

Online Distance Learning and Language Macro Skills Among Grade 6 Learners in Laguna Private Schools

Jessica A. Roque

(College of Teacher Education, Laguna State Polytechnic University–Santa Cruz Campus, Philippines)

ABSTRACT: This study aims to assess the relationship between the implementation of Online Distance Learning (ODL) and the development of language macro skills (listening, speaking, reading, and writing) among Grade 6 learners in selected private schools in Laguna. The research used a descriptive-correlational method to analyze data from both teachers and students. Results show that the implementation of ODL was highly effective, with a majority of students achieving advanced levels of language proficiency. A small but significant positive correlation was found between ODL implementation and macro skills development. These findings emphasize the need for continuous improvement in ODL design and pedagogy to further enhance students' language learning outcomes.

KEYWORDS: *online distance learning (ODL), language macro skills, language proficiency, digital literacy*

I. INTRODUCTION

Today's world is characterized by rapid technological advancements and complex social dynamics, which have profoundly affected various sectors, including education. In the Philippines, the rise of Online Distance Learning (ODL) has emerged as a response to these changes, particularly during the COVID-19 pandemic. ODL allows educational institutions to continue providing quality education despite the physical separation between teachers and students. Several studies have discussed the challenges and successes of this shift. Alea et al. (2020) pointed out that the rapid transition to ODL posed significant challenges, including technological gaps and a lack of institutional preparedness. Similarly, Hodges et al. (2020) distinguished between emergency remote teaching and true online learning, emphasizing the need for systematic design to achieve effective learning outcomes.

However, the effectiveness of ODL in fostering language skills remains a concern, especially in light of the Philippines' performance in international assessments like the Program for International Student Assessment (PISA). In both 2018 and 2022, Filipino students ranked near the bottom among the participating countries, with significant deficiencies in reading, mathematics, and science (Congressional Policy and Budget Research Department [CPBRD], 2023).

This study aims to investigate whether implementing ODL in private schools in Laguna has positively impacted students' language macro skills, which are critical for effective communication and academic success.

II. METHODOLOGY

The primary objective is to determine the relevance of ODL in developing language macro skills among Grade 6 learners in Laguna private schools. The study employed a descriptive-correlational research design to examine the relationship between the implementation of ODL and students' language macro skills. This design allows for the exploration of the association between independent variables (ODL pedagogy and design) and dependent variables (students' macro skills proficiency) without manipulation (McCombes, 2019).

The study involved 80 Grade 6 students and 16 English teachers from four selected private schools in Laguna: AVM Foundation, Pagsanjan Academy, Liceo de Pagsanjan, and Colegio de San Juan de Letran Calamba. These schools were selected based on their active use of ODL as a learning platform during the 2022-2023 school year.

The primary tool for data collection was an adopted questionnaire using a four-point Likert scale to assess the level of ODL implementation in terms of pedagogy (e.g., teaching strategies, student engagement) and design (e.g., instructional content, technological integration) (Hodges et al., 2020). A teacher-made test was administered to evaluate students' proficiency in listening, reading, writing, and speaking. The test underwent content validation by a panel of experts, ensuring its reliability and relevance to the research objectives (Garcia & Hong, 2022).

The study used stratified random sampling to ensure the representativeness of the sample across different schools and subgroups (students and teachers). This method allowed for a more precise estimation of the population's characteristics (Kuo & Belland, 2022).

Data was gathered through surveys administered to teachers and language proficiency tests conducted with students. Ethical considerations were observed, including obtaining informed consent from all participants, ensuring confidentiality, and acknowledging sources properly.

Mean and Standard Deviation were used to assess the level of ODL implementation across the sampled schools. Pearson r Correlation was applied to determine the relationship between ODL implementation (pedagogy and design) and students' proficiency in language macro skills (Afflerbach et al., 2020). Responses were measured on a four-point Likert scale, with 1 representing "Not Implemented" and 4 representing "Fully Implemented."

III. RESULTS AND DISCUSSION

Table 1.1 Level of Implementation of Online Distance Learning in Laguna as assessed by Teachers in terms of Pedagogy

Indicators in terms of Pedagogy	\bar{X}	VI
1. The learners can select their best fit online distance learning mode, whether asynchronous, synchronous, flipped classroom, or others.	3.31	FI
2. The learners are given opportunities for interaction not limited to online classes but include bilateral text messaging, and group chat messaging to guarantee all learners have ways of engaging with the content	3.81	FI
3. New technological alternatives and varied approaches in the assessment are used to measure pupil's learning	3.56	FI
4. The learning performance carried out is measured in a home-based assessment approach considering students – self-evaluation in both formative or summative	3.56	FI
5. The teachers provide individualized and/or collective feedback regarding learning output and pupils' error pattern	3.69	FI
6. The teachers' learner-centered strategies develop the degree of autonomy for self-learning and self-motivation among pupils	3.56	FI
7. The teachers prepare to learn tasks that are responsive to the needs of the diverse learners.	3.69	FI
8. The teachers provide timely, accurate, and constructive feedback and guidance for the pupils.	3.69	FI
9. The teachers have the knowledge and skills in distance learning education management.	3.69	FI
10. The teachers carried out new teaching practices in developing a stronger distance learning system.	3.88	FI
GENERAL ASSESSMENT	3.64	FI

Legend: 3.25 – 4.00 Fully Implemented (FI) 1.75 – 2.49 Partially Implemented (PI)
 2.50 – 3.24 Implemented (I) 1.00 – 1.74 Not Implemented (NI)

Online distance learning in Laguna in terms of Pedagogy (3.64) was Fully Implemented. All indicators were verbally interpreted as Fully Implemented. Furthermore, the indicator "The teachers carried out new teaching practices in developing a stronger distance learning system." had the highest computed mean of 3.88 while the indicator "The learners can select their best fit online distance learning mode, whether asynchronous, synchronous, flipped classroom or others." had the lowest computed mean of 3.31.

The findings indicate that teachers view the implementation of ODL pedagogy in Laguna as successful and well-executed. This suggests that the fundamental components of ODL, such as lesson planning, instructional strategies, and student engagement, were in place and functioning properly. Furthermore, new teaching practices emphasized teacher innovation and adaptability, implying that teachers actively sought out and implemented new methods to improve the effectiveness of distance learning. Such practices could improve student outcomes while also making the educational system more resilient and flexible. On the other hand, the learners' ability to choose their preferred learning mode indicated a possible area for improvement. While the implementation was considered fully executed, it suggested that there could be constraints or limitations in providing flexible learning options tailored to each student's specific needs. Addressing this gap might increase student autonomy, satisfaction, and engagement in the learning process.

In line with the results, Alea et al. (2020) discussed in their study that to keep up with distance learning, teachers needed to have knowledge and skills in distance education. The school was expected to

provide distance learning training and workshops to ensure continuous growth; updating was required to accommodate changing learning needs.

On the other hand, the implementation of alternative modalities was consistent with DepEd and CHED policy, as stated in the advisory cited in Tria's study (2020). He stated that both used a variety of learning delivery methods, including face-to-face instruction, blended learning, distance learning, homeschooling, and others.

Table 1.2 Level of Implementation of Online Distance Learning in Laguna as assessed by Teachers in terms of Design

Indicators in terms of Design		\bar{X}	VI
1.	The topics in the lesson include the essential competencies that may encompass the macro-skills (reading, listening, speaking, writing)	3.63	FI
2.	The learning activities in online platforms enhance critical, creative, analytical thinking, and higher-order thinking skills.	3.50	FI
3.	The teachers carry out teaching practices that integrate the proper use of devices that facilitate learning	3.50	FI
4.	There are regulations and policies on the implementation of distance learning to protect pupils' identity and data privacy.	3.69	FI
5.	There are programs or activities that strengthen the involvement and cooperation of parents and the community in students' learning	3.81	FI
6.	Teaching strategies ensure well-being, psychological, and emotional support as well as positive discipline among pupils.	3.50	FI
7.	The activity sheets and learning tasks augment the macro skills of the pupils (reading, listening, speaking, and writing)	3.56	FI
8.	In two-way communication and cooperation among teachers and classmates enhance macro skills (reading, listening, speaking, and writing)	3.56	FI
9.	Varied supplementary materials are integrated to increase pupil understanding of the lesson	3.56	FI
10.	There is a mechanism to measure innovation in improving the implementation of online distance learning programs	3.50	FI
GENERAL ASSESSMENT		3.58	FI
Legend:	3.25 – 4.00 Fully Implemented (FI)	1.75 – 2.49 Partially Implemented (PI)	
	2.50 – 3.24 Implemented (I)	1.00 – 1.74 Not Implemented (NI)	

Online distance learning in Laguna in terms of Design was Fully Implemented (3.58). All indicators were verbally interpreted as Fully Implemented. Indicator “There are programs or activities that strengthen the involvement and cooperation of parents and the community in students' learning” got the highest computed composite mean of 3.81 while indicators “The learning activities in online platforms enhance critical, creative, analytical thinking, and higher-order thinking skills”, “The teachers carry out teaching practices that integrate the proper use of devices that facilitate learning”, “Teaching strategies ensure well-being, psychological, and emotional support as well as positive discipline among pupils”, and “There is a mechanism to measure innovation in improving the implementation of online distance learning programs” got the lowest computed mean of 3.50.

The evaluation of the ODL design in Laguna reveals effective community and parental engagement, a positive aspect of the implementation. The evaluation of the ODL design in Laguna reveals effective community and parental engagement, a positive aspect of the implementation. This active participation of parents and the community in the learning process not only benefits students academically but also fosters a collaborative environment that promotes their overall development. Parents who actively participate in their children's education can better track progress, address challenges, and provide additional support as needed. Meanwhile, community involvement makes educational resources and support systems more accessible, resulting in a more complete and enriching learning experience. This engagement lays the groundwork for improving the quality of education in ODL, making it more inclusive and responsive to the needs of the students.

As stated by Borup et al. (2020), it was critical to understand how parents could support their children's success in online courses. Previous research focused on parental involvement in full-time online programs where students learned primarily at home. However, parental involvement was likely to vary in supplemental online programs, especially when students were assigned an on-site facilitator. Interviews with online teachers and on-site facilitators revealed that a highly engaged facilitator could reduce the level of parental participation required. Parents had a significant impact on their students' success in online learning, even in the presence of a highly engaged facilitator. The study's participants found that parents often misunderstood their roles and, in certain situations, were unaware that their kids were enrolled in an online course. Online programs should have consulted parents both before and following registration to ensure they understood and were willing to fulfill

their responsibilities. It was challenging for parents to fulfill their obligations because there were no online portals or parent resources available.

Table 2.1 Level of Language Macro Skills among Grade 6 Learners in selected Private Schools in Laguna in terms of Listening

Key Indicators in terms of Listening		F	%
90 – 100	Advanced	44	55%
85 – 89	Proficient	13	16.25%
80 – 84	Approaching Proficiency	11	13.75%
75 – 79	Developing	9	11.25%
74 Below	Beginning	3	3.75%
Total		80	100%

It can be seen in the table that there were 44 out of 80 or 55% of the students were categorized as Advanced followed by 13 or 16.25% categorized as Proficient while 11 or 13.75% were categorized as Approaching Proficiency, and only three (3) or 3.75% were Beginning.

It implies that Grade 6 students have strong overall listening skills. This suggests that the majority of students benefit from the instructional strategies and learning activities used to improve their listening skills. This could be attributed to well-planned lessons, engaging audio materials, and effective teacher feedback. However, there is a need for targeted assistance for students who are approaching proficiency or are at the beginning level. These findings highlight the efficacy of current teaching practices while also indicating areas for improvement through tailored interventions, professional development, and increased parental involvement. Addressing these issues can help ensure that all students receive the support they require to develop strong listening skills.

According to Bailey and Lee (2020), ODL platforms provided learners with a variety of listening materials, such as podcasts, video lectures, and audio recordings, that they could work through at their own pace. This flexibility allowed students to listen to materials multiple times, improving comprehension and retention.

Similarly, Zhang and Zou (2021) discovered that using multimedia elements such as videos, animations, and interactive audio content helped language learners improve their listening skills by providing context-rich and authentic listening experiences.

In addition, Lin and Gao (2022) emphasized that interactive ODL activities like live webinars, virtual discussions, and real-time feedback sessions helped improve their listening skills. These activities simulated real-life communication scenarios, allowing students to hone their listening skills in a dynamic and interactive environment. The immediate nature of feedback in such settings also enabled learners to correct errors and improve their listening skills more effectively.

Table 2.2 Level of Language Macro Skills among Grade 6 Learners in selected Private Schools in Laguna in terms of Reading

Key Indicators in terms of Reading		F	%
90 – 100	Advanced	43	53.75%
85 – 89	Proficient	18	22.50%
80 – 84	Approaching Proficiency	7	8.75%
75 – 79	Developing	6	7.50%
74 Below	Beginning	6	7.50%
Total		80	100%

Only 7.50% or six out of 80 students were both Developing and Beginning on the 40-item Macro Skills test in Grade 6. In addition, 8.75% or seven of Grade 6 students attained Approaching Proficiency while 18 out of 80 or 22.50% got Proficient, and 43 out of 80 or 53.75% performed Advanced in the test.

The results imply that Grade 6 reading test results from selected private schools in Laguna show a predominantly high level of proficiency, with a sizable number of students performing at advanced and proficient levels. However, the presence of students in the developmental and early stages, as well as those nearing proficiency, suggests the need for targeted interventions and support. Educators can meet all students' needs by implementing differentiated instruction, enrichment programs, and individualized support, ensuring that each learner has the opportunity to develop strong reading skills and achieve academic success.

According to Wang and Heffernan (2022), personalized and adaptive learning technologies were increasingly used in ODL to tailor reading instruction to individual students' requirements. Adaptive learning systems, which adjusted the difficulty level of reading materials in response to learner progress, were shown to improve reading ability. These systems provided personalized reading experiences that addressed specific weaknesses while encouraging consistent improvement in reading skills.

Table 2.3 Level of Language Macro Skills among Grade 6 Learners in selected Private Schools in Laguna in terms of Writing

Key Indicators in terms of Writing		F	%
90 – 100	Advanced	60	75%
85 – 89	Proficient	8	10%
80 – 84	Approaching Proficiency	2	2.50%
75 – 79	Developing	7	8.75%
74 Below	Beginning	3	3.75%
Total		80	100%

It can be seen in the table that 60 out of 80 or 75% of students were categorized as Advanced followed by eight or 10% categorized as Proficient while two or 2.50% were categorized as Approaching Proficiency, seven or 8.75% were categorized as Developing, and only three or 3.75% were Beginning.

This implies that the writing test results show a high level of writing proficiency among Grade 6 students, with the vast majority scoring at Advanced or Proficient levels. This suggests that the instructional strategies, curriculum, and resources dedicated to writing are highly effective. However, there is a need for individualized assistance for students who are not yet proficient. Addressing these needs through targeted interventions, curriculum enhancements, teacher professional development, and increased parental involvement will ensure that all students can develop strong writing skills.

Similarly, Garcia and Hong (2022) emphasized that collaborative writing activities, such as group projects and peer review sessions, fostered a sense of community and allowed students to learn from different perspectives. Peer feedback enhanced students' writing abilities while also encouraging critical thinking and self-reflection.

Furthermore, Lin and Chen (2021) stated that teaching students to plan, monitor, and evaluate their writing processes resulted in significant improvements in writing quality. Metacognitive strategies helped students become more aware of their writing habits and improved their self-regulation skills. These strategies were also important for improving their writing skills.

Table 2.4 Level of Language Macro Skills among Grade 6 Learners in selected Private Schools in Laguna in terms of Speaking

Key Indicators in terms of Speaking		F	%
90 – 100	Advanced	52	65%
85 – 89	Proficient	13	16.25%
80 – 84	Approaching Proficiency	10	12.50%
75 – 79	Developing	5	6.25%
74 Below	Beginning	0	0
Total		80	100%

It was evident that only five or 6.25% of the 80 students were categorized as Developing in the Speaking test in Grade 6. In addition, 12.50% or 10 attained Approaching Proficiency while 13 out of 80 or 16.25% got Proficient, and 52 out of 80, or 65% performed Advanced in the test.

The results show that Grade 6 students perform well in terms of speaking skills. This implies that the instructional strategies and curriculum used to develop speaking skills are extremely effective for the vast majority of students. The high proportion of students performing at the Advanced and Proficient levels reflects effective teaching methods and resources, implying that students are well-prepared and mastering speaking skills. However, students at the Approaching Proficiency and Developing levels require targeted support to ensure that all students have the opportunity to develop strong speaking skills.

The design of speaking tasks in ODL had a big influence on their effectiveness. Garrison and Vaughan (2020) discovered that tasks that simulated real-world communication scenarios and required meaningful interaction were more effective at improving speaking abilities. Students could practice and improve their communicative skills by participating in online role-playing, debates, and group discussions.

Moreover, Mei and Brown (2021) discovered that interactive and engaging content, when combined with supportive learning communities, increased positive attitudes toward speaking practice in ODL settings. Gamified elements and interactive tasks contributed to increased motivation and engagement.

Table 3 Test of Significant Relationship between the Level of Implementation of Online Distance Learning in Laguna and Language Macro Skills Level among the Grade 6 Learners in selected Private Schools in Laguna

Level of Implementation of Online Distance Learning	Teaching and Learning of Macro Skills	r value	P value	Remarks	Decision
Pedagogy	Reading	.283**	.000	Significant	Reject H ₀
	Listening	.273**	.000	Significant	Reject H ₀
	Speaking	.261**	.000	Significant	Reject H ₀
	Writing	.152**	.000	Significant	Reject H ₀
Design	Reading	.277**	.000	Significant	Reject H ₀
	Listening	.207**	.000	Significant	Reject H ₀
	Speaking	.287**	.000	Significant	Reject H ₀
	Writing	.107**	.000	Significant	Reject H ₀

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

There was a significant relationship between the level of implementation of Online Distance Learning in Laguna and the teaching and learning of macro skills among Grade 6 learners in selected private schools in Laguna. The r values ranged from .107 to .283, indicating a negligible or very small positive correlation between the Implementation of Online Distance Learning and macro skills. The computed probability values (.000) were less than the level of significance ($P < 0.05$), rejecting the null hypothesis.

This implies the critical importance of how Online Distance Learning (ODL) is implemented, as the method and quality of implementation have a significant impact on its effectiveness in improving students' language macro skills—listening, speaking, reading, and writing. ODL's effectiveness in developing these skills is determined by a variety of factors, including instructional material design, the use of interactive and engaging activities, and the availability of feedback mechanisms.

Online learning platforms provided ready-made online lessons and assignments. Instructors could even design and create their lessons and exercises based on curriculum requirements and student language proficiency levels (Hu et al., 2021). These platforms could be used remotely. Online learning platforms provided content storage, allowing teachers to download textbooks and add all necessary materials to a database. Hence, Rukmi (2021) mentioned that teachers created lessons and modified learning materials to meet specific teaching requirements. The student progress monitoring feature allowed teachers to use student performance data to continuously evaluate the effectiveness of their learning.

Table 4 Proposed Enhancement Program

Objective/s	Strategy/Activity	Time Frame	Persons Involve	Assessment	Success Indicator
To enhance learners' proficiency in the four language macro skills: listening, speaking, reading, and writing.	Orientation and Diagnostic Assessment 1. Introduction to the program structure, objectives, and expectations. 2. Overview of the ODL platform and tools.	Week 1	Teachers and pupils	Diagnostic Assessment Online assessments to evaluate current proficiency levels in Listening, Speaking, Reading, and Writing.	100% of the pupils attained a very satisfactory rating
To effectively utilize ODL platforms and tools to create interactive and engaging language learning experiences. To develop learners' confidence and	Enhancing Listening Skills A. Interactive Listening Activities 1. Listening to age-appropriate stories, songs, and educational videos. B. Reflective Listening Practice 1. Listening to podcasts or audiobooks followed by reflective journaling. 2. Activities to identify key	Weeks 2-3	Teachers and pupils	Interactive quizzes and games based on listening materials.	100% of the pupils attained a very satisfactory rating

autonomy in using English for various academic and real-life purposes.	information and main ideas from audio content.				
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Objective/s	Strategy/Activity	Time Frame	Persons Involve	Assessment	Success Indicator
<p>To effectively utilize ODL platforms and tools to create interactive and engaging language learning experiences.</p> <p>To develop learners' confidence and autonomy in using English for various academic and real-life purposes.</p>	<p>Enhancing Speaking Skills</p> <p>A. Synchronous Speaking Practice</p> <ol style="list-style-type: none"> 1. Live speaking sessions via video conferencing (e.g., show and tell, storytelling). 2. Real-time feedback on pronunciation and fluency from teachers and peers. <p>B. Asynchronous Speaking Tasks</p> <ol style="list-style-type: none"> 1. Recorded presentations on simple topics (e.g., "My favorite hobby"). 	Weeks 4-5	Teachers and pupils	Peer feedback and self-assessment on speaking tasks.	100% of the pupils attained a very satisfactory rating
<p>To effectively utilize ODL platforms and tools to create interactive and engaging language learning experiences.</p>	<p>Enhancing Reading Skills</p> <p>A. Engaging with Diverse Reading Materials</p> <ol style="list-style-type: none"> 1. Access to a digital library with age-appropriate e-books and articles. 2. Interactive reading exercises with multimedia elements (e.g., read-aloud features, animated stories). <p>B. Collaborative Reading Activities</p> <ol style="list-style-type: none"> 1. Online book clubs or reading groups to discuss assigned readings. 	Weeks 6-7	Teachers and pupils	Group projects and presentations based on reading materials.	100% of the pupils participated and produced an output
<p>To improve learners' proficiency in writing skills</p> <p>To effectively utilize ODL platforms and tools to create interactive and engaging language learning experiences.</p>	<p>Enhancing Writing Skills</p> <p>A. Writing Workshops</p> <ol style="list-style-type: none"> 1. Live writing workshops focusing on different types of writing (e.g., narratives, letters, descriptions). 2. Immediate feedback from teachers on writing tasks. <p>B. Asynchronous Writing Activities</p> <ol style="list-style-type: none"> 1. Creative writing tasks (e.g., short stories, poems) and structured writing assignments (e.g., essays). 2. Use of online writing tools (e.g., spelling and grammar checkers) to revise and improve writing. 	Weeks 8-9	Teachers and pupils	Projects (Online portfolio)	100% of the pupils participated and produced an output
<p>To enhance learners' proficiency in the four language macro skills: listening, speaking, reading, and writing.</p>	<p>Integration of Language Skills</p> <p>Integration Activities:</p> <ol style="list-style-type: none"> 1. Projects that integrate all four language skills (e.g., multimedia presentations, collaborative storytelling). 	Week 10	Teachers and pupils	Utilize video conferencing tools (Zoom, Microsoft Teams) for live sessions. Employ LMS (Learning Management Systems) like, Google Classroom, or Microsoft	100% of the pupils participated and produced an output

				Teams for course management.	
To effectively utilize ODL platforms and tools to create interactive and engaging language learning experiences.	Reflective Learning and Metacognitive Strategies Reflective Activities: 1. Reflective journals and discussions on the learning journey. 2. Teaching learners how to plan, monitor, and evaluate their learning processes.	Week 11	Teachers and pupils	Interactive activities (live discussions, collaborative projects) Gamified elements (quizzes, competitions)	100% of the pupils participated and produced an output
	Program Review and Future Planning Program Review: 1. Reviewing progress and achievements throughout the program. 2. Identifying areas for continued improvement and setting future learning goals.	Week 12	Teachers		Areas for improvement were identified to further enhance the ODL program

“EmpowerLearn” is enhancement program that uses Online Distance Learning's strengths to help Grade 6 students improve their language macro skills. The program's goal is to create an engaging and effective learning environment that promotes significant improvement in language proficiency by incorporating interactive activities, personalized feedback, and age-appropriate materials.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusions are drawn. The implementation of ODL pedagogy in Laguna is viewed by teachers as successful, with key components like lesson planning, instructional strategies, and student engagement being effectively executed. Teachers demonstrated innovation and adaptability by incorporating new teaching methods to enhance distance learning. Additionally, the ODL design in Laguna benefits from strong community and parental engagement, which not only supports students academically but also fosters a collaborative environment that promotes their overall development. This involvement ensures that educational resources are more accessible, contributing to a more inclusive and enriched learning experience.

Online distance learning shows excellent general proficiency in speaking, listening, reading, and writing. The excellent performance levels, especially considering the large number of students who achieved Advanced and Proficient scores, indicate how successful the curriculum, learning activities, and instructional strategies are in helping students acquire these language macro skills. These findings demonstrate how well the instructional strategies employed were able to develop students' overall language proficiency.

It is critical to know that the implementation of Online Distance Learning (ODL) has a significant impact on its effectiveness in improving students' language macro skills—listening, speaking, reading, and writing. ODL's effectiveness in developing these skills is determined by a variety of factors, including instructional material design, the use of interactive and engaging activities, and the availability of feedback mechanisms.

The proposed enhancement program in the implementation of ODL can further enhance the learners' macro skills.

It is recommended that teachers continue to receive training in online teaching methods, particularly in creating interactive and engaging learning environments. Schools should consider integrating more adaptive learning technologies to address the diverse needs of students at different proficiency levels and future research should explore additional factors, such as the role of parental involvement and access to technology, in the effectiveness of ODL.

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