



Enhancing Speaking Skills Through Voice Notes in WhatsApp Groups: A Case Study of Non-English Lecturers in Academic Communication

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Abstract

In the era of globalized higher education, effective English communication has become essential for academic professionals, including those from non-English disciplines. Nevertheless, non-English lecturers frequently face obstacles in developing spoken proficiency due to limited opportunities for practice, elevated anxiety levels, and inadequate access to formal language training. This case study investigates the use of WhatsApp voice notes as a pedagogical tool to support English-speaking development among non-English lecturers at a private university in Indonesia. Over a six-week intervention, seven lecturers from diverse academic backgrounds participated in structured voice-based tasks and engaged in asynchronous peer interactions via WhatsApp. Data were collected through voice recordings, semi-structured interviews, and reflective journals. Findings indicate that the use of WhatsApp voice notes created a flexible, low-pressure environment conducive to gradual improvements in fluency and communicative confidence. Participants reported reduced speaking anxiety, increased willingness to engage in English, and greater clarity in articulating academic ideas. Moreover, peer feedback and interaction fostered a sense of community and collaborative learning. This study contributes to the Mobile-Assisted Language Learning (MALL) literature by illustrating the potential of widely accessible, low-cost digital tools to facilitate oral language development among professional adult learners. The implications extend to language policy, faculty development, and the design of scalable speaking interventions within higher education institutions.

Keywords: *WhatsApp voice notes, academic speaking, non-English lecturers, Mobile-Assisted Language Learning (MALL).*

Introduction

In the era of globalization, English has solidified its position as the lingua franca of academia, enabling international scholarly exchange, collaborative research, and global dissemination of knowledge (Borg, 2021). Although English language mastery is typically expected among language educators, there is a growing imperative for non-English subject lecturers to attain communicative competence, particularly in oral communication contexts such as academic presentations, conference panels, and guest lectures (Arias & Cárdenas, 2022; Harding & Hutton, 2021).

However, for many non-native English-speaking professionals, especially those operating within monolingual institutional environments, the act of speaking English is often associated with heightened anxiety, fear of negative judgment, and self-perceived inadequacy. Existing evidence highlights that conventional language instruction approaches—typically classroom-based and rigidly scheduled—may not adequately address the unique learning needs of adult professionals, who often face constraints in time, access, and confidence (van der Velde et al., 2023). Against this backdrop, Mobile-Assisted Language Learning (MALL) emerges as a viable alternative, offering flexible, context-aware, and learner-centered language support. Among various mobile platforms, WhatsApp is widely adopted for both personal and professional communication, rendering it a familiar and low-barrier medium for language learning interventions (Almusharraf & Almusharraf, 2021).

Of particular interest is the use of the voice note feature on WhatsApp, which facilitates asynchronous spoken communication and enables repeated self-monitoring. This function allows learners to engage in spontaneous speech without the immediate pressure of face-to-face interaction—providing a psychologically safe space for practice and self-correction. Despite the pedagogical potential of this tool, limited empirical research has explored its impact on professional adult learners, particularly in academic settings outside language departments. The present study seeks to address this research gap by investigating how non-English lecturers at an Indonesian university engage with WhatsApp voice notes to develop their English-speaking competence for academic communication.

By examining participants' experiences over the course of a structured, voice note-based intervention, the study aims to elucidate the extent to which asynchronous mobile speaking tasks can foster gains in fluency, confidence, and academic expression. The findings are anticipated to inform scalable and cost-effective faculty development strategies, particularly in linguistically diverse higher education environments.

Literature Review

Speaking Anxiety and Adult Learners

Speaking anxiety in a second language remains a significant barrier for adult learners, particularly in academic and professional contexts where communication demands are high. This form of anxiety is commonly associated with emotional discomfort, fear of being judged unfavorably, and concerns about miscommunication during interaction (Zarrinabadi & Mahmoudi-Gahruei, 2022). Unlike students, adult learners often face additional pressure as their ability to communicate clearly in English is directly linked to professional reputation, institutional responsibilities, and credibility within their field.

For lecturers whose primary discipline is not English, the pressure is further amplified. These individuals are not only expected to use English proficiently in day-to-day communication but also to function as authoritative figures delivering complex subject matter in a second language. This dual expectation—being both a subject expert and a proficient English speaker—can lead to heightened self-consciousness and fear of inadequacy in public or formal academic settings (Arias & Cárdenas, 2022).

As a result, many educators adopt avoidance behaviors, such as relying heavily on written scripts, limiting spontaneous speech, or refraining from participating in international academic discourse. Such communicative anxiety, if left unaddressed, has broader implications beyond personal development—it may hinder institutional efforts toward internationalization and reduce faculty participation in global academic networks. Moreover, in many universities, language development resources are often student-focused, leaving faculty members with minimal structured support for improving their speaking competence.

Mobile-Assisted Language Learning (MALL)

In recent years, Mobile-Assisted Language Learning (MALL) has emerged as a prominent and learner-responsive modality for enhancing second language (L2) competence. By leveraging mobile technologies, MALL enables learners to participate in authentic, context-rich communication practices at their convenience, offering spatial and temporal flexibility that traditional classroom settings often lack (Kukulska-Hulme & Lee, 2020). This adaptability is particularly relevant for adult professionals, who frequently balance career and personal responsibilities and may not have access to structured, time-bound learning environments.

Among the wide array of mobile tools available, WhatsApp has gained popularity due to its widespread usage, ease of operation, and seamless integration into users' everyday communication routines. A distinctive affordance of the platform is its voice note function, which facilitates asynchronous oral exchange. This feature allows learners to articulate spoken responses at their own pace, with

the option to revise and re-record before sharing—a process that reduces performance-related pressure and supports the gradual development of spoken fluency (Almusharraf & Almusharraf, 2021).

Empirical studies reinforce the pedagogical value of this approach. For instance, research conducted by Sari et al. (2023) involving Indonesian university students found that regular engagement with WhatsApp voice notes led to measurable improvements in pronunciation, fluency, and communicative confidence. Participants highlighted the private and supportive nature of the interaction, which allowed them to experiment with language use more freely and receive feedback constructively. These outcomes indicate that WhatsApp voice notes may offer substantial benefits for adult academic professionals, such as university lecturers, who seek flexible yet purposeful strategies for refining their English-speaking proficiency.

Academic Communication and Non-English Lecturers

Academic communication involves a broad spectrum of verbal and textual activities, such as delivering instructional content, presenting research outcomes, engaging in scholarly discussions, and fostering professional academic relationships. For lecturers working in non-English-speaking environments, proficiency in spoken academic English is increasingly essential—not only for pedagogical effectiveness but also for gaining international exposure and contributing to global academic conversations (Harding & Hutton, 2021). Nevertheless, institutional professional development initiatives often prioritize written academic output, placing limited emphasis on oral communication competencies.

Borg (2021) observes that lecturers in English-Medium Instruction (EMI) contexts frequently lack formal training in oral discourse strategies, including leading interactive class sessions, simplifying complex theories, and responding effectively during live academic interactions. This deficit creates a communicative imbalance, restricting lecturers' ability to confidently present their work or collaborate across linguistic and cultural borders. Adding to the complexity is the linguistic nature of academic English itself, which demands fluency, clarity, and the accurate use of specialized vocabulary. For lecturers educated predominantly in their first language, articulating sophisticated academic content in English can be cognitively demanding. These linguistic challenges may adversely impact their academic self-efficacy, reducing their motivation to participate in global academic forums and limiting their overall engagement with international academic networks.

Gaps in Existing Research

Despite the expanding scholarship on Mobile-Assisted Language Learning (MALL) and the affective dimensions of language acquisition such as speaking anxiety, several critical gaps persist—particularly regarding the role of informal mobile platforms in supporting professional language growth among university faculty members. Much of the existing research continues to center on student populations in formal educational contexts, leaving the specific linguistic challenges faced by adult professionals—especially those involved in teaching and research—largely underexplored (van der Velde et al., 2023).

Moreover, the predominant focus in the literature has been on synchronous communication technologies, including video conferencing tools like Zoom, Skype, or other live-speaking applications. While such platforms offer immediacy and interaction, they often replicate high-pressure environments that intensify performance anxiety. Asynchronous modalities, such as WhatsApp voice notes, present an alternative that allows users to engage in spoken practice at their own pace, promoting reduced anxiety and enhanced autonomy.

However, empirical investigations into the pedagogical and psychological impacts of these tools—especially in academic communication contexts—remain limited. Furthermore, there is a lack of longitudinal data examining whether sustained use of informal mobile tools can lead to enduring improvements in speaking confidence, linguistic fluency, and professional engagement. Questions also remain concerning the optimal ways these tools can be embedded into structured faculty development programs, the types of scaffolding or peer support needed, and the appropriate metrics for evaluating their long-term efficacy in enhancing academic communication.

Synthesis of Insights

The reviewed literature highlights ongoing challenges faced by non-English-speaking university lecturers in developing spoken English proficiency. These challenges are rooted in structural limitations such as time scarcity, performance expectations, and the absence of customized language support within professional environments. Simultaneously, mobile applications—particularly those enabling asynchronous audio communication like WhatsApp voice notes—are gaining recognition as viable tools for adult language learning. Their accessibility, flexibility, and user familiarity make them especially suited for busy professionals seeking low-stakes opportunities to enhance oral language skills.

Asynchronous voice notes features offer learners the chance to rehearse and revise their speech, fostering reflective engagement and linguistic self-awareness. This aligns well with adult learning principles, emphasizing autonomy, repetition, and contextual relevance. In addition, WhatsApp's group functionality facilitates peer interaction and the co-construction of knowledge in a socially supportive space. Such interactions can reinforce motivation, reduce isolation, and contribute

to a collaborative learning atmosphere. This study positions itself at the intersection of mobile-assisted learning and professional language development by investigating the use of WhatsApp voice notes among non-English lecturers for improving academic speaking skills. Conducted within the context of an institutional faculty training initiative, this research not only contributes empirical evidence to the underexplored domain of informal MALL for professionals but also offers actionable strategies for integrating mobile technologies into broader language enhancement policies and internationalization agendas in higher education.

Method

Research Design

This study adopted a qualitative case study methodology to investigate the role of WhatsApp voice notes in fostering the English-speaking abilities of non-English university lecturers, specifically within the scope of academic communication. The case study model was deemed appropriate due to its capacity to generate detailed insights into a phenomenon situated within its authentic, contextual environment (Yin, 2020). The investigation concentrated on how asynchronous, voice-based interactions through WhatsApp could impact the participants' self-confidence, fluency, and ability to engage in professional discourse in English. This methodological choice enabled an in-depth, nuanced portrayal of both individual trajectories and collective experiences throughout the intervention period.

Participants

The study involved seven (7) non-English-speaking lecturers representing diverse academic disciplines—namely Economics, Law, Education, and Islamic Studies—at a private university in Indonesia. The participants were selected purposively according to specific criteria: (1) minimal formal instruction in spoken English, (2) active involvement in academic communication activities such as lecturing, presenting, or collaborating, and (3) a demonstrated willingness to engage in a six-week speaking intervention conducted via mobile technology. All participants were regular users of smartphones and well-acquainted with WhatsApp as a communication platform. Their ages ranged from 28 to 48 years, and their professional teaching experience spanned from 2 to more than 15 years. Before the intervention began, each participant completed a brief questionnaire designed to capture their frequency of English use and self-perceived oral proficiency.

Instruments and Materials

To obtain rich qualitative insights, multiple instruments were employed.

1. Pre-Intervention Interviews

Prior to the commencement of the intervention, individual semi-structured interviews were conducted with each participant. These interviews aimed to elicit information about participants' prior experiences in speaking English, their self-assessed levels of fluency and confidence, as well as their previous exposure to mobile-assisted language learning tools. The interview guide included questions such as:

1. How confident are you when speaking English in academic situations?
2. What are your biggest challenges in academic speaking?
3. Have you used technology to improve your English speaking before?

2. WhatsApp Voice Note Activities

Throughout a six-week period, participants were assigned one structured speaking activity per week through a designated private WhatsApp group. These tasks were carefully crafted to mirror authentic academic communication situations, including but not limited to:

1. Articulating a fundamental concept relevant to their discipline in English.
2. Addressing hypothetical student inquiries pertaining to lecture content.
3. Delivering a concise overview of a scholarly article.
4. Introducing themselves in a brief academic context (approximately two minutes).
5. Sharing perspectives on contemporary issues in education.

Participants were instructed to submit a 1–2-minute voice note response within three days of receiving each prompt. They were permitted to re-record their responses multiple times prior to submission. The asynchronous format was intentionally selected to lower speaking-related anxiety and foster opportunities for introspection and self-correction.

3. Post-Intervention Interview

Upon completing the six-week intervention, each participant engaged in a concluding semi-structured interview aimed at assessing their perceived developments in English-speaking confidence, fluency, and their views on the use of WhatsApp as a platform for language practice. The interview sought to capture

personal reflections on progress and usability. Example questions posed during this stage included:

1. How has your confidence in speaking English changed during the past six weeks?
2. What was the most helpful part of using WhatsApp voice notes?
3. Would you continue using this method for language improvement?

Results and Discussion

Key Findings

Analysis of the interview data, reflective journals, and WhatsApp voice recordings yielded four primary themes that captured the influence of the voice note intervention on participants' English-speaking competencies in academic communication contexts.

1. Increased Speaking Confidence

All participants reported a marked improvement in their confidence when speaking English. Prior to the intervention, expressions of apprehension were common, particularly regarding grammatical accuracy and pronunciation errors when communicating in front of students or colleagues. By the conclusion of the six-week program, participants demonstrated increased comfort and spontaneity in oral expression. The asynchronous nature of the voice notes tasks, coupled with opportunities for self-monitoring and re-recording, appeared instrumental in mitigating performance anxiety. These findings align with existing literature suggesting that reduced communicative pressure can foster greater linguistic confidence among adult language learners.

How confident are you when speaking English in academic situations?

Lecturer A: "I feel moderately confident when speaking English in academic situations. However, I still experience moments of hesitation, especially when discussing complex topics."

Lecturer B: "I am quite confident when speaking English in academic settings, especially after practicing with voice notes. It has helped me articulate my thoughts more clearly."

Lecturer C: "I would say my confidence is growing. The more I practice, the more comfortable I become in academic discussions."

Lecturer D: "I feel fairly confident, but I still have moments of self-doubt, especially when presenting in front of large groups."

Lecturer E: "I am becoming more confident, especially after engaging in regular practice with my colleagues through voice notes."

Lecturer F: "I feel quite confident in academic situations, particularly after receiving feedback from my peers through voice notes."

Lecturer G: "I feel confident, but I know there is always room for improvement. Regular practice has helped me a lot."

Lecturer A shared, "The use of voice notes on WhatsApp has been incredibly helpful for me in practicing my English-speaking skills. I can record my voice multiple times until I am satisfied with the result before sending it. This significantly reduces the anxiety I often feel when speaking in real-time."

Participants reported varying initial levels of confidence in speaking English for academic purposes, ranging from moderate to fairly high. Lecturer A expressed moderate confidence but acknowledged experiencing hesitation, particularly when addressing complex subject matter. Lecturer D noted a fair degree of confidence, tempered by self-doubt during public presentations. In contrast, Lecturer B and Lecturer F reported feeling quite confident, attributing this improvement to consistent use of voice notes and peer feedback, which enhanced their ability to articulate thoughts clearly. Lecturer C described a gradual increase in confidence, stating that repeated practice contributed to a growing sense of ease during academic discussions. Similarly, Lecturer E attributed their improved confidence to regular collaborative voice note exchanges, while Lecturer G acknowledged steady progress, noting that routine practice helped mitigate communicative anxiety, although opportunities for refinement remained.

These self-reported reflections underscore the intervention's role in enhancing participants' speaking confidence. As Lecturer A explained, "The use of voice notes on WhatsApp has been incredibly helpful for me in practicing my English-speaking skills. I can record my voice multiple times until I am satisfied with the result before sending it. This significantly reduces the anxiety I often feel when speaking in real-time." The asynchronous nature of the platform, which allowed for re-recording and self-monitoring, appeared to foster a low-pressure environment conducive to building confidence—an outcome consistent with previous findings in Mobile-Assisted Language Learning (MALL) research.

How has your confidence in speaking English changed during the past six weeks?

Lecturer A: "I've noticed a significant improvement in my confidence. I feel more comfortable articulating my thoughts and engaging in discussions."

Lecturer B: "I've become more confident in my ability to express myself in English. I feel more comfortable speaking in front of others and engaging in discussions."

Lecturer C: "I've noticed a significant improvement in my confidence. I feel more comfortable articulating my thoughts and engaging in discussions."

Lecturer D: "I've become more confident in my ability to express myself in English."

Lecturer E: "I've noticed a significant improvement in my confidence."

Lecturer F: "I've become more confident in my ability to express myself in English."

Lecturer G: "I've noticed a significant improvement in my confidence."

Following the six-week WhatsApp voice note intervention, all participants reported noticeable gains in speaking confidence. Lecturer A highlighted a marked improvement in the ability to articulate thoughts and engage in discussions with greater ease. Lecturer B echoed this sentiment, emphasizing enhanced comfort when expressing ideas in front of others. Similarly, Lecturer C observed a substantial increase in self-assurance, particularly in structured academic exchanges. Lecturer D and Lecturer F both reported growing confidence in their expressive capabilities, attributing this to consistent speaking practice. Lecturer E and Lecturer G succinctly affirmed a significant rise in overall speaking confidence by the end of the program.

These accounts suggest that the intervention effectively reduced communicative anxiety and promoted self-efficacy in academic discourse. The asynchronous nature of voice notes, which allowed participants to prepare and revise their speech before sharing, appears to have played a crucial role in fostering this transformation. These findings align with prior research highlighting the positive impact of reflective, self-paced speaking tasks on learner confidence in mobile-assisted environments (Kukulska-Hulme & Lee, 2020).

2. Improved Fluency and Clarity

Participants noted perceived improvements in fluency, particularly in their ability to organize thoughts and speak with fewer pauses. Observational data supported this: voice notes recorded in Week 6 were generally longer, more fluid, and showed reduced use of fillers.

What are your biggest challenges in academic speaking?

Lecturer A: "My biggest challenges include finding the right vocabulary and structuring my thoughts quickly during discussions."

Lecturer B: "My main challenge is dealing with unexpected questions from students or colleagues."

Lecturer C: "I often struggle with pronunciation and sometimes feel that my accent may hinder effective communication."

Lecturer D: "My biggest challenge is managing my anxiety during presentations, which sometimes affects my fluency."

Lecturer E: "One of my main challenges is maintaining a natural flow of conversation, especially when I am nervous."

Lecturer F: "My biggest challenge is ensuring that I use appropriate academic language and terminology."

Lecturer G: "My main challenge is overcoming the fear of making mistakes in front of my peers."

Lecturer D commented, "Voice notes enable me to practice anytime and anywhere. I can take advantage of my free time, such as while waiting on campus. This flexibility fits well with my busy schedule."

Despite improvements in confidence, participants continued to encounter distinct challenges in academic oral communication. Lecturer A identified difficulties in rapidly accessing suitable vocabulary and organizing ideas coherently during real-time discussions. Lecturer B noted that unexpected questions from students or colleagues often disrupted fluency, highlighting the need for spontaneous language control. Pronunciation and accent-related concerns were raised by Lecturer C, who expressed apprehension about being understood clearly. Similarly, Lecturer D emphasized the struggle to manage anxiety during presentations, which frequently impeded fluency and delivery.

Lecturer E highlighted that maintaining a smooth conversational flow becomes particularly difficult under nervous conditions. Lecturer F pointed to challenges in employing precise academic terminology, suggesting a gap between content knowledge and linguistic expression. Meanwhile, Lecturer G underscored the psychological barrier of fearing mistakes in peer-facing contexts, which can inhibit full participation. Supporting these concerns, Lecturer D remarked on the flexibility of the WhatsApp voice note feature, stating: "Voice notes enable me to practice anytime and anywhere. I can take advantage of my free time, such as while waiting on campus. This flexibility fits well with my busy schedule." This underscores the role of asynchronous tools in addressing both linguistic and logistical barriers in faculty language development.

These findings mirror earlier research indicating that adult learners, particularly those in professional roles, face compounded pressures in second language use due to cognitive, affective, and contextual constraints (Zarrinabadi & Mahmoudi-Gahruei, 2022; Arias & Cárdenas, 2022). The ability to practice in a self-paced, low-stakes environment offers a viable pathway to gradually overcoming these multifaceted challenges.

3. Development of Academic Vocabulary and Discourse

Participants exhibited gradual improvement in their use of academic vocabulary and discipline-specific expressions across the six-week intervention. This lexical and discourse development was facilitated by both individual practice and peer interaction. Lecturer F acknowledged that the accurate use of academic language continued to pose a challenge, yet emphasized that exposure to peers' voice notes served as a useful model for reinforcing appropriate terminology and phrasing.

Lecturer E said, "I find that listening to voice notes from my colleagues is very beneficial. I can learn from their speaking styles and adopt some of the techniques they use."

Lecturer F added, "One of the significant advantages of using voice notes is that I can provide feedback to my peers. This not only helps me learn on my own but also allows me to contribute to their speaking development."

Lecturer E highlighted the value of collaborative learning through peer examples: "I find that listening to voice notes from my colleagues is very beneficial. I can learn from their speaking styles and adopt some of the techniques they use." This reflects Vygotskian principles of social learning, where observation and interaction with more capable peers can scaffold language acquisition. Additionally, Lecturer F observed the reciprocal benefit of peer feedback: "One of the significant advantages of using voice notes is that I can provide feedback to my

peers. This not only helps me learn on my own but also allows me to contribute to their speaking development." The act of evaluating others' speech provided a metacognitive opportunity for the participant to reflect on their own language use—an approach supported by reflective language learning frameworks (Kohonen, 2006).

These findings affirm that asynchronous peer-based voice exchanges can enhance lexical awareness and promote collaborative discourse practices, both of which are essential for professional and academic communication in English as a second language contexts.

4. Positive Attitudes Toward WhatsApp as a Learning Tool

All participants demonstrated favorable perceptions of WhatsApp as a medium for enhancing their English-speaking proficiency. The platform's widespread availability and user familiarity were cited as major advantages, making it an accessible and low-barrier tool for language practice. Moreover, the asynchronous nature of voice note exchanges was consistently noted as a key factor in reducing speaking-related anxiety. Without the pressure of real-time interaction, participants reported feeling more at ease, which in turn fostered greater willingness to engage in spoken academic discourse. These findings align with prior research emphasizing the role of low-stakes, flexible environments in supporting second language development among adult learners (Almusharraf & Almusharraf, 2021; Kukulska-Hulme & Lee, 2020). WhatsApp's integration into everyday communication routines further reinforced its practicality as a pedagogical tool, especially for professionals balancing multiple responsibilities.

Have you used technology to improve your English speaking before?

Lecturer A: "Yes, I have used technology, particularly language learning apps and online courses." Lecturer B: "Absolutely, I have utilized various online platforms and resources."

Lecturer C: "Yes, I have previously used technology, such as speech recognition software." Lecturer D: "Yes, I have used various online resources, including podcasts and language learning websites."

Lecturer E: "Yes, I have used technology, such as online speaking clubs and language exchange platforms."

Lecturer F: "Yes, I have previously used various apps and online courses."

Lecturer G: "Yes, I have used technology, including online forums and video conferencing tools."

When asked about prior experiences with technology for language learning, all participants confirmed having engaged with digital tools to improve their English-speaking skills. Lecturer A reported using language learning applications and online courses, while Lecturer B highlighted the use of various digital platforms and resources. Lecturer C noted experience with speech recognition software to refine pronunciation, and Lecturer D shared that podcasts and educational websites were part of their self-directed learning.

Others, such as Lecturer E and Lecturer G, emphasized their participation in online speaking clubs, language exchange platforms, video conferencing tools, and forums for interactive practice. Lecturer F echoed the value of mobile applications and structured online learning programs. These responses suggest that the participants were not only technologically literate but also proactive in leveraging digital resources to support their language development—factors that contributed to the seamless integration of WhatsApp voice notes into their professional routines.

What was the most helpful part of using WhatsApp voice notes?

Lecturer A: "Being able to listen back to my recordings helped me track my pronunciation and fluency progress."

Lecturer B: "Getting personalized feedback from peers gave me specific things to work on each week."

Lecturer C: "Having the freedom to record when I was ready reduced the pressure I normally feel."

Lecturer D: "It allowed me to experiment with different ways of expressing my thoughts in English."

Lecturer E: "I learned a lot from how others expressed themselves—it was like peer coaching." Lecturer F: "The structured weekly tasks kept me motivated and focused on practicing relevant topics."

Lecturer G: "I liked how the app made it easy to integrate language practice into my daily routine."

Participants identified several aspects of the WhatsApp voice note experience as particularly beneficial for their language development. Lecturer A highlighted the ability to replay recordings, which provided valuable insight into pronunciation and fluency progression. Lecturer B emphasized the importance of peer feedback, noting that specific suggestions received weekly guided targeted improvements. Lecturer C appreciated the autonomy to record responses at a

convenient time, which helped lower the pressure commonly associated with speaking tasks.

For Lecturer D, the platform served as a safe space to experiment with different expressions and sentence structures in English. Lecturer E noted the value of observing peer language use, likening it to an informal form of coaching. Lecturer F found that the structured weekly prompts-maintained motivation and ensured relevance to academic communication. Similarly, Lecturer G pointed out the convenience of integrating language practice into daily routines through a familiar mobile application. Collectively, these reflections suggest that the asynchronous and socially supported environment of WhatsApp voice notes fostered both linguistic and motivational gains.

Would you continue using this method for language improvement?

Lecturer A: "Absolutely, I believe it's a sustainable and motivating way to build my confidence and improve my speaking skills."

Lecturer B: "Yes, I find it very practical and accessible, and I plan to integrate it into my routine." Lecturer C: "Definitely. It gives me the flexibility to learn at my own pace while staying connected with others."

Lecturer D: "Yes, especially because it fits well with my schedule and helps me focus on self-correction."

Lecturer E: "Certainly. The peer feedback aspect is very enriching, and I enjoy learning from others."

Lecturer F: "Yes, I think it's a creative and low-pressure way to continue improving my academic speaking."

Lecturer G: "Without a doubt. I'll keep using it because it encourages reflection and ongoing practice."

Lecturer G remarked, "I believe this method is highly relevant to current teaching needs. With the availability of technology, we can utilize existing tools to enhance our English language skills. Voice notes on WhatsApp are an innovative and effective approach."

Participants expressed strong intentions to continue using WhatsApp voice notes for English language development, citing both personal and pedagogical benefits. Lecturer A described the approach as "sustainable and motivating," emphasizing its role in fostering confidence and consistent speaking practice. Lecturer B valued the practicality and ease of access, indicating plans to

incorporate it into a regular routine. Lecturer C appreciated the flexibility it offered, allowing for self-paced learning while maintaining peer interaction. Lecturer D noted its compatibility with a demanding schedule and its usefulness for self-monitoring and correction.

For Lecturer E, the peer feedback dimension was especially meaningful, providing opportunities for mutual learning. Lecturer F characterized the method as a creative, low-pressure strategy for continuous academic speaking improvement. Lecturer G highlighted the reflective nature of the tool, which supports ongoing self-awareness and skill refinement. Reflecting on the broader applicability, Lecturer G remarked: "This method is highly relevant to current teaching needs. With the availability of technology, we can utilize existing tools to enhance our English language skills. Voice notes on WhatsApp are an innovative and effective approach."

Discussion

The findings of this study indicate that the integration of mobile voice note tools, particularly WhatsApp, into professional development initiatives can meaningfully enhance the English-speaking proficiency of non-English lecturers. The observed improvements in speaking confidence and fluency are consistent with prior research on Mobile-Assisted Language Learning (MALL) (Almusharraf & Almusharraf, 2021; Sari et al., 2023), further underscoring the efficacy of asynchronous, low-pressure learning environments for adult professionals who often lack access to formal language instruction.

The design of the intervention—combining structured weekly prompts with autonomous, self-paced recording—proved to be a key factor in its success. This approach aligned with the principles of adult learning theory, particularly the emphasis on learner autonomy, self-direction, and relevance to real-world professional contexts (Knowles et al., 2015). Participants not only reported increased ease in spontaneous communication but also demonstrated heightened awareness of their own academic English needs, such as vocabulary precision and discourse coherence. This metacognitive development suggests that mobile-based speaking tasks can foster both linguistic competence and reflective practice.

Despite its limited sample size, the study offers several practical implications. Higher education institutions aiming to internationalize their faculty may benefit from adopting WhatsApp-based voice note interventions as part of language enhancement programs. These tools are cost-effective, scalable, and adaptable to busy academic schedules. Moreover, they promote contextualized learning and peer interaction, which may yield more sustainable outcomes than conventional classroom-based instruction.

Nevertheless, the study also identified limitations. While general fluency improved, more advanced academic speaking skills—such as argument construction, critical analysis, and scholarly debate—were not extensively

developed through the tasks. Future interventions should consider incorporating higher-order speaking prompts and structured peer feedback to deepen linguistic and cognitive engagement. In summary, this case study demonstrates that WhatsApp voice notes represent a promising and accessible strategy for supporting the professional language development of non-English lecturers, particularly in resource-constrained or time-limited contexts.

Conclusion

This study examined the utilization of WhatsApp voice notes as a Mobile-Assisted Language Learning (MALL) strategy to enhance the English-speaking proficiency of non-English lecturers engaged in academic communication. Conducted over a six-week period and involving seven participants from various academic disciplines, the case study identified notable gains in speaking confidence, fluency, and use of academic discourse. The asynchronous voice note format provided a low-pressure, flexible learning environment that allowed participants to rehearse and reflect on their spoken output.

This approach not only reduced speaking anxiety but also encouraged collaborative learning through peer feedback and interaction. Participants reported increased clarity in self-expression and greater control over speech accuracy due to the affordance of multiple recording attempts. The intervention also promoted metacognitive development, as lecturers became more aware of academic vocabulary and discourse structures pertinent to their fields.

The findings contribute to the growing literature on MALL by demonstrating the pedagogical value of asynchronous, voice-based mobile tools in supporting professional language development among adult learners in higher education. Such tools offer a cost-effective, scalable, and contextually relevant approach to improving oral communication skills, particularly in multilingual and under-resourced academic environments. Despite the study's contributions, several limitations are acknowledged, including the small sample size and the limited scope of academic speaking tasks. Future research should involve a broader participant base, explore more complex and discipline-specific speaking tasks, and assess the long-term impact of mobile-based interventions on academic performance and international engagement.

In conclusion, WhatsApp voice notes represent a promising, user-friendly modality for enhancing spoken English competence among non-English lecturers. By providing opportunities for reflective, autonomous, and socially supported language practice, this method offers meaningful potential to empower lecturers' participation in global academic discourse and foster more confident, communicative teaching and research practices.

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