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Investigating Teachers' and Students' Perceptions of AI-Generated Contextual Listening Materials

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Abstract

This study investigated teachers' and students' perceptions toward the use of AI-generated contextual listening materials in English language learning. This study employed a qualitative descriptive design involving one English teacher and eleventh-grade students at SMKS Amaliyah Sekadau, a vocational high school in West Kalimantan, Indonesia. The data were collected through semi-structured interviews and classroom observation (field note) data, then analyzed using thematic analysis proposed by Braun and Clarke (2006). The findings revealed that the teacher considered AI as a practical and efficient tool for preparing listening materials, particularly in generating scripts and audio materials more quickly and flexibly. In addition, students described the contextual listening materials as more interesting, enjoyable, and easier to understand because the topics were related to their daily life and familiar experiences. The materials also increased students' engagement, motivation, participation, and confidence during listening activities. However, several challenges were still identified, including unclear audio, unfamiliar accents, pronunciation, and fast speech speed in the AI-generated audio materials. Overall, this study suggests that AI-generated contextual listening materials can support more engaging and meaningful listening activities in EFL classrooms when the materials are carefully adjusted according to students' learning needs and proficiency levels.

Keywords: Ai-Generated Listening Materials; Contextual Listening Materials; Efl Listening; Students' Perceptions; Teachers' Perceptions

INTRODUCTION

Listening is one of the essential skills in English language learning because it helps students understand spoken language and supports communication in real-life situations. Through listening activities, students learn pronunciation, vocabulary, intonation, and how language is used in authentic communication contexts (Vandergrift & Goh, 2019). Listening also serves as an important source of language input that supports the development of other language skills, such as speaking, reading, and writing (Rost, 2016). Therefore, listening activities play an important role in helping students improve their overall English proficiency.

However, listening is often considered one of the most challenging language skills for EFL students. Unlike reading activities, listening requires students to understand spoken language directly and immediately while identifying meaning, vocabulary, pronunciation, and sentence structures at the same time. According to (Field, 2019), students frequently experience difficulties in listening comprehension because spoken language is delivered continuously and rapidly. In addition, unfamiliar vocabulary, unclear pronunciation, unfamiliar accents, and fast speech speed often make listening activities difficult for students to follow (Nation & Newton, 2020). As a result, students may lose motivation and concentration during listening activities.

In many English learning contexts, listening materials are usually taken from textbooks, YouTube, or general online sources. Although these materials can support learning activities, they may not always reflect students' needs, interests, or levels of understanding. As a result, the topics may feel unfamiliar and less meaningful to students. (Tomlinson, 2018) explains that learning materials should be meaningful and relevant in order to improve engagement and

understanding. Similarly, (Gilmore, 2007) states that authentic materials can help students connect learning content to real-life situations, making the learning process more meaningful and understandable. Therefore, teachers need listening materials that are more engaging and suitable for students' needs.

However, preparing listening materials often requires considerable time, effort, and technical skills. Teachers need to create listening scripts, prepare audio recordings, select appropriate topics, and adjust the difficulty level according to students' abilities. (Tomlinson, 2011) explains that developing language learning materials is a complex process because teachers need to ensure that the materials are appropriate and effective for learners. Similarly, (Nation & Macalister, 2010)argue that material development requires careful consideration of learners' needs and learning goals. Therefore, preparing listening materials can become challenging for teachers.

In this situation, Artificial Intelligence (AI) can support teachers in preparing listening materials more practically and efficiently. AI-based tools such as ChatGPT can help teachers generate listening scripts, while Google AI Studio can convert scripts into audio through text-to-speech features. These technologies allow teachers to provide listening materials that are more flexible and accessible for students. (Holmes et al., 2019) explain that AI technologies can support more flexible learning experiences, while (Kohnke et al., 2021) state that AI tools can help teachers prepare teaching materials more efficiently. In addition, (Luckin et al., 2016) argue that AI can improve learning by providing accessible educational resources for students. However, teachers still need to review and adjust AI-generated materials to ensure that the content is suitable for students' proficiency levels and learning objectives.

Previous studies have primarily focused on the effectiveness of Artificial Intelligence (AI) tools in supporting language learning and facilitating instructional material development. AI technologies have been widely recognized for their potential to assist teachers in creating learning resources more efficiently and providing flexible learning opportunities for students (Holmes et al., 2019; Kohnke et al., 2021) However, limited research has specifically explored how teachers and students perceive the use of AI-generated contextual listening materials in English language learning.

Understanding these perceptions is important because teachers play an important role in deciding how teaching materials and educational technologies are used in the classroom (Borg, 2015). Students' perceptions are also important because they can affect their engagement, motivation, and participation in learning activities (Dörnyei & Ryan, 2015). Since teachers and students are the main users of learning materials, their perspectives can provide useful information about the use of AI-generated materials in language learning.

Several recent studies have examined the use of AI in English listening instruction. (Ha, 2025) investigated students' perceptions of AI-generated listening materials and found that students generally had positive views of the materials. The study showed that features such as adjustable audio speed and repeated listening helped students understand the listening content. However, students also experienced difficulties with pronunciation, intonation, and robotic-sounding voices. Similarly, (Huda et al., 2025) examined the use of AI-enhanced listening tools among EFL students. Their findings showed that AI features such as captions, speed control, replay functions, and pronunciation feedback helped students understand listening materials and increased their motivation. However, the study also found some challenges, including inaccurate captions, internet problems, and the need for teacher guidance. In addition, (Wiratno et al., 2026) examined the use of ChatGPT in English listening learning and found that the use of AI helped improve students' listening comprehension, participation, and motivation.

These studies show that AI can support English listening learning by making listening activities more flexible and engaging. However, previous studies have mainly focused on university students or general AI-based listening tools. Limited research has examined AI-

generated listening materials that are connected to students' familiar local contexts. In addition, few studies have explored both teachers' and students' perceptions of these materials in a vocational high school context. Therefore, the present study addresses this gap by investigating teachers' and students' perceptions of AI-generated contextual listening materials in an Indonesian vocational high school.

The research questions guiding this study are (1) how the teacher perceives the use of AI-generated contextual listening materials and (2) how students perceive the use of AI-generated contextual listening materials in the classroom. Meanwhile, the objective of this study is to investigate teachers' and students' perceptions toward the use of AI-generated contextual listening materials in English language learning. This study also aims to explore how the use of AI-generated materials supports listening activities and student engagement.

This study is expected to provide theoretical and practical contributions to English listening instruction. Theoretically, this study enriches the discussion of AI integration in listening materials and provides insights into teachers' and students' perceptions of AI-generated listening materials. Practically, this study may serve as a reference for English teachers in using AI tools such as ChatGPT and Google AI Studio to develop more engaging and contextually relevant listening materials.

RESEARCH METHODS

This study employed a qualitative descriptive research design to investigate teachers' and students' perceptions of AI-generated contextual listening materials in English language learning. This design was chosen because it allows researchers to describe participants' experiences and perspectives in a natural classroom setting without experimental intervention (Merriam & Tisdell, 2016; Sandelowski, 2000).

The study was conducted at SMKS Amaliyah Sekadau, West Kalimantan, Indonesia. The participants were selected using purposive sampling and consisted of one English teacher and twelve eleventh-grade students. Three students were further selected for interviews based on their participation and engagement during listening activities.

The AI-generated listening materials were prepared using ChatGPT to create English listening scripts based on students' daily activities, familiar places, and local contexts. The scripts were reviewed and adjusted to ensure that the language level and content were suitable for students' proficiency levels. Afterward, Google AI Studio was used to convert the scripts into audio through text-to-speech features. The teacher adjusted the speech speed, pronunciation, and audio clarity to match students' listening abilities and classroom needs. The generated audio materials were implemented during three classroom listening sessions. During the learning activities, field notes were used to document classroom situations, students' responses, interactions, and important events related to the use of the listening materials. Semi-structured interviews were also conducted with the teacher and selected students to investigate their perceptions and experiences regarding the use of AI-generated contextual listening materials.

The instruments used in this study were a semi-structured interview guide and field notes. The interview guide contained open-ended questions about participants' perceptions and experiences regarding the AI-generated listening materials. In addition, field notes were used to record classroom situations, students' responses, and interactions during the learning activities.

The data were analyzed using thematic analysis proposed by (Braun & Clarke, 2006) which involved familiarizing with the data, generating initial codes, identifying themes, reviewing themes, defining themes, and producing the findings. To ensure the trustworthiness of the study, methodological triangulation and member checking were applied (Lincoln & Guba, 1985; Creswell, 2014). Methodological triangulation was conducted by comparing data obtained

from teacher interviews, student interviews, and classroom observations to ensure the consistency and credibility of the findings. Classroom observations were documented through field notes and used to verify information obtained from the interviews. In addition, member checking was carried out by confirming the interview results with the participants to ensure that the interpretations accurately represented their perspectives.

RESULTS AND DISCUSSION

The findings of this study are presented based on the two research questions. The first research question examined how the teacher perceived the use of AI-generated contextual listening materials, while the second research question examined how students perceived the use of AI-generated contextual listening materials in the classroom. The analysis revealed six themes. Three themes were identified in relation to the teacher's perception: (1) AI as a Practical and Helpful Tool for Listening Instruction, (2) Contextual Listening Materials Support Students' Understanding and Engagement, and (3) Challenges in Using AI-Generated Contextual Listening Materials. Meanwhile, three themes were identified in relation to students' perceptions: (1) Contextual Listening Materials Help Students Understand Listening Content, (2) Contextual Listening Materials Increase Students' Interest and Engagement, and (3) Difficulties with AI-Generated Audio. The following sections discuss each theme in detail.

Teachers' Perceptions of AI-Generated Contextual Listening Materials

AI as a Practical and Helpful Tool for Listening Instruction

The findings showed that the teacher perceived AI as a practical and helpful tool for preparing listening materials. Before using AI, listening materials were mainly obtained from online sources such as YouTube and websites. This process often required considerable time because suitable audio materials had to be searched manually, scripts needed to be located, and language accuracy had to be checked before classroom use. The use of AI helped simplify these processes and made lesson preparation more efficient. The teacher explained: "It is interesting and faster. In terms of practicality, grammar, and audio creation, AI is very helpful." AI was considered useful because it helped generate listening scripts, create audio materials, and check grammar more quickly. The teacher also explained that AI reduced the time needed to prepare listening activities because materials could be created through a single platform. "AI helps me create audio scripts more quickly, and it also makes audio production more practical." Classroom observations supported this perception. The listening materials were prepared efficiently and implemented without major technical difficulties. The learning activities ran smoothly, and students were able to participate in the lesson as planned.

Contextual Listening Materials Support Students' Understanding and Engagement

The findings revealed that the teacher perceived contextual listening materials as beneficial for supporting students' understanding of listening content. According to the teacher, students found it easier to understand listening activities when the topics were related to familiar stories, local culture, and everyday experiences. The teacher explained: "Since they are familiar with the stories, even though they are in English, they still understand the storyline." The teacher further explained that students were able to answer listening questions more easily because they were already familiar with the stories and topics presented in the materials. Familiar topics made the listening materials easier to understand and helped students follow the activities more confidently. The findings also showed that contextual listening materials encouraged greater participation during classroom activities. Students appeared more enthusiastic and actively involved when the listening topics reflected their own experiences and environment.

As stated by the teacher: "Because they understand better, they become more enthusiastic and more active in the classroom." This perception was supported by classroom observations. During listening activities, students paid attention to the audio, responded to questions, and participated actively in discussions. Several students showed confidence when sharing their ideas and answering comprehension questions. Another important finding was that contextual listening materials increased students' interest in listening activities. The teacher explained that students showed greater enthusiasm when familiar local topics were introduced in the listening materials. Students appeared more willing to participate because the topics were easier for them to understand and relate to their daily lives.

Challenges in Using AI-Generated Contextual Listening Materials

Although the teacher expressed positive perceptions of AI-generated contextual listening materials, several challenges were identified during classroom implementation. One challenge involved accent and pronunciation. The teacher explained that students initially experienced difficulties understanding British English audio. As a result, the listening materials were adjusted by using American English, which was considered easier for students to understand. The teacher stated: "At first I wanted to use British English, but they complained about the British accent because it was not very clear for them. So, we switched to American English." Another challenge involved adjusting the level of difficulty to match students' listening abilities. According to the teacher, students have different levels of English proficiency, making it necessary to review and adapt the materials before they are used in class. The teacher explained: "The level of difficulty needs to be adjusted to match the students' level." The teacher also emphasized that audio quality, pronunciation, and speech speed should be checked before implementation. Although AI can generate listening materials automatically, the outputs still need to be reviewed to ensure that they are appropriate for students' needs and abilities. Classroom observations supported these findings. Some students experienced difficulties understanding certain parts of the audio, particularly when the speech was delivered too quickly or when the pronunciation was unfamiliar. In several situations, the audio needed to be replayed and additional explanations were provided to support students' comprehension.

Students' Perceptions of AI-Generated Contextual Listening Materials

Contextual Listening Materials Help Students Understand Listening Content

The findings showed that students found contextual listening materials easier to understand because the topics were familiar and related to their local environment. The students explained that local stories, places, and situations helped them understand the listening content more easily than unfamiliar topics. Student 1 (S1) stated: "Since I already know the story, it becomes easier to answer the questions. So, I can understand it more easily." Similarly, Student 2 (S2) explained: "Yes, because the language is easy to understand. Also, the stories are about local areas, so I already know them." Student 3 (S3) also reported: "Yes, it helps because the context is local." The students explained that familiarity with the topics helped them follow the listening activities more easily. Several students preferred local materials because they already knew the places, stories, and situations presented in the listening texts. As a result, they reported that the listening materials were easier to understand and helped them answer comprehension questions. This finding was also supported by classroom observations. During listening activities, students were generally able to follow the materials and respond to comprehension questions. Several students participated in discussions and shared their ideas about the topics discussed in the listening texts.

Contextual Listening Materials Increase Students' Interest and Engagement

The findings revealed that students considered contextual listening activities more interesting and enjoyable than the listening materials they usually used. The students explained that topics related to local places, tourist attractions, and stories made the learning activities more engaging.

Student 1 (S1) stated: "Yes, I feel more interested and motivated, especially to explore local tourist attractions and legends in Sekadau." Student 2 (S2) explained: "I feel quite interested." Similarly, Student 3 (S3) stated: "Yes, I feel more motivated to learn in the future."The students explained that they enjoyed listening activities because the topics were related to their own environment. Familiar topics made the activities feel more meaningful and enjoyable.

Classroom observations also supported this finding. During listening activities, students participated in discussions, responded to questions, and showed enthusiasm throughout the lesson. The classroom atmosphere appeared interactive and enjoyable.

Difficulties with AI-Generated Audio

Although students reported that the materials were easier to understand, several challenges were still identified during listening activities. The main difficulties were related to audio clarity and speech speed. Student 1 (S1) explained: "The audio is sometimes not clear and a bit too fast." Student 2 (S2) also reported: "I find the speed quite difficult." Similarly, Student 3 (S3) stated: "The voice and the speed are very difficult to understand." The students explained that some parts of the audio were difficult to understand because the speech was delivered too quickly or was not always clear. As a result, they sometimes needed to listen to the audio more than once to understand the content. These findings were also supported by classroom observations. During several listening activities, some students asked for the audio to be replayed because they missed certain information. Additional explanations were occasionally needed to help students understand unfamiliar words or expressions.

Although students experienced difficulties with the audio, they still explained that the listening materials were easier to understand because the topics were familiar to them. The challenges reported by the students were mainly related to technical aspects of the audio rather than the content of the listening materials.

Discussion

The findings of this study show that AI-generated contextual listening materials provided benefits for both the teacher and students. The teacher perceived AI as a practical tool for preparing listening materials, while students perceived the contextual materials as easier to understand, more interesting, and more engaging. However, the findings also show that AI-generated audio still requires review and adjustment before classroom use.

AI as a Practical and Helpful Tool for Listening Instruction

The teacher viewed AI as a practical and helpful tool because it reduced the time needed to prepare listening materials. AI helped the teacher generate scripts, create audio materials, and check grammar more efficiently. This finding is consistent with (Kohnke et al., 2023), who reported that AI can support language teachers in preparing instructional materials more efficiently while teacher guidance remains important throughout the learning process. The finding also supports (Ha, 2025),who found that AI-generated listening materials can provide flexible support for EFL learners. These findings suggest that AI can help teachers prepare listening materials more efficiently. However, AI should be considered a supporting tool rather than a replacement for the teacher because the materials still need to be checked and adjusted before classroom use.

Contextual Listening Materials Support Students' Understanding and Engagement

The findings showed that contextual listening materials supported students' understanding because the topics were connected to familiar stories, local culture, and everyday experiences. This finding supports (Tomlinson & Masuhara, 2020) who explain that learning materials become more meaningful when they are connected to learners' real-life experiences. Similarly, (Widodo & Allamnakhrah, 2020) found that contextualized materials can improve students' engagement and understanding in language learning. The findings also showed that students became more active when the listening topics reflected their own experiences and environment. Familiar topics appeared to help students understand the content and participate

more confidently. This suggests that using local and familiar contexts can make listening activities more meaningful for students.

Students' Interest and Engagement

The students' responses showed that contextual listening activities were interesting and enjoyable because the topics were related to local places, tourist attractions, and stories. Students also reported feeling more interested and motivated to learn. This finding is consistent with (Dörnyei & Ryan, 2015) who argue that meaningful learning experiences can strengthen students' engagement in language learning. The findings suggest that familiar local topics can provide students with a meaningful connection to English learning. When students already understand the context of a story or place, they may be able to focus more easily on understanding the English language used in the listening material.

Challenges in Using AI-Generated Listening Materials

Despite the positive perceptions, the study identified challenges related to accent, pronunciation, audio clarity, and speech speed. The teacher reported that students had difficulty understanding British English, while students reported that some audio was unclear or too fast. These findings are consistent with (Ha, 2025) who found that learners may experience difficulties with pronunciation, intonation, and robotic-sounding voices in AI-generated listening materials. The findings also support (Vandergrift & Goh, 2019), who explain that speech rate and pronunciation can affect listening comprehension. Similarly, (Nation & Newton, 2020)state that rapid speech and pronunciation differences are common challenges for language learners during listening activities.

The findings also support (Kohnke et al., 2023), who highlight the importance of teacher supervision when using AI-generated resources in education. (Alamri et al., 2024) similarly argue that teacher judgment remains important because AI-generated materials need to be adapted to specific learning contexts and learner characteristics.

Therefore, AI-generated listening materials should be reviewed and adjusted before classroom implementation. In this study, the teacher adjusted the accent, speech speed, pronunciation, and difficulty level according to students' needs. This shows that teacher involvement remains important in ensuring that AI-generated listening materials are appropriate for students' proficiency levels and classroom context.

Overall, the findings indicate that AI-generated contextual listening materials can support English listening instruction by making material preparation more practical and learning content more relevant to students. However, the materials need to be carefully reviewed and adjusted, particularly in terms of audio clarity, pronunciation, accent, speech speed, and difficulty level.

CONCLUSION

This study investigated the teacher's and students' perceptions of the use of AI-generated contextual listening materials in English language learning. The findings revealed that the teacher perceived AI as a practical and helpful tool for preparing listening materials. AI assisted in generating scripts, checking grammar, and creating audio materials more efficiently, making the preparation process faster and more manageable. The teacher also perceived that contextual listening materials helped students understand listening content more easily and encouraged greater participation during classroom activities because the topics were familiar to students' daily lives and local environment.

From the students' perspective, the findings showed that contextual listening materials were easier to understand because the topics were familiar and meaningful to them. The students also reported that the materials made listening activities more interesting and engaging. Familiar topics helped students follow the listening activities more easily and encouraged active

participation in the classroom. However, some challenges were still identified, particularly related to audio clarity and speech speed in the AI-generated audio materials.

These findings suggest that AI-generated contextual listening materials have the potential to support more meaningful listening instruction by connecting learning content with students' real-life experiences. In addition, AI tools may assist teachers in preparing listening materials more efficiently while maintaining the relevance of the content to students' learning needs.

Overall, the findings indicate that AI-generated contextual listening materials can be a useful resource for supporting listening activities when the materials are adjusted to students' learning needs and classroom context. This study also provides insights into teachers' and students' perceptions of the use of AI-generated contextual listening materials, particularly in creating listening activities that are more relevant and meaningful for learners.

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