

Short Videos, Voice Notes, and Speaking Growth: A Case Study of
Student Teachers at the Faculty of Education, Tripoli
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Short Videos, Voice Notes, and Speaking Growth: A Case Study of Student Teachers at the Faculty of Education, University of Tripoli, Libya

Fatma A. Ali Dreid

English Department, Faculty of Education, University of Tripoli, Libya

*Corresponding: F.dreid@uot.edu.ly / fatmadreid@yahoo.com

Orcid:-8437-0002-0009-5178

Abstract

This case study examined how short videos and voice notes supported speaking growth among 45 Libyan student teachers in an English-speaking course Faculty of education/ Tripoli. The group used WhatsApp to share weekly voice notes and short videos tied to class topics. Data included pre- and post-speaking ratings, App activity logs, a brief survey, interviews, and observation notes. Over twelve weeks, average speaking scores rose from 2.3 to 3.4 on a five-point rubric. Students produced 1,012 voice notes and 314 short videos, with steady activity across the term. Survey and interviews showed a clear preference for short videos, while many valued voice notes for rehearsal and self-correction. Students reported lower fear of speaking, stronger control of grammar, and gains in fluency. Findings align with work on WhatsApp's educational value and the benefits of brief, informal videos for engagement. Practical guidance is offered for teacher educators who plan to integrate mobile messaging into speaking instruction.

Keywords: Mobile-Assisted Language Learning (MALL), WhatsApp, Speaking Growth, Short-Form Videos, Voice Notes, EFL Teacher Education, Action Research.

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الفيديوهات القصيرة، الرسائل الصوتية، وتنمية مهارة التحدث: دراسة حالة للطلاب المعلمين في كلية التربية بجامعة طرابلس، ليبيا

فاطمة الهمالى دريد

كلية التربية، جامعة طرابلس، ليبيا

F.dreid@uot.edu.ly / fatmadreid@yahoo.com

الملخص:

بحثت هذه الدراسة كيفية دعم مقاطع الفيديو القصيرة والرسائل الصوتية لنمو مهارة التحدث لدى 45 طالباً معلماً ليبيا في قسم اللغة الإنجليزية بكلية التربية / طرابلس. استخدمت المجموعة تطبيق واتساب لتبادل رسائل صوتية ومقاطع فيديو قصيرة أسبوعية مرتبطة بموضوعات الصف. وشملت البيانات تقييمات مهارة التحدث قبلية وبعديّة، وسجلات نشاط التطبيق، واستبياناً موجزاً، ومقابلات، وملاحظات مرصودة.

على مدار اثني عشر أسبوعاً، ارتفع متوسط درجات التحدث من 2.3 إلى 3.4 على مقياس من خمس درجات. وأنتج الطلاب 1,012 رسالة صوتية و314 مقطع فيديو قصير، مع استمرار النشاط بثبات طوال الفصل الدراسي. وأظهر الاستبيان والمقابلات تفضيلاً واضحاً لمقاطع الفيديو القصيرة، بينما قدر الكثيرون الرسائل الصوتية لأغراض التدريب والتصحيح الذاتي. وأبلغ الطلاب عن انخفاض الخوف من التحدث، وتحكم أقوى في القواعد النحوية، ومكاسب في الطلاقة.

تتوافق النتائج مع الأدبيات المتعلقة بالقيمة التعليمية لتطبيق واتساب وفوائد مقاطع الفيديو القصيرة غير الرسمية في تعزيز المشاركة. وتُقدم إرشادات عملية لمعلمي المعلمين الذين يخططون لدمج تطبيقات المراسلة المحمولة في تعليم مهارة التحدث.

الكلمات المفتاحية: التعلم اللغوي بمساعدة الهواتف المحمولة (MALL)، تطبيق واتساب، تنمية مهارة التحدث، مقاطع الفيديو القصيرة، الرسائل الصوتية، إعداد المعلمين، البحث الإجرائي.

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Introduction

Many learners study English for years yet still avoid authentic, in-depth conversations. This gap in speaking proficiency remains a persistent concern for educators, as developing oral communication skill is a well-documented stumbling block in language acquisition Altiner, (2018). In many instructional settings, classroom priorities lean heavily towards grammar and vocabulary instruction rather than active oral practice. Furthermore, traditional assessment methods often prioritize written output over speaking performance, leaving students reluctant to engage in spoken discourse due to a severe fear of making mistakes Namaziandost, (2019)

Consequently, when chances to speak occur, they are often brief, rushed, or high-stakes heightening learner anxiety and stalling fluency. To bridge this gap, digital tools offer a promising, avenue to extend practice beyond classroom boundaries. Asynchronous mobile platforms like WhatsApp, paired with short informal videos, facilitate low-pressure talk, immediate sharing, and repeating listening, prior research underscores that WhatsApp supports teacher-student communication Buhnik & Deshen, (2014) and reduces speaking anxiety Albogami, (2022), while short educational videos clip drive stronger learner engagement compared with longer lecture Guo et al, (2014).

Addressing these challenges is particularly vital at Faculty of education in Tripoli. Students often enter the program with low secondary-school English proficiency creating an urgent need to rapidly build their competence so they can effectively teach English upon graduation. Beyond academic requirements, oral proficiency expands graduates' career prospects across diverse non-educational sectors and facilitates cross-culture exchange, whether in person or through video conferencing technologies Jung, (2013), thereby enhancing both linguistic mastery (Kurkimbayeva et al, (2020) and global awareness of Libyan culture.

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Context and Participants

The study took place at the Faculty of Education in Tripoli. Participants were 45 second- and third-year student teachers in an English-speaking course, ages 20–25. All owned smartphones and used WhatsApp daily. The course met twice a week for two hours during the fall term. WhatsApp extended speaking work between classes. Students formed three WhatsApp sections led by the same instructor team. Class grades did not depend on WhatsApp activity to reduce pressure.

Research Questions

Three questions guided the study.

First, how do voice notes on WhatsApp support speaking growth for student teachers?

Second, how do English short-form videos shared on WhatsApp support speaking growth?

Third, how do student teachers feel about using these tools for speaking practice?

Review of Literature

The integration of Mobile Assisted Language Learning (MALL) into English as a Foreign Language (EFL) instruction has emerged as a vital pathway to extend language exposure beyond traditional, time restricted classrooms. In Libyan EFL contexts, particularly North Africa, developing spontaneous oral proficiency remains a significant challenge due to severe classroom time limitations, limited community immersion opportunities, and high levels of foreign language speaking anxiety. To bypass these barriers, researchers have increasingly investigated ubiquitous instant messaging platform primarily WhatsApp as accessible environments for informal, low stakes language production. By examining how specific asynchronous audio and video modalities support linguistic development, this review connects mobile learning theories to the specific pathways outlined in the study's research questions.



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The first research question focuses on how WhatsApp voice notes support speaking growth. Asynchronous computer mediated communication (ACMC) through voice recordings serves as a powerful metacognitive tool for language learners. Unlike spontaneous face-to-face dialogue, which imposes a heavy cognitive load and requires immediate processing, asynchronous audio messaging allows students to engage in a highly beneficial cycle of rehearsal and self-correction. Prayudha (2024) emphasized that utilizing voice recording through a metacognitive approach allows autonomous learners to noticeably enhance their phonetic precision over time.

Hassain et al. (2024) demonstrated that regular production of audio notes exposes students to continuous linguistic retrieval, resulting in a documented increase in functional vocabulary and stronger implicit control over grammatical structures outside formal testing environment. When utilizing voice notes, learners transition from passive word recognition to active motor and cognitive coordination, managing syntax, vocabulary retrieval, and phonetic articulation simultaneously. Research on learner autonomy indicates that listening back to one's own recorded voice note promotes self-monitoring and faster error identification Hapsari, (2023).

Crucial to answering the second research question is understanding the role of English short form videos shared via mobile platforms. Video-based instruction has shifted from passive viewing to an active, output driven pedagogical model. The educational value of video relies heavily on its multimodal nature combining synchronized visual context, facial expressions, gestures, and audio stimuli helps contextualize target language expressions. Long educational videos often cause cognitive fatigue and drop-offs in student attention; however. Guo et al (2014) discovered that brief, informal clip drive significantly stronger student engagement than longer, more formal lectures.

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Hamagami et al. (2025) noted that short videos targeting specific communicative competencies lower working-memory burdens, helping student teachers focus closely on pragmatic nuances and complex structures like indirect speech. When students produce their own short videos responding to class themes, they move past simple text-based replication. Using visual media prompts learners to combine proper physical expressions and pitch patterns with their spoken output, simulating real-world, immersive communication much more effectively than audio alone (Stoller, 1988).

The primary focus of RQ3 is to examine students' teachers' personal accounts and affective responses to incorporating these tools into their learning experiences and feelings using these tools. Traditional oral exam or spontaneous, face-to-face classroom speaking are often perceived by EFL students as stressful, high-stakes environment that trigger intense performance anxiety. Bouhnik & Deshen (2014) established bringing mobile instant messaging into educational ecosystem transforms the nature of teacher-student communication, rendering it more accessible and less intimidating. Moving speaking practice to a private, familiar mobile ecosystem like WhatsApp significantly lowers the psychological barriers associated with language acquisition. Empirical studies by Albogami, (2022) consistently show that WhatsApp raises overall oral performance specifically because it reduces the fear of making mistakes. The ability to delete, edit, or privately rehearse an audio clip or short video before sharing it with a peer group gives learners a vital sense of control Hapsari, (2023). This dynamic transforms language practice into an enjoyable, conversational habit rather than a rigid academic chore, building linguistic confidence necessary for future classroom teaching.

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2. Methodology

Design and Procedures

To address the oral communication challenges in Faculty of Education/ Tripoli classroom, this study adopts an action research framework and a mixed-methods design Kemmis et al, (2014). Action research in education settings is uniquely suited to producing, practical, context-specific solution to immediate classroom problem Alina et al, (2007). Central to this approach is understanding learners' perceptions of the instructional process, which is critical for refining pedagogical strategies and enhancing language skills Siegel, (2013). Investigating student perspective provides essential insights into overcoming learning barriers and identifying unmet needs Tuan & Nhu, (2010) consequently, this study employs an interpretive qualitative framework to explore how student teacher experience and evaluate WhatsApp as an auxiliary learning tool. Data included pre- and post-speaking ratings (as specified in Table 1), App activity logs, a brief survey, interviews, and observation notes. App activity logs, a brief survey, interviews, and observation notes." to gain a comprehensive understanding of learners needs and development.

Intervention and instructional Procedures

The pedagogical intervention ran for twelve instructional weeks. Each week, participants completed two target asynchronous tasks integrated into their ongoing coursework:

Voice-note Tasks: One unscripted WhatsApp voice note (30-60 seconds) targeting functional language (e.g., giving direction, describing processes articulating arguments). Peer partners replied with questions or feedback to foster interaction (Topping, 2017).

Short videos Tasks: One short video clip (45-60 seconds) based on weekly syllabus topics. Students could choose to appear directly on camera or use a talking-head style, with option subtitles. All communications were conducted strictly in English. The instructor scaffolded each unit by

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providing weekly task models and clear pedagogical guidance (Ellis, 2003)

Sample and Ethics

All 45 students gave informed consent. Pseudonyms replaced names in notes and quotes. Interview audio was deleted after transcription. The department approved the plan. Grades were insulated from WhatsApp activity. To ensure student safety, digital privacy, and ethical compliance (British Educational Research Association, 2018), strict regulations were enforced throughout the 12 week implementation (table 1):

- Complete anonymization (no real names displayed in video files)
- Mandatory in door filming environments.
- Strict prohibition against filming third parties or non - consenting individuals.

Table1: Specifications of the 12-Week WhatsApp intervention Tasks

No	Parameter	Voice-Note Task	Short-video Task
1	Duration Target	30-60 seconds	45-60 seconds
2	Delivery style	Unscripted & spontaneous	Direct-on-camera / Talkin-head
3	Peer Interaction	Audio feedback & follow-up questions	Video viewing & optional commentary
4	Instructional Support	Weekly audio models by teacher	Task rubric & guidelines
5	Privacy Regulation	Anonymized audio profiles	Indoor filming only: no third parties

Data Analysis

Quantitative data were summarized with descriptive statistics. Change scores used paired pre-post averages. Survey results were reported as percentages. App logs were summarized by week and by student. Interview transcripts were coded inductively by two researchers, who resolved disagreements through discussion. The alignment between research focus, data tools, and analysis method is presented in (table 2)

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Table2: Alignment of Research Focus, Data Tools, and Analysis Methods

no	Research Focus Area	Data Collection Tool	Primary Analysis Method
1	Speaking Anxiety & Confidence	Pre/post Surveys & Interviews	Descriptive Statistics & thematic Analysis
2	Oral Fluency & Engagement	Class observation & task Artifacts	Rubric scoring & Content Analysis
3	Student Perceptions	Post-Intervention Interviews	Interpretive Qualitative Coding

Results: Activity and Use

Over twelve weeks, the group posted 1,012 voice notes. The median per student was 21 notes; the average length was 38 seconds. Students shared 314 short videos, with a median of seven per student; the average length was 44 seconds. Weekly activity stabilized after week two. Short video posting dipped during midterm week, then recovered

Results: Speaking Growth

Baseline average speaking was 2.3 of 5 (SD 0.6). Post-test average rose to 3.4 of 5 (SD 0.5). Average gain was 1.1 points across the five rubric areas (as illustrated in **Figure 1**). Eighty-seven percent improved by at least half a point. The most significant gains appeared in fluency and pronunciation. Students produced longer stretches of talk with fewer restarts. Pronunciation errors became less frequent and less severe. Grammar control improved in common tense forms and articles. Vocabulary range widened with more topic words and discourse markers.

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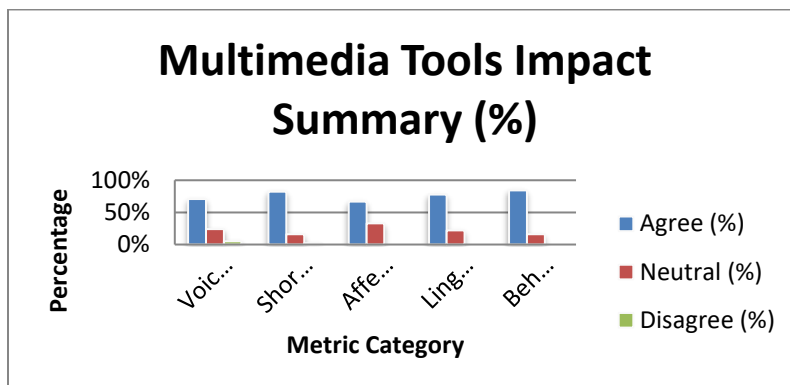


Figure 1: Results: Speaking Growth

Results: Survey

At week twelve, survey data from the participating students ($n = 45$) yielded comprehensive insights into the pedagogical impact of integrating voice notes and short videos assignment into the language curriculum. Rather than perceiving these asynchronous digital tools as mere supplementary novelties, the cohort largely recognized them as impactful instruments addressing core linguistic competencies and effective and affective barriers.

Short Videos: A substantial majority of participant 82% ($n = 37$) agreed that short- form video tasks enhanced their speaking capabilities. This higher rate of endorsement suggests that the combination of visual context, facial expression, and non-verbal cues provided a robust framework for mimicry and self-expression. Meanwhile, 16% ($n = 7$) remained neutral, and 2% ($n = 1$) found video tasks unhelpful.

Voice Notes: A strong majority 71% ($n = 32$) reported that recording and sharing voice note measurably improved their overall speaking fluency and communicative confidence. A notable 24% ($n = 11$) held a neutral stance, indicating that purely auditory tasks may require more structured teacher scaffolding or feedback loops to benefit less autonomous learners, while 5% ($n = 2$) expressed disagreement.

Affective and Linguistic Outcomes

The findings further illuminated the interplay between psychological comfort and technical skill acquisition.

Linguistic and Structural Gains: 78% (n = 35) of students' tangible improvements in grammar accuracy and pronunciation. This gain is attributable to the iterative nature of asynchronous recording, which allows learners to monitor, re-record, and refine their spoken output prior to submission.

Reduction of Speaking Anxiety: 67% (n = 30) felt that the combined multimedia tools effectively reduced their fear of speaking by mitigating the immediate performance pressure typical of real-time classroom interaction. While this represents a solid majority, the lower percentage compared to technical linguistic gains highlights that affective barriers remain more resilient and may require longer exposure to fully dissipate.

Long-Term Adoption: Reflecting high self-efficacy and perceived value, 84% (n = 38) of participants expressed a clear intention to continue utilizing at least one of these multimedia tools independently following the conclusion of the course,

Results: Interviews and Observation

Interviews and notes revealed five themes. First, voice notes helped with rehearsal; students listened back and refined delivery. Second, short videos drove creativity and persistence; humor and quick edits kept tasks engaging. Third, peer response mattered; students accepted gentle correction from classmates. Fourth, clear models kept posts on topic and within length. Fifth, preferences split: many favored short videos for expression; a smaller group preferred voice notes to focus on sound and rhythm. Observation supported these points. Over the term, students used fewer Arabic fillers and more English discourse markers such as "actually," "in my view," and "to sum up." Phrasing grew more idiomatic in routine moves like pausing to think or offering a counterpoint.

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Discussion

Short videos and voice notes supported steady speaking practice. Gains reflected both practice volume and quality. Voice notes lowered the barrier to start, allowed quick retries, and fit busy lives. Short videos rewarded planning and clarity. These findings align with research on WhatsApp as a productive educational channel Bouhnik & Dshen, (2014). Student preference for short videos matches evidence that brief, informal clips sustain attention Guo et al., (2014). Reduced fear of speaking echoes work linking mobile messaging to higher motivation and lower anxiety Albogami, (2022).

Results suggest that tool choice should match goals and learner needs. Voice notes target pronunciation, rhythm, and turn-taking without camera pressure. Short videos target audience awareness, coherence, and persuasive tone. Both formats enable repeated practice, quick feedback, and authentic topics. Together, they extend speaking time beyond class hours.

The responses to the survey are presented here after undergoing descriptive statistical analysis. The results show students' perception of their progress after using voice notes on WhatsApp. The largest share of students agreed that it was an excellent tool. Almost no one found the voice notes to be a poor tool only few respondents reported that they felt that way.

The analysis reveals that student-teachers felt that using short-form videos on WhatsApp helped improve their speaking skills, a helpful set of data to have since the second objective of this study was to explore how these videos impacted oral communication skills. Similarly, to the first question, only few students thought short-form videos were an extremely poor tool to improve speaking.

Results indicate how students perceived their improvement overall after using WhatsApp as a learning tool, which was the third objective of this study. Only a few respondents reported that using the application helped their emotional expression, but most agreed that they felt it helped their

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grammar skills. Marked improvements to the student-teachers' grammar was observed during the course of this study. This was observed in the voice notes that the students passed back and forth — they made fewer possessive pronoun mistakes, for example. The voice notes allowed student-teachers to discover their own weak spots, make their own connections and correct their own mistakes

The experiment also seemed to improve student motivation, with many students eager to speak about the videos and what they were learning. This also resulted in them adopting new expressions and using them in class.

The voice notes also improved cooperation within the class. When preparing for presentations, it was observed that students were more likely to cooperate than to compete with each other. This was observed through the voice notes in the way that they laughed, used adjectives and interjected with each other.

Despite the mistakes, students seemed to make strides in their confidence after using short-form videos and voice notes to practice their speaking with their fellow student-teachers. Many were able to speak with few to no errors for more than three minutes. The students favored short videos over voice notes, because they could be more creative, funny and post things relevant to the topics they intended to discuss. Students preferred to speak about funny topics.

Limitations

The study used one site and one course. There was no control group so that other course features may explain part of the gains. Rubric ratings, though careful, involve human judgment. Self-report data can overstate benefits. Internet access and device quality varied across students, shaping posting habits. Despite these limits, gains were broad and consistent.

Implications for Teacher Education

Teacher educators can adopt a weekly cycle: one voice-note task and one short-video task. Keep prompts concrete and

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tied to current topics. Offer clear models and a strict length range. Encourage one try, one listen-back, and one improved retake for voice notes. For videos, suggest a quick outline and a limited number of takes. Pin norms about language choice, privacy, and respectful feedback. Grade for completion, not polish, to reduce fear. Build a short list of discourse markers and sentence frames each week and invite reuse in posts and class talk.

Practical Recommendations

To ensure a smooth and impactful integration of mobile assisted language learning, begin by piloting the approach with a small cohort for a dedicated two-week trial period before attempting any broader implementation. During this initial testing phase, restrict communication to single, dedicated WhatsApp group per section, strictly enforcing define posting windows to prevent notification fatigue and maintain a healthy boundary between academic tasks and personal time. To accommodate potential disparities in data access, proactively advise students to batch- download all necessary multimedia prompts and peer submission while connected to reliable campus Wi-Fi,

Conclusion

This case study evaluated the efficacy of integrating Whats App -based voice notes and short videos to foster speaking growth among Libyan student teachers at the Faculty of Education in Tripoli. The empirical findings indicate that combining these mobile tools substantially enhanced participants' oral proficiency, with average speaking scores rising notably over the twelve weeks intervention. Specifically, short videos served as a powerful catalyst for engagement, creativity, and expressive confidence, while voice notes provided a low-pressure, flexible mechanism for focused phonetic rehearsal, self-correction, and grammatical control. The quantitative and qualitative data collectively demonstrate that asynchronous mobile messaging effectively mitigates foreign language speaking anxiety,

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transforming language practice from a high-stakes academic chore into an interactive and enjoyable habit. Furthermore, the regular deployment of these tasks fostered a collaborative learning environment. Strengthening social bonds and encouraging peer interaction without imposing heavy cognitive or logistical burdens.

Ultimately this study confirms that when mobile tasks are accompanied by clear pedagogical, frameworks, structured guidelines. and light, completion-based assessment, they offer a scalable and cost- effective solution for resource constrained EFL setting. Expanding these methodologies across higher education and teacher training instructions presents a viable avenue for modernizing instruction, enable educators with the linguistic competence and confidence necessary for their professional careers. Future investigations could expand upon these findings by exploring control-group comparisons, investigating how these oral gains transfer into subsequent classroom practicum experiences, or experiences, or examining alternative social platforms such as Instagram, Facebook, Telegram and Wechat to advance oral communication and master complex competencies in EFL education.

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