



## TEACHERS' PERCEPTIONS OF COMPUTER-ASSISTED LANGUAGE LEARNING FOR TEACHING LISTENING TO NON-NATIVE ENGLISH-SPEAKING STUDENTS

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### Abstract

Listening is widely recognized as a fundamental component of second-language learning because it underlies comprehension, interaction, and subsequent language production (Tyagi, 2013; Vandergrift, 2007; Vandergrift & Goh, 2011). The growth of Computer-Assisted Language Learning (CALL) has expanded opportunities for language instruction by providing multimedia input, learner support, and more flexible access to language materials (Jafarian, Soori, & Kafipour, 2012; Swann, 1992). This study investigates teachers' perceptions of CALL in teaching listening to non-native English-speaking students at a business-oriented higher education institution in Surabaya, Indonesia. Using a descriptive qualitative design, data were collected through a ten-item questionnaire administered to six English teachers who had experience using CALL, particularly the institutional Learning Management System (LMS), e-learning media, and the mobile application WhatsApp. The findings reveal a mixed pattern: most teachers were familiar with computers, expressed interest in information technology, and considered digital devices helpful for teaching English, yet they were markedly less positive toward the institutional LMS, particularly regarding its usefulness, attractiveness, and their own capacity to develop materials on it. These results suggest that teachers may support technology in principle while remaining hesitant toward a specific platform that does not sufficiently match their instructional needs or pedagogical routines (Cross, 2017). The study concludes that CALL holds pedagogical potential for listening instruction, but its effectiveness depends on the alignment between platform design, teacher readiness, and institutional support.

**Keywords:** *CALL; EFL; learning management system; listening instruction; teacher perception*

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## INTRODUCTION

Listening is central to successful communication because language learners must first understand spoken input before they can respond meaningfully and participate in interaction (Kobayashi, 2018; Tyagi, 2013; Vandergrift, 2007). Weinstock (1977) and later Terrell and Brown (1981) identified listening comprehension as a foundational, though frequently under-taught, component of language pedagogy, and this observation still holds in contemporary English as a Foreign Language (EFL) classrooms. In second and foreign language learning, listening is often described as one of the most essential yet most demanding skills, requiring learners to process sound, meaning, vocabulary, and context simultaneously (O'Malley, Chamot, & Küpper, 1989; Rost, 2013; Vandergrift, 1999; Vandergrift & Goh, 2011). Effective listening instruction also depends on learners' and teachers' awareness of appropriate strategies, including metacognitive strategies that help learners plan, monitor, and evaluate their own comprehension (Kobayashi, 2016; Krashen, 1996; Oxford, 2013). For this reason, listening instruction deserves sustained attention in EFL classrooms, especially in contexts where exposure to authentic spoken English is limited.

The growth of digital technology has significantly reshaped language teaching, including listening instruction. CALL has created wider access to multimedia resources, repeated exposure to spoken texts, interactive tasks, and self-paced learning opportunities that can support listening development (Cardenas-Claros & Gruba, 2013; Cross, 2014, 2017; Gilakjani & Ahmadi, 2011; Hsu, 1994; Swann, 1992). CALL has also been described as a system that integrates information processing, communication, authentic language use, and learner autonomy, all of which are important for effective language learning (Jafarian, Soori, & Kafipour, 2012). Beyond listening,

CALL-based approaches have been reported to support vocabulary acquisition and speaking development among EFL learners (Mohammadzadeh & Sarkhosh, 2018; Nejati & Jahangiri, 2018), suggesting that its pedagogical value extends across multiple language skills. In listening classes specifically, technological tools may help teachers provide audio input, replay options, scaffolding, and flexible delivery formats that are difficult to manage through traditional methods alone (Cardenas-Claros & Gruba, 2013; Cross, 2017; Vandergrift & Goh, 2011).

However, the pedagogical value of CALL does not depend on technological availability alone. It also depends heavily on how teachers perceive the tools they are expected to use, how confident they feel in designing materials, and how far a given platform supports real classroom needs (Cross, 2017). Teachers may appreciate technology in general while doubting the usability or usefulness of a specific LMS, especially when the system feels rigid, time-consuming, or poorly suited to listening pedagogy. This distinction matters because successful technology integration in higher education is shaped not simply by institutional policy but by teachers' day-to-day instructional experience. In a related earlier study at the same institution, Budiana (2021) found that students' perceptions of computer-assisted language learning were similarly mixed, which raises the question of how teachers who design and mediate CALL-based instruction perceive the same tools.

The present study focuses on English teachers at Perbanas Hayamwuruk University who used CALL to teach listening to non-native English-speaking students. While teachers generally valued computers and mobile devices, preliminary observation suggested they were less convinced by the institutional LMS as a medium for English teaching. This study therefore examines how teachers perceived CALL in listening instruction and what these perceptions suggest about the relationship between general technological openness and actual platform acceptance in a higher education context.

## **METHOD**

### ***Research Design***

This study used a descriptive qualitative design with questionnaire-based data interpretation. Such a design is appropriate when the purpose is to describe perceptions, tendencies, and contextual responses rather than to test causal relationships or statistical hypotheses. Descriptive qualitative designs are commonly used in educational technology research to capture how participants experience specific media, systems, or instructional interventions in real classroom settings.

### ***Research Site and Participants***

The study was conducted at Perbanas Hayamwuruk University, Surabaya. The participants were six English teachers (three men and three women), aged between 34 and 67 years, with teaching experience ranging from approximately 10 to almost 30 years in higher education (Table 1). Three teachers were established, long-serving lecturers with close to three decades of teaching experience, while the other three were early- to mid-career, non-permanent lecturers with approximately ten years of experience. All six had used CALL, specifically the institutional LMS and WhatsApp in teaching listening before the study. This range of experience is relevant because prior literature suggests that technology adoption among teachers is often shaped by instructional experience, confidence, and the perceived practicality of digital tools in classroom use.

**Table 1. Participant profile (N = 6)**

| <b>Characteristic</b>      | <b>Category</b>                    | <b>n</b> | <b>%</b> |
|----------------------------|------------------------------------|----------|----------|
| <b>Gender</b>              | Male                               | 3        | 50%      |
|                            | Female                             | 3        | 50%      |
| <b>Age range</b>           | 34–67 years                        | 6        | 100%     |
| <b>Teaching experience</b> | ≈10 years (non-permanent lecturer) | 3        | 50%      |
|                            | ≈30 years (senior lecturer)        | 3        | 50%      |

### ***Instrument and Data Collection***

Data were collected using a ten-item questionnaire administered to teachers who had used CALL in listening-related instruction. In this study, CALL referred mainly to the institutional LMS (E-Learning) and WhatsApp-assisted instruction. The questionnaire used a five-point Likert-type response format (strongly agree, agree, neutral, disagree, strongly disagree) and covered ten dimensions: (1) familiarity with computers, (2) interest in IT use, (3) perceived importance of ICT, (4) sufficiency of campus ICT facilities, (5) LMS attractiveness, (6) perceived usefulness of the LMS, (7) ability to develop materials on the LMS, (8) willingness to continue using the LMS, (9) ease of teaching with digital devices, and (10) overall satisfaction. The questionnaire was administered at the end of the semester, after teachers had used CALL in their listening classes.

**Data Analysis**

Responses were analyzed descriptively by identifying the dominant response pattern for each questionnaire item and then interpreting the pattern across items in relation to the study's qualitative research question. Because the sample size was small (six teachers from a single institution), the analysis was directed toward contextual, in-depth meaning rather than statistical generalization to a larger population. The findings should therefore be read as an institutional case study that offers insight into the practical realities of CALL implementation in listening instruction rather than as a universally representative result.

**FINDINGS**

The data show a contrast between teachers' positive attitudes toward digital technology in general and their more reserved responses toward the institutional LMS specifically (Table 2). This contrast is the central finding of the study because it suggests that teachers' perception of CALL is not a single, unified attitude but a layered response shaped by the type of technology, its practicality, and its pedagogical fit.

**Table 2. Teachers' responses to the CALL perception questionnaire (N = 6)**

| No. | Statement                                                                        | Strongly Agree | Agree   | Neutral | Disagree | Strongly Disagree |
|-----|----------------------------------------------------------------------------------|----------------|---------|---------|----------|-------------------|
| 1   | I am used to using a computer in English teaching                                | –              | 5 (83%) | –       | 1 (17%)  | –                 |
| 2   | Using IT is very interesting for teaching English                                | 4 (67%)        | –       | –       | 2 (33%)  | –                 |
| 3   | ICT is very important for teaching English                                       | 3 (50%)        | 3 (50%) | –       | –        | –                 |
| 4   | Campus ICT facilities are sufficient for teachers' needs                         | –              | 5 (83%) | 1 (17%) | –        | –                 |
| 5   | LMS E-Learning is an interesting medium for teaching                             | 2 (33%)        | 1 (17%) | 3 (50%) | –        | –                 |
| 6   | LMS E-Learning is very useful for teaching English                               | 1 (17%)        | 1 (17%) | 4 (67%) | –        | –                 |
| 7   | I can develop many materials using LMS E-Learning                                | 1 (17%)        | 1 (17%) | 4 (67%) | –        | –                 |
| 8   | I would like to use LMS E-Learning as a teaching medium in the future            | 1 (17%)        | 2 (33%) | 2 (33%) | 1 (17%)  | –                 |
| 9   | Teaching English is easier with computer or mobile phone assistance              | 4 (67%)        | 1 (17%) | –       | 1 (17%)  | –                 |
| 10  | I am satisfied with the English teaching experience using E-Learning or WhatsApp | –              | 3 (50%) | 1 (17%) | 2 (33%)  | –                 |

**General ICT Familiarity and Attitudes**

Most teachers were already accustomed to using computers in English teaching: five of six agreed with this statement, while one disagreed (Item 1). This suggests that basic familiarity with digital tools was already present among most participants, so reluctance toward CALL in this setting cannot be explained simply by a lack of exposure to technology. Teachers also showed a generally positive orientation toward information technology: four strongly agreed that using IT was interesting in English teaching, while two disagreed (Item 2); on the related statement that ICT is important for teaching English, three teachers strongly agreed and three agreed (Item 3). This pattern indicates broad conceptual acceptance of ICT as part of language teaching practice.

**Perceptions of the Institutional LMS**

Campus ICT facilities were mostly seen as adequate five teachers agreed they were sufficient for teachers' needs, while one gave a neutral response (Item 4) indicating that infrastructural availability was not the main obstacle. However, perceptions of the LMS itself were noticeably weaker. Only two teachers strongly agreed and one agreed that the LMS was an interesting teaching medium, while three were neutral (Item 5). Regarding usefulness, only one teacher strongly agreed and one agreed that the LMS was useful, while four were neutral

(Item 6). Teachers were similarly unsure about their own capacity to develop materials on the LMS: one strongly agreed, one agreed, and four were neutral (Item 7). Taken together, these results indicate hesitation and limited conviction rather than outright rejection the LMS was not perceived as an especially valuable tool for listening instruction, and teachers were uncertain about their operational confidence in using it.

### ***Willingness, Ease of Use, and Satisfaction***

Willingness to continue using the LMS was mixed: one teacher strongly agreed, two agreed, two were neutral, and one disagreed (Item 8), suggesting conditional acceptance rather than stable commitment. Teachers responded far more positively to digital assistance in a broader sense than to the LMS specifically four strongly agreed and one agreed that teaching English is easier with a computer or mobile phone, while one disagreed (Item 9). This shows that teachers differentiate between flexible, everyday technologies and formal institutional platforms. Finally, satisfaction with teaching through E-Learning or WhatsApp was moderate: three teachers agreed, one was neutral, and two disagreed (Item 10). Because this item combined the LMS and WhatsApp, the response may reflect a blended perception in which the more familiar, informal communication tool (WhatsApp) contributed more to satisfaction than the institutional LMS alone.

## **DISCUSSION**

The findings demonstrate that teachers' perceptions of CALL in listening instruction were mixed rather than uniformly positive or negative. The teachers appeared to distinguish between technology as a general teaching support and the LMS as a particular institutional platform. This distinction is analytically important because it shows that acceptance of CALL should not be reduced to a binary question of whether teachers like technology; instead, it should be understood as a differentiated response involving familiarity, usefulness, confidence, and platform suitability (Cross, 2017). One major interpretation of the findings is that perceived usefulness influenced teacher response more strongly than technological availability. Teachers generally agreed that ICT is important and that computers or mobile phones make teaching easier, yet they were much less enthusiastic about the LMS's usefulness. This suggests that the institutional platform did not fully translate technological presence into clear pedagogical value. Earlier CALL literature similarly emphasizes that language technologies are most readily adopted when users can identify direct instructional benefits, practical efficiency, and meaningful support for learning tasks (Cross, 2017; Gilakjani & Ahmadi, 2011; Jafarian et al., 2012).

A second interpretation concerns the gap between general digital readiness and pedagogical-operational readiness. The teachers in this study were mostly familiar with computers and open to IT use, but many remained neutral about their ability to develop materials through the LMS. This gap suggests that familiarity with devices does not automatically produce confidence in designing online listening activities. In listening instruction, teachers must often select or upload audio, arrange scaffolding, build comprehension tasks, sequence activities, and provide follow-up feedback, which requires more than basic technological exposure (Cardenas-Claros & Gruba, 2013; Cross, 2017; Vandergrift & Goh, 2011). The issue may therefore lie not in resistance to technology but in the absence of a sufficiently supportive environment for pedagogically meaningful LMS use. The findings also need to be interpreted in relation to the nature of listening itself. Listening is a complex skill that requires not only exposure to spoken input but also strategic processing, metacognitive awareness, and staged instructional support before, during, and after listening tasks (Kobayashi, 2018; Rost, 2013; Vandergrift, 1999; Vandergrift & Goh, 2011). If an LMS does not make it easy for teachers to organize those stages, embed assistance, or provide responsive feedback, it may be perceived as administratively available yet pedagogically underpowered. This helps explain why teachers in the present study were more positive toward computers and mobile phones in general than toward the LMS as a dedicated teaching medium.

Another notable point is the contrast between formal and informal or semi-formal technologies. The stronger positive response to computers and mobile phones, together with moderate satisfaction toward E-Learning or WhatsApp, suggests that teachers may prefer tools that are immediate, familiar, and flexible. Messaging-based tools such as WhatsApp can support quick communication, rapid material sharing, and simple task distribution, which may feel more efficient in day-to-day teaching practice than navigating a formal LMS. Similar patterns have been observed in other technology-mediated English teaching contexts at the same institution, where practicality and familiarity strongly shaped teachers' engagement with digital tools (Budiana & Yutanto, 2020). From an institutional perspective, the findings suggest that infrastructure alone is not enough to ensure meaningful CALL implementation. Although most teachers believed that campus ICT facilities were sufficient, this did not automatically produce strong support for the LMS. Successful digital integration appears to require not only facilities but also user-friendly system design, teacher training, pedagogical mentoring, and platform features that align with specific disciplinary needs, including listening pedagogy (Cross, 2017). For institutions, the implication is clear: providing an LMS is not the endpoint of innovation sustained adoption depends on whether teachers can use it confidently and meaningfully in actual instruction.

## CONCLUSION

This study found that English teachers generally held positive views toward technology-assisted teaching, especially regarding computers, mobile phones, and the broader importance of ICT, but they were less convinced by the institutional LMS as a medium for teaching listening. The findings suggest that teachers differentiated between available technology and technology that is genuinely useful in practice. For CALL to support listening instruction more effectively, institutions should improve LMS usability, provide hands-on support for listening-material development, and align digital systems more closely with teachers' pedagogical workflows (Cross, 2017; Gilakjani & Ahmadi, 2011; Vandergrift & Goh, 2011).

The study also contributes conceptually by showing that teacher perception of CALL has multiple dimensions. A teacher may value ICT, appreciate digital devices, and still remain uncertain about a specific institutional platform. Future research on teacher technology adoption should therefore avoid collapsing technological attitude into a single category, and instead distinguish among familiarity, attractiveness, usefulness, material-development confidence, future intention to use, and satisfaction, since each dimension may reveal a different part of the technology-adoption process (Cross, 2017).

This study has several limitations. The sample consisted of only six teachers from one institution, so the findings are context-bound and cannot be generalized broadly. Data were also collected solely through questionnaire responses, without interviews or classroom observations, so the underlying reasons for neutral responses could not be explored in depth. Future studies could strengthen the qualitative basis of this line of research by combining the questionnaire with semi-structured interviews or classroom observation, which would allow the neutral and mixed responses identified here to be explained in participants' own words. Even so, the present study remains meaningful because it captures an institutional case in which general acceptance of educational technology coexists with uncertainty toward a specific LMS.

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