

Contextualizing EFL Listening through AI: A Study on Perception of Students and Teacher

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Abstract

This research aims to examine students' and teacher's perceptions of the use of Generative Artificial Intelligence (GenAI) tools specifically ChatGPT and Google AI Studio in context-based English language learning. This study employs a qualitative descriptive design. The participants consisted of two female students, one male student, and an English teacher from a senior high school in Pontianak. Data were collected through semi-structured interviews and non-participant observation, then analyzed using thematic analysis. The research findings regarding student perceptions indicate that GenAI-based listening materials enhance student engagement and motivation because they are more relevant to their daily lives. Students also found it easier to understand the material, remember vocabulary, and felt more confident in their learning. From the teacher's perspective, GenAI helps in creating learning materials more efficiently and contextually. However, there are several challenges, such as infrastructure limitations and the need to improve teacher's competencies in using technology. Overall, the use of GenAI in contextual listening instruction has a positive impact on the learning process, although it still requires further development and support for optimal implementation.

Keywords: Generative Artificial Intelligence, Contextual Listening, Perception, English Learning

INTRODUCTION

In the era of globalization, English language proficiency has become one of the essential competencies that students must possess, as English serves as the international language in various fields, including education (Crystal, 2019). In English language learning, the success of the learning process is greatly influenced by the quality of instructional materials and the development of strategic language skills. Among these skills, listening plays a crucial role as it serves as the primary source of language input that supports the development of other language skills such as speaking, reading, and writing (Tran, 2024; Ningrum, 2025). Vandergrift and Christine (2012) explain that listening skills enable students to receive and process spoken language, thereby supporting the overall development of communicative competence. Therefore, effective listening instruction is a vital component of English language learning. In the current practice of English language teaching at a senior high school in Pontianak, teacher have sought to implement the Contextual Teaching and Learning (CTL) approach to make learning more meaningful for students (Johnson, 2002; Johnson, 2017; Gay, 2018;). Through this approach, teacher strive to link learning materials to students' real-life experiences, such as school life, community activities, and situations closely related to their daily lives in Pontianak. 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. The CTL approach emphasizes that knowledge is constructed through its connection to students' social and cultural contexts, making learning more relevant and easier to understand (Samsudin, 2024; Amaniarsih, 2024).

As educational technology advances, teacher at this school have also begun utilizing GenAI, specifically ChatGPT and Google AI Studio, to create listening materials. In practice, teacher use ChatGPT to generate English dialogues or stories tailored to the students' local context, such as conversations at school and daily activities in Pontianak. These texts are then converted into audio materials using Google AI Studio, resulting in listening audio with clear

pronunciation and audio quality that aligns with the local context surrounding the city of Pontianak. Thus, the use of GenAI technology enables teacher to create more contextual listening materials and supports the application of CTL principles in learning. GenAI is a technology capable of automatically generating text, audio, and other digital content based on user prompts. In the context of language education, this technology can help teacher design more adaptive and creative teaching materials (Kohnke et al., 2023; Zhai, 2023). Moorhouse (2025) also emphasizes that GenAI not only functions as a tool but can also expand teacher's pedagogical capacity to design more contextual and relevant teaching materials.

Zhou et al. (2025) integrated an GenAI chatbot into Informal Digital English Learning (IDEL) and found a significant improvement in students' listening skills. Abdellatif et al. (2024) conducted an GenAI-based assessment that showed participants in the experimental group who engaged in the GenAI-based assessment experienced a significant improvement in their listening skills. Xiao (2025) used GenAI-based speech recognition, which had a significant impact on improving listening skills, increasing focus, and reducing student anxiety. Goh and Aryadoust (2025) evaluated the use of GenAI such as GenAI, ChatGPT and GPT models, transformer-based language models, text-to-speech (TTS), GenAI dialogue systems, and intelligent personal assistants. The use of GenAI in second language learning, particularly in listening and speaking skills, can provide support in teaching, learning, and assessment, such as providing feedback during the learning process. From several previous studies, there is a gap that has limitedly been explored regarding students' and teacher's perceptions of the use of GenAI in listening instruction. Additionally, previous research has not extensively addressed the context of contextual materials in listening instruction. Based on these gaps, this study will examine students' and teacher's perceptions of the use of GenAI in context-based listening instruction.

The purpose of this study is to examine teacher's and students' perceptions of contextual listening materials created using GenAI. Perception refers to an individual's perspective on events in their surroundings that influence their behavior (Thu et al., 2023). In this context, students' perceptions refer to their views on the learning process conducted with the teacher in the classroom. With regard to teacher's perception, it deals with how the teacher perceive the integration of gen-AI to assist language learning. According to Qiong (2017), there are three stages in perception: selection, organization, and interpretation. Kohnke et al. (2023) found that English teachers have positive perceptions of GenAI use because this technology helps them create learning materials that are more authentic, engaging, and tailored to students' needs. During the selection stage, individuals focus their attention on stimuli they consider meaningful, interesting, or important, while ignoring other stimuli. During the organization stage, the selected stimuli are arranged and organized into meaningful patterns. Finally, during the interpretation stage, individuals assign meaning to the selected and organized stimuli and associate them with specific meanings. During the selection stage, individuals focus their attention on stimuli deemed meaningful, interesting, or important, while ignoring other stimuli. During the organization stage, the selected stimuli are arranged and organized into meaningful patterns. Finally, in the interpretation stage, individuals assign meaning to the selected and organized stimuli and associate them with specific meanings. Based on these stages, this process also occurs among students and teacher in every contextual listening learning activity, thereby producing what is referred to as perception. In educational research, perception is a crucial component of the learning and teaching process as it provides insights and a deep understanding of a phenomenon. In the context of this study, perception provides insights into contextual listening learning materials created using GenAI, so that through these insights, every process and its impact on classroom learning can be understood. Through perception, researcher can capture various phenomena that can only be explained through the perspectives of students and teacher. This study aimed at answering the following two research questions: 1. What are students' perceptions

of contextual listening materials created using GenAI? 2. What are teacher's perceptions of the use of GenAI in the creation of contextual listening materials?

This research is expected to make theoretical and practical contributions to English teaching and learning, particularly in listening skill. Theoretically, this study is expected to expand the literature review on contextual listening instruction through GenAI integration. Additionally, this study is also expected to provide insights into teacher's and students' perceptions of the use of GenAI-based contextual listening materials. Practically, the results of this study are expected to serve as a reference for English teacher in utilizing GenAI tools such as ChatGPT and Google AI Studio to generate contextual listening materials. Furthermore, future research is expected to explore in greater depth the challenges and advantages of integrating GenAI into the creation of contextual listening learning materials.

RESEARCH METHODS

This research employs a qualitative descriptive design, which refers to a method that generates descriptive data in the form of written and spoken words, covering human behavior and observed phenomena (Wilig, 2008; Creswell, 2009; Taylor et al., 2015). Based on this perspective, qualitative research is a way of understanding and conveying meaning, both individually and collectively, through the interpretation of verbal and written expressions. Furthermore, this study specifically adopted a descriptive design to present the findings in a systematic and detailed manner. This research was conducted at a senior high school in Pontianak using a purposive sampling method to ensure the selection of participants who could provide detailed information. The research participants consisted of two female students, one male student, and an English teacher; the students were selected because of their direct involvement in using GenAI-based learning tools, while the teacher was selected based on his expertise in integrating Artificial Intelligence (AI) to develop contextual listening materials. Data collection was conducted through semi-structured interviews, a method that allows for an in-depth exchange of information and insights (Kallio et al., 2016; Ruslin et al., 2022). This approach allowed the researcher to maintain a systematic approach while providing flexibility to explore phenomena that emerged outside the interview guide. To strengthen the interview data, non-participant classroom observations were also conducted to obtain a firsthand account of the learning process and the application of GenAI-based listening materials in English learning.

Data collection involved semi-structured interviews and comprehensive field notes, resulting in rich qualitative data. This study employed thematic analysis (Braun & Clarke, 2013), a bottom-up, inductive approach that captures participants' experiences without bias from pre-existing theoretical frameworks (Nowell et al., 2017). Following Braun and Clarke's (2006) six stages of analysis, the analysis process began with understanding the data through repeated readings of transcripts to gain a deep conceptual understanding and bridge the gap between raw data and pedagogical theory. Initial codes were then systematically generated to capture the essence of teacher's and students' perceptions, which were then developed into themes such as pedagogical significance and participants' experiences. Once each theme was clearly defined and named, the research findings were interpreted in a narrative report. This final report utilizes the data as empirical evidence, establishing a strong connection between the research findings and relevant academic theory (Reeve & Tseng, 2011; Nowell et al., 2017). To ensure the validity of the findings, this study applied the credibility and dependability criteria as proposed by Ahmed (2024). Credibility was achieved through method triangulation, namely the use of semi-structured interviews and classroom observations, and source triangulation by comparing teacher and student perspectives. Meanwhile, dependability was maintained by creating a comprehensive

audit trail, systematically documenting each stage of the research, from planning and data collection to data analysis.

RESULTS AND DISCUSSION

Utilizing Braun and Clarke (2006) six-step thematic framework, this research analyzed student and teacher perspectives on GenAI-produced contextual listening resources. Insights gathered from interviews with three students and one english teacher participants (S1,S2,S3,T1) demonstrate that incorporating Generative AI (GenAI) into English listening contextual materials highlight the six dimensions as follows:

Result

Contextual Materials Enhances Students Engagement In Learning

The results of the data analysis show that contextual material plays a significant role in increasing student engagement in learning, making the material easier to understand and more meaningful. In line with this, the observation results indicate that most students appeared ready to participate in the listening activities, as evidenced by their enthusiasm from the very beginning of the session. In addition, students also perceived the material as more relevant to their lives. This is reflected in Student S1 statement that “the listening exercises generated by GenAI have made the material familiar to me,” as well as Student S2 statement that “the material was about my culture or the place where I lived.” In line with these two students, Student S3 also stated that “the material discussed my culture, city, or place of residence,” and added that “the material was easy to understand, and the explanations were very clear.”

GenAI Improved Students' Listening Skill

Regarding students' listening skills, the data analysis results show that GenAI-based listening materials help students understand the content presented. Student S1 found the materials easy to use; Student S2 stated, “I find the content generated by GenAI easy to understand”; and Student S3 added, “the material is also very useful.” This is also evident from the observation results, which show that the materials used meet the expected standards and are easy to understand. In addition, Student 3 also reported feeling an increase in motivation to learn after using the material.

GenAI-generated contextual Materials Support Students' Skill

In addition to improving listening skills, the use of GenAI-based listening materials also supports vocabulary development and builds students' confidence. Students reported that vocabulary became easier to remember (S1) and that they felt more confident (S3). This was supported by responses from other students who stated that remembering vocabulary felt very easy. However, students also noted that the materials still needed improvement; S3 explained that although the learning experience through AI-based listening materials was very enjoyable, the story content used still needed further development.

Despite the findings regarding students' perceptions the data were further analyzed to teacher's perceptions, where the finding is divided into the categories as follows:

GenAI-Supported Development of Contextual Listening Materials

Regarding teacher's perceptions, the analysis results show that GenAI is very helpful and simplifies the process of creating listening materials relevant to the local context, thereby making it easier for students to understand the material. Before using GenAI, teachers tended to rely on resources such as worksheets and struggled to create their own materials. However, with GenAI, teachers only need to come up with an idea and write a prompt, and the system automatically generates text and audio that are ready to use.

Impact on Students and Teacher Development

Teacher also observed that students became more active when the material was contextualized using GenAI. This is reflected in the teacher's statement: "In my experience, students became much more active because they were highly interested in learning that uses local contexts, given that they were already familiar with the material." On the other hand, the teacher also emphasized the need for training in the use of GenAI, as reflected in the statement: "In my opinion, this training is quite helpful. If English teacher have a sufficient understanding of how to use GenAI Studio, they will certainly be very pleased because it truly makes it easier for them to provide listening materials to students."

Challenges and Limitations in Material Development

Teacher reported difficulties in developing learning materials on their own, so they tended to rely on existing resources. As one teacher stated, "I have never created my own materials because it was quite difficult, so I only used what was already available." In addition, teachers explained that infrastructure limitations were a major obstacle to the use of GenAI, particularly regarding internet access, electricity, and technology, as stated: "The teacher explained that using GenAI required an internet connection, and in some areas, they already struggled with electricity, let alone internet access."

Discussion

The finding that students perceived the material as familiar and relevant to their lives indicates that content familiarity can enhance language comprehension (Nguyen & Boers, 2019). This is reinforced by student S3 statement that the material discussed his or her culture, city, or place of residence, which aligns with findings that local context can increase student relevance and engagement (Widodo, 2018). Furthermore, student S3 statement that the material was easy to understand and clearly explained is presumed to be related to the activation of prior knowledge (schema), which facilitates comprehension. This finding supports the idea that contextualized materials help students construct meaning by connecting new information to their existing knowledge and experiences (Paran & Robinson, 2020). Students' evaluation of the GenAI-generated materials as easy to understand and useful indicates that GenAI is capable of providing materials tailored to students' needs (Kohnke et al., 2023). The observation finding that the material was consistent with expected standards and easy to understand means that the difficulty level of the material aligned with students' abilities (Zawacki et al., 2021). Furthermore, the increased learning motivation reported by student S3 indicates that clear materials can enhance students' motivation and engagement in learning (Huang & Li, 2022; Jones, 2021). Students' ease in recalling vocabulary also indicates that technology-based learning can improve vocabulary retention through meaningful context (Fang & Warschauer, 2022; Nation, 2019), while simultaneously boosting students' self-confidence and showing that the materials help connect language to real-world experience (Kohnke et al., 2023). Nevertheless, students' remarks that the story content still needed further development indicate that the use of GenAI requires the development of more varied content (Zawacki et al., 2021; Jones, 2021). Thus, GenAI-based materials not only facilitate students' comprehension and listening skills but also foster a more supportive and motivating learning environment. From the teacher's perspective, the ease of the material-development process indicates that GenAI can simplify the process of developing instructional materials. In addition to increasing time and effort efficiency, GenAI also enables teachers to adapt materials to students' local contexts, making the materials more relevant and easier to understand. This finding aligns with research showing that GenAI can reduce teacher workload and increase efficiency in material creation, enabling the development of more adaptive materials tailored to students' needs, and expanding teachers' pedagogical capacity to design contextual and meaningful materials (Kohnke et al., 2023; Zhai, 2023; Moorhouse, 2024). The finding that students became more active is consistent with research showing that GenAI enhances engagement and interactivity in learning (Bond et al., 2021; Huang & Li, 2022).

Meanwhile, the teacher's emphasis on the need for training indicates that the effectiveness of GenAI depends on teacher's competence and readiness (Kohnke et al., 2023; Zheng & Yang, 2024). Thus, although GenAI has been shown to enhance student engagement, its success still depends on teachers' ability to integrate it effectively into instruction (Tondeur et al., 2020; Zawacki et al., 2021). Finally, teacher's difficulty in independently developing materials is consistent with research findings regarding pedagogical challenges in material development (Ilmaa & Rohmah, 2025; Zheng & Yang, 2024). The infrastructure limitations reported by teacher were also found to be a major barrier to the use of GenAI (Mehdaoui, 2024; Cowit et al., 2025). Overall, these findings indicate that pedagogical challenges and infrastructure limitations constrain the adoption of GenAI, which is highly dependent on institutional readiness and support systems (Zawacki et al., 2021; Aisyah et al., 2026)

CONCLUSION

Research shows that GenAI serves as a bridge between listening theory and practice, by optimizing the presentation of authentic, context based content in the classroom environment, particularly in English listening lessons. Students found the contextual materials generated by GenAI to be very helpful in comprehension, as familiarity with local narratives such as “Keraton Kadriah Pontianak” significantly reduced cognitive load. Furthermore, it can be concluded that the use of GenAI in contextual listening lessons has a significant positive impact on both students and teacher. From the students' perspective, the GenAI-based contextual listening materials increased engagement, motivation, and comprehension, as they were closely related to their daily lives and cultural contexts. Students also experienced improvements in vocabulary retention and confidence, as the materials helped them connect new language input with prior knowledge and real-life experiences. However, some students highlighted the need for further development, particularly in creating more diverse and engaging content. From the teacher's perspective, GenAI serves as an efficient and transformative tool that simplifies the materials development process. This enables teacher to create contextual, relevant, and ready-to-use listening materials more quickly, while supporting more creative and adaptive teaching practices. Despite these benefits, challenges such as limited infrastructure and the need to enhance teacher's technological competencies remain important considerations. Overall, this study shows that integrating GenAI into contextual listening instruction improves the quality of the learning process by making it more meaningful, engaging, and effective. However, successful implementation requires adequate support, ongoing development, and teacher readiness to maximize its full potential in the educational environment.

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