

**Business English Students' Perceptions towards Collaborative Listening**

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**Abstract**

The purpose of this research study was to examine the perceptions of EFL Business English students towards collaborative English listening in Listening and Speaking course in an international university in Thailand. Sixty-three undergraduate students participated in the survey research utilizing questionnaires for data collection. Teacher's observation was also conducted for more insightful analysis. The findings revealed that the students' perceptions

towards the usefulness of collaborative listening were at a high level, which benefited them academically and socially. Not only did collaborative listening yield better results than listening individually, but also helped promote their interactions which resulted in more motivation in learning. Apart from providing an insight into students' perceptions towards collaborative listening, the findings concluded with pedagogical implications for EFL teachers to integrate more of collaborative listening approach into their instruction to promote interaction among students especially during this time of pandemic where online classes are being conducted widely.

**Keywords:** English as foreign language, English listening skill, collaborative listening, perception

## **Introduction**

Listening is considered a fundamental skill in language acquisition (Rost, 2011). Several studies indicate that listening comprehension skills in EFL settings play a significant role in increasing the ability of language learners (Brown, 2006; Kurita, 2012; Vandergrift, 2004). However, most language learners perceive listening as the most difficult subject which requires them to understand the speaker's accent, pronunciation, grammar, and vocabulary delivered in uncontrolled speed (Havid, 2015). In such context of studying English as a second or foreign language, learners face difficulties in mastering their English listening skill (Bei & Xinguang, 2017). Paranapiti (2018)'s study pointed out that there was a similar challenge faced by ESL/EFL learners in Thailand towards English listening skill mastering which could result from inadequate research and ineffective instructions of English listening; therefore, more attentions and research to cope with such obstacles is necessary. Based on the researchers' experiences in teaching English listening skills in an international university in Thailand, classes normally consist of high and low English proficient students. Each student has a different background and possesses different levels of English listening comprehension