CIPP Evaluation Study on Listening for Daily Context Course in English Language Education Study Program

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A R T I C L E   I N F O

A B S T R A K

Mata kuliah Listening for Daily Context di Program Studi Pendidikan Bahasa Inggris Universitas Mahasaraswati Denpasar belum pernah dievaluasi meskipun mendengarkan adalah keterampilan penting dalam pembelajaran bahasa. Penelitian ini bertujuan untuk mengevaluasi implementasi mata kuliah tersebut menggunakan model evaluasi CIPP (Context, Input, Process, Product). Penelitian ini merupakan studi kualitatif yang melibatkan pengelola program studi, dosen, dan mahasiswa sebagai partisipan. Pengumpulan data dilakukan melalui wawancara terbuka dan studi dokumen. Hasil penelitian menunjukkan bahwa mata kuliah ini dirancang dengan baik, sesuai dengan tujuan kurikulum yang jelas, menggabungkan teori dan praktik, serta didukung oleh sumber daya manusia dan fasilitas yang memadai. Evaluasi juga menunjukkan bahwa mata kuliah ini bersifat proaktif dalam mengatasi tantangan, mengintegrasikan umpan balik dari mahasiswa, serta memberikan dampak positif terhadap pemahaman mendengarkan dan keterampilan komunikasi siswa. Namun, masih diperlukan peningkatan pada pembaruan teknologi dan penggunaan materi yang lebih otentik. Penelitian ini menyimpulkan bahwa mata kuliah ini efektif dalam mengembangkan keterampilan mendengar siswa dan merekomendasikan peningkatan penggunaan teknologi serta kesempatan praktik mendengarkan dalam konteks nyata untuk mempersiapkan mahasiswa berkomunikasi secara akademis dan profesional. Evaluasi ini memberikan wawasan untuk terus meningkatkan program ini agar para mahasiswa siap dalam komunikasi bahasa Inggris secara akademis dan profesional.

A B S T R A C T

The Listening for Daily Context course in the English Language Education Study Program, Mahasaraswati University, Denpasar, has never been evaluated even though listening is an important skill in language learning. This study aims to evaluate the implementation of the course using the CIPP (Context, Input, Process, Product) evaluation model. This research is a qualitative study involving study program managers, lecturers, and students as participants. Data collection was carried out through open interviews and document studies. The results of the study show that this course is well designed, in accordance with clear curriculum goals, combines theory and practice, and is supported by adequate human resources and facilities. The evaluation also showed that this course was proactive in overcoming challenges, integrating feedback from students, and having a positive impact on students' listening comprehension and communication skills. However, there is still a need for improvements in technological updates and the use of more authentic materials. This study concludes that this course is effective in developing students' listening skills and recommends increased use of technology as well as opportunities for listening practice in real contexts to prepare students to communicate academically and professionally. This evaluation provides insight to continue to improve this program so that students are ready to communicate in English academically and professionally.

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1. INTRODUCTION

Listening skill plays an important role in everyday life situations, mainly in English learning situation context. Listening skill in ELT is taught to enable learners understand and effectively involved in various everyday context, which improve communicative competency. Listening skill is very important in language learning, but it is often ignored compared to other language skills. Listening activity is needed to make effective communication, comprehension, and language acquisition, which improves language proficiency and communication skill in general (Abad, 2023; Khazinat et al., 2022; Scîntei, 2023). The main focus of this English as second language study is the difficulties of learners in listening, decoding process, affective aspects, the importance of prior and linguistic information, and metacognitive, cognitive, and socio-affective strategies (Gilakjani & Sabouri, 2016; Robiansyah & Rochmahwati, 2020). Listening is the key aspects in English language teaching (ELT) which is important for the language proficiency on students (Al-khresheh, 2020; Meadseena et al., 2023). It enables comprehension, communications, and skill development. In addition, the difficulties in speaking pace and accent make the ELT program need to provide effective teaching to improve students' listening skill. In this case, improving students' listening skill in the area where English is not spoken as the first language, needs effective approach of teaching and learning. An effective teaching uses method such as interactive exercises and realistics audio material. However, to maintain the course effectiveness of Listening for Daily Context requires ongoing evaluation (Bundi & Pattyn, 2023; Meadseena et al., 2023).

However, listening skills are considered less important in practice than other language skills, despite their recognized importance (Abdul Rahman & Baharudin, 2023; Kasimi & Höl, 2023; Priya & Kumar, 2022; Teo et al., 2022). As an English Language Education Study Program of Teacher Training and Education Unmas Denpasar, Listening for Daily Context is one of the compulsory courses in the curriculum which was constructed in 2021. This course is offered in the first semester that the students have to enrol. As the future English teachers, the students in this study program will be the most critical actor in teaching listening to the students. They need to be competent in listening course to be able to communicate well in English to support their teaching skill in the future.

Since listening skill is important to be taught to the language learners, especially English, so it is needed to increase teaching of listening skill in English Language Teaching (ELT). There must be effective instruction and teaching design, implementation, and continuous improvement from the Listening for Daily Context Course in English Language Education Study Program. The systematic and comprehensive approach to increase students' listening skill can be done through regular assessment and evaluation. By conducting evaluation study, language teachers are able to measure the effectiveness of teaching activities, identifying problem, improve the course content, support the teachers' education, and inform the policy development related to teaching listening skill. Evaluation which done regularly enables continuous control and improvement from Listening for Daily Context Course to fulfil the students' need. With this strategy, evaluation becomes important component to ensure the quality and the impact of teaching listening skill in ELT.

Evaluation study is important in evaluating teaching and learning methods in the curriculum. Evaluation measures the effectiveness of appropriate and innovative teaching and learning methods that are implemented to the students. There are some challenges in evaluation study of certain curriculum. This study has provided insight related to factors affect the effectiveness and the alignment of curriculum with the standard of accreditation. In institutions, there are many designs of evaluation and models can be used to evaluate programs or courses. CIPP (Context, Input, Process, and Product) is one of a well-known evaluation framework in evaluation. It was developed by Stufflebeam in 1983 as an effective evaluation framework to evaluate education program/courses in schools, colleges or universities, and other institutions. There are four parts in this CIPP model. The first one is context, which evaluated the goals, objectives, history, and the background of the schools. The second one is input, which evaluates the learning material resources, time allotment given in learning, physical, and human resources from the school, and the last part is process, which evaluates all teaching and learning processes and product that focuses on the quality of the learning and teaching.

CIPP model, which is commonly used to evaluate program in education field comprehensively (Chen et al., 2023; Kamsurya, 2020; Mukhter et al., 2023; Rejina & Baral, 2023; Waryono et al., 2023). This framework includes background, planning, student's readiness, teaching instructions and facilities, teaching methods, learning obstacles and results as the main part of program evaluation. Additionally, this framework is also valued for its formative and summative evaluation that can provide the decision maker valuable feedback as a significant improvement. Furthermore, previous research also stated that CIPP model is commonly used in vocational school (Darmayasa & Suratmin, 2023; Ratnaya et al., 2022). It could evaluate the implementation of a program and provide insight of the evaluation results in a comprehensive understanding way (Danieli et al., 2024; Westcott et al., 2023). Furthermore, CIPP model has been

recognized with its use in evaluating online learning program during COVID-19 pandemic which emphasizes structured approach in evaluating context input process output (Jaya & Hamzah, 2022; Zainudin et al., 2023). Moreover, CIPP model systematic characteristics enables detail evaluation of various aspects of curriculum development and program implementation (Pangestu et al., 2023; Raharjo et al., 2022). This model helps the decision maker in evaluating education program comprehensively, efficiently, and viability, provides valuable insights about the program improvement and effectively (Aulia et al., 2024; Pradana & Josiah, 2024). In addition, CIPP model has been implemented in various education context, including nursing school, academic quality assurance programs, and inclusive education initiatives (Janawati et al., 2020; Nurhayati et al., 2021).

The novelty of this study is to focus on the in-depth evaluation of the Listening for Daily Context course in the English Language Education Study Program using the CIPP (Context, Input, Process, Product) evaluation model. This study examines how the implementation of this course supports the learning of essential listening skills in the context of daily language use. This study aims to explore and evaluate the components of the curriculum, resources, implementation process, and learning outcomes obtained by students. By identifying strengths and weaknesses in the implementation of courses as well as recommendations for improvement, it is hoped that this research can provide deeper insights into the strategic role of courses in developing students' listening skills academically and professionally, as well as contributing to improving the quality of learning in the era of technological development.

2. METHOD

This investigation employed the qualitative approach in evaluating a course of Listening for Daily Context that is offered to the first semester students of English Language Education Study Program at Universitas Mahasaraswati Denpasar. The evaluation was done by using an evaluation model of CIPP (Context, Input, Process, and Product) (Stufflebeam et al., 2000). The researcher chose this CIPP framework to be implemented in this evaluation study because this model provides comprehensive understanding of the result of evaluation which can be good feedback to find out the contextual relevance of the learning material, the implementation of the course, and the result of the implementation of the course. This approach evaluates the program holistically which gives detail comprehension of the strength and weaknesses in the area that is needed to be improved. The sampling techniques that are used in this study is purposive sampling. The participants in this study are the Secretary of the English Language Education Study Program, Universitas Mahasaraswati Denpasar, the lecturers who teach the course of Listening for Daily Context, and the first semester students who enrolled in this class. The data in this study was gained by applying open-ended interview to the participants to gather the data of perceptions, experience, and feedback toward the Listening for Daily Context Course. The interview questions were adapted from the CIPP instrument model which is developed and validated. Another instrument which is used to review relevant documents such as course syllabus, lesson plan, and the students' learning achievement, had been reviewed to gain additional information about that course. The instrument used was written in Bahasa Indonesia to avoid misunderstanding from the participants.

Table 1. The Indicators of the Questions used to Evaluate CIPP Components and Data Collection Methods

CIPP Components	Aspects	Indicator	Data Collection Method
Context	Environment	- Study Program Condition - Objective of the Program - Background of the Program - Socialization of the Program	- Document Review - Interview
Input	- Resources - Strategy	- Availability of resources - Implementation of the program - Financing - Program Planning Strategy	- Document Review - Interview
Process	Implementation	- Work plan mechanism - Program Obstacles - Strengths and Weaknesses of the Program	- Document Review - Interview
Product	Result	- Program impact - Program improvement	- Document Review - Interview

The data collection in this study employing the followings steps: (a) Conducting an open-ended interview to the secretary of English Language Education Study Program, Universitas Mahasaraswati

Denpasar, the lecturers of Listening for Daily Context course, the first semester students who joined the course; (b) reviewing the relevant documents of the course, and (c) transcribing, coding, and identifying the theme of the data gained from the interview.

The researcher used CIPP evaluation model which was developed by previous research to evaluate the course comprehensively (Stufflebeam et al., 2000). (a) Context. The first step in conducting CIPP evaluation is evaluating the context of the Listening for Daily Context Course. This step involves the goal, objective, history, and the background of the course. The researcher also evaluates the course relevancy with the need of the students and the overall course objective; (b) Input. The next step, researcher evaluated the input, including evaluating the resources in lecturing the effective Listening for Daily Context course. In involves evaluating the viability, the material relevancy, time, and human resources to support the course implementation; (c) Process. The researcher then analysed the teaching and learning process of Listening for Daily Context course. It includes evaluating the implementation of the teaching method, teaching activities, and the assessment strategy as well as identifying obstacles or challenges faced by the course or program during its implementation; (d) Product Evaluation. At last, the researcher evaluated the teaching and learning quality, as well as the learning achievement of the students in Listening for Daily Context Course. It evaluated the function and the potential benefits from the course for the students' language proficiency and the teaching competency in the future career. It also evaluated the overall effectivity of the course in achieving the learning objectives which has been stated.

3. RESULT AND DISCUSSION

Result

First, Context Evaluation. English Language Education Study Program, Universitas Mahasaraswati Denpasar is located in Denpasar, Bali. This study program has been accredited "Unggul" in 2023. The study program has displayed the vision and mission around the campus area to show the commitment and communication to the stake holders. The course of Listening for Daily Context in English Language Education Study Program, Universitas Mahasaraswati Denpasar is a well-structured and well-organized in university curriculum. This course has well integration of theory and practice which ensures the students not only understand the basic theory and concept of the course but also actively develop the listening comprehension skill through interesting activities and the use of authentic material. Listening for Daily Context has a main objective which is to improve the student's skill in comprehending and responding spoken English in various daily context including personal and professional aspect. This course focuses on development of overall communication competence with the main goal of enable students to comprehend spoken English effectively. With the urgency to enhance the students' listening skill among English learners, this course is designed with considering that listening is the fundamental element in an effective communication. It has been confirmed through interview sessions with the secretary of English Language Education Study Program on the following script:

> *"This course has an objective which is to enable students to understand what other people say to them and give a correct respond in English appropriately. This course also intends to enhance language proficiency of the students to be able to face the challenges in the real world."*

The curriculum and the semester course plan of this Listening for Daily Context course has been constructed comprehensively by the English Language Education Study Program. These documents have a well-organized structure and framework. The main objective of this course is to enhance self-esteem and self-confidence of the students in listening comprehension of the spoken English. There is an orientation session done among the students to socialized this course. In this session, the lecturer emphasized the importance of listening skill, and explained the objective of the course in detail. The responses from the students are positive toward the course and they appreciated the clear information that they got from this course. Based on the context evaluation of this course, it has a well-planned program and activities with the main focus of improving students' ability in comprehending the spoken English with approaches that integrate theory and practices. This course aimed at developing overall listening skill. The success of the students in education are commonly due to these three key aspects: a well-defined program goals, relevance and comprehensive curriculum as well as effective social strategy. The evaluation study in this course showed the alignment toward the vision and mission of the English Language Education Study Program which contribute to the achievement of the overall goals of the course. This course is designed to increase the listening comprehension skill, with the goals of enable the students to communicate effectively in various daily situations. This approach is considered to bring many significant benefits to the students. The strength of this English Language Education Study Program can be seen from its achievement in achieving

"Unggul" accreditation in 2023. This achievement shows the commitment of the study program in improving the education high quality standard.

Second, Input Evaluation. The English Language Education Study Program Universitas Mahasaraswati Denpasar is well-equipped with adequate facilities to support the implementation of the Listening for Daily Context course. The faculty has a land area of more than 3000 m2, which is owned by the foundation, and a total building area of more than 3000 m2, all of which are owned by the university. The facilities include separate and well-maintained rooms for the head of the study program, lecturers, administration, classrooms, library, meeting rooms, language laboratory, temples, canteens, and storage. The program's infrastructure also features adequate electrical installations, water, telephones, and internet. Additionally, the study program has adequate classrooms, campus grounds, student rest/study areas outside the classroom, parking facilities, and sound system facilities. These well-rounded facilities create a conducive learning environment for the Listening for Daily Context course.

English Language Education Study Program has excellence in the field of human resources. Some of the lecturers in this study program are qualified with doctoral degree. All of the lecturers have been certified as national lecturers and actively involved in various activities which support their professionalism in teaching and curriculum development. The lecturers participated regularly in many professional developments. This study program has sufficient number of lecturers and educational staff who support the implementation of the course effectively. Leadership in the study program is strengthen with the experienced Head of English Language Education Study Program in the field of curriculum development. Moreover, classroom management has become the focus of this course; with the number of students between 20-28 students in the class. So, this course can provide effective personal learning experience for the students.

The learning resources is adequate for lecturer and students in this Listening for Daily Context Course. It includes authentic listening material, audio-visual tools, interactive software which facilitate effective learning experience. The availability of the learning recourses showed that the students have sufficient experience to practice and maximize their listening skill in various contexts. As the following script from the interview.

> *"This course use the modern language laboratory intensively as the main learning facility. This facility provides comfortable learning atmosphere for students to enhance their listening skill. The laboratory is equipped with high quality audio-visual equipment and various supporting learning recourses. The use of this laboratory in the implementation of the course enriches the students experience in practicing listening skill as the students are triggered to practice their listening skill in more effective and focus so that they can improve their listening comprehension in comprehending spoken language."*

This course has sufficient financial support which bring significant benefits. With the financial support, enable this course to provide more relevant learning material and updated technology which contribute to the immersive and effective learning environment for students. Moreover, sufficient financial support enables continuous professional development for the lecturers. This condition indicates that the lecturers are able to develop their knowledge and education in pedagogical strategy in language teaching so that the teaching quality can be improved as the development in language teaching.

In planning this course, it used collaborative approach which involved faculty members. The objective is to develop curriculum which balancing the theoretical and practical aspects. This planning strategy has some key components, such as: (a) regular curriculum review; (b) accommodating feedback from the students; and (c) Adjustment with the development of the updated education standard. From this approach, it indicates that the teaching and learning material and method remain relevant and effective in achieving the education goals that have been set.

English Language Education Study Program, Universitas Mahasaraswati Denpasar has various input aspect which support the success Listening for Daily Context course. These aspects involve sufficient facility, qualified lecturers, adequate resources and effective planning strategy. Academic resources of this course especially the curriculum document and semester course plan (RPS), is organized in detail and has a strong academic foundation. But this study indicates area which needs to be improved, which is regularly updating the technological resources. The recommendation of this study is that the English Language Education Study Program can regularly update the technology use in teaching and learning. It is to make sure that the students could access updated teaching and learning technology. So, it is hoped that from this course implementation, could increase the student's involvement in learning process and deepen their understanding toward the learning material which has been taught.

Third, Process Evaluation. English Language Education Study Program, Universitas Mahasaraswati Denpasar implement Listening for Daily Context course supported with the comprehensive and systematic planning system. This system includes learning schedule, assignment, and clear assessment which is aligned with learning outcomes. This course also has monitoring procedure and regular evaluation to ensure the effectiveness of the course implementation and the fast response ability toward the challenges. Through this comprehensive approach, study program tried to keep the quality of the implementation of Listening for Daily Context and ensure the achievement of the learning goals optimally.

Although this course has a strong foundation, this evaluation revealed some challenges that have to be solved. The first thing is about keep updating the technology to support the implementation of the Listening for Daily Context Course. The aim is to create fun and motivated learning atmosphere in practicing their listening skill. The efforts that have been done shows commitment of the study program to improve the learning quality such as trying to be updated with the learning technology that can be used to teach listening.

The strengths of the Listening for Daily Context course are evident in its well-structured curriculum, the effective integration of theoretical knowledge and practical application, and the availability of comprehensive resources. However, the review has also highlighted some weaknesses, such as the aforementioned technological challenges and the need for continuous engagement strategies to maintain student motivation. Another weakness of the learning process is lack of group projects such as collaborative listening activities which can simulate real situations. The program has actually adopted a proactive approach, involving ongoing adjustments to the curriculum and the incorporation of student feedback into the program planning process. This dynamic approach ensures that the course remains relevant, effective, and responsive to the evolving needs and expectations of the students; however, students need more interaction with their classmates such as group project as what has been said by one of the students who enrolled in this subject as follows:

> *"The implementation is quite good, Miss. The lecture materials, including audio recordings, videos, and other multimedia resources, are precisely organized to reflect real-life contexts and situations. However, it might be even better if there were more interactive and collaborative listening activities, such as group projects or peer-to-peer activities that can simulate real situations. This could further enhance our ability to apply listening skills in a dynamic and collaborative work environment."*

Furthermore, the study program's commitment to the implementation of the Listening for Daily Context course is evident in the comprehensive documentation it maintains. This includes a class schedule, academic guidelines, and detailed monitoring and evaluation reports of the lectures, which incorporate valuable feedback from the students. This comprehensive documentation serves as a evidence to the program's dedication to ensuring a high-quality learning experience for its students. The Process Evaluation of the Listening for Daily Context course reveals a well-structured and continuously improving implementation, with a strong focus on addressing challenges, leveraging strengths, and incorporating student feedback to enhance the learning experience. This commitment to excellence and ongoing refinement positions the program to effectively cultivate the listening comprehension skills of the English language learners at Unmas Denpasar University. The course is well-designed, with organized teaching techniques along with evaluation strategies. The proactive strategy to integrating input from students and addressing difficulties has helped to drive continual progress. However, supplementing the course with real-life listening settings and opportunities to connect with native speakers may bring extra practical benefits, more effectively preparing students for actual communication environments.

Fourth, *Product Evaluation*. The Listening for Daily Context course has had a significant positive impact on the students in the English Language Education Study Program at Universitas Mahasaraswati Denpasar. Students have reported substantial improvements in their listening comprehension skills, which has translated into better overall communication abilities. This is a crucial outcome, as effective communication skills are essential for academic success and future professional actions. Additionally, the course has increased students' confidence in their ability to understand and engage in English conversations, further enhancing their language proficiency. The assessment process for the course is well-organized and transparent. The implementation of mid-term and final exams is carried out according to the academic calendar, and students' final grades are made available and uploaded to the Learning Management System (LMS). This systematic approach to assessment ensures that student learning is accurately evaluated and documented, providing valuable feedback for both students and instructors.

While the overall impact of the Listening for Daily Context course has been positive, there are still opportunities for improvement. One key suggestion is to update the technological resources used in the

course more frequently to keep pace with advancements in educational tools. This would help ensure that students have access to the most current and effective learning technologies, further enhancing their engagement and comprehension. Additionally, incorporating more real-life listening scenarios and providing opportunities for students to interact with native speakers could further enrich the learning experience, better preparing them for authentic communication situations. By addressing these areas for improvement, the Listening for Daily Context course can continue to build upon its strengths and provide an even more effective and transformative learning experience for the students in the English Language Education Study Program. The combination of strong assessment practices, positive student outcomes, and a commitment to continuous improvement positions the course as a valuable and impactful component of the program's curriculum. The course's beneficial effect is shown by students' significant increases in their ability to listen and comprehend information. This increase has resulted in improved overall communication skills, which are critical for their academic performance and future professional activities. The comprehensive and transparent assessment method, which includes midterm and final exams, assures accurate evaluation of student learning and gives useful input for ongoing course improvement.

Discussion

The results of this study indicate that the English Language Education study program at Mahasaraswati University, Denpasar has succeeded in creating a conducive learning environment for the development of students' listening skills. The comprehensively designed "Listening for Daily Context" course, which includes good integration of theory and practice, has succeeded in improving students' listening comprehension skills. A structured curriculum and adequate supporting facilities, such as a language laboratory with modern audio-visual devices, have provided an interactive and enjoyable learning experience. This is in line with educational theory that a learning environment equipped with technology and authentic learning resources can increase students' learning engagement and motivation (Henrie et al., 2015; Lu et al., 2022). When compared with previous research, which showed that listening skills can be developed effectively through teaching methods involving authentic materials and collaborative activities, these findings indicate suitability in terms of learning strategies (Giyarta et al., 2016; Tuanany, 2019). This study also supports previous findings that emphasize the importance of an interactive learning environment to facilitate listening skills. At Mahasaraswati University, the implementation of collaborative activities and the use of authentic materials in this course have had a positive impact on students' English comprehension skills, as seen from the increasing confidence of students in responding to communication situations in various life contexts.

However, this study also found that there are challenges related to the need to continuously update learning technology and increase collaborative activities that can bring students closer to simulating real communication situations. This is in accordance with previous studies that state that direct interaction with native speakers can improve listening skills and language comprehension, as well as build better cross-cultural communication skills (Angelova & Zhao, 2016; Tiawati et al., 2024). Student involvement in more intensive collaborative projects as suggested in the process evaluation results, may be an effective strategy to expose students to authentic communication contexts.

The findings of the CIPP evaluation study of the "Listening for Daily Context" course indicate that the use of a comprehensive approach in listening learning contributes positively to improving students' listening skills. This finding is consistent with previous research that shows the importance of integrating technology and collaborative activities to improve students' listening comprehension skills. Similar research emphasizes that strategies involving authentic materials and collaborative activities are effective in improving listening skills, especially in authentic language learning contexts (Fawaid & Damayanti, 2024; Hussain et al., 2022). This research is also in line with educational theory which states that interactive and resource-rich learning environments, such as audio-visual devices, can increase student engagement and learning motivation (Gan et al., 2015; Ilesanmi, 2023). An interactive approach with the use of learning technology facilitates more effective listening learning.

However, the findings of this study also identify challenges, such as the need for improved technology and collaborative activities to bring students closer to real communication contexts. This is relevant to statements in previous studies that emphasize the importance of presenting learning materials that are appropriate to the context and developments of the times to maintain the relevance and effectiveness of the study program. The recommendations presented in this study, namely the addition of collaborative project activities and technological improvements, are expected to be able to answer the challenges in maintaining the relevance of learning materials and methods according to current developments. Overall, this study shows that the implementation of the "Listening for Daily Context" course at Mahasaraswati University, Denpasar has succeeded in providing significant benefits in improving

students' listening skills, in line with the vision and mission of the study program, and strengthening the standards of superior higher education in Indonesia.

4. CONCLUSION

A comprehensive evaluation of the Listening for Daily Context course at the English Education Study Program, Mahasaraswati University, Denpasar, using the CIPP (Context, Input, Process, and Product) model has yielded valuable insights. The positive impact on students' listening skills and overall communication abilities demonstrates the effectiveness of the Listening for Daily Context course in achieving its intended learning objectives. Although the evaluation has identified areas for further improvement, such as updating technological resources and incorporating more real-life listening scenarios, the overall findings suggest that the Listening for Daily Context course at ELESP, Mahasaraswati University, Denpasar, is a valuable and impactful component of the program's curriculum.

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