

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

By:

Dr. Ahmed Mohamed Mohamed Khalil

Lecturer of English Language,
English Department,
El-Madina Higher Institute of International Languages,
Ministry of Higher Education

**The Effect of YouTube Channels as Means of Distance
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Dr. Ahmed Mohamed Mohamed Khalil*

Part (1)

1.1. Overview:

In light of the COVID-19 epidemic, this study examines the usefulness of YouTube channels as a medium for distance learning for English majors attending Egyptian colleges. It also emphasizes the need of incorporating YouTube Channel videos into scientific study planning stages. Additionally, a brief conversation on the researcher's official YouTube channel's experience with distance learning is held.

1.2. Background of the study:

Affected by the COVID-19 epidemic, which has affected around 1.6 billion students across 190 nations on all continents, education systems have seen the worst disruption in history. 94% of children worldwide are impacted by school and other learning space closures; in low- and lower-middle-income nations; that number jumps to 99%. The problem is making it more difficult for many of the most vulnerable children, teenagers, and adults to complete their education, which is escalating already-existing educational disparities. These categories include women, people with disabilities, refugees, those living in rural or disadvantaged regions, and people who have been forcibly relocated. (Tobi, et al. :2013)

As a result, the current recession has prompted innovation in the educational sector. Innovative methods have been used, such as take-home packages, radio, and television, to ensure the ongoing provision of education and training. Solutions for

* **Dr. Ahmed Mohamed Mohamed Khalil:** Lecturer of English Language, English Department, El-Madina Higher Institute of International Languages, Ministry of Higher Education.

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distance learning were created as a result of the prompt actions taken by international partners and governments, such as the Global Education Coalition that UNESCO assembled, to ensure education continuity. In light of the COVID-19 Pandemic, this research explains how YouTube channels are being used as remote learning tools in an effort to provide university students majoring in English with useful tools in the educational system. (Nast, Phil :2019)

1.3. Statement of the problem:

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

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

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

- 1- In light of the COVID-19 epidemic, what are the essential benefits and ideas of using distance learning for Egyptian university students majoring in English?
- 2- In light of the COVID-19 Pandemic, how useful are YouTube channels for Egyptian university students majoring in English when it comes to their distance learning experience?

1.4. Purpose of the Study:

The present study aimed at:

1. Determining and developing the essential benefits and ideas of using distance learning for Egyptian university students majoring in English in light of the COVID-19 pandemic determining and developing the accrediting principles that must be used in pre-university instruction.
2. Examining the effectiveness of YouTube channels for Egyptian university students majoring in English as a remote learning resource in the context of the COVID-19 pandemic.

1.5. Hypotheses of the Study:

The present study aimed at verifying the following hypotheses:
In light of the COVID-19 epidemic, YouTube channels have a certain impact on university Egyptian students majoring in English who use them as a distance learning tool.

Part (2)

2.1. Definition of Distance Learning:

Any learning environment or educational system where the teacher and the student are physically apart can be referred to as distance learning in its widest sense. These days, online learning, or e-learning, is most frequently linked to remote learning. Every year, there has been a growth in distance learning. A lot of students enroll in it in order to make it convenient and attainable. The ability for working students to continue their education during breaks or at any point in between is incredibly handy. For almost a century, distance education has been a reality. Its origins date back to the latter part of the 17th century. Alternatively called instruction and communication learning, it basically concentrates on giving guidance to those who are not there in person. Motivated people must complete their studies and session plans at their own pace in order for this type of training and learning to occur. They must also turn in their finished work for review by their trainer. Remote learning is essentially learning with the instructor and students separated in place, time, or both. In hybrid classes, students often take exams in front of a trainer and participate in both in-person and online instruction. (Knösel, et al. :2011)

2.2. E-learning Systems:

Over the years, in the literature studies, "e-learning systems" has been used and interpreted in a variety of ways. The differences in definitions of the technologies that make up e-learning systems are one of the challenges for researchers studying e-learning. E-learning systems, one of the most significant developments in the IT industry, are a concept that emerged from IT and have been there for more than 20 years. E-

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learning technologies have been employed at many universities recently for both teaching and learning, which has changed such institutions' educational processes. E-learning platforms have become a significant teaching tool at universities due to the proliferation of Web applications. (Hubbard :2011)

2.3. Advantages of Distance Learning:

The following are some benefits of distant learning: It is easily controlled and accessed. People naturally desire easy access to everything, including education, because modern life is so hectic and frequently requires juggling two things at once. Even though it might sound strange, working while you study really saves a great deal of time. A sense of success is experienced by students in a variety of activities other than studying. Students can also complete their degree program while working. Students are free to study anywhere they choose. Students can study, conduct research, and even engage online discussions about subjects without physically being in the same room as their teachers as long as they have a dependable internet connection. (Harven, Michelle :2015)

2.4. Obstacles for the Success of Distance Learning Systems:

The growing use of the internet has led to the development of several distance learning programs with top-notch educational results. Even though this new learning technique is beneficial, there are a few obstacles to overcome. Various obstacles have rendered distant learning systems less effective than their in-person counterparts during the last few decades. Among these difficulties include the lack of learning styles, the inability to modify presentations to the audience, and the difficulty of controlling the teaching process. The most important one, though, is the "keeping up" speed of communication. The requirement for two-way communication between the instructor and the students is one of the most crucial elements of an efficient learning process. Teachers and students have had a

significant challenge ever since e-learning got underway. Nobody is able to ask or respond to comments and inquiries in an efficient manner. (Hardwick, Joshua :2019)

Lack of student-to-student engagement in distant learning systems is a secondary problem. Students are grouped with other students in a regular classroom to discuss and challenge one other's views. Effective learning in subjects like philosophy, linguistics, and debate requires peer-to-peer interactions. Without this kind of relationship, remote learning might be limited to the basic transfer of knowledge devoid of any opportunity for actual learning. These challenges still arise in both traditional classroom settings with a large number of students and a single professor as well as online learning contexts. (Chun :2011)

But many of these obstacles have been removed because to the quick advancement of communication methods in distant learning programs. For a small group of students, online libraries, practice modules, discussion forums, and a feedback system that allows for quick answers to teachers and other students might be helpful in real-time video classrooms. Even though the majority of these problems have been resolved, they still persist. All educators do, however, concur that these issues are consistently and successfully being handled. (Haigh, et al. :2013)

2.5. Distance Learning Systems:

Using innovations in cloud-based technology, video conferencing, and dual stream recording, certain universities are setting the standard for college distant learning programs. Many universities around the world are currently using cutting edge technologies for distance learning, such as studio spaces with HD cameras, video conferencing features, LCD screens, annotators that let teachers write on the images being displayed, cloud-based lecture recording, and webcasting options. (East & King :2012)

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Part (3)

3.1. Definition of YouTube:

Members may save and play videos on YouTube, a service that offers free video hosting. Users of YouTube and website visitors may use links or HTML code embedding to distribute YouTube videos on several online platforms. It is the biggest website where users may share videos. Anyone may post videos to YouTube for either public or private viewing. Jawed Karim, Steve Chen, and Chad Hurley founded it in 2005, and Google purchased it in 2006 for USD \$1.65 billion. Similar to Facebook, Google, Yahoo!, Amazon, and other Internet giants with explosive development, YouTube was broadcasting 25 petabytes (quadrillion bytes) of video every month in just a few years. YouTube offers a platform for friends and family to share films with each other as well as a gallery for aspiring and seasoned videographers. It is a venue for those looking to make a statement and offers educational films covering all subjects. Furthermore, YouTube emerged as a significant platform for political talks. (Comas-Quinn, et al. :2012)

3.2. YouTube Formats:

YouTube videos may be broadcast from millions of venues by simply adding the necessary code into a blog or website. All 4:3 footage submitted to YouTube is letterboxed and converted to 16:9 wide screen from a number of sources. Flash video was the predominant form of video output until HTML5 became the standard. In 2015, YouTube Red made its debut as a paid subscription service including music videos. 2018 saw the rebranding of Red as YouTube Premium, which included original programming. The music was still available on YouTube Premium, but it was also divided and sold separately. YouTube launched a subscription streaming service for certain cable channels and local TV networks beginning in 2017. (Baron :2008)

3.3. Using YouTube for Distance Learning:

Methods for providing education are evolving as a result of closed classrooms and the widespread use of remote learning by billions of students worldwide. Recorded videos, live streaming, and video conferencing are becoming more and more popular. Instructors videotape themselves giving a lecture, post it to their YouTube account, and distribute it to the class. For a long time, schools have found it extremely difficult to maintain a safe and acceptable environment on YouTube. YouTube has age restrictions that can aid in limiting access to improper and adult content. (Blake :2013)

3.4. Distance Learning for Teaching English:

With the use of synchronous or nonsynchronous interactive teamwork between students and teachers as well as the use of teaching aids that are not dependent on their location in space or agreed upon time, distance learning is a purposefully organized learning process that involves a variety of network, program, information, and pedagogical technologies. The need for English teachers is growing as the globe becomes a more interconnected economy. Through remote learning courses, American college students can pursue their dream of teaching English as a foreign language (TEFL) to students in non-English speaking nations. (Friedman :2017)

Currently, a lot of students think that using the Internet to conduct searches for information is a simpler approach to become fluent in a language than using conventional information sources. It is true that the primary goals of foreign language instruction in higher education institutions are the improvement of communication skills, self-education, and the use of foreign languages practically. In addition to having a high degree of fluency in a second language, being able to study abroad and take part in international programs also demand specific personal qualities, such as friendliness, the lack of a language barrier, knowledge of international etiquette, and an open-minded mindset. It is the responsibility of the instructor to support each student's learning process and to create environments that

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encourage creativity. These activities may be completed with the use of contemporary instructional aids including computer programs, Internet technologies, and distant learning (this research uses YouTube Channels as a new example). (Clark, et al. :2016).

Part (4)

4.1. Methodology of the Study:

4.1.1. Instrumentation:

The researcher made a YouTube channel for English department students to utilize in light of the COVID-19 epidemic to help them become more proficient in the language needed to use technology in the classroom. The channel's goal was to look at how YouTube channels affected Egyptian university students majoring in English when they used them as a distant learning tool. Thus, the researcher constructed a YouTube channel with instructional content .

The researcher created and managed videos specifically for the present investigation. As subscribers to the researcher's channel, These videos are relevant to the 250 students in the English Department's four-year linguistics course, which covers phonetics, phonology, morphology, syntax, semantics, and pragmatics. The researcher conducted the experiment on fourth-year students. The COVID-19 pandemic was an international catastrophe during the second semester of 2019–2020, when the experiment was carried out. Four hours a week, the students and the researcher met across the channel. Seven weeks passed throughout the trial. In order to provide students experience in various communication skills, the researcher created training lists of academic movies that included various episodes along with a variety of language tasks. These videos were then released on the researcher's official YouTube account. The following table contains links, descriptions, and examples of video subjects that the researcher worked on 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	A quick overview of English linguistics is given in this video, with a focus on pragmatics, which is the use of language in situations and interpersonal communication.
2	Fourth Year	Deixis in English Linguistics	https://www.youtube.com/watch?v=bTuVZuV1oPk	An overview of Deixis in English linguistics for language use in context and discourse is provided in this video.
3	Second Year	CRONYMS as a Type of ABBREVIATIONS in English Language	https://www.youtube.com/watch?v=1F2GBzHcdYI	A brief explanation of acronyms in the English language, as a type of abbreviations, is provided in this video.
4	First Year	NASAL sounds in English PHONETICS {m,n,ŋ}	https://www.youtube.com/watch?v=RV8C-duJ5w4	A quick explanation of NASAL sounds in English PHONETICS {m,n,ŋ} is provided in this video.
5	Third Year	ADVERBS in English Language	https://www.youtube.com/watch?v=pBtN0_A2s9c	A quick explanation of how to use ADVERBS in English language and conversations is provided in this video.
6	Fourth Year	Types of Contexts in English Language	https://www.youtube.com/watch?v=GHvNgr2Dg8I	A brief explanation of the many English language context types is provided in this video.
7	Second Year	CONVERSION as a MORPHOLOGICAL Process in English Linguistics	https://www.youtube.com/watch?v=TyUmmTHMCfs	An overview of CONVERSION as a MORPHOLOGICAL Process in English Linguistics is given in this short video.
8	Third Year	AMERICAN and BRITISH	https://www.youtube.com/watch	A basic overview of the key distinctions between British

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No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
		Grammar in English	h?v=K0mSo3mWAeo	and American English grammar is provided in this video.
9	Fourth Year	Grice's Maxims for Cooperative Principle in English Linguistics	https://www.youtube.com/watch?v=RxX-b097N4w	Grice's Maxims for Cooperative Principle in English Linguistics is briefly explained in this video along with interactive discussions.
10	First Year	FRICATIVES in English Phonetics	https://www.youtube.com/watch?v=jIdQ-k_s7Vk	A quick explanation of how to make FRICATIVES in English Phonetics (Position and Manner of Articulation) is provided in this video: Voiced th sound /ð/ unvoiced th sound /θ/ z sound /z/ s sound /s/ zh sound /z/ sh sound /ʃ/ h sound /h/ v sound /v/ f sound /f/
11	Second Year	BLENDING and BACK-FORMATION in Linguistics	https://www.youtube.com/watch?v=cXci6z2Ev50	In this video, the morphological processes of BACK-FORMATION and BLENDING in English linguistics are briefly explained.
12	Third Year	Types of VERBS in English Language	https://www.youtube.com/watch?v=vS5k0tVyYuM	A brief explanation of the many types of VERBS in the English language is provided in this video (life Practices and Examples).
13	Second Year	FREE MORPHEMES (Lexical and Functional)	https://www.youtube.com/watch?v=NBFhIMXSCZs	Lexical and functional morphemes, the two main kinds of free morphemes, are briefly explained in this video.
14	First Year	PLOSIVE Consonants in English Phonetics	https://www.youtube.com/watch?v=vwO8kt9f65U	A concise explanation of PLOSIVE Consonants in English Phonetics is provided in this video. As an illustration: /k/: kite, cone,

No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
				queen, chronic, excited /g/: gone, exhaust /p/: purse /b/: bell /t/: talk, stopped /d/: done, played The vocal cords vibrate when producing the voiced sounds /b, d, and g/. /p,t,k/ are silent; they are formed with air exclusively. In English pronunciation, voiceless plosives are frequently aspirated (made with a puff of air).
15	Third Year	SENTENCE, Clause and Phrase in Oral and Written Communication	https://www.youtube.com/watch?v=-IBG58Cb_P90	A brief description of SENTENCE, clause, and phrase in oral and written English communication is provided in this video.
16	Fourth Year	SPEECH ACTS (Illocutionary, Locutionary, Perlocutionary)	https://www.youtube.com/watch?v=-cS7NYRLUohg	An overview of John Austin's theory of the three speech acts— illocutionary, locutionary, and perlocutionary—that take place in English conversations between speakers and listeners is given in this video.
17	Second Year	What are BOUND Morphemes and DERIVATIONAL Morphemes?	https://www.youtube.com/watch?v=-Y0TTqR4jm1A	A succinct explanation of DERIVATIONAL and BOUND morphemes is provided in this video.
18	First Year	Voiced and Voiceless Sounds in English	https://www.youtube.com/watch?v=-f62hlCLQYcU	A clear explanation of voiced and voiceless sounds in English pronunciation is provided in this video. (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 PRAGMATICS?	https://www.youtube.com/watch?v=-QRKJUM5gcu0	This video includes a brief explanation on "What is the Relationship between SEMANTICS and 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	How To Write An	https://www.yout	How To Write An Introduction

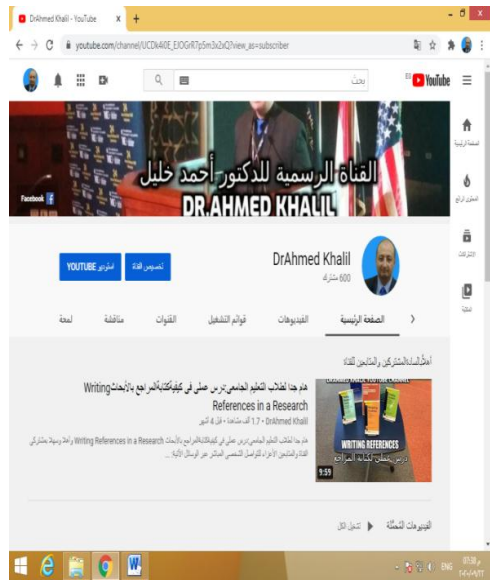
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No.	Grade	Topics of Videos	Video Links on researcher's YouTube Channel	Description of video Lessons
	Years	Introduction of a Research?	ube.com/watch?v=QOM4B7Gs8ys	of a Research?
23	All Years	How to Prepare Research Content?	https://www.youtube.com/watch?v=7FAFXmVcNj0	(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=K0CIVbmGMu4	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 researches	https://www.youtube.com/watch?v=rj2tB7vRqbw	Common Mistakes in writing researches
31	Fourth Years	Flashback Scenes as revision for fourth Year (July Exams 2020)	https://www.youtube.com/watch?v=Du-wsz9YIw	Flashback Scenes as revision for fourth Year (July Exams 2020)

4.1.2. Description of DrAhmed Khalil Official Channel on YouTube:

The researcher developed and constructed a YouTube channel with a range of academic activities and English linguistics films, which he put on the Dr. Ahmed Khalil YouTube channel in light of his job as a staff member in higher education. This gave the students the chance to hone their English language proficiency and benefit from numerous chances that encourage the unadulterated production of academic abilities, and it also gave the researcher the chance to look into the effects of Dr. Ahmed Khalil's official YouTube channel, which can be found at this address:



<https://www.youtube.com/@drahmedkhalil1540>

Furthermore, the following sections are available on the researcher's official YouTube channel:

- 1- Academic Lectures for University Students (English Majors)
- 2- Improving Scientific Research Skills for Two Groups: Postgraduate Students and Undergraduate Students (Postgraduate students as an Evaluative Alternative in View of the COVID-19 Pandemic).
- 3- Strengthening General English Proficiency.
- 4- English-language general news bulletins
- 5- Egyptian Educational News
- 6- News about Education in Arab and International Nations

4.1.3. More Instruments and the Purposes:

- The researcher instrumented a specialized YouTube channel to allow students to practice a variety of English language abilities and to take use of many chances that support the pure production of academic skills. This gave

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the researcher the opportunity to look at how YouTube channels, in light of the Covid-19 epidemic, are affecting English majors at Egyptian universities who are majoring in the subject. This URL will take you to Dr. Ahmed Khalil's official YouTube channel:

https://www.youtube.com/channel/UCDk4i0E_EJOG7p5m3x2xQ?view_as=subscriber

- The researcher created videos specifically for the current investigation. The Higher Institute of International Languages' English department students received it. The researcher conducted the experiment on fourth-year students. The study was carried out in the midst of the global COVID-19 pandemic during the second semester of 2019–2020, with four hours of weekly meetings between the researcher and the students. Seven weeks passed throughout the trial. In order to provide students experience in various communication skills, the researcher created training lists of academic movies that included various episodes along with a variety of language tasks. These videos were then released on the researcher's official YouTube account. Additionally, this study provided a detailed description of the steps involved in creating an educational YouTube channel and carrying out the academic video lesson. In light of the COVID-19 epidemic, the study's findings unequivocally demonstrated the value of YouTube channels as a distance learning tool for Egyptian university students majoring in English.
- By means of a Satisfaction Questionnaire administered via the researcher's Facebook page to fifty English department students at the Higher Languages Institute, the results verified that the researcher had created and equipped a particular YouTube channel as a tool for

distance learning, enabling students to practice various English language skills.

- The investigator created an assessment sheet for the representative group to assess the fake YouTube channel (see to appendix 2). There are two sections to the YouTube channel's Evaluation Card.

4.1. Results of the Study:

The study examined the effectiveness of YouTube channels as a distance learning strategy for English majors in Egyptian universities in the context of the COVID-19 pandemic. The outcomes demonstrated a clear influence on universities. Thus, the following are some of the study's conclusions:

- The researcher's YouTube channel was set up and equipped as a tool for distance learning so that students could practice various English language skills and exploit the many chances that encourage the unadulterated creation of academic abilities. Furthermore, considering the Covid-19 epidemic, the channel enabled the researcher to examine the effects of YouTube channels as a medium for distance learning on English majors in Egyptian universities.
- Distance learning:
 - Tests may be taken at any time and from any location, which makes it very handy.
 - It also helps students learn more about computers and improves their English language abilities.
 - Finally, it helps students practice self-evaluation.
- Through the researcher's introduction of internet videos, communication with students demonstrated:
 - Acquiring knowledge is a dynamic endeavour. Maintaining students' engagement in worthwhile tasks promotes high-level processing, which makes it easier for them to create meaning that is unique to them. Asking students to use the knowledge in a video scenario encourages active learning and allows for individual interpretation and relevance.

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- The power over the learning process should be entrusted to the learners. A type of guided exploration should exist where students choose their own learning objectives with some instructor assistance.
- Time and opportunities for reflection should be provided for learners. Students need time to go about and process the material when learning online via YouTube channels. Throughout the video sessions, embedded questions may be utilized to push learners to consider and assimilate the material in a pertinent and significant way.
- As for the results of Satisfaction Questionnaire, the satisfaction questionnaire (see appendix 1) is divided into two parts i.e. Information about the YouTube channel and the researcher. After finishing and completing the questionnaire (n=50), it was noticed that (100%) of the students strongly agree that the YouTube channel serves as a worthwhile guide to them as English learners, the content or material is well organized and the instructions for tests and assignments are clear. Most of them (97%) strongly agree that this YouTube channel met their goals and expectations. (87%) strongly agree that the material is appropriately challenging. All of them (100%) strongly agree that the researcher uses concrete, understandable examples and prepares for each class session and they are encouraged to ask questions and express ideas.
- As for the results of Evaluation Card for the YouTube channel, the researcher prepared a card for the sample group to evaluate the constructed YouTube channel (see appendix 2). The Evaluation Card for the YouTube channel consists of two parts: The first part indicates that 100% of the sample group gave a complete approval on the following items:

- They can get the material easily through the YouTube channel.
- They recommend other learners to visit the YouTube channel.
- The YouTube channel has vision and mission for users.
- The YouTube channel 's content is well organized and logical to develop English linguistic skills.
- They recommend for this YouTube channel to be continuous as an educational channel, especially for developing English linguistic skills
- Also, the first part indicates that 80% of the sample group approved on the previous items, but 20% of them do not know about specifying the individual differences between users by the constructed YouTube channel.

On the other hand, the results of second part of the evaluation card for the YouTube channel shows the following:

- 60% of the sample group assessed the YouTube channel with grade (Excellent)
- 30% of the sample group assessed the YouTube channel with grade (Very Good)
- 10% of the sample group assessed the YouTube channel with grade (Good)
- To summarize, the findings indicated that, given the COVID-19 Pandemic as a global emergency, students' knowledge of and engagement in online debates for academic attainment rose as a result of the online intervention utilizing YouTube channels.

4.2. Conclusion:

This study looked at the effectiveness of YouTube channels as a distance learning tool for English majors in Egyptian universities in the context of the COVID-19 pandemic. The YouTube channel was created with the purpose of helping English Department students improve their language proficiency so they can use technology in the classroom. Thus, the researcher created a YouTube channel with instructional content.

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The researcher created videos specifically for the current investigation. The Higher Institute of International Languages' English department students received it. The researcher conducted the experiment on fourth-year students. The study was carried out in the midst of the global COVID-19 pandemic during the second semester of 2019–2020, with four hours of weekly meetings between the researcher and the students. Seven weeks passed throughout the trial. In order to provide students experience in various communication skills, the researcher created training lists of academic movies that included various episodes along with a variety of language tasks. These videos were then released on the researcher's official YouTube account. Additionally, this study provided a detailed description of the steps involved in creating an educational YouTube channel and carrying out the academic video lesson. The study's conclusions clearly showed the advantages of YouTube channels as a distance learning resource for English majors in Egyptian universities, especially in light of the COVID-19 pandemic.

4.3. Recommendations:

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

- 1- Students in the English Department should have access to a suitable virtual learning environment.
- 2- As a kind of remote learning, the English Department should provide its students with the chance to engage with their teachers and classmates while watching instructional films on YouTube channels.
- 3- Teachers in postsecondary educational establishments must to employ suitable pedagogical approaches that foster communication in order to enhance students' English language proficiency.
- 4- Academic skill development approaches and tactics should be used to instruct the English Department students.

- 5- In higher education institutions, online and classroom instruction should be combined.
- 6- Higher education institutions should use e-learning technologies to assess and gauge students' language proficiency on EFL exams.
- 7- Instructional technology, as portrayed on websites, should be used by faculty members in higher education institutions to engage students in the process of learning.
- 8- EFL teachers should take on the roles of supporter, organizer, and observer during interactive exercises.

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

**Appendix (1)
Satisfaction Questionnaire**

Please, complete this questionnaire for the training program:

Part (1) The Program	Strongly Agree	Agree	Disagree	Strongly disagree
1- The constructed Youtube Channel serves as a worthwhile guide to you as engineers.				
2- The content/material is well organized.				
3- The material is appropriately challenging.				
4- The content pace was Satisfactory.				
5- This Youtube Channel met my goals/expectations.				
6- The instructions for videos, tests and assignments are clear.				
Part (2) The Researcher				
7- The researcher uses concrete, understandable examples.				
8- The researcher is enthusiastic.				
9- The researcher is courteous and considerate.				
10- The students are encouraged to ask questions and express ideas.				
11- The researcher is prepared for each class session.				
12- I can get individual help from the researcher when I need it.				
13- I have learned a lot from this researcher.				
Comments:				

**Appendix (2)
Evaluation Card**

Evaluation Card for the Youtube Channel

https://www.youtube.com/channel/UCDk4i0E_EJOGGrR7p5m3x2xQ

Part (1)

No.	Item	Yes	No	I don't Know
1.	Can you get the material you want easily by the Youtube Channel?			
2.	Do you recommend other learners to visit and subscribe the Youtube Channel?			
3.	Do you agree that the Youtube Channel's content take care of the individual differences between users?			
4.	Does the Youtube Channel have vision and mission for users?			
5.	Is the Youtube Channel 's content well organized and logical to develop English linguistic skills?			
6.	Do you recommend for this Youtube Channel to be continuous as an educational website, especially for developing English linguistic skills?			

Part (2)

1- How do you assess DrAhmed Khalil Youtube Channel?

- a) Excellent b) Very Good c) Good d) bad e) Very Bad

2- What is the most essential factors led to use the website?

- a)Design b)Colors c)Content d)Free Download e)All of them

3- What is the most interesting section of the website?

- a) Movies b)E-Book c)Presentations d)Guide (Training Program-Teacher's Guide)
e)Audio f)Songs g)All of them

4- What is the section you want to be developed?

- a) Movies b)E-Book c)Presentations d)Guide (Training Program-Teacher's Guide)
e)Audio f)Songs g)All of them

Comments:

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**Thank You Very Much!
Ahmed Mohamed Khalil**