



Where Angels Fear to Tread: The Effective Use of YouTube to Improve Secondary School Students' Listening Ability.

Names: Manar Medhat Ibrahim Ibrahim, Hager Osama Sobhy Abdelaziz, Amira Gamal Abdelrazik Mabrouk, Sara Wael Farouk Hassan, Menna Tallh Ebrahim Hamdy Mohamed, Noha Emad Abdelnaby Mohamed, Asmaa Awad Kamel Basuony.

Supervisor: Dr. Ahmed Abdelsattar Abdelaziz Keshk – Doctor of English Literature – English Department – Faculty of Education – Ain Shams University

Program: Bachelor of Arts and Education (Preparatory and Secondary) English language and literature major. Faculty of Education, Ain Shams University.

Acknowledgement:

We would like to express our profound gratitude to all those who helped us to complete this project successfully. First and foremost, we would like to thank Prof.Safa Ahmed Shihatah, Dean of the Faculty of English Ain Shams University for her continuous support to all what helps the students to improve their knowledge.

We would like to express our special thanks to our mentor Dr. Ahmed Abdelsattar Keshk, who made this possible. His guidance and advice carried us through all the stages of writing our project and his constant support ,valuable guidance , and encouragement throughout the process.

We would also like to extend our thanks to our school principal Mr. Asaad Ibrahim and our supervisor Mr. Thabet Khalaf for providing all the necessary facilities for this project.

Finally, we would like to thank our families who motivated us and boosted our morale when we were stressed.

Abstract:

The objective of this study is to demonstrate the efficacy of utilizing YouTube English conversation videos as a means of enhancing listening ability and addressing some classroom challenges in the second stage at Ensaaf Serry Secondary School for females in Egypt. Some of the issues include a limited vocabulary, inadequate connecting, omission of sounds or syllables, and various language errors. Prior studies have demonstrated the importance of connecting and omitting sounds in spontaneous speech, in addition to the influence of accurate pronunciation on understanding. Nonetheless, it is imperative to address the disparity between theoretical knowledge and practical implementation, especially among students who encounter challenges in listening comprehension. Based on this information, the researcher examines the use of YouTube videos as an instructional tool to enhance students' listening abilities. The findings demonstrated that YouTube empowers educators to design activities aimed at enhancing students' listening ability, while also assisting them in distinguishing language, pace, and contraction. In addition, YouTube offers learners in the classroom the ability to decipher the voice or words they hear by providing both auditory and visual components. While acquiring knowledge in the subject matter, students also aim to enhance their language proficiency. In order to accomplish the goal of this study, the researcher plans to employ action research methodology, utilizing instruments such as pre-test and post-test assessments. These assessments will be conducted before and after participants watch a YouTube video, with the aim of evaluating the efficacy of using YouTube videos to improve listening ability. Consequently, the outcome was favorable for the selected group of students.

Key Words:

Improving Listening, YouTube, Lack of vocabulary, Linking, Elision

1. Introduction:

The objective of this study is to demonstrate the efficacy of utilizing YouTube English conversation videos in enhancing listening ability and addressing some classroom challenges in the second stage at Ensaaf Serry Secondary School for females in Egypt. Some of these issues include a limited vocabulary, difficulties in making connections, omission of sounds or syllables, and various grammatical errors. Prior studies have highlighted the importance of connecting and omitting sounds in real speech, in addition to the influence of accurate pronunciation on understanding. Nonetheless, it is imperative to address the disparity between theoretical knowledge and practical implementation, especially among students who encounter challenges in listening comprehension. Based on this information, the researcher examines the use of YouTube videos as an instructional tool to enhance students' listening abilities. The findings demonstrated that

YouTube facilitates teachers in creating activities aimed at enhancing students' listening ability, while also assisting them in identifying language, speed, and contractions. Moreover, YouTube offers both auditory and visual stimuli to students in the classroom, enabling them to decipher and comprehend the spoken language or words they encounter. While acquiring knowledge in the subject matter, students also aim to enhance their language proficiency. To accomplish the goal of this study, the researcher plans to employ action research methodology, including pre-test and post-test assessments both before and after seeing a YouTube video. The aim is to ascertain the efficacy of utilizing YouTube videos in improving listening ability. Consequently, the outcome of the sample of students was positive. Researchers are using various technologies, such as audiobooks for short stories and podcasts, to enhance pronunciation in listening ability. The researchers in this study have discovered innovative methods to enhance listening

proficiency. By utilizing the widely-used platform known as YouTube. YouTube is a widely recognized online platform. The students in the classroom will utilize YouTube videos to enhance their pronunciation and lexical ability by identifying and correcting faults. YouTube is a platform that offers a wide range of online videos mostly for amusement purposes. However, it can also serve as a valuable resource for enhancing listening ability by providing authentic material. The YouTube platform is accessible to both students and teachers, serving as a useful tool for enhancing learning and strengthening students' listening abilities, both within and beyond the classroom. By integrating YouTube into the classroom, the researcher conducted a study to assist a sample of students in overcoming listening errors in the English language.

2. The Objectives of this Study:

- 1) The primary objective is to enhance one's listening proficiency by utilizing YouTube as a platform.
- 2) The researchers assist students in expanding their vocabulary and understanding the meanings of words.
- 3) The researchers assist students in acquiring knowledge of associated speech phenomena, such as linking and elision.
- 4) The researchers correct linguistic errors made by students, such as confusion between sounds like "p" and "b" or "th" and "s", among others. The researchers assisted students in attentively listening to conversations and answering related questions.

3. The Importance of this Study:

Listening is a crucial ability that is often neglected, despite its significance. Both students and teachers frequently fail to give proper attention to the act of listening. This is particularly noteworthy because learners frequently remark that listening is the most arduous ability in any language. Regrettably, the labs do not provide practice for the Listening

activities, unlike the Speaking ability. The research aims to enhance listening abilities through various ways such as direct, integrated, incidental, eclectic, and dialogue methods. Specifically, this study focuses on practicing listening ability in the classroom using YouTube. The sample of students can overcome various challenges by improving their pronunciation, expanding their vocabulary, and gaining a deeper understanding of connected speech. YouTube offers a combination of auditory and visual elements to learners, enabling students to decipher spoken words while studying subject matter and enhancing their language ability. YouTube facilitates the acquisition of a more comprehensive understanding of the spoken language for students. Utilizing YouTube enables students to acquire language ability in an authentic manner and access knowledge that extends beyond the realm of language. YouTube aids students in enhancing their listening ability through conversational content. Developing strong listening ability enables students to effectively address concerns and resolve misunderstandings. The ability to listen well enables students to build a positive connection. Enhancing one's listening ability facilitates effortless communication with those who are either foreign or native.

4. Literature Review:

4.1 Listening Ability

Language is an essential component of everyday existence, to achieve effective communication. Listening is a component of this process and consists of numerous sub-ability. First, it is crucial to acknowledge the differentiation between the acts of listening and hearing. According to Rixon (1986:28), listening refers to the mere identification of sound, as exemplified by the phrase "I am sorry." I did not perceive the precise content of your utterance. Listening is the deliberate focus on the content of what was communicated, as demonstrated by the question, "Are you listening to me?".

Furthermore, it is advantageous to comprehend the procedure of listening.

Rost (1991: 3) categorizes the process into two distinct stages. Initially, listeners combine fundamental abilities such as distinguishing between sounds, identifying words, recognizing grammatical structures, linking intonation and stress with gestures, utilizing prior knowledge, and retaining significant words and concepts. Second listeners are responsible for making several decisions while listening, including assessing the context, devising a listening strategy, identifying keywords and meaningful units, and evaluating the coherence of the communication (Rost, 1994: 4). Rost (1991: 70) outlines four key principles for enhancing the listening ability of English language learners. These include the importance of engaging in face-to-face communication, prioritizing the understanding of meaning and the acquisition of new and significant information, engaging in comprehension exercises, and recognizing that listening is an internal process that may not always be outwardly observable. Several academics have explored other elements that should be taken into account when developing classes to enhance the listening ability of second language learners. The majority of these challenges are associated with the distinctive features of spoken language, such as informal language, idiomatic expressions, slang, contracted forms, and shared cultural understanding (Dunkel, 1991; Ur, 1984). Furthermore, the learners' notion that native speakers speak at an accelerated pace can impede comprehension. Students need to experience spoken English at different rates and speeds in a natural setting without any breaks (Brown, 1994).

4.2 Teaching Listening

Teaching listening involves assisting students in enhancing their listening abilities and comprehending the content they listen to (Richards, 2006). This can be achieved by utilizing suitable learning materials and developing a comprehensive lesson plan. The goals of teaching listening are attained by utilizing resources and meticulously prepared

exercises (Etman, 2012).

Traditional approaches to teaching listening focus on rote memorization and oral repetition, rather than on the functional aspects of listening ability (Rost, 2001). Teachers instruct students to attentively listen to a dialogue or monologue delivered by either the teacher or native speakers through recorded audio. Meanwhile, learners are required to possess the ability to accurately articulate and retain words. The remembered words should be said accurately and coherently, with the appropriate accent, dialect, and intonation, mirroring those of the native speakers being listened to. The lesson materials are delivered using either audiotape, where the teacher plays segments of a cassette, or through direct speech by the teacher with intermittent pauses. The audio recording of the talk can be paused as necessary, as long as the teacher's learning objectives are met. In the traditional approach, students assume a passive role while the teacher exercises control over classroom activities.

4.3 YouTube

When selecting visual media for classroom use, educators must take into account various considerations like cost, suitability of material, and relevance to the students. In 2001, Marc Prensky introduced the phrase "digital natives" to describe those who have been raised in an environment where digital technology is prevalent. Common activities for adolescents and young adults include engaging in online video games, exchanging text messages, and utilizing social media platforms.

networking sites for a variety of purposes including communicating. "Digital natives" are Social networking sites are used for various reasons, including communication. "Digital natives" are accustomed to and intrigued by internet-based technologies. Considering this tendency, it might be beneficial to utilize internet-based technologies in foreign language instruction. YouTube is a viable choice. YouTube was established in February 2005 by Steve Chen, Chad Hurley, and Jawed Karim as a platform for individuals to distribute brief video snippets on the internet. Every day, YouTube receives over

two billion views. Additionally, 51% of users frequent the site weekly, and 52% of those aged 18-34 share videos with others (YouTube Facts & Figures, YouTube Fact Sheet referenced in Terantino, 2011). YouTube is a freely accessible platform that offers a wide range of content, including user-generated videos as well as professionally produced music, documentaries, and movies. Full-length episodes of TV series, full versions of movies, and brief clips are available for viewing. Teachers can utilize subject searches to easily find short clips, making it an excellent resource for targeting specific vocabulary or language structures in the foreign language classroom.

5. Theoretical Framework:

5.1 Lack of Vocabulary

The pre-test administered in the first classroom revealed the students' points of weakness, which included deficiencies in vocabulary, connected speech, and some linguistic errors. Consequently, the teacher resolved to address these issues by beginning with the initial problem, which entailed a deficiency of vocabulary.

In this video, Vocabulary has a crucial function in facilitating meaningful communication.

Understanding a context without knowledge of its language is not feasible, as all interactions and communication rely on words.

Vocabularies are essential. Zimmerman, as mentioned in Coady and Huckin (1998), asserts that vocabulary plays a vital role in language and is of utmost significance in the process of language acquisition.

Based on the aforementioned description, the researcher asserts the significance of vocabulary, which refers to the understanding of words and their meanings. When students possess this information, they can comprehend the words used in the video and exchange ideas with one another. Enhancing one's vocabulary is a fundamental element in developing listening proficiency and acquiring proficiency in any language, as words serve as the fundamental building blocks of every language.

According to Thornbury (2002), teaching

vocabulary is an essential component of language learning, as languages are fundamentally built upon words.

Based on the aforementioned significance of enhancing vocabulary, it is essential to possess a substantial amount of vocabulary to effectively comprehend the movie while listening.

According to Linse (2005), the growth of learners' vocabulary is a crucial component of their language development.

The sample of students exhibits a deficiency in vocabulary and a lack of practice in listening, resulting in difficulties in comprehending spoken content accurately. Additionally, they encounter challenges in understanding the entirety of the video due to unfamiliarity with multiple words, causing them to prioritize these words and disregard the remaining listening material. While Huckin asserts that "**second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle**". (Huckin,1995)

This issue that arises when watching videos hinders their ability to effectively express their thoughts and comprehend the video's morals due to their neglect of language development.

According to Özbay (2005), the use of language has facilitated communication and interaction among individuals "through the use of words and writings". To address this issue, the researchers have identified the challenges encountered by the students and made efforts to overcome them. The researchers proposed a method to assist the selected students in augmenting their vocabulary and comprehension of various listening resources, hence enhancing their listening ability. This approach involves using YouTube as a tool for improvement.

To increase the vocabulary and comprehension ability of the students in this study, the researchers proposed a method that involves utilizing YouTube to boost their understanding of various listening materials.

Obstacles that Face Students in the Classroom:

First, different meanings of same vocabularies. In the selected video, there were many words which have different meaning. For example:

• Master

1. The **master** asked back "where did you come from?"
2. Duff soon mastered the ability of radio production.
3. I've a Masters in economics.

• Well

1. **Well**, those are exactly the type of people we have in this village.
2. To dig a **well**.

• Second, acquisition of new vocabulary.

Students have expressed their inability to get the meaning of the following words:

• Nasty, Cheating, Harmony, Seekers, Stealing, Spirit

5.2 Connected Speech (Linking)

The student sample has shown difficulty in their listening abilities when watching a YouTube video, which has spurred the search for effective techniques to improve these ability. To tackle this problem, it is necessary to explore the concept of sound linkage, as it significantly contributes to improving listening ability. By acquiring knowledge on how to successfully connect phonetic elements, students in the educational setting can surmount barriers that impede their auditory abilities, thus enhancing their capacity to actively participate in listening activities and interpret oral communication more effortlessly. According to Celce-Murica Linking indicates **“the connecting the final sound or syllable of one word to the initial sound or syllable of the**

second word.” (Celce-Murica et al.,2010, p. 158).

As a result, native speakers do not pronounce the syllables separately or individually. Instead, they combine the individual words into a continuous sequence of sounds. This pronunciation method fosters a seamless and coherent speech pattern, facilitating a more authentic and native-like language delivery. This connection eliminates any space between the words, leading to a seamless and uninterrupted flow of communication. "In connected speech, its purpose is to merge two words so that they sound like one word, without any changes in the individual sounds, as seen in the phrases 'some_of' [sʌm_əv] and 'miss_Sarah' [mɪs_sɛrə]." (Alameen and Levis 2015, 6). Therefore, Linking aims to combine two words without altering their respective syllables. Celce-Murcia often characterizes the tongue of non-native English speakers as having a jagged quality. This phenomenon arises because many English learners do not incorporate the practice of connected speech into their communication, primarily because it has little application in their original language. As a result, their speech lacks the fluidity and fluency demonstrated by native English speakers.

Linking can be categorized into various types based on the sounds that are involved. There are three types of linking in English pronunciation:

The first kind is vowel to vowel linking. The second type is consonant to vowel linking. The third type is consonant-to-consonant linking.

Starting with Vowel to vowel linking .Vowel to vowel linking occurs when a word that ends with a vowel sound is immediately followed by a word that begins with a vowel sound. To achieve a seamless flow between the words, an additional consonant sound is introduced.

There are three prevalent forms of intrusive connecting sounds. Intrusive sounds refer to the /j/, /w/, or /r/ sounds that are not written but are added to the utterance to resolve a hiatus. Alameen states that intrusive sounds are a characteristic of connected speech. This

Sandhi encompasses several strategies aimed at streamlining language and reducing the speaker's exertion. Many of those strategies are outside the scope of this study. The verb "connect" will be utilized for infiltration purposes.

As mentioned earlier, there are three types of intrusive:

First: Intrusive [j]:

intrusive [j] happens when the final sound of the word is /i/, /ɪ/, or a diphthong such as /aɪ/, /eɪ/, or /oɪ/.

For Instance:

1. "Be elegant" [bijɛləgənt] showcases the use of intrusive [j].
2. "The apple" [thi:jæp(ə)l]
3. "The elephant" [thi:jɛɪflənt]
4. "I agree" [I jagree]
5. "He asked" [He jasked]
6. "She answered" [She janswered]
7. "Tea or coffee?" [Tea jor coffee?]

And intrusive [j] sometimes occurs at the same word as in [Re(j)action]

Second: Intrusive [w]:

This happens specifically when a word ends with /u/ or ends with one of diphthongs /aʊ/ and /əʊ/ followed by a word beginning with a vowel sound.

For Instance, Intrusive [w] can be Found in the Phrase:

1. "Blue eyes" [blu(w)aɪz].
2. "Go away" [go(w)away].
3. "Two hours" [two(w)hours].
4. "Do it" [Do wit]
5. "Go out" [Go wout]
6. "True or false?" [True wor false?]
7. "How are you?" [How ware you?]

And Intrusive [w] Sometimes Occurs at the Same Word as in:

1. "Going" [**go(w)ing**], this word has common wrong pronunciation among my sample of the students as many of them pronounce it as [go(j)ing], but the phonetics alert that it is wrong pronunciation and the right pronunciation is [go(w)ing].
2. "Doing" [**do(w)ing**], it also has wrong common pronunciation among my sample of the students to be pronounced as [do(j)ing], but the right pronunciation is [do(w)ing].
3. "Cooperation" [**co(w)operation**].

Third: Intrusive [r]:

Intrusive r is a bit easier to understand. Intrusive r is just the edition of an r sound where there usually isn't one. For example, most English speakers will pronounce the word wash as [wɑʃ]; however, in some dialects, such as dialects in the American south, the word would be pronounced as [wɑʃr]. They add [r] sounds where there are none.

For Instance, Intrusive [r] can be Found in the Phrase:

1. The United States of America [r] is a big country.
2. Donna [r] and her mother.
3. A banana [r] is a yellow fruit.
4. Pamela [r] Anderson.
5. I want to visit China [r] and Vietnam.

The Second Type: Consonant to Vowel Linking

Consonant to vowel linking includes:

- The **resyllabification** and Linking "r".

First: Resyllabification

1. The **resyllabification** of syllables, occurs where the final consonant sound of one syllable links to the initial vowel sound of the following

syllable. In some cases when a syllable ends with a consonant cluster, the final consonant sound is attracted to the vowel sound of the next syllable.

For instance, in the Phrases:

1. "Best outfit" [**bɛs.taʊt.fɪt**], the consonant cluster "st" links to the following vowel sound; creating a smooth transition.
2. "Big apple" [**bigæpəl**], the linking of the final "g" and initial "a" occurs.
3. "Hold on" [**holdɒn**], the linking of the final "d" and initial "o" occurs.
4. "Sleep in" [**sleepɪn**], the linking of the final "p" and initial "p" occurs.
5. "An apple" [**anapple**], the linking of the final "n" and initial "a" occurs.

- So this type can be easier if it is signed by:
'consonant and vowel blended'.

In this sentence:

- She is an old friend of mine.

Analyzing Depends on Sounds and pronunciation NOT Spelling:

1. Is an 'consonant and vowel blended', so it is going to be [isan]
2. An old 'consonant and vowel blended' so it is going to be [anold]
3. Friend of 'consonant and vowel blended' so it is going to be [friendof]

And finally the sentence going to be pronounced as:

[she isanold friendof mine]

Second: Linking "r"

Linking r is when there is an r in a word that is usually dropped, but instead it is re-added, that sounds pretty complicated, but it makes much more sense in the following example.

In some varieties of English, such as standard British English, the word far would be produced as [fɑ:]. American speakers will always make sure to produce the [r] sound, but many British speakers will not produce this sound. If the word far is spoken in isolation or if it is at the end of a sentence or phrase, British speakers will drop the [r]; However, sometimes if there is a syllable right after the word where the [r] was dropped, then the [r] sound may be added back in.

For example, while the word far would be pronounced [fɑ:] in isolation, in the phrase far away the word far would be pronounced as [fɑ:r]. Doing so would make the phrase flow better as [fɑ:r ə'veɪ] would usually sound clearer than [fɑ: ə'veɪ].

1. Fathe[r]-in law.
2. The ha[re] and the tortoise.
3. The[re] are fou[r] owls in he[r] old barn.
4. Clea[r] as water.
5. Towe[r] of London.

The Third Type: Consonant to Consonant Linking

Consonant to Consonant Linking Cases:

1st Case:

Consonant to consonant linking happens specifically when a word ends with consonant sound followed by a word beginning with the same consonant sound, thus consonant sound is pronounced only once instead of twice, and the sound is lengthened.

For Example, in the Phrase:

1. "Nice street", nice ends with [s] sound and street begins with [s] sound also so that we are going to pronounce it just one time and lengthen the sound so it going to be [**naɪ(s)tɹi:t**], the linking of the final "s" and initial "s" leads to the elongation of the sound.

2. “This style”, nice ends with [s] sound and style begins with [s], so it going to be **[thi(s)tyle]**.
3. “Need to”, need ends with [d] sound and to begins with [t] sound, and they pronounce in the same way (alveolar plosive) so is can be said [nee(d)o] or [nee(t)o].

In This Sentence:

- I think this song is about the singer’s black cat.

Analyzing Depends on Sounds and pronunciation NOT Spelling:

1. “This song” (this) ends with [s] sound, and (song) begins with [s] sound, so it is going to be **[this(s)ong]**.
2. “About the” (about) ends with [t] sound, and (the) begins with [th] sound, so it is going to be **[abou(th)e]**.
3. “Black cat” (black) ends with [k] sound, and (cat) begins with [k] sound, so it is going to be **[bla(k)at]**.

2nd Case:

Furthermore, if a word ends in a stop consonant sound and the next word starts with a stop or an affricate, the first stop consonant remains unreleased.

For Instance, in the Phrase:

“Cup please” [kʌpli:z], where the final "p" sound of (cup) is **not** released before the initial "p" sound of “please”.

Exceptions:

There are two exceptional cases that do not follow the previous rules.

Case 1:

If the final sound is (ch) [/tʃ/] and the initial sounds (ch) [/tʃ/] we pronounce each (ch) [/tʃ/] sound individually.

For Instance, In Phrase:

“each chair” [eatʃtʃair]
 “each child” [eatʃtʃild]

Case 2:

If the final sound is (J) [/dʒ/] and the initial sounds (J) /dʒ/ we pronounce each (J) [/dʒ/] sound individually.

For Instance, In Phrase:

“Orange juice” [orandʒ dʒuice]

5.3 Connected Speech (Elision)

Elision is a common occurrence in fast informal conversation, but it is not a necessary feature of spoken language. Therefore, elision does not occur in cautious speech. However, learners in the classroom prefer to be cognizant of the fact that native speakers of a language, such as English, tend to omit a significant number of phonemes when conversing with each other. According to Roach (2009: 113-114), elision refers to the loss of sounds in certain conditions, when the phoneme is either realized as zero, has zero realization, or is eliminated. Put simply, certain sounds are not produced in the fast, informal speech of native English speakers. As a result, foreign language learners in the classroom may encounter challenges in identifying which syllable will be omitted.

Types of Elision:

In general, elision can be classified into two types:

- (1) Elision of vowels
- (2) Elision of consonants, this type of elision is divided into two types:
 - (A) Historical elision
 - (B) Contextual or colloquial elision

Elision of Consonants:

Consonant elision generally occurs to simplify clusters of consonants, which may or may not extend beyond word borders. Historical elision demonstrates that the reduction of several consonant clusters has occurred over time, meaning that consonants have been omitted

throughout history. Historical elision is primarily signaled by silences.

Examples: • Bought /bo:t/ 'gh' are elided
Walk /wo:k/ 'l' is elided

Elision can either be initial, medial or final initial elision.

Initial elision refers to the act of omitting a sound at the beginning of a word.

Examples: • Write /rait/ 'w' is elided
• know /nou/ 'k' is elided

Medial elision refers to the act of omitting a sound in the middle of a word.

Examples: • Fasten /fa:sn/ 't' is elided
• Castle /ka:s/ 't' is elided

Initial omission refers to the absence of a sound at the end of the first syllable of a word. The final letter of a word

Examples: • Lamb /lam/ 'b' is elided
• Hymn /him/ 'n' is elided.

Colloquial or Contextual Elision:

Specific consonants are omitted when they appear in particular circumstances. These consonants are plosives, which are speech sounds produced by obstructing the airflow from the mouth and then rapidly releasing it, such as: /p/, /t/, /k/, /b/, /d/, /g/ and fricatives (a consonant speech sound produced by forcing air through a narrow channel , creating friction , like: /f/, /v/, /s/, /z/, /h/, /θ/, /ð/)

The alveolar consonants /t, d/ are elided when they are positioned in the middle of a cluster consisting of three consonants, as exemplified by:

Exactly [igzækli]
Facts [fæks]
Handsome [hænsəm]
Friendship [frenʃɪp]
Kindness [kainnəs]

Dustman [dʌsmən]
Perfectly [pɜ:fɪkli]

Notice that the elision of /t/ and /d/ can cause the neutralization of the distinction between past tense and present tense, as in looked back /lukt bæk/, when it is pronounced [luktæk].

2) The consonants /f/ , /θ/ , and /ð/ are also lost when they occur medially in a cluster; for example:

Months [mʌns]
Clothes [kləʊz]
Twelfth [twelθ]

(This video will help students to understand more:

https://youtu.be/aSfHb4Qx2hc?si=Qx_xrJAJOcYDQw8G)

Here are a few Reasons why Elision is Important for Developing Effective Listening Abilities:

1) Real-life Conversations: Elision is a prevalent characteristic of authentic spoken language. Native speakers frequently engage in phonetic reduction, omitting or abbreviating sounds, syllables, or even whole phrases in their everyday interactions. By acquainting students in the classroom with elision patterns, they can enhance their comprehension and interpretation of spoken language as it is typically employed in real-life scenarios.

2) Understanding Rapid Speech: Native speakers frequently communicate at an accelerated rate, particularly in casual contexts or during lively discussions. Elision facilitates the efficient and smooth delivery of speech while preserving the rhythm and continuity of discourse. By acknowledging and comprehending elided sounds, children in the classroom can maintain pace with accelerated speech rates and improve their overall listening comprehension.

3) Contextual Comprehension: Elision necessitates that students in the classroom significantly depend on contextual signals to

complete the missing sounds. By honing your auditory ability to recognize and analyze these signals, you cultivate the capacity to derive significance from the context of words and sentence construction, even when entire phonetic data is lacking. Mastery of this talent is essential for proficiently comprehending and interpreting information during interpersonal exchanges in practical situations.

4) Precise Understanding: Elision has the potential to greatly modify the sound and significance of words. By acquiring knowledge of the typical omission patterns in a specific language or dialect, students in the classroom can correctly comprehend the intended significance of words or phrases, even when their pronunciation deviates from their spelling. This aids in preventing ambiguity and misunderstandings in your exchanges with others.

5) Cultural Integration: Having a grasp of elision patterns helps enhance the learners' cultural integration and immersion within a particular linguistic community. To improve their pronunciation ability and sound more natural when speaking, learners in the classroom can strengthen their abilities by appropriately identifying and recreating omitted sounds.

To enhance learners' listening abilities through elision, it is advantageous to expose them to genuine spoken language materials, such as YouTube videos, as well as engage in conversations with native speakers. Engaging in active listening and dedicated practice can progressively develop individuals' ability to identify and understand elision patterns, resulting in enhanced comprehension and communication in the desired language.

5.4 Common Linguistic Errors (Part One):

Active listening plays a crucial part in developing accurate pronunciation. Consequently, inaccurate listening results in erroneous pronunciation, leading to misunderstandings. English is considered the second language for Egyptian

students, as they start learning it at the age of seven. Their first language is Arabic. Hence, the issue of pronunciation poses a challenge for English language learners, hindering their capacity to accurately articulate English sounds. This is evident from the examined sample, which reveals that the students in question struggle with pronunciation, consequently impacting their listening ability. This difficulty can be attributed to the disparities in the sound systems of English and Arabic.

- The impact of one's native language on pronunciation and the Insufficient proficiency of teachers in teaching pronunciation Consequently, students acquire improper pronunciation of some sounds.

- The sample of students exhibits difficulties with some sounds. Here are some examples: The phonemes represented by the symbols /p/, /b/, /s/, and /ð/ are present in the text. Before the commencement of the two auditory stimuli the phonemes /s/ and /θ/.

It is vital to highlight certain terms that can cause communication difficulties when one of them is spoken incorrectly. This is because these words have similar sounds, and students must realize the importance of developing this ability. If students cannot identify a sound, it is highly improbable that they will possess the capacity to generate it. Therefore, one potential solution to address this issue is Minimal pairings, often known as a pair of words that differ by only one sound, which can be utilized to enhance sound awareness. By pronouncing a certain word in both English and another language, students can discern the distinction between the two. For illustrative purposes, we will utilize the word 'think'.

- Main activity:

1. Display the words 'a) think' and 'b) sink' on the board.

2. Indicate both words and vocalize them. Repeat as frequently as you deem appropriate.

3. Utter one of the terms without indicating the board. Instruct the students to make a conjecture about the term you generated by verbally indicating 'a)' or 'b)'

4. Continue to iterate step three until students consistently achieve a high level of success and can clearly distinguish between the two sounds . "Ames, A., and O'Shea, R. (2019)."

Here is a movie that will assist them:

<https://youtu.be/hFzqEF1gm6E?si=jA5dvbzt4vs w8J7W>

- A new issue arises when this group of students listens to the video since they are not effectively differentiating between the two sounds. The user's text consists of the phonetic symbols /p/ and /b/.

Analysis can be hindered by the ambiguity arising from words that share similar sounds. One approach utilized to address these issues is:

- To observe and replicate the speech patterns and mannerisms of professors or instructors. For effective learning, learners must be able to perceive the distinction between incorrect and correct sounds through audio and video recordings. Subsequently, they should acquire the ability to accurately make the correct sound.
- Utilizing contemporary methods and resources for language acquisition, such as the internet, audio aids, and YouTube videos. It is highly beneficial for students to constantly utilize technology tools to listen to English sounds and words, as emphasized by Ezz, I. (2018).
- Illustration:
 - pin and bin • Pay and bay • Bye and pie • Pig and big • Park and bark

This video will help students to understand more :
<https://youtu.be/BHQw9ZH0ku4?feature=shared>

5.5 Common Linguistic Errors (Part Two):

Pronunciation difficulties of morphemes for [s] and [Ed].

Indeed, learners may encounter numerous challenges when it comes to pronouncing English as a foreign language. The sample of students made numerous errors in pronouncing words that end with the letter "s" in the same way. There are three distinct pronunciations of the letter "s" which can be pronounced as /s/, /z/, and /Iz/.

Phonological morphemes can be described as the smallest meaningful units related to sounds. In 1933, Bloom Field defined a morpheme as a linguistic unit that does not share any partial phonetic or semantic similarity with any other form. Morphemes can convey many meanings, either grammatical, such as indicating singular or plural tense in a verb, or as part of speech.

Linguists categorize morphemes into two primary components: bound and free. Bound morphemes, as defined at alic.sites.unlv.edu Bound morphemes are unable to function independently and must be attached to other morphemes, such as -s, un-, and -y. The bound morpheme is incapable of functioning as an independent word.

In 2009, Bishop defined free morphemes, stating that they are morphemes that can function independently. A free morpheme is a linguistic unit that is unable to function independently as a standalone word.

An allomorph is defined by oxfordlearnersDictionaries.com as "one of the possible forms of a specific morpheme." The phonetic variants /s/, /z/, and /Iz/ found in the words cats, dogs, and horses respectively, are allomorphs of the plural suffix -s. An allomorph refers to different forms of a morpheme that serve the same goal or function but are spoken or written differently. Plural nouns can be pronounced in three different ways, either as [s], [z], or [Iz]. These different pronunciations are known as allomorphs.

The voiceless sound refers to a sound produced without any vibration in the throat, instead originating from the mouth area effortlessly and without vibration. According to the Cambridge Dictionary, voiceless sounds are generated without the movement of the vocal cords. The morpheme pronounces [s] after voiceless non-sibilant segments, such as p, t, k, f, s, sh, ch, ʃ, and θ, based on the final sound of the noun.

Vocal resonance refers to the vibration or humming sound that occurs in the throat when producing a sound while speaking. According to dictionary.cambridge.org, voice sounds are generated by rapid and repeated movements of the vocal cords. The morpheme is pronounced as [z] after voiced non-sibilant segments, including [b, d, g, v, ð, m, z, ʒ, n, ŋ, l, r, h, y, dʒ, and all vowel sounds], based on the final sound of the noun.

The morpheme [iz] is spoken at the end of sibilant segments, which include the sounds [s, c, x, ʒ, ge, ʃ, dʒ, and tʃ]. A sibilant sound is created by expelling air towards the teeth, resulting in a distinct hissing noise (zzzzzz, ssssss).

this video about -s in plural nouns
<https://youtu.be/UJNsuNMTvgE?feature=shared>

Table1: Examples about Three Various Manners of Plural Pronunciation

[S]	[Z]	[iz]
Bits	Beds	Boxes
Mats	Clothes	Masses
Cats	Doves	Prizes
Cliffs	Dogs	Churches
Backs	Webs	Brushes

The form present simple tense can be pronounced in three different ways: [z], [s], and [iz]. The sound [z] is typically pronounced after certain voiced consonants (b, d, g, l, ʒ, dʒ, m, n, dʒ) and vowel sounds. Irregular verbs like as "do," "go," and "have" are also pronounced as [z]

in their third-person singular forms, such as "does," "goes," and "has."

Typically, [s] is pronounced before voiceless sounds like f, k, p, t, th, sh, ch, and ʃ. The pronunciation of [iz] occurs when verbs end in [sh, ch, o, x, s, or ss].

This video focuses on the usage of -s in the present simple tense.

<https://youtu.be/lv25JxR4Y8M?si=Do7w-3YIS9WE>

Table 2: Provides Examples of Three Different Ways to use the Present Simple Tense

[Z]	[S]	[iz]
Feels	Eats	Watches
Calls	Stops	Passes
Reads	Speaks	Fishes

Another problem arises in the pronunciation of normal verbs in the past tense and occasionally in adjectives.

The majority of the sample of students reads all the letters "-ed" at the end of verbs with the same sound. There are three different ways to pronounce the suffix -ed, which can produce the sounds /t/, /d/, and /ɪd/.

The past tense morpheme can be pronounced in three different ways depending on the final sound of the verb. The last verb morpheme can be pronounced as [t], [d], or [ɪd].

To form the past simple tense of a verb that ends in a voiceless sound, save for "t," one pronounces the letter "ed" as [t]. The voiceless consonant sounds include p, f, k, s, sh, ch, and th, as previously stated.

To form the past simple tense for verbs ending in voiced sounds, one should pronounce the letter "ed" as [d]. Consonant voice sounds include the following: b, v, g, z, j, th, l, m, and n, as previously stated.

The sound [ɪd], represented by the letter "ed", is pronounced as [ɪd] when the verb finishes in the letters "d" or "t".

This is a video about -Ed in past tense https://youtu.be/4_s12MkuvFQ?si=m-Fw96xiSzJby0w8

Table3: Examples about Three Various Manners of Past Simple Tense Pronunciation

[t]	[d]	[əd]
Laughed	Listened	Avoided
Typed	Cleared	Lasted
Fished	Lived	Hunted
Checked	Studied	Heated

5.6 After Completing all Sessions on these Themes, the Researchers Assessed the Students' Progress by Engaging Them in a Conversation to Determine if They Still Exhibit any Deficiencies or Have Successfully Overcome these Issues.

The classroom is an ideal environment for practicing and enhancing language abilities, particularly for boosting listening proficiency through conversational exercises. Teaching conversation is the most advanced stage of the language acquisition process, characterized by direct and interactive communication between members of a communicative group.

The Significance of conversation in Enhancing the Listening Proficiency of Student Samples

- 1) Engaging in conversation might enhance the motivation throughout a lecture.
- 2) Conversations facilitate the correction of various errors, such as vocabulary, grammatical, and phonological errors.
- 3) Engage the students during the class by having them actively listen to a conversation.

When our group of students listens to a conversation or a fast-paced video in which native or foreign individuals are speaking, they struggle to comprehend the content due to their limited listening abilities. However, if these students engage in repeated listening and note-taking during the process, it will help alleviate their weakness in listening ability.

Conversations can enhance the listening ability of children since they provide ample opportunities to engage in English speaking and dialogue. This facilitates comprehension of pronunciation. Consequently, video content is extensively employed as a tool for honing listening abilities in the process of learning the English language.

<https://youtu.be/0WQgL3uIpzA?si=LdeR3dIB1ffj5L2s>

In this video, the researcher will categorize the sample of students into two groups. Each group will listen to a tale and engage in a discourse related to the story. They will then discuss the notes they have taken and analyze the moral lesson they have learned from the story.

6. Methods of Research and Used Tools:

The researcher employed an action research methodology. It is a research methodology that prioritizes the resolution of practical problems or the examination of specific topics in real-life contexts. The process is collaborative and iterative, involving study, action, reflection on outcomes, and revisions depending on findings. The main objective of action research is to facilitate beneficial transformation and enhancement within a specific setting, such as a classroom, company, or community. It enables practitioners to actively participate in the research process and become catalysts for change. This study utilizes a pre-test and post-test technique to analyze and evaluate data on the utilization of YouTube media in English language learning to enhance listening abilities. The study encompasses a group of 50 first-year English major students who are currently in the second semester of the academic year 2024. These students are enrolled in Ensaaf Serry secondary school for girls in Egypt. The study's sample consisted of 10 students who were recruited via simple random sampling from one of three classes. The investigation was carried out in the second semester of the academic year 2024. It consisted of 7 one-hour segments. The pre-test and post-test were conducted using two periods, while the experiment utilized additional periods. Before conducting the pre-test and post-

test, the researcher established the learning objectives, which encompassed tasks such as word recognition, comprehension of primary ideas, differentiation between elision and linking, and identification of language errors that may be made. Next, choose relevant YouTube videos that correspond to the learning objectives and are appropriate for the student's level of ability. Ultimately, the researcher verified that the videos possessed distinct audio quality and pertained directly to the subjects taught by the teacher in the classroom.

These links show our method in the classroom:

https://docs.google.com/document/d/1ye9lwme5dsynTh-ZwlcGl_ph-ruVz_DX/edit?usp=drivesdk&ouid=101413041455256957300&rtpof=true&sd=true

<https://drive.google.com/file/d/1yi7TMWuFiuSKbGEkddQ2TLHyklJWQm-f/view?usp=drivesdk>

In the pre-test Step:

The researcher presented a brief video excerpt titled "For Your Happiness" (link: <https://youtu.be/0WQgL3uIpzA?si=PuZ2FeOCLOIMBI15>) to the students in the classroom. Additionally, the researcher provided an introduction to the movie's theme to stimulate their existing knowledge and cultivate curiosity. Subsequently, he sent pre-test materials to a subset of students within the classroom. This assessment consisted of 12 multiple-choice questions that were aligned with the learning goals. Subsequently, he imparted lessons to the students, elucidating the objective of the pre-test and furnishing any necessary guidance. This is not an evaluation of their ability but rather an indicator of their initial position. Following the pre-test, the researcher made observations regarding the areas in which the sample of students showed weaknesses, such as vocabulary, linking, Ellison, and linguistic errors. To address these weaknesses, the students were provided with lessons specifically designed to improve these areas. These lessons were organized into

five units, with each unit focusing on a specific listening ability problem that the students encountered while evaluating a video. The units are designed based on the rationale behind the occurrence of the difficulties. The initial module addressed the issue of students' insufficient lexicon. The second unit focused on assessing the students' proficiency in comprehending conjunctions and incursion. The third unit focused on assessing the student's comprehension of a legend. The fourth unit focused on analyzing some of the verbal errors made by the students. The fifth unit focused on assessing the student's ability to engage with and comprehend the speaker. Following the discussion of these units, we proceeded to administer the post-test.

In the post-test Step:

The researcher informed the students that the purpose of the test was to assess their improvement in listening ability and motivate them to perform at their best. Subsequently, the researcher presented a brief video titled "The Wind And The Sun" (link: <https://youtu.be/10Z8A4u3CI?feature=shared>) to the selected group of students in the classroom. The researcher then distributed the post-test materials, which were designed to evaluate the students' listening comprehension abilities similarly to the pre-test. This allowed the researcher to measure the progress made by the students after watching the video. Subsequently, he compared the highest and lowest scores of the pre-test and post-test and assessed the scores to ascertain the overall enhancement in diminishing abilities. Moreover, he pinpointed areas that require additional teaching and assessed the individual and group strengths and weaknesses that were uncovered through testing. Ultimately, the researcher engaged in introspection and offered comments to the students, while also sharing the test findings. The researcher emphasized the students' advancements and highlighted areas where they could improve. The objective of pre-tests and post-tests is to evaluate advancement and provide guidance for instruction. Offering feedback and establishing a nurturing learning atmosphere will enhance

students' motivation and foster their active participation in enhancing their listening proficiency.

7. Research Limitations:

The researcher faced numerous obstacles during the project, which included:

1. He encountered challenges due to a high number of absences when implementing the research at the school, which affected the sample number of the students.
2. The classrooms did not have sufficient technological equipment, so he fixed this problems by using our tablets .
3. The time of the class was not enough to give the sample of students more exercises.

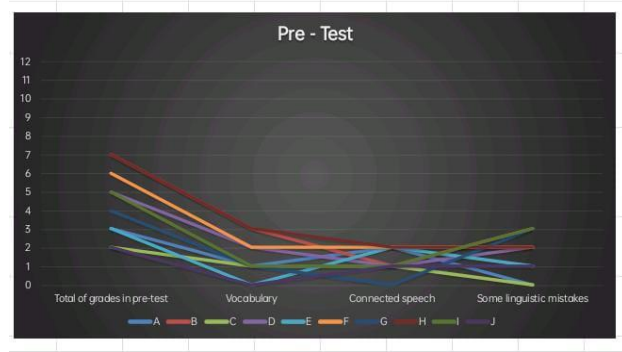
8. Results of Research:

In this study, the researchers conducted a pre-test before the intervention and a post-test following the intervention. The objective was to see if there was a notable enhancement in students' listening comprehension following the integration of YouTube videos. The following are the findings from the pre-test research observations:

Table 1: Descriptive Statistics of learners' pre-test-Score:

Sample of students	A	B	C	D	E	F	G	H	I	J
Total of grades in pre-test	3	7	2	5	3	6	4	7	5	2
Vocabulary	1	3	1	2	0	2	1	3	1	0
Connected speech	2	1	1	1	2	2	0	2	1	1
Some linguistic mistakes	0	3	0	2	1	2	3	2	3	1

Figure (1)



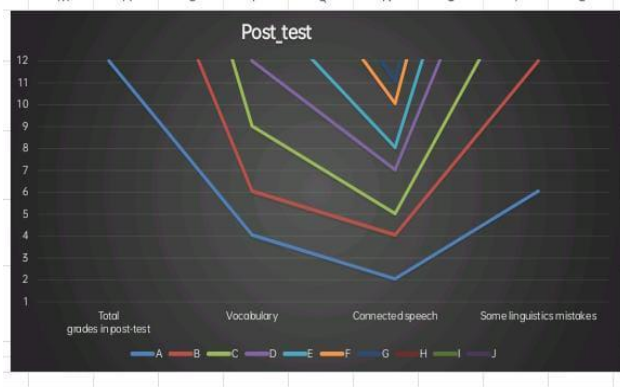
The findings from the pre-test are categorized into four sections. The initial phase involved calculating the sum of the grades. The researcher determined that the greatest grade obtained was 7, while the lowest grade was 2. Furthermore, the arithmetic mean of the student's grades was discovered to be 4.4. The second portion focused on vocabulary, with a maximum mark of 3 and a minimum grade of 0. The third section focused on connected speech, with a maximum score of 2 and a minimum score of 0. The previous section contained several linguistic errors. The maximum score awarded was 3, but the minimum mark was 0.

However, presented below are the findings from the research's post-test observations:

Table 2: Descriptive Statistics of learners' post-test Score.

Sample of students	A	B	C	D	E	F	G	H	I	J
Total grades in post-test	12	10	9	11	10	12	9	9	10	8
Vocabulary	4	2	3	3	3	4	2	4	4	4
Connected speech	2	2	1	2	1	2	1	2	2	2
Some linguistics mistakes	6	6	5	6	6	6	6	3	4	2

Figure(2)



The findings from the post-test are categorized into four sections. The initial segment consisted of the cumulative grades. The researcher determined that the maximum grade was 12, the minimum grade was 8, and the arithmetic mean of the student group was 10. The second section focused on vocabulary, with a maximum score of 4 and a minimum score of 2. The third section focused on related speech, with a maximum grade of 2 and a minimum grade of 1. There were significant linguistic errors in the last paragraph. The highest score awarded was 6, while the lowest mark given was 2.

The pre-test and post-test results demonstrate a generally favorable disposition towards the use of YouTube to improve listening abilities. A consensus among the students indicates that watching YouTube videos is advantageous as it enhances their listening abilities and fosters comprehension of terminology and phrases employed by native speakers.

According to the results, it is recommended that teachers include YouTube videos in the classroom to help language learners enhance their listening abilities by familiarizing them with the materials. The researcher suggests that future studies should examine the challenges and obstacles that may arise when using YouTube videos to train listening ability.

This link shows the results of pre-test and post-test

https://docs.google.com/document/d/1xm3nVMGoeYLP4kdCgcHGfOR_21Gu0jZ/edit?usp=drivesdk&oid=101413041455256957300&rtpof=true&sd=true

9. Interpretation of Results:

The pre-test results indicated that the students' samples exhibited a lack of comprehension of the YouTube video. They struggled to comprehend the entirety of the sentences within the connected speech. Additionally, the students' samples discovered unfamiliar vocabulary and made linguistic errors. Put simply, the students encountered difficulties with vocabulary, related speech, and language errors, which must be addressed in the courses.

During the examination, the group of students required a total of 30 minutes to respond to a set of 12 questions. Throughout the process, they exhibited signs of confusion, boredom, and disinterest in the instructional Video. Conversely, the post-test results were much improved.

Students demonstrated significant progress in their listening ability with the use of video materials, effectively addressing the challenges encountered during the pre-test.

During the post-test, it took them 10 minutes to complete 12 questions. Additionally, students displayed interest in watching a Video after being taught about the rules of connected speech, linguistic errors, and acquiring new vocabulary. Based on these findings, it can be inferred that incorporating YouTube into a listening class proved to be a compelling and advantageous approach for students. The utilization of YouTube, coupled with the students' inclination, had quantifiable effects on their acquisition of the English language. However, the choice of subjects had a crucial impact on the students. They unanimously concurred that the subject matter was a key element that captivated their interest. Fascinating subjects enhance students' ability to focus on the content of the listening material. Cook (1981) stated that there are other elements to consider while selecting authentic resources. Initially, the genuine material must serve as a source of inspiration for the students. Furthermore, teachers must utilize current resources that are not excessively transient. Additionally, the content must be well-structured, ensuring that it is directly relevant to the ongoing debate or exercise. Furthermore, it is imperative to carefully select both the language and content used in education. This entails ensuring that the

language and content chosen are appropriate for educational purposes. It is worth noting that authentic information, which is unaltered, may contain terminology that requires teachers to exercise caution when presenting it.

10. Recommendations:

Based on the aforementioned results, the researcher suggests the following:

- 1) Teachers should take into account the various learning styles of their students and help them express their thoughts and attitudes through English videos, to raise their interest in the language.
- 2) EFL teachers should establish a strong teacher-learner partnership as effective classroom discipline depends on the teachers' ability to cultivate a positive relationship with their students.
- 3) EFL students practice outside the classroom to make progress in improving their English level, particularly in developing their listening abilities. The more learners engage in practice, the greater their ability to gain listening ability and accurate pronunciation, which in turn enhances their experience and enables them to perform with efficiency and effectiveness.

11. Conclusion:

This research concludes that accessing YouTube has a positive effect on boosting the listening abilities of a sample of students at Ensaaf Serry Secondary School for girls in Egypt. The researcher conducted pre-test and post-test assessments using YouTube videos and found that the student's listening ability improved significantly. They demonstrated a greater ability to understand the materials quickly and were able to overcome challenges such as limited vocabulary, difficulty connecting to the speech, and linguistic errors. This study confirms the benefits of using YouTube as an authentic resource to enhance students' listening ability. YouTube videos serve as genuine resources, offering a glimpse into the real world. The movies presented offer students a tangible

glimpse into the actual world, enabling them to swiftly acquire foundational information on several topics by observing real-life situations and individuals on camera. Next, utilize the authentic language generated by those who are native speakers. By listening to content in their home language, students develop a stronger connection to the original language.

The study identified two distinct categories of benefits, encompassing both linguistic and non-linguistic features. This study examined the progression of the studies from lesson one (before conquering the "pre-test" problem) to five subsequent lessons (2, 3, 4, and 5) during problem-solving, as well as the post-test. The results of these lessons varied. The outcomes are seen as a consequence of the impact that affects students' academic performance (linguistic aspects) and their level of engagement (non-linguistic aspects).

From an authentic perspective, this study discovered that YouTube enhances students' listening ability and helps them overcome several challenges, including acquiring new vocabulary, correcting pronunciation errors, and understanding associated speech issues such as elision, linking, and incursion through the use of videos. Certain students struggle to comprehend the dialogue. YouTube has a beneficial impact on children by enhancing their listening abilities through exposure to conversational content. This study facilitates the acquisition of authentic language by students inside the classroom setting. It provides significant advantages for students' understanding and application of knowledge in real-world contexts.

From an inauthentic perspective, this study emphasizes that YouTube videos stimulate students' motivation to enhance their learning interests. Students concur that YouTube serves as a source of motivation for enhancing their listening ability. Participants believed that utilizing YouTube could enhance their drive to study and improve their concentration during listening sessions, as participants would be able to simultaneously view videos while engaging in listening exercises. Utilizing videos to develop listening ability is an enjoyable approach as it helps students maintain engagement without

succumbing to boredom. Additionally, this study demonstrated that YouTube videos have the potential to enhance students' enthusiasm and performance in developing their listening ability. Acquiring listening ability via YouTube can enhance students' self-assurance as they derive pleasure from the instructional process. The study recommends that the teacher utilize and gradually introduce carefully chosen and suitable YouTube videos to aid students in enhancing their listening abilities. Furthermore, students should utilize suitable and pertinent YouTube videos to acquire English language ability directly from native speakers. This practice should be implemented both within and outside the classroom. In addition, the researcher recommends that future researchers investigate the challenges and obstacles that may arise while teaching listening ability via YouTube.

12. Areas for Future Investigation:

Researchers may need to:

1. Examine the impact of smart applications on the development of other language ability, such as translation and speaking.
2. Investigate the impact of employing annotations including native language definitions on the development of vocabulary acquisition and listening abilities.
3. Carry out additional research to investigate the influence of YouTube on the development of listening abilities in English as a Foreign Language (EFL) among secondary and preparatory stage learners.
4. Evaluate the efficacy of YouTube videos. Conduct further research on educators' perspectives regarding the utilization of YouTube videos as an educational tool.
6. Conduct further investigations to analyze the challenges associated with utilizing YouTube in Egyptian schools and determine strategies to overcome them.

13. References and Sources:

A short story to put a smile on your face – short stories. (2021, Feb 22). A short story to put a smile on your face – short stories. [video]. YouTube

<https://www.youtube.com/watch?v=0WQgL3uIpzA>

Abdalla Ahmed Abker, I. (2020). Difficulties in pronouncing English morphemes among Saudi EFL students at Albaha University. A case study in Almandag. Arab World English Journal (AWEJ) Volume, 11.

Abdelhaleed, S. (2020, Dec 13). LINKING Sounds in English Exercises | How to Speak English FLUENTLY #6 [Video]. YouTube
<https://www.youtube.com/watch?v=Cg2q5ODEfEM>

Abdelhaleed, S. (2020, Dec 17). LINKING Sounds in English Exercises | How to Speak English FLUENTLY #7 [Video]. YouTube
<https://www.youtube.com/watch?v=S4JsOfb81VE>

Abdelhaleed, S. (2020, Dec 25). LINKING Sounds in English Exercises | How to Speak English FLUENTLY #8 [Video]. YouTube
<https://www.youtube.com/watch?v=C6cUAIWraqM&t=4s>

Al-Jarf, R. (2022). YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments. Journal of English Language Teaching and Applied Linguistics, 4(2), 44-52

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International journal of teaching and education, 3(3), 21-34

American English. (2016, Mar 21). Pronunciation: Past Tense Regular Verbs -ed [Video]. YouTube
https://youtu.be/4_s12MkuvFQ?si=m-Fw96xiSzJby0w8

Ames, A., & O'Shea, R. (2019). Think or Sink? Teaching Non-L1 English Fricatives to Japanese Learners. Kanda Academic Review.

Ann. (2014, May 23.). *Linking sounds rules #1 & 2* [Video]. YouTube
<https://www.youtube.com/watch?v=QGfOAVpEHIE>

Ann. (2015, Dec 29). *Linking sounds rules #3 & 4* [Video]. YouTube
https://www.youtube.com/watch?v=2CLv6JXZ8_Q

- Ayu, L. P. (2016). YouTube videos in teaching listening: The benefits in experts' views. *Research in English and Education Journal*, 1(2), 152-160.
- Bulut, B., & Karasakaloglu, N. (2017). Benefiting from Listening in Vocabulary Development. *Journal of Education and Training Studies*, 5(12), 99-109.
- Damronglaohapan, S., & Stevenson, E. (2013). Enhancing listening ability through movie clips on YouTube. In *The European Conference on Technology in the Classroom, Official Conference Proceedings* (pp. 2188-1138).
- Elision. (2016, Apr 1). Elision [video]. YouTube <https://www.youtube.com/watch?v=aSfHb4Qx2hc>
- Ezz, I. (2018). A Lesson Unit On Aurally Differentiating Between The phonologies Of English & Arabic:/P/And/B."
- Hieke, A. E. (1984). Linking as a marker of fluent speech. *Language and Speech*, 27(4), 343-354.
- Hue, T. T. (2019). An overview of listening ability theories. *Proceedings of Elt Upgrades*, 268-276. Ibrahim, A. S. Elision: Common but less Known Phenomenon among EFL Learners
- Huwari, I. F. (2019). PRONUNCIATION ERRORS IN EGYPTIANS' ENGLISH. *Literary Endeavour*, 10(5).
- Kevin and Liza. (2021, Jan 3). Pronunciation of - S for Verbs in 3rd Person [Video]. YouTube. <https://youtu.be/lv25JxR4Y8M?si=Do7w-3YIS9WEoriL>
- Mansoura Conversation Club.(2016, November 25) Think and sink [video]. YouTube <https://youtu.be/hFzqEF1gm6E?si=BPWQI5evg9rll81->
- Matthews, J. (2018). Vocabulary for listening: Emerging evidence for high and mid-frequency vocabulary knowledge. *System*, 72, 23-36.
- Praistiana, P. J. A., & Budiharto, R. A. (2020). Difficulties faced by middle school students in english pronunciation. *The Ellite of Unira*, 3(2), 13-21.p
- Sutrisno, A. D. (2020). The Effect of English Conversation Videos on Students' Listening Ability. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 389-394.
- The Wind and the Sun – US English accent (TheFableCottage.com). (2022, May 24). The Wind and the Sun – US English accent (TheFableCottage.com). [video]. YouTube <https://www.youtube.com/watch?v=10Z8A4u3CtI>
- Tiny Teaching Tube. (2020, Apr 4). Singular and Plural Nouns – s, es, and ies endings [Video]. YouTube <https://youtu.be/UJNsuNMTvgE?feature=shared>
- Tvrzová, K. Efficacy of an Advanced Pronunciation Course: Focus on Linking Phenomena

Vamos a La Biblio.(2018 September 4) Pig and big [video]. YouTube
<https://youtu.be/BHQw9ZH0ku4?feature=shared>

Wickins, G. (2016). Japanese ESL students' use and perception of English linking and intrusive sounds: a thesis presented in partial fulfillment of the requirements for the degree of Masters of Arts in Second Language Teaching at Massey University, Albany, New Zealand (Doctoral dissertation, Massey University).

Мілова, О. Є. (2015). Teaching conversation in English language classroom: conversational techniques. Освітологічний дискурс, 2(10), 159-169.р

Zhúxià xián. (1984). Elision of English Consonants and Its Phonological Rules.