



ISSN (E): 2277-7695
ISSN (P): 2349-8242
NAAS Rating: 5.23
TPI 2023; 12(3): 2443-2448
© 2023 TPI
www.thepharmajournal.com

Received: 17-01-2023
Accepted: 20-02-2023

BS Asati

Department of Vegetable Science, RABL College of Agriculture and Research Station (IGKV, Raipur), Chhuikhadan, Chhattisgarh, India

SA Dhenge

Department of Agriculture Extension, RABL College of Agriculture and Research Station (IGKV, Raipur), Chhuikhadan, Chhattisgarh, India

Hemin Verma

Department of Agronomy, RABL College of Agriculture and Research Station (IGKV, Raipur), Chhuikhadan, Chhattisgarh, India

Corresponding Author:

BS Asati

Department of Vegetable Science, RABL College of Agriculture and Research Station (IGKV, Raipur), Chhuikhadan, Chhattisgarh, India

Assessing the listening comprehension of the agriculture students: Listening to learn

BS Asati, SA Dhenge and Hemin Verma

Abstract

This investigation aims to examine the assessing listening skill of the students. A total of 31 respondents participated in the survey, which was conducted online using a Google form. The respondents were B.Sc. agriculture students who were selected by purposive sampling techniques. The results showed that the students were using a dictionary while learning, taking notes, making diagrams and illustrations while listening to lectures, keeping a learning timetable, clearing up any doubts with teachers and friends, managing emotions and wishes while attending lectures. The overall listening skill were found medium. Therefore, there is a need to increase the awareness among students about various listening skill-improving techniques, practices, and methods that can help in better comprehension of texts, concepts, key information, and content during discussions, video viewing, audio listening, and most importantly during attending lectures in class.

Keywords: Assessing, listening skill, agriculture, students, language, resources

1. Introduction

According to Conrad and Poole communication as the interactive process by which people create, maintain, and manage meaning. Individuals or groups of individuals exchanged verbal or non-verbal information with each other. Listening is essential for the listener during communication to better understand the message or what the sources are saying. During communication, human are spending between 40 and 50 percent of their communication time listening, 25 to 30 percent speaking, 9 percent writing, and roughly 11 to 16 percent reading (Gilman and Moody, 1984) ^[9]. Communicative ability is an important for acquisition of information that includes, aptitudes, the ability to speak, listen, and interact (Cohen 2012) ^[5]. Hearing and listening are used interchangeably, hearing is only a preliminary step in the listening process (Brownell, 2013) ^[4]. Listening and speaking are essential elements of interaction (Cohen, 2012 ^[5]; Ghoneim, 2013) ^[8], it is a complex process involving a linkage from the ear to the brain (Brownell and Wolvin, 2010) ^[3], process of receiving, attending to, and assigning meaning to aural and visual stimuli (Wolvin and Coakley, 1996) ^[14], listening involved attending, hearing, understanding, and remembering (Goss 1982) ^[10], it is the attending, receiving, interpreting, and responding to messages presented aurally (Bodie, Worthington, Imhof and Cooper 2008) ^[2]. Listening is one of the most important language skills that we use to give a meaning to life (Bas, 2013), developing proficiency in listening is the key to achieving proficiency in speaking (Dunkel 1986) ^[7]. Listening is the most important skill when learning a language and it is also the one used most in everyday life (Morley 2001 ^[11]; Rost 2001) ^[13] and it develops faster than the skills (Oxford, 1990) ^[12]. Listening is the process of receiving and interpreting sounds, including spoken words, music, and environmental sounds. It involves not only hearing the sounds but also understanding their meaning and context. Effective listening requires focus and attention, as well as the ability to distinguish between different sounds and extract relevant information from them. It is an essential communication skill and is crucial in both personal and professional settings. Good listening skills can help build strong relationships, foster understanding and empathy, and improve productivity and teamwork. Listening is a crucial skill that plays a significant role in our daily lives. Good listening skills involve paying attention, comprehending, interpreting, and retaining information. Effective listening skills are essential in various aspects of life, including personal relationships, work, education, and even mental health. Being a good listener can help you build better relationships, enhance your problem-solving skills, improve your memory, and increase your overall productivity and success.

Listening skills are also essential to the students for effectively communication, comprehension of information, and learning new things. It helps to students to improve academic performance through understanding and retaining the information of various lectures in class, development of effective communication by understanding and responding to others, increase focus and attention in class, enhanced critical thinking, which can lead to better decision-making and problem-solving skills, improving the social skills to build strong interpersonal relationships. Therefore, developing and improving listening skills is an important aspects to the academic students (agriculture) for the development of personal and professional growth. It should be developed by paying attention, requires practice and effort during the communication. With the acquiring listening skills, the listener become effective communicator, a better learner, and a more empathetic and understanding persons.

2. Research Methodology

2.1 Participants

Rani Avati Bai Lodhi College of Agriculture and Research Station, Chhuikhadan which is constituent college of Indira Gandhi Krishi Vishwavidyalaya, Raipur, India. Present investigation the responses were recorded from the 31 students were including 16 male and 15 female students who has studying in the different class in same college under the B.Sc. Agriculture. The investigated have learning variety of subject during their different academic semester including agronomy, plant science, soil science and agricultural chemistry, vegetable and fruits sciences courses under horticulture, genetics and plant breeding, seed technology, crop physiology, agri- biotechnology, agriculture entomology, plant pathology, agricultural economics, agricultural extension, agricultural engineering, animal sciences & dairy science, forestry, statistics, english Listening skills is an essential to the agriculture undergraduate students to understand, comprehend of information during learning the practical as well as theoretical class. By mastery of these skills, students become a good listener as well as competent individuals to learner of different agricultural under graduate courses that can helps to solve the complex problems of the farmers' community.

2.2 Data collection

Data for these research was captured using a Google Form (Dhenge *et al.* 2022) [6] that was generated with both closed-ended and open-ended questions based on the listening context. The Google Form link was shared with the college established student WhatsApp groups (Asati *et al.* 2023) [1]. The link was open for a few days. After receiving responses, the link was purposely kept in the closed mode and an excel sheet was downloaded. After being downloaded, the information was first filtered and scrubbed before being used for analysis based on the variables. The information obtained from the questions prepared in the Google Form were YES/NO types and a 5-point summated rating scale ranging from 1 to 5, with 1 being strongly disagree and 5 being strongly disagree.

2.3 Statistical tools

A comprehensive online questionnaire was used to perform the investigation. With the help of statistical tools like average, standard deviation, frequencies, classification, and

percentages, the data was collected and analysed.

3. Results and discussion

3.1 Profile description

It could be observed from the Table 1 that, more than two fourth (58.06 %) of the respondents belonged to 'medium' age group followed by 'less' age (25.81%) and rest 16.13 per cent of respondents in more age group (Asati *et al.* 2023). More than two fifth (45.16%) of the students had 4th year class followed by 3rd year (38.71%), 2nd year (9.68%) and 6.45 per cent respondents had 1st year class. Little more than two fourth (51.61%) of the respondents found male category, while 48.39 percent of the respondents found female category (Asati *et al.* 2023). More than two fourth (51.61%) of the respondents were participated 1-3 training and conferences followed by -5 (25.81%) and 22.58 percent of the respondents had not participated in any training and conferences. Slight less than three fourth (70.97%) of the respondents were not published any articles/poems in native language, Hindi & English languages followed by 1-3 published (22.58%) and only 6.45 percent published 4-5 articles/poems in native language, Hindi & English languages.

Table 1: Distribution of the respondents according to their profile

Sr. No.	Category	Respondents (N=31)	
		F	%
Age			
1.	Less (Upto 20)	8	25.81
2.	Medium (21 to 22)	18	58.06
3.	More (23 and above)	5	16.13
Class			
1.	1 st year	2	6.45
2.	2 nd year	3	9.68
3.	3 rd year	12	38.71
3.	4 th year	14	45.16
Gender			
1.	Male	16	51.61
2.	Female	15	48.39
Participation in training and conferences			
1.	0	07	22.58
2.	1-3	16	51.61
3.	4-5	08	25.81
Publishing articles/poems in native language, Hindi & English			
1.	0	22	70.97
2.	1-3	07	22.58
3.	4-5	02	6.45

The data presented in Table 2 reported that near about two third (64.52%) of the respondents were participated in essay writing competition while 35.48 percent were not in essay writing competition. More than two fourth (54.84%) of the respondents were participated speech competition while 45.16 percent of the respondents were not participated in the speech competition. More than two fourth (67.74%) of the respondents were participated in debate competition while 32.26 percent of the respondents were not in debate competition. Majority (87.10%) of the respondents were maintaining their eye contact during the interaction while only 12.90 percent of the respondents were not maintaining their eye contact during the interaction.

Two fourth (67.74%) of the respondents were not interrupt the conversation when disagree on any issue while 32.26 percent of the respondents were interrupt the conversation when disagree on any issue. Overwhelming majority (93.55%) of

the respondents were managed time during the discussion while only 6.45 percent of the respondents were not managed time during the discussion. More than four fifth (87.10%) of the respondents were attended lectures in noise-free environment while 12.90 percent of the respondents were not attended lectures in noise-free environment. More than three fifth (61.29%) of the respondents were always attended the online lectures in stress-free followed sometime (32.26%), never (6.45%). Majority (87.10%) of the respondents were preferred offline teaching mode for attending the lectures while 12.90 percent were preferred online teaching mode for attending the lectures.

Table 2: Distribution of the respondents according to their participation, management and preference

Sr. No.	Category	Respondents (N=31)	
		F	%
Participation in essay writing competition			
1.	Participated	20	64.52
2.	Not Participated	11	35.48
Participation in speech competition			
1.	Participated	17	54.84
2.	Not Participated	14	45.16
Participation in debate competition			
1.	Participated	10	32.26
2.	Not Participated	21	67.74
Maintaining eye contact during interaction			
1.	Yes	27	87.10
2.	No	04	12.90
Interrupt the conversation when disagree on any issues			
1.	Yes	10	32.26
2.	No	21	67.74
Time management during discussion			
1.	Yes	29	93.55
2.	No	02	6.45
Online lectures attended in noise-free environment			
1.	Yes	27	87.10
2.	No	04	12.90
Online lectures attended in stress-free			
1.	Always	19	61.29
2.	Sometime	10	32.26
3.	Never	02	6.45
Preference of teaching mode for attending the lectures			
1.	Offline	27	87.10
2.	Online	04	12.90
	Total	31	100

A critical look at Table 3 indicated that molarity (77.42%) of the respondents had always use book resource to improve listening skills followed by family members (70.97%), YouTube videos (61.29%), dictionary (58.06%), friends (5.16%), newspaper (41.94%), WhatsApp (38.71%), journals (35.48%), Instagram (22.58%) equal percentage (19.35%) of Facebook and twitter. However, it is observed that, more than three fourth (61.29%) of the respondents were sometime use Facebook resource to improve listening skills followed by newspaper (58.06%), equal percentage (54.84%) friends and journals, twitter (51.16%), YouTube videos (38.71%), Instagram (35.48%) dictionary (32.26%), family members (29.03%), books (22.58%), WhatsApp (16.13%). It is also found that more than two fifth (45.16%) of the respondents were never use resource to improve listening skills followed by Instagram (41.94%), Facebook (19.35%), twitter (29.03%), equal percentage (9.68%) journals and dictionary.

Table 3: Use of resources to improve listening skills

Sr. No.	Category	Respondents (N=31)		
		Always	Sometime	Never
1.	Family members	22(70.97)	09(29.03)	-
2.	Friends	14(45.16)	17(54.84)	-
3.	Journals	11(35.48)	17(54.84)	03(9.68)
4.	Books	24(77.42)	07(22.58)	-
5.	Newspaper	13(41.94)	18(58.06)	-
6.	Dictionary	18(58.06)	10(32.26)	03(9.68)
7.	YouTube videos	19(61.29)	12(38.71)	-
8.	Facebook	06(19.35)	19(61.29)	06(19.35)
9.	WhatsApp	12(38.71)	05(16.13)	14(45.16)
10.	Instagram	07(22.58)	11(35.48)	13(41.94)
11.	Twitter	06(19.35)	16(51.16)	09(29.03)

A perusal of the data presented in Table 4 revealed that, more than (70.97%) of the respondents were preferred Hindi language during interaction with friends followed native language (25.81%), English (3.23%). More than two fourth (54.84%) of the respondents were preferred native language during interaction with family members while 45.16 percent of the respondents followed Hindi language (45.16%). Overwhelming (90.32%) of the respondents were preferred Hindi language during the interaction for purchasing of goods followed by native language (6.45%), English (3.23%). More than four fifth (87.10%) of the respondents were preferred Hindi language during interaction for reservation and travelling followed by equal percentage (6.45%) native and English language. Majority (87.10%) of the respondents were preferred Hindi language during the interaction for social programs like birthday and marriage etc., followed by native language (9.68%), English (3.23%). More than four fifth (87.10%) of the respondents were preferred Hindi language during the interaction in college premises followed by English language (9.67%), native language (3.23%). Overwhelming (93.55%) of the respondents were preferred Hindi language during interaction in playground followed by equal percentage (3.23%) native and English languages. Majority (90.32%) of the respondents were preferred Hindi language during the interaction in telephone conversation followed by native language (6.45%), English language (3.23%). The result in Table 5 postulated that near about three fifth (74.19%) of the respondents were always preferred Hindi language during watching the videos followed by equal percentage (19.35%) native and English languages. However, more than three fourth (67.74%) of the respondents were sometime preferred English language during watching the videos followed by native language (64.52%), Hindi language (25.81%). Only 16.13 percent and 12.90 percent of the respondents were never preferred native language and English language respectively during watching videos. In case of listening audio, majority (77.42%) of the respondents were always preferred Hindi language during listening the audio followed by equal percentage (25.81%) native and English languages. More than three fourth (61.29%) of the respondents were sometime preferred English language during listening the audio followed by native language (54.84%) and Hindi language (22.58%). Only 19.35 percentage and 12.90 percentage of the respondents were never preferred native language and English language, respectively during listening audio.

Table 4: Preference of language during interaction

Sr. No.	Category	Respondents (N=31)		
		Native language	Hindi	English
1.	Friends	08 (25.81)	22 (70.97)	01 (03.23)
2.	Family members	17 (54.84)	14 (45.16)	-
3.	Purchasing of goods	02 (06.45)	28 (90.32)	01 (03.23)
4.	Reservation and traveling	02 (06.45)	27 (87.10)	02 (06.45)
5.	Social functions like birthday party, marriage, etc.	03 (09.68)	27 (87.10)	01 (03.23)
6.	College premises	01 (03.23)	27 (87.10)	03 (09.67)
7.		Play ground	01 (03.23)	29 (93.55)
8.	Telephone conversion	02 (06.45)	28 (90.32)	01 (03.23)

Table 5: Preference of language during watching and listening of videos and audio

Sr. No.	Category	Respondents (N=31)		
		Always	Sometime	Never
Watching videos				
1.	Native language	06(19.35)	20(64.52)	05(16.13)
2.	Hindi	23(74.19)	08(25.81)	-
3.	English	06(19.35)	21(67.74)	04(12.90)
Listening audio				
1.	Native language	08(25.81)	17(54.84)	06(19.35)
2.	Hindi	24(77.42)	07(22.58)	-
3.	English	08(25.81)	19(61.29)	04(12.90)

It is evident from Table 6 that more than three fourth (61.29%) of the respondents were always use dictionary during the reading of the books followed by subject notes (58.06%), subject ppts (48.39%), official letter (42.14%), newspaper (16.13%). Whereas, more than three fourth (77.42%) of the respondents were sometime use dictionary during the reading of the newspaper followed by subject ppts (45.16%), subject notes (41.94%), official letter (41.84%), books (35.48%). Less than one fifth (16.02%) of the respondents were never use dictionary during the reading of official letter followed by equal percentage (6.45%) newspaper and subject ppts, respectively, only 3.23 percent of the respondents were never use dictionary during the reading of books.

Table 6: Use of dictionary during reading the various printed documents

Sr. No.	Category	Respondents (N=31)		
		Always	Sometime	Never
1.	Books	19(61.29)	11(35.48)	1(3.23)
2.	Subject notes	18(58.06)	13(41.94)	- (00)
3.	Newspaper	05(16.13)	24(77.42)	02(6.45)
4.	Subject PPTs	15(48.39)	14(45.16)	02(6.45)
5.	Official letter	13(42.14)	13(41.84)	05(16.02)

It is obvious from the distribution in Table 7 and Fig.1 that near about one third (32.26%) of the respondents were conversations use for improving the listening skills followed by equal percentage (19.35%) videos and movies, respectively, dialogues (12.90%), song and lyrics (9.68%), recorded text (6.45%).

Table 7: Use of methods to improve listening skill

Sr. No.	Category	Respondents (N=31)	
		F	%
1.	Dialogues	04	12.90
2.	Conversations	10	32.26
3.	Recorded texts	02	06.45
4.	Songs and lyrics	03	09.68
7.	Videos	06	19.35
8.	Movies	06	19.35

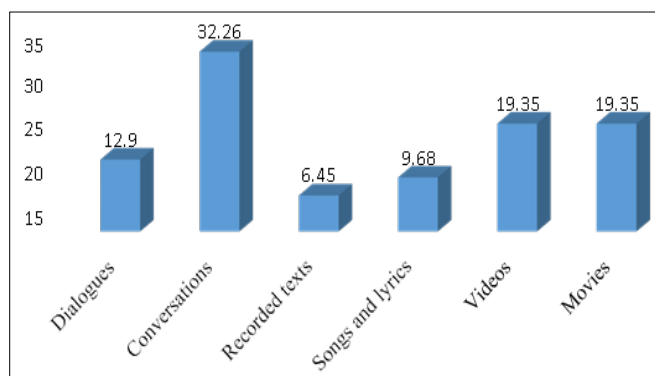


Fig 1: Use of methods to improve listening skills

A critical glance Table 8 postulated that 45.16 percent of the agriculture students were equal and strongly agreement with the statement ‘After listening, I think back to how I listened, and about what I might do differently next time’ and ‘I have rapidly understood when I establish real-life connections with examples offered in class’ followed by ‘I have a goal in mind as I listen to lectures’ (38.71%), ‘I can better understand the content by identifying the major points in the lectures’ (38.71%), ‘I was always seeking opportunities to learn new when I attended the lecture’ (35.48%), ‘I understand more when I make pictures and schema in the lecture’(35.48%), ‘I concentrate my attention on the most important information’ (35.48%), ‘As I listen, I periodically ask myself if I am satisfied with my level of comprehension’(2.03%), whereas an equal number (77.42%) of the respondents agreed to the statement that ‘I recognized how ideas are organized by taking note of the main ideas and facts in lecture’ and ‘I always use a subject dictionary when listening to a lecture’ followed by equal (74.19 %) of the respondents agreed to the

statement that 'I easily get clues from the slides to understand the lecture when I listen between the lines of content', 'I pay attention to the lecture without being distracted by the people, things, and sounds in the room', 'I try to figure out the correct and incorrect answers from the lecture', 'I usually follow a strict timetable for my studies, which helps me for learning the complete subject' and 'I understand more to discuss and solve the doubts related to the learning area with my teachers and friends', equal 70.97 per cent of the respondents agreed with the statement of 'I translate in my head as I listen', 'I can learn new words by linking them to photographs', 'I change the speed and time to listen according to the contents of the lecture' and 'I try to control my emotions and wishes as they will block my learning in the lecture', As I listen, I find out the objectives and subjective meaning of the sentences (67.73%), equal (61.29%) 'As I listen, I periodically ask myself if I am satisfied with my level of comprehension', 'I was always seeking opportunities to learn new when I attended the lecture', 'I always try to use new ways of studying that has been proven to be successful' 'I understand

more when I make pictures and schema in the lecture', 'I concentrate my attention on the most important information' and 'I use different learning strategies depending on the situation' whereas equal 12.90 percent of the respondents undecided with the statement 'I always try to use new ways of studying that has been proven to be successful' and 'I can easily learn more about content on which I have previous knowledge' followed by equal (9.68%) 'I don't feel nervous when I listen to English', 'As I listen, I periodically ask myself if I am satisfied with my level of comprehension' 'I use different learning strategies depending on the situation', 'I usually follow a strict timetable for my studies, which helps me for learning the complete subject' and 'I change the speed and time to listen according to the contents of the lecture'. Equal (3.23%) of the respondents were disagreed with most of the statement whereas equal (25.80%) of the respondents strongly disagreed with statement 'I translate in my head as I listen' and 'When my mind wanders, I recover my concentration right away'.

Table 8: Assessing the listening skill of students

Sr. No.	Item	SA	A		UD	DA	SDA				
1.	I translate in my head as I listen	0	0	22	70.97	0	0	1	3.23	08	25.80
2.	When my mind wanders, I recover my concentration right away	0	0	18	58.06	04	12.90	01	3.23	08	25.81
3.	After listening, I think back to how I listened, and about what I might do differently next time	14	45.16	17	54.84	0	0	0	0	0	0
4.	I don't feel nervous, When I listen to English	07	22.58	20	64.52	03	9.68	1	3.23	0	0
5.	As I listen, I periodically ask myself if I am satisfied with my level of comprehension	09	29.03	19	61.29	03	9.68	0	0	0	0
6.	I have a goal in mind as I listen to lectures	12	38.71	16	51.61	02	6.45	1	3.23	0	0
7.	In my free time, I memorize content so that I cannot forget it even a day after the presentation.	10	32.26	18	58.06	02	6.45	01	3.23	0	0
8.	I have rapidly understood when I establish real-life connections with examples offered in class.	14	45.16	16	51.61	01	3.23	0	0	0	0
9.	I easily get clues from The slides to understand the lecture when I listen between the lines of content	06	19.35	23	74.19	02	6.45	0	0	0	0
10.	I recognized how ideas are organized by taking note of the main ideas and facts in lecture	05	16.13	24	77.42	02	6.45	0	0	0	0
11.	I was always seeking opportunities to learn new when I attended the lecture	11	35.48	19	61.29	01	3.23	0	0	0	0
12.	I can better understand the content by identifying the major points in the lectures	12	38.71	17	54.84	02	6.45	0	0	0	0
13.	I always use a subject dictionary when listening to a lecture	04	12.90	24	77.42	02	6.45	01	3.23	0	0
14.	I pay attention to the lecture without being distracted by the people, things, and sounds in the room.	07	22.58	23	74.19	0	0.00	01	3.23	0	0
15.	I always try to use new ways of studying that has been proven to be successful	08	25.81	19	61.29	04	12.90	0	0	0	0
16.	I can easily learn more about content on which I have previous knowledge	09	29.03	17	54.84	04	12.90	01	3.23	0	0
17.	I understand more when I make pictures and schema in the lecture	11	35.48	19	61.29	0	0.00	01	3.23	0	0
18.	I concentrate my attention on the most important information	11	35.48	19	61.29	0	0.00	01	3.23	0	0
19.	I use different learning strategies depending on the situation	08	25.81	19	61.29	03	9.68	01	3.23	0	0
20.	I try to figure out the correct and incorrect answers from the lecture	07	22.58	23	74.19	0	0.00	01	3.23	0	0
21.	As I listen, I find out the objectives and subjective meaning of the sentences	08	25.81	21	67.73	01	3.23	01	3.23	0	0
22.	I can learn new words by linking them to photographs.	07	22.58	22	70.97	02	6.45	0	0	0	0
23.	I usually follow a strict timetable for my studies, which helps me for learning the complete subject	04	12.90	23	74.19	03	9.68	01	3.23	0	0
24.	I understand more to discuss and solve the doubts related to the learning area with my teachers and friends.	03	9.68	23	74.19	01	3.23	0	0	0	0
25.	I change the speed and time to listen according to the contents of the lecture.	05	16.13	22	70.97	03	9.68	01	3.23	0	0
26.	I try to control my emotions and wishes as they will block my learning in the lecture	08	25.81	22	70.97	01	3.23	0	0	0	0

Table 9 and Fig 2 revealed that more than majority (83.87%) of the respondents were found medium listening skill whereas only 16.13 percent of the respondents were found low listening skill.

Table 9: Overall listening skill of the students

Sr. No.	Category	Respondents (N=31)	
		F	%
1.	Low (Upto 118)	05	16.13
2.	Medium (119 to 129)	26	83.87
3.	High (130 and above)	-	-

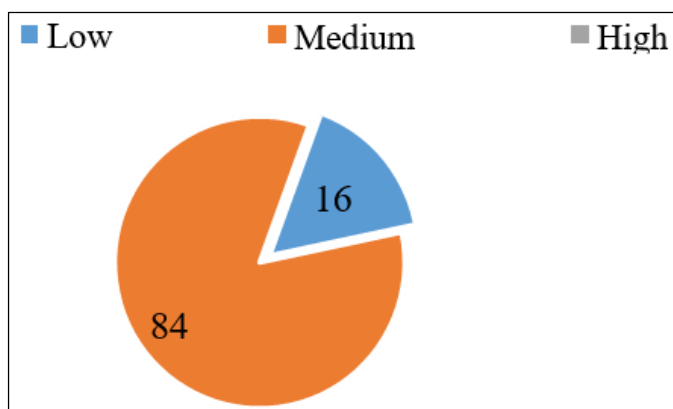


Fig 2: Overall listening skill of the students

4. Conclusions

Based on the results of the study, male and female students had different levels of listening comprehension, but both genders improved their listening abilities by taking part in various competitions, publishing articles in various languages, and using a variety of resources, including books, friends, YouTube videos, dictionaries, and other materials. They also engaged themselves through various methods of listening improvement. The majority of students preferred and used Hindi during interpersonal interactions. This constant usage of Hindi when viewing videos and listening to audio indicates that students are conversant with the Hindi language's vocabulary and students who are comfortable talking in Hindi when discussing on the both educational and social topics. Complex grammatical structures, long spoken texts, unfamiliar topics, unclear pronunciation, new vocabularies, difficulty remembering, and disorientation are obstacles to listening skills, so students must understand these during conversations as well as when reading any printed materials, whether they are found online or off. Also, a noise-free environment at the lecture, attentiveness, and time management during the discussion can all assist students to understand the meaning of the words. Therefore it is an important to students should always attend the lecture with attentively and a stress-free setting. According to investigative work, taking notes, using a dictionary while learning, making diagrams and illustrations while listening to lectures, keeping a learning timetable, clearing up any doubts with teachers and friends, managing emotions and wishes while attending lectures, that the majority of students engaged in and which have been demonstrated to be highly successful for enhancing the listening skills of agriculture students. So, it is crucial to raise awareness about the various listening skill improvement strategies, methods and resources in the students community that can helps to better understand the contents, ideas, facts,

information during interaction, watching of videos, listening of audio and most important attending during the lectures. Based on the results and the conclusion of the study listening to students is an important for creating a positive educational environment and ensuring that students feel valued and supported; also listening to students is crucial for creating a more effective and inclusive education system. By valuing student voices, we can empower students, improve education outcomes, and build a more equitable future.

5. Acknowledgement

The authors are would like to acknowledge all the samples who responded in a timely, also all the authors thanks to who helped this study directly and indirectly.

6. References

- Asati BS, Dhenge SA, Yogeshwari Sahu, Dansena S. Perception of teachers and students toward online personality development program. *The Pharma Innovation Journal*. 2023;12(2):1289-1293
- Bodie GD, Worthington D, Imhof M, Cooper LO. What would a unified field of listening look like. A proposal linking past perspectives and future endeavors. *The International Journal of Listening*. 2008 Jul 1;22(2):103-122.
- Brownell J, Wolvin AD. What every student should know about listening. Boston, MA: Pearson; c2010.
- Brownell J. *Listening: Attitudes, principles, and skills* (5th Ed.); c2013.
- Cohen AD. Comprehensible pragmatics: Where input and output come together. In M. Pawlak (Ed.), *new perspectives on individual differences in language learning and teaching* Berlin, Heidelberg; c2012.
- Dhenge SA, Ghadge, SN, Ahire, MC, Gorantiwar SD, Shinde MG. Gender attitude towards environmental protection: A comparative survey during COVID-19 lockdown situation. *Environment, Development and Sustainability*. 2022 Jan;24:13841-13886.
- Dunkel PA. Developing listening development in L2: Theoretical principles and pedagogical considerations. *Modern Language Journal*. 1986 Jul 1;70(2):2:99-106.
- Ghoneim NMM. The listening comprehension strategies used by college students to cope with the aural problems in EFL classes: An analytical study. *English Language Teaching*. 2013;6(2):100-112.
- Gilman RA, Moody RLM. What practitioners say about listening: research implications for the classroom. *Foreign Language Annals*. 1984 Sep 1;17(4):331-334.
- Goss B. Listening as information processing. *Communication Quarterly*. 1982;30:304-306
- Morley J. Aural comprehension instruction: Principles and practices. In Marianne Celce- Murcia (Ed.), *Teaching English as a second or foreign language*, Boston: Heinle and Heinle; c2001.
- Oxford R. *Language learning strategies: What every teacher should know*. New York: Newbury House; c1990.
- Rost M. Listening. In Ronald Carter, and David Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press; c2001, p. 7-13.
- Wolvin AD, Coakley CG. *Listening*. (5th Ed.). Boston, MA: McGraw Hill; c1996.