

Integrating Generative AI in English Listening Instruction: A Multi-Perspective Analysis of Teacher and Students Perceptions

Teguh Putra Anugrah¹⁾, Dedi Irwan²⁾, Rahayu Meliasari^{3*)}

^{1,2,3*)} Faculty of Languages, Arts, and Vocational Studies, PGRI University of Pontianak, Indonesia

*Corresponding Author

Email: rahayu.meliasari@gmail.com

Abstract

The existence of artificial intelligence (AI) today can help teachers create contextual listening materials through tools like ChatGPT and Google AI Studio. This study aims to determine the perceptions of an English teacher and students regarding the use of AI in contextual listening materials. Employing a qualitative approach with a descriptive design, the research involved an English teacher and six students at State Junior High School 1 Balai. Data were collected through interviews and observations and analyzed using thematic analysis. The findings revealed that students perceived AI-generated contextual materials as significant for augmenting listening skill through clearer pronunciation and digestible content. The integration of local stories, such as "Mangkit hamlet," fostered higher engagement, enjoyment, and cultural relevance. From the teacher's perspective, GenAI served as a bridge to develop contextual materials efficiently, allowing for the customization of content to reflect students' daily lives and local heritage. Furthermore, collaboration with the researcher supported the teacher's professional competencies in navigating AI tools. Despite these benefits, challenges such as the need for stylistic audio refinements, teacher training, and stable infrastructure (internet and electricity) were identified as crucial factors for successful classroom integration.

Keywords: GenAI, Google AI Studio, Perceptions, Contextual listening materials.

INTRODUCTION

In English language learning and teaching, the effectiveness of instruction is highly dependent on the quality of learning materials and the strategic development of core language competencies. Among these competencies, listening functions as a core skill that underpins the development and integration of other language abilities. Listening skill plays a role in learning other skills of English (Nushi & Orouji, 2020). Goh and Vandergrift (2012) also assert that listening is a skill that enables a person to receive and interact through the acquisition of the language they hear, thereby bridging the emergence of other language skills. In the context of this study, a student must not only be proficient in speaking, reading, and writing, but also have good listening skill. Listening is a crucial skill to learn as it does not only offer the students the ability to understand the audio, but it gives them more exposure to language proficiency (Alzamil, 2021; Nguyen, 2020; Panthee, 2024).

In the process of teaching English in the classroom, an English teacher must prepare learning materials before teaching students in class, thus making instructional teaching an integral part of a teacher's job. Lowell and Ureña-Rodríguez (2023), highlight that instructional teaching is a series of procedures, teaching activities, and methods used by teachers. Drawing on this perspective, teachers are expected to carefully prepare relevant learning materials. Shapaka (2024) posits that instructional strategies and listening skill influence each other in the development of listening skill. This indicates that instructional strategies significantly influence listening instruction. In the context of teaching listening skill to students, a teacher needs a good instructional teacher so that students can understand more easily, become interested, and feel closer to their daily lives.

Pedagogical approaches provide a theoretical and practical foundation for effective English language instruction (Meliasari, 2019). Contextual Teaching and Learning (CTL) is one of the approaches that can be used by an English teacher in listening instruction. According to Johnson (2002), CTL is a process that makes learning materials meaningful through the

connection between education and the daily lives of students. Based on these explanations, CTL is a learning process in which the learning material is contextual and connected to the students' lives, making the learning more meaningful. This approach enables English teachers to create listening materials that are more relevant to students, particularly in their local environment.

In the context of the research conducted at State Junior High School 1 Balai, Batang Tarang, English teacher could relate listening lessons to folk tales from Balai and place names in the area. Thus, listening learning would be closer to the students' lives. However, a discrepancy between theoretical principles and classroom practice was identified, where the listening materials in use were found to lack sufficient contextual relevance for the students. Based on the material, the stories or places were not relevant to the lives of students, especially those in the Batang Tarang area where the students live. This was because teacher tended to use teaching materials that were already available in books or from internet sources, where the subject, place, story, or culture were far removed from the students' lives. In this case, teacher realized that contextual English learning would be better and closer to the students' daily lives. Due to technical barriers in utilizing media such as Artificial Intelligence (AI), it had become a challenge for teacher to create contextual listening materials.

Based on the challenges faced by teacher, one technological development that has strong potential to address this challenge is Generative Artificial Intelligence (GenAI). According to Marr (2024), GenAI is an innovation in the field of artificial intelligence (AI) that is capable of producing new products based on patterns or structures that have been learned from available data. The integration of AI in education played a significant role in improving the quality of the teaching and learning process in the classroom (Hwang et al., 2020). Holmes and Bialik (2019) mentioned that AI in education can support both the learning process and the understanding of learning through AI-based tools. In addition, An et al. (2023) and Bender (2024) stated that AI supports the learning and teaching process. Learning and teaching by teachers and students through AI are integral to the process itself, furthermore, AI can aid in understanding the learning that takes place in the classroom. The use of AI in education can encourage teachers to prepare contextual listening materials, such as through ChatGPT as generative text and Google AI Studio as generative audio, so that these two tools can assist teachers in creating contextual listening materials. Perales and Bedoya Ulla (2025) emphasized that the integration of technology and contextual teaching give students space to be the center of language learning. It is undeniable that AI is rapidly developing and influencing the world of education and language teaching (Gyawali & Mehandroo, 2022).

In a previous study, Zhou et al. (2025) integrated AI Chatbots into Informal Digital English Learning (IDEL) and found a significant improvement in students' listening skill. Abdellatif et al. (2024) conducted AI-based assessments, which showed that participants in the experimental group who were involved in AI-based assessments had a significant improvement in listening skill. Xiao (2025) used AI-based voice recognition, which had a significant impact on the experimental group in terms of improving listening skill, increasing focus, and reducing student anxiety. Goh and Aryadoust (2025) evaluated the use of AI such as Generative AI (GenAI), ChatGPT and GPT models, Transformer-based language models, Text-to-speech AI (TTS), AI dialogue systems, and intelligent personal assistants. The use of AI in second language learning in listening and speaking skills can provide support for teaching, learning, and assessment, such as feedback in the learning process. Previous studies have demonstrated the integration of AI with listening instruction, but few have focused on contextual listening instruction. This creates a gap in the literature regarding the use of AI integration through ChatGPT and Google AI Studio in contextual listening instruction, as explored in this study through a collaboration between a researcher and an English teacher.

Central to exploring this integration is the role of perception, which serves as the lens through which both students and teacher interpret their experience. Perception is a point of view

in seeing an event experienced in the surrounding environment that influences a person's behavior (Thu et al., 2023). In this case, student perception refers to students' views of the learning process carried out with teacher in the classroom. Students' perceptions can arise from the processes they have gone through. Student perceptions are an important part of the research to be conducted because they can provide a reflection on each learning outcome. In the context of teacher perception, this refers to the teacher's view, understanding, or interpretation of the process of using AI in contextual listening learning. By focusing on perceptions, the researcher can capture and reveal personal experiences and insights of both students and teacher. This research aims to investigate student perceptions of contextual listening materials generated through artificial intelligence, while simultaneously exploring the teacher's perspective on the process and utility of using AI to develop those materials. Previous research has consistently shown that the use of AI in listening instruction is viewed positively, as it enhances listening comprehension, student engagement, and engaging learning experiences (Godoy, 2026; Hafour et al., 2026; Putri et al., 2026).

This study is expected to contribute theoretically and practically to English listening. Theoretically, this study serves to expand the literature on contextual listening material learning through AI integration. In addition, this study is expected to provide insights into teacher's and students' perceptions of the use of contextual listening material using AI. Practically, the results of this research are to provide a reference for English teachers on the use of AI tools such as ChatGPT and Google AI Studio in creating contextual listening materials. Furthermore, future research is poised to offer a more profound exploration of the challenges and advantages inherent in integrating AI into the creation of contextual listening instruction materials.

RESEARCH METHODS

This study employed descriptive qualitative approach. A qualitative approach is research that creates descriptive data in the form of written and spoken words that include the behavior of the people being observed or human phenomena (Creswell, 2009). Referring to this explanation, a qualitative approach is a way of understanding and conveying meaning, either individually or in groups, in the form of written or spoken word interpretations.

This study was conducted at State Junior High School 1 Balai, employing a purposive sampling technique to ensure the selection of information-rich participants. The sample comprised one English language teacher and six students, the teacher was selected based on her expertise in integrating AI to develop contextualized listening materials, while the students were chosen due to their direct engagement with these AI-enhanced pedagogical tools. Data collection was primarily facilitated through semi-structured interviews, a method that supports an exchange of insights and information (Shah, 2019). This approach allowed the researcher to maintain a systematic inquiry while retaining the flexibility to explore emergent phenomena beyond the predefined interview protocol. To triangulate the interview data, non-participant classroom observations were also conducted, providing a direct account of the instructional delivery and the practical application of AI-generated materials in English listening instructions.

Data collection involved semi-structured interviews and comprehensive field notes, ensuring a rich qualitative dataset. This study employed thematic analysis Braun & Clarke (2013), an inductive "bottom-up" approach that captures the nuances of participant experiences without the bias of pre-existing theoretical constraints (Nowell et al., 2017). Referring to the six-phase framework, the analysis began with data familiarization through transcript reading to establish deep conceptual insights and bridge the interpretation between raw data and pedagogical theory. The initial codes were systematically generated to capture the essence of teacher's and students' perceptions, which are then composed into emergent themes such as

pedagogical significance and participants' experiences. After defining and naming each theme to establish clear conceptual focus, the findings are interpreted into a narrative report. This final output utilizes data to provide empirical evidence, ensuring a link between the findings and established academic theory (Nowell et al., 2017).

To ensure the trustworthiness of the findings, this study adopted the criteria of credibility and dependability as outlined by (Ahmed, 2024). Credibility was established through methodological triangulation, utilizing both semi-structured interviews and classroom observations, alongside source triangulation by cross-referencing insights from both the teacher and the students. To maintain dependability, the researcher maintained a comprehensive audit trail, documenting every stage of the study, including the initial planning, data collection procedures, and the subsequent analytical process.

RESULTS AND DISCUSSION

Based on the thematic analysis conducted using the six-stage framework Braun and Clarke (2013), familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes. According to Sun et al. (2025), thematic analysis is a process of developing codes, categories, and themes to capture meaning. The following are the results and discussion based on the thematic analysis of students and teacher.

The Students' Perceptions of Contextual Listening Materials Generated through AI

The research yielded several significant findings regarding student perceptions of AI-generated contextual listening materials. The analysis of interviews with six students (S1–S6) revealed that the integration of Generative AI (GenAI) in English listening contextual material significantly enhances comprehension, engagement, and cultural relevance. In addition, the finding also underscored the quality and adaptability of using AI as a pedagogical tool for listening.

Augmentation of English Listening Skill

The primary finding suggests that Gen-AI facilitated contextual learning serves abundant opportunities to improve students' listening skill. Participants reported that the materials facilitated a clearer understanding of audio, allowing them to improve their listening. Three participants (Student1, Student2, & Student5) mentioned that the contextual nature of materials makes the listening more digestible for them. Moreover, the finding also yielded that it expanded their ability to understand the vocabulary and how the words were pronounced. Student4 highlighted the benefits were toward the ability to understand the correct pronunciation of the words while listening to audio. This indicates that the use of AI in listening instruction can improve students' listening skill through easily understandable audio materials (Alamri, 2025; Ha, 2025; Hazaymeh et al., 2025).

Enhanced Learning Engagement and Enjoyment

The data indicates that the transition to AI-supported contextual learning resulted in a more active student engagement and created an enjoyable atmosphere in the classroom. Students described the teaching and learning process with the integration of GenAI as a fun and exciting atmosphere of learning (Student2) and it was very interesting and more enjoyable to navigate (Student3, Student4, Student5). In addition, classroom observations showed that students appeared more enthusiastic when listening to contextual material generated by AI. This suggests that artificial intelligence (AI)-based learning can enhance student engagement by creating a more engaging classroom environment, while also underscoring that the integration of GenAI further enriches students' learning experiences, making the learning process more active and enjoyable. This indicates that the use of AI in learning can enhance engagement and create a

more enjoyable learning environment (Gulzar et al., 2025; Liang & Reiss, 2025; K. Wang & Guo, 2025; Y. Wang, 2026).

Cultural Relevance and Contextual Familiarity

A more significant finding of this study is that the AI-generated contextual materials in the form of local stories “Mangkit Hamlet” offered the students immediate exposure to their surroundings. Students expressed a preference for local materials because they were “more familiar” and based on stories heard from local people in their area (Student1, Student3, & Student5). This phenomenon aligns with Schema Theory, which suggests that when learners encounter content that resonates with their existing background knowledge, cognitive load is reduced, thereby facilitating more effective listening skill (Macaro et al., 2018).

Further analysis revealed that the integration of GenAI allowed students to raise their cultural awareness. Student 4 remarked that these materials helped them to learn more about the local culture. This was also consistent with classroom observations, which showed that AI-generated content was more contextually relevant to students. AI is capable of providing students with more context-rich learning through its ability to generate audio tailored to their needs, thereby connecting the material to their daily lives. By tailoring audio content to reflect folk tales and indigenous place names, GenAI creates authentic situational scaffolds that connect classroom instruction to the students’ lived realities (Tsai, 2025). The use of AI in learning can make the learning experience more contextual for students. By creating contextual listening materials that link to folk tales and place names found in the students’ local communities, the learning becomes more relevant to them (Chien et al., 2022; Leong et al., 2024; Lu et al., 2025).

AI as Supporting Tool for Learning

The results of the research underscored the technical benefits of using GenAI as a pedagogical tool for listening. Students specifically appreciated the adaptability of the AI-generated audio, which could be comprehensible to their current levels. Student 2 found the audio easy to follow because “the speed was not too fast”. The variety of vocabulary, topic, and the voice made it easier to understand (S4). Interestingly, Student 5 noted that the use of an “Indonesian accent” instead of a native American accent enhanced intelligibility, suggesting that AI can provide a more comfortable “a more friendly” listening environment. This was also consistent with classroom observations that the audio generated by AI was not particularly fast and tended to use an Indonesian accent. This shows that artificial intelligence (AI)-based tools can provide more learner-friendly support for listening practice. AI-based listening practice offers customized language difficulty levels, such as speech speed and language style, and provides audio recordings with a variety of accents, thereby facilitating intercultural learning (Gilea et al., 2025; Liu & Li, 2026).

Quality and Adaptability of AI-Generated Audio

Despite the positive perceptions, the analysis revealed critical areas for refinement regarding the quality of listening audio including the stylistic tone of AI-generated content and more variety of local stories. Student1 & Student2 suggested that it should take references from local stories and present them in a modern style. Moreover, AI-generated audio should be more adaptable for the students. Student2 suggested that the AI should adopt a “more casual” tone to align with modern communication styles. Student3 noted that some materials were “too long,” and the materials should be clearer and more interesting, and the words should be easy for students to understand (Student4). This was also consistent with classroom observations that the material students listened to tend to be too long, particularly in the case of monologues, furthermore, the voices generated by AI tended to sound unnatural. This indicates that there is a need to improve the quality of AI-generated audio for listening practice, as unnatural-sounding voices and inaccurate pronunciation should be taken into account when adapting such materials for listening instruction (Ha, 2025; Lv & Zhang, 2025).

The findings regarding teacher's perceptions were analyzed from data of interviews to one English teacher, that are reflected in 4 dimensions:

AI bridges to Development of Contextual of Listening Materials

Data analysis revealed that GenAI significantly assists educators in developing and adapting instructional content. Specifically, the teacher highlighted how this technology facilitates the integration of local culture into listening materials such as the narrative of Mangkit Hamlet to enhance student comprehension through environmental familiarity. These findings suggested that GenAI, particularly via text-to-speech capabilities, empowers teachers to design activities that are more culturally relevant and personally resonant. This aligned with Lai et al. (2026), who asserted that localizing curriculum via GenAI allows teachers to exercise relational agency, negotiating digital affordances to meet students' specific linguistic and emotional needs. Furthermore, as noted by Nurwahyuningsih and Erna (2025), utilizing content aligned with students' daily lives effectively bridges the gap between academic learning and local heritage.

Beyond cultural relevance, the teacher emphasized that AI's efficiency significantly reduced the time required to produce high-quality audio resources. By offering a faster alternative to traditional methods, AI streamlines lesson preparation and introduces a broader range of instructional materials. This shift was corroborated by recent scholarship indicating that platforms like ChatGPT and Google AI Studio markedly improve a teacher's time efficiency during the development of instructional content (Mutlu-Köroğlu, 2025; Octavio, 2024; Tasdelen & Bodemer, 2025; Zhang, 2025).

AI Improves Listening Skill

The teacher noted that students found AI-generated materials easier to comprehend than recordings of native speakers. Referring to analysis of data, the fact was the AI's speaking rate was slow in which it made the audio become easier to understand. As argued by (Godoy, 2026; Jalaluddin et al., 2025) the primary affordance of AI in teaching English is its capacity for scaffolding. Instead of forcing students to adapt to a fixed, standardized audio resource, the teacher uses AI to adapt the resource to adjust the student's level. In addition to this, the teacher also asserted that the accent used was not too difficult to understand for students. It can be seen from the improvement of students' ability in answering the questions. By leveraging AI's ability to generate content, this provides teachers with the opportunity to create listening materials tailored to students' needs (Diep et al., 2022; Naeem et al., 2025; Sivaji et al., 2024).

AI-Based Local Materials Foster Student Engagement

The teacher observed that students became more enthusiastic when using AI-generated contextual listening materials. In addition, teacher observed that the classroom learning environment became more enjoyable for students. Furthermore, classroom observation notes showed that students were enthusiastic when listening to the contextual material generated by AI. This reflects a perception that AI-generated local materials improve classroom participation and interest in contextual listening (Luciana et al., 2026). Context-based learning facilitated by teachers using AI can create a more engaging and enjoyable classroom environment for students, furthermore the integration of AI into learning will make listening materials more relevant to students by connecting them to their daily lives (Huang et al., 2024; Wei, 2023; Yang et al., 2023).

Collaboration Supports Teacher Competencies

The teacher described the collaboration as professionally enriching. The teacher emphasized that collaboration can support the enrichment of knowledge and the acquisition of new knowledge. In addition, the teacher stressed the importance of teachers continuing to learn new things, including the use of AI to create more contextual listening materials, so that their knowledge can continue to grow. This highlights that collaboration offers teachers a new experience furthermore, it enriches their knowledge of how to use AI tools to create contextual listening materials, thereby enhancing their professional skills. More specifically, this indicates

that collaboration between teachers and researchers offers benefits in terms of knowledge sharing and mutual knowledge-building, in this study such collaboration helped teachers understand how to utilize AI in creating contextual listening materials (Ávila García et al., 2026; Basister et al., 2025; Bergmark et al., 2025).

Challenges in Adapting AI-Generated Materials

Despite positive perceptions, the finding revealed that in fact, improvements were necessary in several areas'. The teacher emphasized the necessity of revising AI-generated content, particularly regarding vocabulary and difficulty levels, to better suit student proficiency. The teacher further asserted that specific training and guidance should be given in order to use these tools effectively. The finding underscored that AI outputs, especially listening audio, must be refined to ensure pedagogical appropriateness. In spite of this, the analysis of data yielded that the need for infrastructure was very demanding in order to further improve the quality of the integration technology to the classroom, this was also supported by observation that in implementing there were several barriers such as power outages, audio clarity, or the availability of audio amplification equipment. The success of integration in the classroom depends on the availability of infrastructure and professional development for educators so that they can understand and adapt to artificial intelligence technology (Hanasanaturro'i et al., 2025; Jantakoon et al., 2025; Muzaffarovna, 2025).

CONCLUSION

Research indicates that GenAI serves as a bridge between listening theory and practice, optimizing the delivery of authentic, context-driven content within the classroom environment, particularly in English listening instruction. Students perceived these AI-generated contextual materials as highly beneficial for comprehension, as the familiarity of local narratives like "Mangkit Hamlet" significantly reduced cognitive load. Furthermore, the adaptability of AI allowed for moderated speaking rates and clear, intelligible accents, which fostered a learner-friendly environment and lowered foreign language listening anxiety. From the teacher's perspective, GenAI functioned as a transformative tool that enhanced professional agency and instructional efficiency by drastically reducing the time required to produce high-quality audio resources.

These findings further indicate that the use of AI-based local materials improved classroom atmosphere, contextual learning, student enthusiasm and engagement. However, the study also highlights critical areas for refinement, noting that successful implementation depends on the teacher's ability to adjust AI outputs for pedagogical appropriateness and language style. Additionally, infrastructures, stable internet, electricity, and the ability to utilize AI as essential aspects for the effective integration of technology in the classroom. Ultimately, this research serves as a practical reference for educators seeking to leverage GenAI to create more resonant, meaningful, and efficient listening instruction.

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