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Human-AI Orchestration for Secondary EFL Listening: Evidence from an AI-Integrated Classroom Sequence in Indonesia

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Abstract

This study evaluates the contribution of an AI-assisted listening sequence to the development of Indonesian secondary learners' listening skills. Over four sessions, Duolingo's AI Coach was integrated into teacher-guided activities that included metacognitive prompts and brief reflective tasks. The combined approach yielded notable gains. Students' listening scores rose by 18.89%, accuracy increased from 62.71% to 81.11%, and pronunciation errors declined by roughly 34%. Engagement data indicate that learners interacted consistently with the platform, and that higher levels of practice tended to accompany greater improvement. Reflections and short interviews further suggest that students became more attentive to sound patterns and increasingly deliberate in their use of feedback. Taken together, these findings point to the instructional value of coordinated teacher-AI orchestration in supporting listening development in classroom contexts.