The Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of The COVID-19 pandemic

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Part (1)

1.1. Overview:

This study tackles the Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic. It also highlights the purpose and significance of using videos through YouTube Channels in preparing a scientific research. In addition, the experience of researcher's official channel on YouTube in the field of distancelearning is briefly discussed.

1.2. Background of the study:

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries.The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons – to continue their learning.

As a result, this crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from radio and television to take-home packages. Distance learning solutions were developed thanks to quick responses by governments and partners all over the world supporting education continuity, including the Global Education Coalition convened by UNESCO.This study describes how YouTube channels as means of distance learning attempt to be effective tools in the educational system for university students, English majors, in light of the COVID-19 Pandemic.

1.3. Statement of the problem:

The problem of the present study is demonstrated in the following research major question:

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What is The Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of theCOVID-19 pandemic?

From the major question, the following minor questions were derived:

1- What are the necessary advantages and concepts of applying Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic?

2- How far are YouTube channels effective in the experience of distance learning for university Egyptian students, English majors, in light of the COVID-19 Pandemic?

1.4.   Purpose of the Study:

The present study aimed at:

2. Identifying and developing the necessary advantages and concepts of applying Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic Identifying and developing the fundamentals of accreditation required to be applied in pre university education.

3. Investigating how far YouTube channels are effective in the experience of distance learning for university Egyptian students, English majors, in light of the COVID-19 Pandemic.

3.1.   Hypotheses of the Study:

The present study aimed at verifying the following hypotheses:

There is a clear effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic.

Part (2)
2.1. Definition of Distance Learning:

In its broadest context, distance learning can be described as any learning environment or educational system characterized by the physical separation of the teacher and the student. Today distance learning is most commonly associated with online learning or E-Learning.Distance learning has had its increase every year. Many students are going into it for convenience and attainability. It is so convenient that working students can have their education during breaks, or anything in-between.Distance Education has been around for more than 100 years. It can be traced as far back as the late 17th century. Also known as communication education and learning, it is basically education and learning focused on training people who are not actually present in a setting. This type of training and learning depends on inspired people to complete studies and session plans at their own speed and send their work in to be analyzed by their trainer. Essentially, distance learning is studying that includes the teacher and individuals being divided by distance, time, or both. Hybrid classes usually include a combination of classroom time and distance studying, usually with learners taking examinations in the presence of a trainer.

2.2. E-learning Systems:

Over the years, the term e-learning systems has been used and interpreted in many different ways in the literature. One of the problems in research on e-learning is the different definitions of what technology is included under the label of e-learning systems.The concept of e-learning systems, as one of the tools emerged from IT, is around for more than decades and is one of the most significant developments in the IT industry. Recently e-learning systems have been used in teaching and learning in many universities that resulted in changes in education process in those institutions. The growth

of Web applications made e-learning systems an important instructional medium in universities.

2.3.   Advantages of Distance Learning:

There are a lot of advantages to distance learning:It is accessible, easy to handle. Because contemporary life is so busy, and at times you have to do two things at the same time, people are striving for that easy access on things, including of course, education.The concept of working at the same time as studying is unusual, but it saves a lot of time. Learners feel a sense of accomplishment when doing so many things aside from study concerns. Learners also have the opportunity to finish a degree while doing a job.Learners can study anywhere they want. As long as they have a good internet connection, then they can study, research and even discuss subjects online without actually being there with their lecturers.

2.4.   Difficulties for the Success of Distance Learning Systems:

The widespread of the internet has created various distance learning systems that came up with excellent educational outcomes. This new learning system, though advantageous, has several challenges to overcome.Over the past several decades, different hurdles have left distance learning systems inferior to its equivalent: face-to-face learning. Some of these challenges include the difficulty to change presentations to suit audience, inability to control teaching progress, and lack of learning styles. But the biggest one is the "keeping up" pace of communication.One of the most important aspects of an effective learning process is the need to have a two-way (teacher and student) communication. Ever since e-learning began, a big issue has been thrown upon teachers and students. Each one cannot effectively ask or answer questions, and comments.

A secondary issue in distance learning system is the absence of student to student interaction. In a traditional classroom setting, students are grouped with other students to share and contradict ideas. Subjects such as philosophy, language, and debate require a peer-to-peer communication for effective learning. With the lack of this kind of interaction, distance learning may just be defined as a mere transfer of information, without the true learning experience. Today, these challenges still exist both in distance learning systems and in a classroom setting where there is a large crowd of students and a single lecturer.

However, with the rapid acceleration of modes of communication in the distance learning programs, a large portion of these hindrances have been overcome. Real-time video classes for instance, a small group of students can benefit through chatting, online libraries, practice modules, and a feedback system that provides rapid response to teachers and co-students as well. Most of these challenges may have been solved, but it still exists. However, all educators agree that these challenges are continuously being addressed effectively.

2.5. <u>Distance Learning Systems:</u>

With video conferencing, dual stream capture and cloud-based technological innovation, some schools are establishing the convention for college distance learning systems. Nowadays, some Universitiesin the world have been using distance technological innovation and a system that contains studio room classes equipped with high-definition cameras, video conferencing, LCD displays, annotators that allows teachers to write over shown pictures and cloud-based lecture capture and web-casting alternatives.

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Part (3)

3.1. Definition of YouTube:

YouTube is a free video-hosting website that allows members to store and serve video content. YouTube members and website visitors can share YouTube videos on a variety of web platforms by using a link or by embedding <u>HTML</u> code. It is the largest video sharing site on the Web. YouTube lets anyone upload videos for private or public viewing. Founded in 2005 by Chad Hurley, Steve Chen and Jawed Karim, it was acquired by Google in 2006 for USD $1.65 billion. Another Internet phenomenon with meteoric growth like Amazon, Yahoo!, Google and Facebook, within a couple years, YouTube was streaming 25 petabytes (quadrillion bytes) of content each month.YouTube provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers. It has instructional videos on every subject and is a destination for anyone who wants to make a statement. In addition, YouTube became a major venue for political speeches.

3.2. YouTube Formats:

By embedding the appropriate code in a blog or website, YouTube videos are streamed from millions of venues. YouTube accepts a variety of formats and converts them to 16:9 wide screen, letterboxing all 4:3 content that is submitted. Flash video used to be the primary video output, but HTML5 was later adopted as the default.In 2015, YouTube Red launched as a paid, ad-free service that included music videos. In 2018, Red was renamed YouTube Premium, which also offered original content. Although YouTube Premium retained the music, the music service was also separated and offered independently. Starting in 2017, YouTube announced a paid streaming service for local TV networks and certain cable channels.

3.3. Using YouTube for Distance Learning:

With classrooms closed and remote learning the new normal for billions of students around the world, methods for delivering instruction are changing. The use of video conferencing, live streaming, and recorded videos are on the rise. Teachers record themselves lecturing; upload that recording to their YouTube channel; share with students. For years, YouTube has been the most challenging site for schools to keep safe and appropriate. YouTube provides age controls that can help prevent access to adult and inappropriate content.

3.4. Instrumentation:

To investigate the effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic, the researcher designed a YouTube channel to be applied on the students of English Department to develop their linguistic skills for using technological tools in instruction. So, the researcher constructed and designed an educational channel on YouTube.

Thirty oneVideoswerepreparedand administered by the researcher for the purpose of the current study. These videos are relevant to course of linguistics (Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics) for the four years of two hundred and fifty students of English Department, as subscribers to the researcher's channel. The experiment was applied by the researcher on four year students. The experiment was conducted within the second academic semester of 2019-2020 within the international crisis of COVID-19 Pandemic where the researcher met the students4 hours a week through the channel. The experiment lasted for 7 weeks. The researcher designed and prepared training lists of academic videos incorporating different episodes provided with a range of linguistic activities uploaded on **the researcher's official channel on YouTube** to allow the students practice different types of

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communication skills. The following table demonstrates examples of video topics, links and description of video lessons tackled by the researcher with EFL students:

Table (1)
Topics and Description for lessons of the Researcher's YouTube channel

No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
1	Fourth Year	Introduction on Pragmatics as a Branch of Linguistics	https://studio.youtube.com/video/CNbn_bJXbHo/edit	This video includes a short brief on English Linguistics,especially Pragmatics that concentrates on language use in contexts and conversational exchanges.
2	Fourth Year	Deixis in English Linguistics	https://www.youtube.com/watch?v=bTuVZuV1oPk	This video includes a brief explanation on Deixis in English Linguistics for language use in contexts and conversational exchanges.
3	Second Year	CRONYMS as a Type of ABBREVIATIONS in English Language	https://www.youtube.com/watch?v=1F2GBzHcdYI	This video includes a brief explanation on ACRONYMS as a Type of ABBREVIATIONS in English Language.
4	First Year	NASAL sounds in English PHONETICS {m,n, ŋ}	https://www.youtube.com/watch?v=RV8C-duJ5w4	This video includes a brief explanation on NASAL sounds in English PHONETICS {m,n, ŋ}.
5	Third Year	ADVERBS in English Language	https://www.youtube.com/watch?v=pBtN0_A2s9c	This video includes a brief explanation on using ADVERBS in English Language and

No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
				conversations
6	Fourth Year	Types of Contexts in English Language	https://www.youtube.com/watch?v=GHvNgr2Dg8I	This video includes a brief explanation on Types of Contexts in English Language.
7	Second Year	CONVERSION as a MORPHOLOGICAL Process in English Linguistic	https://www.youtube.com/watch?v=TyUmmTHMCfs	This video includes a brief explanation on CONVERSION as a MORPHOLOGICAL Process in English Linguistics.
8	Third Year	AMERICAN and BRITISH Grammar in English	https://www.youtube.com/watch?v=K0mSo3mWAeo	This video includes a brief explanation on some differences between AMERICAN and BRITISH Grammar in English language.
9	Fourth Year	Grice's Maxims for Cooperative Principle in English Linguistics	https://www.youtube.com/watch?v=RxX-b097N4w	This video includes a brief explanation on Grice's Maxims for Coopertative Priciple in English Linguistics and interactive conversations.
10	First Year	FRICATIVES in English Phonetics	https://www.youtube.com/watch?v=jIdQ-k_s7Vk	This video includes a brief explanation on how to produce FRICATIVES in English Phonetics (Position and Manner of Articulation): v sound /v/ f sound /f/ voiced th sound /ð/ unvoiced th sound /θ/ z sound /z/ s sound /s/ zh sound /ʒ/ sh sound /ʃ/ h sound /h/
11	Second Year	BLENDING and BACK-FORMATION in Linguistics	https://www.youtube.com/watch?v=cXci6z2Ev50	This video includes a brief explanation on BLENDING and BACK-FORMATION

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No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
				as morphological processes in English Linguistics.
12	Third Year	Types of VERBS in English Language	https://www.youtube.com/watch?v=vS5k0tVyYuM	This video includes a brief explanation on Types of VERBS in English Language (life Practices and Examples).
13	Second Year	FREE MORPHEMES (Lexical and Functional)	https://www.youtube.com/watch?v=NBFhlMXSCZs	This video includes a brief explanation on FREE MORPHEMES and their two essential categories (Lexical Morphemes and Functional Morphemes).
14	First Year	PLOSIVE Consonants in English Phonetics	https://www.youtube.com/watch?v=vwO8kt9f65U	This video includes a brief explanation on PLOSIVE Consonants in English Phonetics. For example: /p/: purse /b/: bell /t/: talk, stopped /d/: done, played /k/: kite, cone, queen, chronic, excited /g/: gone, exhaust The sounds /b,d,g/ are voiced; they are pronounced with vibration in the vocal cords. /p,t,k/ are voiceless; they are produced with air only. The voiceless plosives are often aspirated (produced with a puff of air) in English pronunciation.

| No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
15	Third Year	SENTENCE, Clause and Phrase in Oral and Written Communication	https://www.youtube.com/watch?v=lBG58Cb_P90	This video includes a brief explanation on SENTENCE, Clause and Phrase in Oral and Written Communication in English language.
16	Fourth Year	SPEECH ACTS (Illocutionary, Locutionary, Perlocutionary)	https://www.youtube.com/watch?v=cS7NYRLUohg	This video includes a brief explanation on John Austin's Theory about SPEECH ACTS (Illocutionary, Locutionary, Perlocutionary) that occurs between speakers and listeners in English Conversation.
17	Second Year	What are BOUND Morphemes and DERIVATIONAL Morphemes?	https://www.youtube.com/watch?v=Y0TTqR4jm1A	This video includes a brief explanation on BOUND Morphemes and DERIVATIONAL Morphemes.
18	First Year	Voiced and Voiceless Sounds in English	https://www.youtube.com/watch?v=f62hlCLQYcU	This video includes a brief explanation on Voiced and Voiceless Sounds in English pronunciation. (PHONETICS)
19	Third Year	What are Sentence Patterns in English Communication?	https://www.youtube.com/watch?v=Fy9FJxCR9VI	This video includes a brief answer on "What are Sentence Patterns in English Communication?"
20	Fourth Year	What is the Relationship between SEMANTICS and	https://www.youtube.com/watch?v=QRKJUM5gcu0	This video includes a brief explanation on "What is the Relationship between SEMANTICS and

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No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
		PRAGMATICS?		PRAGMATICS in English contexts and conversations?"
21	All Years	SURVEY	https://www.youtube.com/watch?v=0epgINECWG8	SURVEY on DrAhmed Khalil YouTube Channel
22	All Years	How To Write An Introduction of a Research?	https://www.youtube.com/watch?v=QOM4B7Gs8ys	How To Write An Introduction of a Research?
23	All Years	How to Prepare Research Content?	https://www.youtube.com/watch?v=7FAFXmVcNj0	(Research Content)
24	All Years	How to Prepare Research Conclusion?	https://www.youtube.com/watch?v=HmvSQRPfA3Q	Research Conclusion
25	All Years	Writing References in a Research	https://www.youtube.com/watch?v=JTHcOgstPxI	Writing References in a Research
26	All Years	Some Research Ethics	https://www.youtube.com/watch?v=HPwnLqJffv0	Some Research Ethics
27	All Years	Tips for University Students for researches	https://www.youtube.com/watch?v=jd6iWLUZC9Y	Tips for University Students for researches
28	All Years	Research Topics On Phonetics	https://www.youtube.com/watch?v=JfHBZoKvTTs	Research Topics On Phonetics
29	All Years	Research Topics On Morphology	https://www.youtube.com/watch?v=K0ClVbmGMu4	Research Topics On Morphology
	All Years	Research Topics on Syntax&Grammar	https://www.youtube.com/watch?v=wTdmhy0NK0U	Research Topics on Syntax&Grammar
30	All Years	Common Mistakes in writing	https://www.youtube.com/watch?v=rj2tB7vRqbw	Common Mistakes in writing researches

No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
		researches		
31	Fourth Years	Flashback Scenes as revision for fourth Year (July Exams 2020)	https://www.youtube.com/watch?v=Du-wszt9YIw	Flashback Scenes as revision for fourth Year (July Exams 2020)

3.5. Description of DrAhmed Khalil Official Channel on YouTube:

According to the researcher's work as a staff member in higher education,he designed and prepared YouTube Channel incorporating different videos related to English linguistics provided with a range of academic activities uploaded on **DrAhmed Khalil YouTube Channel** to allow the students practice different types of English linguistics skills and make use of sufficient opportunities that encourage the
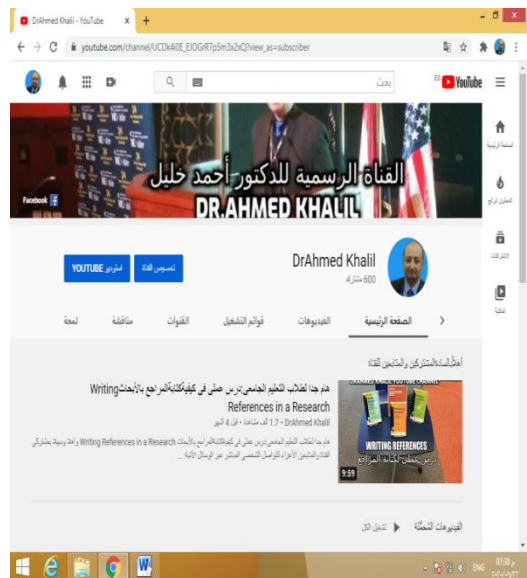
pure production of academic skills, and at the same time allow the researcher to explore the effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of The COVID-19 pandemic. The Online Address of DrAhmed Khalil Official Channel on YouTube is:

https://www.youtube.com/channel/UCDk4i0E_EJOGrR7p5m3x2xQ?view_as=subscriber

In addition, the Sections of the researcher's Official Channel onYouTube are:

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1- Academic Lectures for University Students (English Majors)
2- Developing Skills of Scientific Research for two categories (Under graduate students as an evaluative alternative in light of COVID-19 Pandemic –Post graduate students).
3- Developing General English Skills.
4- General News in English (English Bulletins)
5- Educational News in Egypt
6- Educational News in the Arab and Foreign countries

3.6. Distance Learning for Teaching English:

Distance learning is a set of network, program, information and pedagogical technologies of purposefully organized learning process, by means of students' and teachers' synchronous or nonsynchronous interactive team work and work with teaching aids invariant to their location in space and agreed in time. As the world becomes a global marketplace, the demand for English teachers rises. American college students who want to teach English as a foreign language (TEFL) to students in non-English countries have options through distance learning courses.

At present many students prefer electronic resources to traditional information sources as they consider Internet search to be an easier way to master a language. Admittedly, the main objective of teaching foreign language at higher education institutions is practical use of foreign language as well as developing a personality capable of communication and aiming at self-education. Participation in various international programs and an opportunity to study abroad assume not only a high level of foreign language knowledge but also an individual's particular features: sociability, absence of language barrier, knowledge of international etiquette norms, broad outlook. The teacher's tasks are to facilitate each

student's activity in the process of learning and provide situations for their creative activity. The use of modern teaching aids such as computer programs and Internet technologies as well as distance learning (YouTube Channels as fresh example in this research) render aid in solving these tasks.

Part (4)

4.1. Results of the Study:

The researcher examined and investigated the Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic, and found that there is a clear effect for higher education institutions. So, the following are some results of the study:

- Through a Satisfaction Questionnaire prepared for 50 Students of English Department at (Higher Languages Institute) on The researcher's Facebook page, the results confirmed that **The Researcher's YouTube Channel**was designed and instrumented as a means of Distance Learning to allow the students practice different types of English linguistic skills and make use of sufficient opportunities that encourage the pure production of academic skills, and at the same time allow the researcher to explore the effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of The COVID-19 pandemic. The Online Address of DrAhmed Khalil Official Channel on YouTube is:
  https://www.youtube.com/channel/UCDk4i0E_EJOGrR7p5m3x2xQ?view_as=subscriber
- Distance learning:
  - Is very convenient, tests could passed any time and in any place;
  - It helps to improve students' knowledge of English;
  - It helps to put into practice students' self-evaluation;

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- o It helps to get the additional skills of work using computers.
- Communication, with students through online videos introduced by the researcher, proved:
  - o Learning is an active process. Keeping learners active doing meaningful activities results in high-level processing, whichfacilitates the creation of personalized meaning. Asking learners toapply the information in a video situation is an active process,and facilitates personal interpretation and relevance.
  - o Learners should be given control of the learning process. Thereshould be a form of guided discovery where learners are allowed tomake decision on learning goals, but with some guidance from theinstructor.
  - o Learners should be given time and opportunity to reflect. Whenlearning online through YouTube channels, students need the time to reflect and internalize theinformation. Embedded questions on the content can be usedthroughout the video lessons to encourage learners to reflect on andprocess the information in a relevant and meaningful manner.
- In brief, the results showed that the online intervention using YouTube channels increased students' rate of participation and awareness level in online discussions for the sake of academic achievement in light of the COVID-19 Pandemic as an international crisis.

4.2. Conclusion:

This study discussed the effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic. The YouTube channel was designed to be applied on the students

of English Department to develop their linguistic skills for using technological tools in instruction. So, the researcher constructed and designed an educational channel on YouTube.

Videoswereprepared by the researcher for the purpose of the current study. It was administered to the students of English department in Higher Institute of International Languages. The experiment was applied by the researcher on four year students. The experiment was conducted within the second academic semester of 2019-2020 within the international crisis of COVID-19 Pandemic where the researcher met the students4 hours a week. The experiment lasted for 7 weeks. The researcher designed and prepared training lists of academic videos incorporating different episodes provided with a range of linguistic activities uploaded on **the researcher's official channel on YouTube** to allow the students practice different types of communication skills. Moreover, this study described in details the procedures of designing the YouTube educational channel and conducting the instruction of the academic videos. The results on study confirmed the clear Effect of YouTube Channels as Means of Distance Learning on University Egyptian Students, English Majors, In Light of the COVID-19 pandemic

4.3. Recommendations:

In light of the results of study, the researcher recommends that:

1- An appropriate e-learning atmosphere and e-learning environment should be provided to the students of English Department.
2- The students of English Department should be given the opportunity to interact with their peers and teaching staff to practice studying the target language through educational videos of YouTube Channels as means of distance learning.

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3- Teaching staff in higher education institutions should use the appropriate teaching strategies which facilitate interaction for developing English language skills.

4- The students of English Department should be trained by teaching methods and strategies of developing academic skills.

5- On line teaching should be integrated with classroom teaching in higher education institutions.

6- EFL Exams in higher education institutions should test and measure the language skills through using e-learning tools.

7- Teaching staff in higher education institutions should use instructional technology represented in websites to get students involved and interested in the teaching and learning process.

8- EFL teachers' role in the interactive activities should be the observer, the organizer and the supporter.

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