Freire, 1970). Within this framework, analyzing dialogic action, participation, interaction, and encounters is both possible and necessary.

This research aims to contribute further information that provides a comprehensive view of discursive interaction and the dialogic factor in edutuber audiovisual productions. Specifically, it seeks to identify the nature of discursive interaction present in the discourse of two female edutuber educators and to determine if there are statistically significant differences.

2. Literature Review

The impact of YouTube as a social network is supported by market studies and social network analyses. IAB Spain (2023) reports that YouTube is the fourth most recognized social network after Facebook, WhatsApp, and Instagram, with a recognition rate of 92% among individuals aged 18 to 24. According to this study, users rate WhatsApp and YouTube most favorably, spending an average of 1 hour and 16 minutes daily on these platforms. Data Reportal (2023) further indicates that YouTube is the second social network with the highest number of active users, at 2.514 billion, following Facebook.

Using YouTube for learning has become a common practice in today's digital environment. Colás-Bravo and Quintero-Rodríguez (2023) highlight the surge in scientific research on YouTube; in a previous study, the authors had already emphasized YouTube's relevance in informal learning (Colás-Bravo & Quintero-Rodríguez, 2022). These findings align with the perspectives of González-Sanmamed et al. (2019, 2022) regarding learning ecosystems and lifelong learning.

The development of YouTube as a social network linked to the teaching-learning process has spurred various research lines: descriptions of edutubers and their specific characteristics (Pasquel-López & Valerio-Ureña, 2022), success factors for edutubers (Pattier, 2022), comparative studies among edutubers (Córdova-Tapia et al., 2022), and, more recently, the discursive interaction and dialogue achieved by these content creators with their audiences (Anzola-Gomez & Rivera-Rogel, 2023). Generally, edutubers are educators who view video production and publication as a useful tool for their students. However, those who have achieved significant recognition from the platform and the general public are predominantly male edutubers (Pattier, 2021).

Previous publications related to edutubers have revealed a pronounced tendency towards the representation of male edutubers, contributing to a significant gender gap in the research on the educommunicative phenomenon. This disparity has led to the underrepresentation and lack of recognition of female edutubers, despite their substantial impact on educational processes. Consequently, this study has two primary objectives: first, to conduct a comparative analysis of the discursive interaction between two female edutuber educators; and second, to highlight, within the research domain, the crucial role played by female edutubers, aiming to illuminate their valuable contributions in this field.

Studies of discursive interaction fall within applied linguistics and metadiscourse. The analysis seeks to identify, using discursive markers, how the speaker –in this case, the edutubers– creates a dialogic environment with their audience through the discourse expressed in their audiovisual productions. The analytical model applied in this research follows the guidelines proposed by Hyland (2005), Hyland and Jiang (2016), and Hyland et al. (2022).

Communication involves achieving interaction between individuals, and in audiovisual productions, language becomes a fundamental interpersonal resource for connection (Halliday, 1979; Kent & Lane, 2017). While informing may be centered on the act of sharing information with a predetermined purpose, communicating also requires considering the other –the audience– to generate a learning environment through interaction, which is often silent but active (Kaplún, 1985).

Hyland's (2005) proposed model focuses on two main factors: stance and engagement. In stance, the speaker uses language to clarify their position within the message, building trust and expressing emotions. In discourse, stance is manifested through four linguistic markers: coverage markers, where the speaker indicates the extent of their voice in the discourse, allowing

audience participation; reinforcement markers, where the speaker affirms points, they take for granted; attitude markers, where the speaker expresses their emotions towards the message; and self-mention markers, where the speaker shows their presence within the discourse.

Engagement is “the other side of the coin” (Hyland, 2005, p. 176) and complements stance. In engagement, the speaker uses language to acknowledge the audience’s presence in the discourse, establishing a direct dialogue and interaction. According to Álvarez and Romero (2022), this is referred to as dialogicity. In discourse, engagement is visible through five linguistic markers: mention markers, where the speaker directly refers to the audience; personal contribution markers, where the speaker makes comments that engage the audience; question markers, where the speaker poses questions for the audience to answer; directive markers, where the audience receives a direct instruction to perform a specific action; and shared knowledge markers, where expressions establish shared understanding between the speaker and the audience.

The analytical model used in this research has been employed by other researchers to identify and analyze discursive interaction in various genres: academic book reviews (Zou & Hyland, 2022), 3MT presentations (Qiu & Jiang, 2021), academic blogs (Zou & Hyland, 2020), and articles in academic journals (Hyland & Jiang, 2022).

3. Method

This research employs a mixed-methods approach. On one hand, a qualitative content analysis was conducted, which was subsequently validated through a statistical test. The two channels selected for this study focus on teaching educational content –one on mathematics and the other on the Spanish language. Both channels are hosted on the YouTube social network and are produced by female edutubers. The hypothesis of this study posits that there are statistically significant differences in the discursive interaction produced by the two edutubers in their discursive content.

Two research questions are proposed in this study: (1) What is the nature of the discursive interaction, stance, and engagement, present in the content of the channels Susi Profe and La Profe Mónica? and (2) Are there significant differences in the discursive interaction between the two mentioned YouTube channels? To address the first question, a qualitative content analysis was performed to identify the discursive interaction (Hyland, 2005; Hyland & Jiang, 2022; Sánchez-Jiménez, 2022). To answer the second question, a Chi-square test was applied to validate the hypothesis (Hernández et al., 2014).

4. Corpus

The corpus for analysis consisted of two YouTube channels aimed at teaching mathematics and the Spanish language. The channels were identified through manual search and selection, based on the following inclusion criteria: personal channel, educational purpose, produced by a female edutuber, with the highest number of subscribers, in Spanish.

The search led to the identification of the educational channel Susi Profe (<https://www.youtube.com/@SusiProfe>), created by María Jesús Villanueva in Spain, dedicated to teaching mathematics. The second channel identified was La Profe Mónica (<https://www.youtube.com/@LAPROFEMONICA>), created by Mónica Higuera Rueda in Colombia, dedicated to teaching the Spanish language.

Table 1 presents the data for the selected channels. These data were obtained on November 2, 2023, using YouTube Data Tools (Rieder, 2015).

Table 1. Corpus Characteristics

Channel	Creation Date	Videos Published	Subscribers	Views
Susi profe	14 Jan. 2017	693	1390000	175661643
La profe Mónica	30 Mar. 2016	759	320000	27903686

Source: prepared by the author

To develop the study, a sample of 10 videos from each channel was selected based on the number of views, with a duration ranging from 5 to 20 minutes. The sample from the Susi Profe channel is presented in Table 2, and the data for the sample from the La Profe Mónica channel are presented in Table 3.

Table 2. Characteristics of the Susi Profe Sample

Video Title	Views	Likes	Comments	Total Words
SUMA y RESTA de POLINOMIOS. Operaciones con Polinomios	4306577	109941	7072	1029
Ecuaciones de SEGUNDO GRADO COMPLETAS. Fórmula General - Bhaskara	3313039	68124	4626	659
SUMA y RESTA de FRACCIONES. Operaciones con fracciones	2704225	52853	3007	1743
ECUACIONES de PRIMER GRADO. Básicas	2655784	72402	0	1650
MULTIPLICACIÓN de POLINOMIOS. Operaciones con Polinomios	2590210	58671	2745	1116
Funciones CUADRÁTICAS Vértice. Puntos de Corte con los ejes y Representación	2556225	59227	2421	2141
Hallar el DOMINIO de una FUNCIÓN. Funciones	2344236	50100	1218	2155
FACTORIZACIÓN de Polinomios. Operaciones con Polinomios	2328251	43490	2331	957
Ecuaciones de SEGUNDO GRADO INCOMPLETAS PURAS. Sin Fórmula	2255100	52011	2546	557

Resolver SISTEMAS 2x2. Método SUSTITUCIÓN	2086908	51381	1944	696
Total	27140555	618200	27910	12703

Source: prepared by the author

Table 3. Characteristics of the La Profe Mónica Sample

Video Title	Views	Likes	Comments	Total Words
TOP 10 TREMENDOS ERRORES QUE COMETES AL HABLAR ESPAÑOL	2020813	82612	4815	1136
CÓMO HACER UN ENSAYO EN 3 PASOS ¡más fácil que nunca! <i>edutuber</i>	1287606	40915	1121	839
POR QUÉ NO SE PUEDE DECIR "HUBIERON" Cómo se conjuga el verbo haber / <i>Edutuber</i> /	959049	29123	2140	1411
TRUCO PARA PONER TILDES con la técnica SEGA - LA TILDE - EL ACENTO	954880	42450	2205	1497
USOS DE LA COMA / SIGNOS DE PUNTUACIÓN - <i>edutuber</i>	784859	38943	1514	1512
EL DIPTONGO Y EL HIATO / VOCALES ABIERTAS Y CERRADAS <i>edutuber</i>	538337	13844	756	694
¡NO DIGA VINIMOS! ¿O sí? Conjugación COMPLETA del verbo VENIR	511963	13637	975	2038
ORTOGRAFÍA DE LOS DIMINUTIVOS CITO-CITA SITO-SITA	484858	13911	740	468
DIFERENCIA ENTRE POR QUÉ - ¿POR QUÉ? - PORQUE - PORQUÉ - POR QUE - <i>edutuber</i>	372200	15503	838	849
CÓMO REDACTAR UN OBJETIVO ¡FÁCIL Y RÁPIDO!	323922	11684	512	926
Total	8238487	302622	15616	11370

Source: prepared by the author

Each video in the sample was observed. Transcriptions of each video were downloaded using the tool downsub.com, and then underwent a review process involving punctuation adjustments, editing corrections, and removal of page breaks for subsequent analysis.

4.1. Analytical Model

To address the first research question, textual markers of discursive interaction were identified using the model proposed by Hyland (2005) and validated in similar studies (Anzola-Gomez & Rivera-Rogel, 2023; Qiu & Jiang, 2021; Zou & Hyland, 2020). A qualitative content analysis was performed to identify discursive interaction. The results were normalized to 1,000 words. After obtaining the data from each corpus sample, a Chi-square test was applied, with 0.05 set as the significance level.

5. Analytical Procedure

Textual markers of stance and engagement were identified following two distinct procedures. First, each video in the sample was viewed, and textual markers were identified manually using QDA Miner Lite software. Subsequently, a second identification of markers was conducted using AntConc (Laurence, 2022). This procedure ensured the verification and validation of the number of markers identified. The results were tabulated in Excel, and the Chi-square test was then applied using SPSS software. This process allowed for the verification of the presence of textual markers in a statistically significant manner.

6. Results

The results obtained from the analysis of the sample are presented below. The data on discursive interaction markers and the corresponding Chi-square test are provided to answer the research questions posed in this study.

6.1. Discursive Interaction: Stance in the Channels Susi Profe and La Profe Mónica

Within the framework of Hyland's (2005) metadiscourse analysis, stance markers are words or phrases used by the speaker to establish their voice in the discourse. Following the content analysis, 696 stance markers were found in the sample from Susi Profe, and 497 stance markers were found in the sample from La Profe Mónica. The results, normalized to 1,000 words, are 54.79 and 43.71, respectively. These data are detailed in Table 4.

Table 4. Frequency and Percentage of Stance Markers for Susi Profe and La Profe Mónica

Markers	Susi Profe			La profe Mónica		
	Frequency	%	per 1000 words	Frequency	%	per 1000 words
Hedges	28	4.0%	2.20	26	5.2%	2.29
Boosters	163	23.4%	12.83	216	43.5%	19.00

Attitude markers	7	1.0%	0.55	13	2.6%	1.14
Self-mentions	498	71.6%	39.20	242	48.7%	21.28
Total	696	100%	54.79	497	100%	43.71

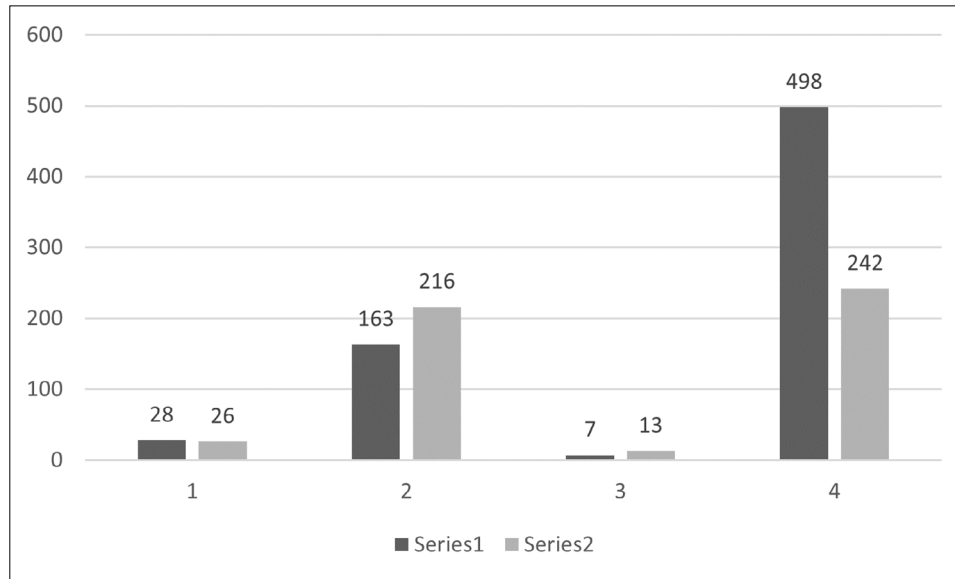
Source: prepared by the author

The results reveal that Susi Profe uses a higher number of stance markers compared to La Profe Mónica (54.79 > 43.71). The most frequently used markers by Susi Profe are self-mentions, with 39.20 per 1,000 words. Common self-mentions include the use of the first-person pronoun: “Yo voy a resolver haciendo la fórmula” (V7), “Pero yo creo, para mí esto ha sido suficiente” (V6).

Next are the boosters, with 12.83 per 1,000 words. The corpus includes affirmations such as “siempre que tengamos” (V7), “siempre se le denomina” (V6), “tenemos que poner” (V2), “tenemos que saber” (V6). Coverage markers have a frequency of 2.20 per 1,000 words. The corpus contains expressions that open a discursive space for the audience to contribute: “puede ser ...” (V4, V7, V4). The least frequently used stance marker is the attitude markers, with 0.55 per 1,000 words, focused on apologizing for mistakes.

For La Profe Mónica, the most frequently used stance markers are self-mentions, with 21.28 per 1,000 words. The use of the pronoun “yo” is prominent in the corpus: “yo les voy a enseñar” (V4), “fijense que yo digo” (V7). Boosters follow, with 19.00 per 1,000 words. The corpus repeatedly uses the adverb “muy” as the most common marker: “muy, muy importante” (V2). Coverage markers have a frequency of 2.29 per 1,000 words. “Un poco ...” is the most frequently used coverage expression (V3, V4, V7, V9). Finally, attitude markers are at 1.14 per 1,000 words. La Profe Mónica uses nearly twice as many of these markers as Susi Profe. A frequently used marker in the analyzed sample is congratulating the audience: “Los felicito por dedicarse a ver este video” (V5).

Figure 1 shows that Susi Profe uses self-mentions with a very high frequency (498 > 242). This indicates that Susi Profe affirms her own voice and presence in the discourse. Regarding boosters, La Profe Mónica uses them more frequently (216 > 163), as well as attitude markers (13 > 7). The frequency of coverage markers is similar; Susi Profe uses 28 and La Profe Mónica uses 26.

Figure 1. Frequency of Stance Markers in the Channels Susi Profe and La Profe Mónica

Source: prepared by the author

In both edutubers, the highest percentage of usage is in self-mentions and boosters, highlighting a communicative style centered on the speaker. According to the collected data, it can be stated that both Susi Profe and La Profe Mónica focus attention and emphasis on their own voice within the discourse.

Although the speaker's discourse provides space for audience participation through coverage markers and attitude markers, these are almost minimally present in the sample. In both channels, the frequency of coverage markers is similar: 2.20 in Susi Profe and 2.29 in La Profe Mónica per 1,000 words. A difference is evident in the frequency of attitude markers, with La Profe Mónica using twice as many -1.14 per 1,000 words- compared to Susi Profe, who uses 0.55 per 1,000 words.

To statistically compare the frequency of stance markers, the Chi-square test was applied. The results can be seen in Table 5.

Table 5. Chi-Square Results for the Use of Stance Markers between Susi Profe and La Profe Mónica

	N Observed	N Expected	Residual	Chi-Square	Df	Asymp. Sig
Susi Profe	696	596.5	99.5	33.194	1	<.001
La profe Mónica	497	596.5	-99.5			
Total	1193					

Source: prepared by the author

The statistical data presented in Table 5 indicate a significant difference between Susi Profe and La Profe Mónica in the use of stance markers ($X^2 = 33.194$, $p = .001 < 0.05$). These results confirm the hypothesis that there is a significant difference in the use of stance markers between the two edutubers.

To compare the frequency of different types of stance markers, the Chi-square test was applied. The results are shown in Table 6.

Table 6. Chi-Square Results for the Use of Different Stance Markers between Susi Profe and La Profe Mónica

Markers	N Observed		N Expected		Residual		Chi-Square	Asymp. Sig
	Susi Profe	La Profe Mónica	Susi Profe	La Profe Mónica	Susi Profe	La Profe Mónica		
Hedges	28	26	27.0	27	1.0	-1.0	0.74	.785
Boosters	163	216	189.5	189.5	-26.5	26.5	7.412	.006
Attitude markers	7	13	10.0	10.0	-3.0	3.0	1.800	.180
Self-mentions	498	242	370.0	370.0	128.0	-128.0	88.562	<.001

Source: prepared by the author

The values in Table 6 show that the p-values for coverage markers and attitude markers are greater than the significance level (0.05). Therefore, based on the collected data, it can be stated that there is no significant difference between Susi Profe and La Profe Mónica in the use of these two stance markers.

Regarding boosters and self-mentions, the p-values are lower than the significance level (0.05). In this case, based on the collected and analyzed data, it can be said that there is a significant difference between the two edutubers in the use of these two markers.

6.2. Discursive Interaction: Engagement of Susi Profe and La Profe Mónica

According to Hyland (2005), engagement markers establish how the speaker allows the audience to follow the conversation and stay connected. In the analysis process, 738 engagement markers were found in the Susi Profe corpus, and 553 engagement markers were found in the La Profe Mónica corpus. The results normalized to 1000 words represent 58.10 and 48.64, respectively. The collected data can be seen in Table 7.

Table 7. Frequency and Percentage of Engagement Markers for Susi Profe and La Profe Mónica

Markers	Susi Profe			La profe Mónica		
	Frequency	%	per 1000 words	Frequency	%	per 1000 words
Reader ref	509	69.0%	40.07	457	83%	40.19
Asides	10	1.4%	0.79	6	1%	0.53
Questions	115	15.6%	9.05	11	2%	0.97
Directives	89	12.1%	7.01	76	14%	6.68
Shared knowledge	15	2.0%	1.18	3	1%	0.26
Total	738	100%	58.10	553	100%	48.64

Source: prepared by the author

According to the collected data, within the analyzed corpus, Susi Profe uses engagement markers more frequently than La Profe Mónica (58.10 > 48.64). In the analyzed sample, Susi Profe most frequently uses mention markers, highlighting the use of the second person conjugation in Spanish, a characteristic of the language in Spain, such as “ya veréis” (V1), “tenéis que saber” (V8), “tengáis la raíz del número” (V2).

Susi Profe shows a notable difference in the use of question and directive markers, using 9.05 and 7.01 per 1000 words, respectively. Regarding directive markers, the expression “tenemos que” followed by an infinitive verb is a directive towards the audience; or the use of imperatives like “imaginaos” (V3, V6), “elegid” (V1, V5).

Shared knowledge markers were used by Susi Profe with a frequency of 1.18 per 1000 words. The most commonly used expression refers to the knowledge the audience already possesses, necessary for the topic's development: "ya sabéis" (V1, V6, V7, V9), and the expression "como normalmente pensáis" (V1).

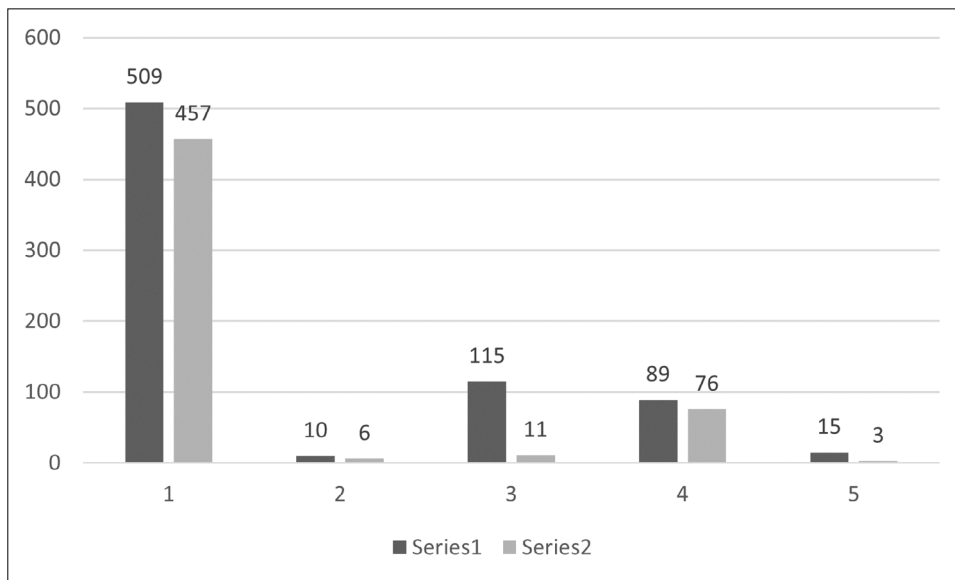
The engagement marker with the lowest frequency was the personal asides marker. These expressions interrupt the normal flow of the discourse, inserting a segment that establishes a certain connection with the audience: "es como si le cambiamos el traje" (V3), "un barullo de cosas" (V4).

In the analysis of the La Profe Mónica corpus sample, it was found that the most frequently used marker is the mention marker, with 40.19 per 1000 words. The sample shows the use of the second person singular and plural pronouns: "usted puede hacer su propia conclusión" (V2); "ahora ustedes desarrollarán la siguiente tarea" (V6).

The next most frequently used marker is the directive marker, with 6.68 per 1000 words. These markers aim to prompt the audience to take some action, many of them cognitive, such as "recuerden que..." (V2, V7, V10), or attention calls with a colloquial expression: "ojo con el verbo abrir" (V3), "ojo porque a veces los niños" (V7). It is noteworthy that within the direct markers, La Profe Mónica invites the audience to leave comments, which was not found in Susi Profe's analyzed sample.

The least frequently used markers in the analyzed La Profe Mónica sample, with less than 1 marker per 1000 words, were question markers with 0.97, personal asides with 0.53, and shared knowledge with 0.26.

Figure 2. Frequency of Engagement Markers in Susi Profe and La Profe Mónica Channels



Source: prepared by the author

Figure 2 reveals that Susi Profe uses engagement markers more frequently. Notably, there is a higher use of mention markers (509 > 497), question markers (115 > 11), and shared knowledge markers (15 > 3). The frequency of directive markers is similar across both channels, while Susi Profe uses almost twice as many personal asides as La Profe Mónica (10 > 6). Based on the results obtained, it is concluded that Susi Profe achieves greater engagement with her audience, employing question markers, directive markers, shared knowledge, and personal asides with higher frequency than observed in La Profe Mónica.

To compare the frequency of engagement markers, a Chi-square test was applied. The results are shown in Table 8.

Table 8. Chi-square Test Results for the Use of Engagement Markers Between Susi Profe and La Profe Mónica

	N Observed	N Expected	Residual	Chi-Square	Df	Asymp. Sig
Susi Profe	738	645.5	92.5	26.510	1	<.001
La profe Mónica	553	645.5	-92.5			
Total	1291					

Source: prepared by the author

According to the statistical test, based on the collected data, it can be stated that there is a significant difference between the two edutubers as the p-value is less than the level of significance (0.05), ($X^2 = 26.510$ $p < .001$). These results reject the null hypothesis and validate that there is a significant difference in the use of engagement markers between the two edutubers.

To compare the frequency of each type of engagement marker, a Chi-square test was applied, as shown in Table 9.

Table 9. Chi-square Test Results for the Use of Different Engagement Markers Between Susi Profe and La Profe Mónica

Markers	N Observed		N Expected		Residual		Chi-Square	Asymp. Sig
	Susi Profe	La Profe Mónica	Susi Profe	La Profe Mónica	Susi Profe	La Profe Mónica		
Reader ref	509	457	483.0	483.0	26.0	-26.0	2.799	.094
Asides	10	6	8.0	8.0	2.0	-2.0	1.000	.317
Questions	115	11	63.0	63.0	52.0	-52.0	85.841	<.001
Directives	89	76	82.5	82.5	6.5	-6.5	1.024	.312
Shared knowledge	15	3	9.0	9.0	6.0	-6.0	8.000	.005

Source: prepared by the author

After applying the Chi-square statistical test to the collected data, it is observed that, except for the question markers, the p-value for the other categories is higher than the significance level (0.05). These results suggest that, for four of the five engagement markers analyzed, no significant differences were found between Susi Profe and La Profe Mónica.

However, it is important to highlight that the only exception is the question markers, where the p-value is <0.001 . This indicates that there is a significant difference in the use of question markers between the two edutubers. This result highlights a disparity in the frequency of use of this specific category in the discourse of Susi Profe and La Profe Mónica, in contrast to the other categories analyzed.

7. Discussion and Conclusions

Human communication materializes through language, constructing and reconstructing reality. In the educational realm, the interaction between educator and learner is essential for the teaching-learning process to be effective and transformative. From an edu-communicative perspective, discourse is perceived as a resource to generate participation, encounter, and interaction among participants.

Since the educator possesses greater knowledge in the area they teach, they must be capable of creating interaction spaces with students through discourse. Hyland's (2005) model of discursive interaction is used to understand the use of discursive markers in generating interaction.

Addressing the first research question about the nature of discursive interaction, including stance and engagement, in the channels Susi Profe and La Profe Mónica, it is observed that Susi Profe has 112.89 markers per 1,000 words; 54.79 stance markers and 58.10 engagement markers per 1,000 words. In contrast, La Profe Mónica has 92.34 markers per 1,000 words; 43.71 stance markers, and 48.63 engagement markers per 1,000 words.

Regarding stance, it is evident that both edutubers focus the discourse on their own voice using self-mentions and boosters, which could be mitigated using hedges and attitude markers. However, the data shows that both edutubers use these latter markers infrequently. These results align with the findings of Anzola-Gomez and Rivera-Rogel (2023) and Hyland and Zou (2021).

In both cases, the results indicate that the audience has little space to doubt or complement the information provided by the edutubers. The greater use of boosters and the infrequent use of hedges suggest that the speaker's voice is stronger than the audience's voice, making evident a vertically directed communication model, criticized by authors like Freire (1970) and Kaplún (1985).

Among the two edutubers, La Profe Mónica stands out for expressing emotions in her words, creating a pleasant and pertinent climate for the teaching-learning process (Fierro-Suero et al., 2021). Previous publications supporting this research show a consistently low frequency of this type of marker (Anzola-Gomez & Rivera-Rogel, 2023; Hyland & Zou, 2021; Qiu & Jiang, 2021).

Regarding engagement, Susi Profe has a greater orientation toward generating engagement with the audience mainly through mentions, directives, and questions compared to La Profe Mónica. Mention markers were the most frequently used in both channels, consistent with the results of previous research (Anzola-Gomez & Rivera-Rogel, 2023; Qiu & Jiang, 2021; Zou &

Hyland, 2020). The use of imperatives and calls to action becomes strategies for generating discursive connection. Results from other studies (Anzola-Gomez & Rivera-Rogel, 2023; Qiu & Jiang, 2021; Zou & Hyland, 2020) show that directive markers do not always follow mention markers, indicating that telling the audience what to do may depend on each speaker's communicative style.

Question markers are the preferred strategies speakers use to attract attention and generate audience interaction (Hyland 2022). Although Susi Profe uses questions, there was no indication for these to be answered by the audience in the YouTube video comments, missing an opportunity for interaction generation (Solé, 2018). La Profe Mónica's use of questions is minimal, which could be a good recommendation to enhance her communicative style.

Asides and attitude markers are scarce in the sample. It is estimated that the use of brief narratives with an emotional connection can enrich the pedagogical approach and the reach of educational content (Ferrés, 2014). The results for these two markers are consistent with findings from other research (Anzola-Gomez & Rivera-Rogel, 2023; Qiu & Jiang, 2021; Zou & Hyland, 2020).

According to the results obtained through the Chi-square test, the second research question is answered conclusively, affirming that there is a significant difference in the discursive interaction between the Susi Profe and La Profe Mónica channels. The analysis confirms the hypothesis of this study, consistent with the findings of Anzola-Gomez and Rivera-Rogel (2023).

Both stance and engagement markers show a significant difference between the two channels ($X^2=33.194$, $p<0.001$; $X^2=26.510$, $p<0.001$ respectively). In both types of markers, the p-value is less than 0.05, thus confirming the significant difference. According to the statistical tests, significant differences were found in the use of boosters, self-mentions, questions, and shared knowledge.

Contrasting the data reveals a constant among the analyzed edutubers: they center the discourse on themselves. This communicative style replicates the traditional communication model centered on the teacher (Kaplún, 1985, 2002), leading to the loss of the student's voice. As YouTube is a social network, interaction could be enhanced (Ballesteros-Herencia, 2021) between the edutuber and the audience through discourse.

In this research, the educational content creators focus on producing material where language, as educational discourse, lacks an interpersonal model to foster participation, interaction, and dialogue in the teaching-learning process. The analysis reveals how the two edutubers construct their communicative acts and how they could enhance them with a more edu-communicative discursive interaction model. This research does not question the importance of educational content on YouTube; instead, it seeks to validate its relevance by taking it as an object of study. However, it highlights the need to deepen interaction and dialogue, not only for edutubers but for all educators.

The analysis of the results and their contrast with theoretical backgrounds indicate that in the two analyzed cases, the discourse presents little discursive interaction, impeding the creation of an edu-communicative environment (Barbas, 2019) with a marked orientation towards dialogue, participation, and encounter, essential factors for a more impactful teaching-learning process (Álvarez & Romero, 2022).

It is concluded, similar to Anzola-Gomez and Rivera-Rogel (2023), that no pre-established pedagogical discourse strategies are employed. Reviewing the educational video content reveals two teachers who inform but, by not using discourse as a

pedagogical resource for interaction and participation, may be missing key opportunities to strengthen the communicative and edu-communicative process (Freire, 1996; Kaplún, 1985).

This study contributes to the scientific community by focusing on the educational content production work of two female edutubers. Given the low visibility of women on YouTube (Pattier, 2021), it is pertinent and necessary to highlight their work and analyze their discursive interaction. This study also contributes to edu-communicative studies on educational discourse and contemporary communication models. The results open up possibilities for thinking, designing, and implementing communication models centered on the participants of the teaching-learning process.

Regarding the limitations of this research, two main limitations can be mentioned. Firstly, the corpus selection was limited by the number of subscribers of each channel, excluding many educational channels of edutubers doing excellent work; future research could expand the selected corpus. Secondly, Hyland's (2005) metadiscursive analysis model was used, excluding other analysis models like Ädel's (2021, 2023), which focus on a reflexive perspective.

This research followed the line of two previously published studies (Anzola-Gomez et al., 2022; Anzola-Gomez & Rivera-Rogel, 2023). The results highlight the need to design and implement communication models centered on the participants rather than the content. While analyzing other edutubers in different curricular topics would be beneficial, it would also be pertinent to examine the discursive interaction generated by other content producers such as YouTubers, BookTubers, influencers, and science communicators. Education should look at the communicative processes developed by other agents to learn from them and enhance communication for education. Future research could also focus on discursive interaction produced on different platforms like Instagram, TikTok, Twitch, among others.

In a context of technological development characterized by the inclusion of augmented reality, virtual reality, the metaverse, and recently artificial intelligence, it is necessary and pertinent to reflect on the use of language, realized in discourse, as an essential pedagogical resource that can be designed with educational purposes where both educator and learner meet to dialogue and reconstruct their reality.

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9. Specific contributions of each author

	Name and Surname
Conception and design of the work	John Anzola-Gómez and Diana Rivera-Rogel
Methodology	Diana Rivera-Rogel and John Anzola-Gómez
Data collection and analysis	John Anzola-Gomez and Diana Rivera-Rogel
Discussion and conclusions	Diana Rivera-Rogel and John Anzola-Gómez
Drafting, formatting, version review and approval	John Anzola-Gómez and Diana Rivera-Rogel

10. Conflict of interest

The authors declare that there is no conflict of interest contained in this article.

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