



Online distance learning in the development of macro skills communication of selected private school in the district of Victoria, Laguna, Philippines

Philip Cyrill Candelaria

^a Department of Education, Victoria Laguna 4011, Philippines

Abstract

This study was conducted to find out the effects of Online Distance Learning in the Development of Macro Skills Communication. The study sought to answer the following questions: (1) *What is the status of Online Distance Learning in terms of: (1.1) Printed Modules; (1.2) Online Classes; and (1.3) DepEd TV;* (2) *What is the level of Macro Skills Communication of the respondents in terms of: (2.1) Reading Skills; (2.2) Listening Skills; (2.3) Speaking Skills; (2.4) Writing Skills; and (2.5) Viewing Skills;* (3) *Is the Online Distance Learning have significant effect to the Macro Skills Communication of the Learners?* In this study the researcher used a Descriptive Method to gather specific answers and her main tool in data gathering was a checklist questionnaire. A questionnaire via google form was used to gather data in the said study. Based on the gathered, different findings are hereby presented: The status of online distance learning in terms of printed modules, the weighted mean 4.18 and a standard deviation of 0.75 revealed that the status of online distance learning in terms of printed modules was interpreted as “Beneficial”. The status of online distance learning in terms of online classes, the weighted mean 3.85 and a standard deviation of 0.86 revealed that the status of online distance learning in terms of online classes was interpreted as “Beneficial”. The status of online distance learning in terms of DepEd TV, the weighted mean 3.94 and a standard deviation of 0.83 revealed that the status of online distance learning in terms of DepEd TV was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of reading skills, the weighted mean 4.19 and a standard deviation of 0.68 revealed that the level of macro skills communication of the respondents in terms of reading skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of listening skills, the weighted mean 4.09 and a standard deviation of 0.76 revealed that the level of macro skills communication of the respondents in terms of listening skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of speaking skills, the weighted mean 4.15 and a standard deviation of 0.74 revealed that the level of macro skills communication of the respondents in terms of speaking skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of writing skills, the weighted mean 4.18 and a standard deviation of 0.67 revealed that the level of macro skills communication of the respondents in terms of writing skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of viewing skills, the weighted mean 4.15 and a standard deviation of 0.64 revealed that the level of macro skills communication of the respondents in terms of viewing skills was interpreted as “Beneficial”. Weighted mean, standard deviation, and F-test/Anova were used to accept or reject negative inference based on the results

above, we can now conclude that online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, “*There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication.*” Was accepted.

Keywords: Online distance learning, macroskills, communication, DepEd

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

1.1. Introduce the problem

Traditional classrooms and face-to-face schooling are no longer available. The classroom layout has evolved as the pandemic alters our way of life. To answer this expanding need, features the teacher as facilitator, encouraging active engagement from students through the use of numerous technologies accessed via the internet while they are physically separated during instruction. There will be three methods employed in Online Distance Learning. First, printed modules are for kids who do not have access to devices or the internet; they will be delivered to them or picked up by their parents at designated locations within agreed-upon time frames. Second, for students with internet access, the department's DepEd Commons will be used for the online class. DepEd Commons is a government-created online education platform that supports alternate modalities of learning. The third strategy is to use radio and television, notably DepEd TV, to give courses during the pandemic. The internet is utilized to help learners and teachers communicate with one another. Live synchronous training is possible with online learning. It is necessary for participants to have a decent and reliable internet connection. It is more interactive than other forms of distance education. The responses are given in real time. Learners can access materials via the internet, complete and submit assignments online, and participate in webinars and virtual classes. Because online education requires greater independence, students must be able to learn at least some of the content while lecturers are unavailable. The distinctions between online and classroom training extend beyond the medium itself. In a virtual learning environment, teachers present information, engage with students, and measure learning in very different ways. Computer and electronics technology have had a significant impact on modern distant learning. Technology now allows the guide and learner to communicate virtually immediately. Computers, satellites, the internet, cable television, interactive video, and other technologies can offer study materials quickly. The study's goal is to assess the role of online distance learning in the development of macro skills communication.

1.2. Describe relevant scholarship

Keegan (1986) identifies three historical approaches to the development of a theory of distance education. Theories of autonomy and independence from the 1960s and

1970s, argued by Wedemeyer (1977) and Moore (1973), reflect the essential component of the independence of the learner.

Otto Peter's (1971) work on a theory of industrialization in the 1960s reflects the attempt to view the field of distance education as an industrialized form of teaching and learning. Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Holmberg, 1989, p. 168).

Moore's (1990) stated that the concept of "transactional distance" encompasses the distance, and exists in all educational relationships. This distance is determined by the amount of dialogue that occurs between the learner and the instructor, and the amount of structure that exists in the design of the course. Greater transactional distance occurs when an educational program has more structure and less student-teacher dialogue, as might be found in some traditional distance education courses.

Oxford (2001) states that teaching students to improve their learning strategies in a given skill area often leads to a better performance in all language skills. Doubtless, Oxford's proposal to produce an integrative classroom proves beneficial to the learning process as we get closer to an authentic type of interaction. Needless to say, if we create tasks that, apart from interweaving the four macro-skills, encourage learners to develop their critical thinking, we will be providing our students with an invaluable learning opportunity, which will contribute to boosting their confidence for interactions outside the classroom.

An initial theory of online learning as online participation is suggested. It is argued that online learner participation (1) is a complex process of taking part and maintaining relations with others, (2) is supported by physical and psychological tools, (3) is not synonymous with talking or writing, and (4) is supported by all kinds of engaging activities. Participation and learning are argued to be inseparable and jointly constituting. The implication of the theory is straightforward: If we want to enhance online learning, we need to enhance online learner participation. (Stefan Hrastinski, 2009)

In 2006, the North American Council for Online Learning (NACOL) conducted its first international survey, researching how other countries were implementing online and blended learning opportunities for their primary and secondary (K-12) students. As the pace of growth of online and blended learning has grown at an average of over 30% each year for the past 10 years across the United States, there have been several requests to update the research done from "An International Perspective of K-12 Online Learning: A Summary of the 2006 NACOL International E-Learning Survey." (Barbour et al., 2011)

Knight (2020) stated that many countries are shifting to distance learning approaches, whether through distributing physical packets of materials for students or through using technology to facilitate online learning. And there are real risks because

many of these approaches can be very solitary and didactic when you're just asking students to sit and quietly watch videos, read documents online, or click through presentations—that's really dull. The worst form of learning is to sit passively and listen, and this may be the form that most students will receive during school closures. It serves no one well, especially those who are the furthest behind.

Philips (2020) stated that teachers had little or no notice about their schools closing and shifting to online learning—this can be challenging for anybody. They've shared that they are overwhelmed with all sorts of materials and products, and we are seeing educators begin to push back and request help filtering through all the resources to find those that are quality. At the same time, teachers are just like the rest of us in that they are experiencing this strange new world as mothers, fathers, aunts, uncles, and grandparents. They are trying to deal with their individual lives and take care of their kids and find new ways to make sure that learning continues.

1.3. State hypotheses and their correspondence to research design

A hypothesis or proposed explanation based on little evidence that serves as a starting point for further inquiry. Online Distance Learning has no substantial effect on the development of macro skills communication.

2. Method

2.1. Research design

The researcher employed the descriptive study approach, with a checklist questionnaire serving as her primary data collection tool. According to Calderon (2011), the descriptive approach was appropriate in this study since it is a foot finding study with adequate and proper interpretation of the data. The most prevalent descriptive methodology in educational research is survey, as when researchers describe the characteristics of individuals or groups or the physical environment of schools. The descriptive research approach was utilized to collect data and determine the role of Online Distance Learning on the Development of Macro Skills Communication.

2.2. Participants

The study's participants were Missionary Della Fede 20-2021 students aged 9 to 12. The Missionary Della Fede is currently residing in Victoria, Laguna. The purposive sample technique was employed to pick the study's respondents. Purposive sampling is the most commonly used probability sampling approach, most likely because it is simple to apply and analyze. Purposive sampling has the advantage of allowing researchers to assess sample findings using statistical methods.

2.3. Data collection tools

Questionnaires were utilized in this study to learn about Online Distance Learning in the Development of Macro Skills Communication. Because of their participation in this study, the researcher distributed questionnaires to Missionary Della Fede pupils. The researcher handled the questionnaire personally, which was aided by the retrieval of responses. This approach allowed the researcher to conduct multiple interviews at the same time. The completed questionnaire was collected by the researcher. Sixty (60) students were recruited as study responders using well determined approaches. Each student was given 20 minutes to read and respond to the questions. Following that, the paper was collected to tally responses, tabulate, and interpret.

2.4. Data analysis

To determine the effects of Online Distance Learning in the Development of Macro Skills Communication of Elementary Learners of Missionari Della Fede use the weighted mean and standard deviation to calculate and measure the status of Online Distance Learning in the Development of Macro Skills Communication.

Statement of the Problem	Statistical Treatment
1.) What is the status of Online Distance Learning in terms of: 1.1 Printed Modules 1.2 Online Classes 1.3 DepEd TV	Mean/SD
2.) What is the level of Macro Skills Communication of the respondents in terms of: 2.1 Reading Skills 2.2 Listening Skills 2.3 Speaking Skills 2.4 Writing Skills 2.5 Viewing Skills	Mean/SD
3.) Is the Online Distance Learning have significant effect to the Macro Skills Communication of the Learners?	F-Test/Annova

3. Results

What is the status of Online Distance Learning in terms of:

Status of Online Distance Learning in terms of Printed Modules

Table 1 presented the status of online distance learning in terms of printed modules. The first statement *“Printed modules provides an aid in the presentation and application of the online teaching and learning process”* has the highest mean of 4.33 and

SD of 0.67 remarked as always, together with the 2nd statement. As for the remaining statement they are all remarked as Often by having means ranging from 4.08 to 4.12.

Table 1. Status of Online Distance Learning in terms of Printed Modules

Statements	Mean	SD	Remark
1. Printed modules provides an aid in the presentation and application of the online teaching and learning process.	4.33	0.67	Always
2. Printed Modules gives opportunities to practice, apply, analyze or synthesize new information.	4.27	0.75	Always
3. Printed Modules can be used in any location.	4.08	0.80	Often
4. The graphics, letters, numbers, and words are clearly readable.	4.12	0.73	Often
5. Printed modules can control the pace of their involvement in the learning process.	4.08	0.76	Often
Weighted Mean: 4.18 SD: 0.75			
Verbal Interpretation: Beneficial			

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.18 and a standard deviation of 0.75 revealed that the status of online distance learning in terms of printed modules is “Beneficial”. They used to have printed modules as their references in studying the lessons.

These findings that were supported by the statement of Printed modules and teaching and learning materials are critically important to the effective practice of distance education. The course syllabus is the “glue” that holds the course or the learning experience together (Simonson, Zvacek & Smaldino, 2019).

Status of Online Distance Learning in terms of Online Classes

Table 2 presented the status of online distance learning in terms of online classes. “*Online classes can bring education right to your home*” has the highest mean of 4.15 and SD of 0.68 but it is just remarked as Often same with the rest of the given statements.

Table 2. Status of Online Distance Learning in terms of Online Classes

Statements	Mean	SD	Remark
1. Online classes are more comfortable learning environment.	3.63	0.91	Often
2. Online classes are convenient and flexible.	3.83	0.90	Often
3. Online classes give you more time and freedom to study.	3.92	0.84	Often
4. Online classes can bring education right to your home.	4.15	0.68	Often
5. Online classes have financial benefits.	3.73	0.85	Often
Weighted Mean: 3.85 SD: 0.86			
Verbal Interpretation: Beneficial			

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 3.85 and a standard deviation of 0.86 revealed that the status of online distance learning in terms of online classes is “Beneficial”.

These findings that were supported by the statement about Online discussion can reach beyond the temporal and spatial constraints of the campus class, and as a result can often add a richer and deeper perspective as students respond when they are informed and inspired. (Bender, 2012)

Status of Online Distance Learning in terms of DepEd TV

Table 3 presented the status of online distance learning in terms of DepEd TV. We know that students barely watch educational shows via TV but as we are facing the pandemic most of the lectures are presented on this platform. “*The quality of sounds through DepEd TV programs are clear*” has the highest mean of 4.12 and SD of 0.78 among the statements but they are all remarked as Often.

Table 3. Status of Online Distance Learning in terms of DepEd TV

Statements	Mean	SD	Remark
1. The style of teaching through DepEd TV are	3.70	0.94	Often

the same with teachers.

2. DepEd TV is easy to understand educational programs.	3.98	0.74	Often
3. DepEd TV can practice my skills through watching educational programs.	4.05	0.78	Often
4. The quality of sounds through DepEd TV programs are clear.	4.12	0.78	Often
5. DepEd TV is easily to follow the lessons.	3.83	0.84	Often

Weighted Mean: 3.94 SD: 0.83
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 3.94 and a standard deviation of 0.83 revealed that the status of online distance learning in terms of DepEd TV is “Beneficial”.

What is the level of Macro Skills Communication of the respondents in terms of:

Level of Macro Skills Communication of the respondents in terms of Reading Skills

Table 4, it presented the level of macro skills communication of the respondents in terms of reading skills. As we look on the table below we can see that the highest mean was 4.25 with SD of 0.70 referring to the statement number four which is remarked as always together with the 1st and 2nd statements. The remaining statements were remarked as Often having a mean ranging from 4.10 to 4.17.

Table 4. Level of Macro Skills Communication of the respondents in terms of Reading Skills

Statements	Mean	SD	Remark
1. Sufficient awareness to develop, select, and apply strategies that can enhance reading comprehension.	4.23	0.64	Always

2. Reading can help to develop empathy.	4.20	0.68	Always
3. I can read words accurately and quickly, while dealing with meaning of words.	4.10	0.68	Often
4. Improves vocabulary with range of interactive games, activities, worksheets and instructional videos.	4.25	0.70	Always
5. Fluent in reading a sentence or paragraphs correctly.	4.17	0.71	Often

Weighted Mean: 4.19 SD: 0.68
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.19 and a standard deviation of 0.68 revealed that the level of macro skills communication of the respondents in terms of reading skills is “Beneficial”.

Level of Macro Skills Communication of the respondents in terms of Listening Skills

Table 5, it presented the level of macro skills communication of the respondents in terms of listening skills. As for the table below statement number 2 “*Through listening skills, it can help to retain information*” got the highest mean of 4.18 with SD of 0.72, all of the given statement remarked as Often.

Table 5. Level of Macro Skills Communication of the respondents in terms of Listening Skills

Statements	Mean	SD	Remark
1. I can understand new topics and remember what I’ve learned through listening.	4.17	0.66	Often
2. Through listening skills, it can help to retain information.	4.18	0.72	Often
3. The responses or feedback are clearly receive.	4.03	0.77	Often

4. Using of body language and facial expression are correctly and understand.	4.00	0.84	Often
5. The lesson/discussion is clearly understand and guess unknown words from the context or lesson.	4.05	0.78	Often

Weighted Mean: 4.09 SD: 0.76
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.09 and a standard deviation of 0.76 revealed that the level of macro skills communication of the respondents in terms of listening skills is “Beneficial”.

Level of Macro Skills Communication of the respondents in terms of Speaking Skills

Table 6, it presented the level of macro skills communication of the respondents in terms of speaking skills. “Clarity, volume, tone and strength of voice are appropriately used” has the highest mean of 4.72 with SD of 0.70 remarked as Always together with the 5th statement. While the remaining three statements are all remarked as Often having means ranging from 4.08 to 4.17.

Table 6. Level of Macro Skills Communication of the respondents in terms of Speaking Skills

Statements	Mean	SD	Remark
1. Pronouncing words and letters are correctly.	4.17	0.78	Often
2. Pronouncing intonations are using correctly.	4.08	0.74	Often
3. I can speak a written text for an extended period of time.	4.10	0.72	Often
4. Clarity, volume, tone and strength of voice are appropriately use.	4.72	0.70	Always
5. Speak in his/her native language without effort and this skill is a natural one.	4.20	0.75	Always

Weighted Mean: 4.15 SD: 0.74
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.15 and a standard deviation of 0.74 revealed that the level of macro skills communication of the respondents in terms of speaking skills is “Beneficial”.

Level of Macro Skills Communication of the respondents in terms of Writing Skills

Table 7, it presented the level of macro skills communication of the respondents in terms of Writing skills. When it comes to the table about the writing skills “*Expressing ideas through written word*” Has the highest mean of 4.30 with SD of 0.61 and it was remarked as Always together with the 2nd statement. 1st, 4th and 5th statements are remarked as Often by having means ranging from 4.10 to 4.13.

Table 7. Level of Macro Skills Communication of the respondents in terms of Writing Skills

Statements	Mean	SD	Remark
1. Writes simple stories with a beginning, a middle and an end.	4.13	0.64	Often
2. Writes words, phrases and sentences to convey messages.	4.27	0.63	Always
3. Expressing ideas through the written word.	4.30	0.61	Always
4. Writes a paragraph explained and illustrated through examples and details.	4.12	0.69	Often
5. Produce an acceptable grammatical systems (e.g. Tense, agreement, pluralisation, patterns, and rules.)	4.10	0.75	Often

Weighted Mean: 4.18 SD: 0.67
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.18 and a standard deviation of 0.67 revealed that the level of macro skills communication of the respondents in terms of writing skills is “Beneficial”.

These findings support the statement of Writing skills play a crucial role in this modern world, and one must develop these skills to excel in teaching-learning processes (Bsharat & Behak, 2021).

Level of Macro Skills Communication of the respondents in terms of Viewing Skills

Table 8, it presented the level of macro skills communication of the respondents in terms of Viewing skills. When it comes to the table about the viewing skills. “*I can analyze texts and images*” got the highest mean of 4.22 with SD of 0.63, together with the 1st statement they are both remarked as Always. For the remaining 3rd – 5th statements they are all remarked as Often by having means ranging from 4.03 - 4.15.

Table 8. Level of Macro Skills Communication of the respondents in terms of Viewing Skills

Statements	Mean	SD	Remark
1. Gives acquire information and appreciate ideas and experiences visually.	4.20	0.60	Always
2. I can analyze texts and images.	4.22	0.63	Always
3. The visual components of lessons are clearly.	4.03	0.71	Often
4. I can interpret images through text.	4.15	0.57	Often
5. The text and images are clearly to understand.	4.15	0.68	Often
Weighted Mean: 4.15 SD: 0.64			
Verbal Interpretation: Beneficial			

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial

3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.15 and a standard deviation of 0.64 revealed that the level of macro skills communication of the respondents in terms of viewing skills is “Beneficial”.

These findings support the statement of Viewing is the fifth macro-skill today. It refers to perceiving, examining, interpreting, and construction meaning from visual images and is crucial to improving comprehension of print and nonprint materials. This is the skill to be taught as the learners are exposed on multimedia. To make it possible, they should have strong media and visual literacies (Carolino & Queroda, 2019).

Does Online Distance Learning have a significant effect on the Macro Skills Communication of the Learners?

Table 9: Significant Effect of Online Distance Learning to the Macro Skills Communication of the Learners

Independent Variable	Dependent Variable	df	Computed F - Value	Tabular F-value	Verbal Interpretation
Online Distance Learning	Reading Skills	59	1.044	1.534	Not Significant
	Listening Skills		0.786		Not Significant
	Speaking Skills		0.832		Not Significant
	Writing Skills		1.108		Not Significant
	Viewing Skills		1.196		Not Significant
	Alpha value = 0.05				

Table 9, it presented the significant effect of Online Distance Learning to the Macro Skills Communication of the Learners

Online Distance Learning to the Macro Skills Communication of the Learners was determined using F-test. Online Distance Learning to the Macro skills communication in terms of Reading Skills has a computed f-value of 1.044 < tabular f-value of 1.534; Listening Skills has a computed f-value of 0.786 < tabular f-value of 1.534; Speaking Skills has computed f-value of 0.832 < tabular f-value of 1.534; Writing Skills has computed f-value of 1.108 < tabular f-value of 1.534 and lastly, Viewing Skills with computed f-value of 1.196 < tabular f-value of 1.534 with an alpha value of 0.05 and df of 59 are all interpreted as not significant.

Based on the result given above, we can now conclude that online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *“There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication.”* Was accepted.

4. Discussion and Conclusions

The status of online distance learning in terms of printed modules, the weighted mean 4.18 and a standard deviation of 0.75 revealed that the status of online distance learning in terms of printed modules was interpreted as “Beneficial”. The status of online distance learning in terms of online classes, the weighted mean 3.85 and a standard deviation of 0.86 revealed that the status of online distance learning in terms of online classes was interpreted as “Beneficial”. The status of online distance learning in terms of DepEd TV, the weighted mean 3.94 and a standard deviation of 0.83 revealed that the status of online distance learning in terms of DepEd TV was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of reading skills, the weighted mean 4.19 and a standard deviation of 0.68 revealed that the level of macro skills communication of the respondents in terms of reading skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of listening skills, the weighted mean 4.09 and a standard deviation of 0.76 revealed that the level of macro skills communication of the respondents in terms of listening skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of speaking skills, the weighted mean 4.15 and a standard deviation of 0.74 revealed that the level of macro skills communication of the respondents in terms of speaking skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of writing skills, the weighted mean 4.18 and a standard deviation of 0.67 revealed that the level of macro skills communication of the respondents in terms of writing skills was interpreted as “Beneficial”. The level of macro skills communication of the respondents in terms of viewing skills, the weighted mean 4.15 and a standard deviation of 0.64 revealed that the level of macro skills communication of the respondents in terms of viewing skills was interpreted as “Beneficial”. Weighted mean, standard deviation, and F-test/Anova were used to accept or reject negative inference based on the results above, we can now conclude that online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *“There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication.”* Was accepted. Based on the findings of the study, the following conclusions were obtained. According to the study conducted, the status of Online Distance Learning in terms of printed modules, online classes and DepEd TV are beneficial. According to the study conducted, the level of Macro Skills Communication of the respondents in terms of reading skills, listening skills, speaking skills, writing skills, and viewing skills are beneficial. From the analysis of the data gathered, online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *“There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication.”* Was accepted.

Acknowledgements

This piece of work is whole heartedly dedicated to the following who served as the researcher's inspiration in making this study possible: First of all, to God Almighty who gave him strength and guidance, his parent, Ms. Jovita F. Candelaria, his brothers, Nasser and Joric, his sister, Monica Beatrice; his grandparents, Mr. Rogelio and Zerapia Candelaria, his cousins and relatives.

References

- Patiño, Calixto, Chiappe, Andrés, & Almenarez. (2020). ICT-Driven Writing and Motor Skills: A Review. *International Electronic Journal of Elementary Education*, v12 n5 pp. 489-498.
- Carolino C., & Queroda G. (2019). Instructional Strategies and Materials Utilized in Teaching Viewing as Macro-Skill by English Teachers, pp. 2.
- Durga, & Rao. (2018). Developing students' writing skills in English: A process approach. *Journal for Research Scholars and Professionals of English Language Teaching* 6 (2), pp. 1-5.
- Tanaka, Iwasaka, Negoro, & Nakamura. (2020). Analysis of conversational listening skills toward agent-based social skills training. *Journal on Multimodal User Interfaces* 14 (1), pp. 73-82.
- Moore & Kearsley. (2020). *Distance Education: A Systems View of Online Learning* (page. 163).
- Barbour, et al. (2011). *Online and Blended Learning: A Survey of Policy and Practice from K-12 Schools around the World*. Retrieved from <https://eric.ed.gov/?id=ED537334>
- Hrastinski. (2009). A theory of online learning as online participation. *Computers & Education* 52 (1), pp. 78-82.
- Afflerbach, Pearson P., & Paris G. (2020). Clarifying Differences Between Reading Skills and Reading Strategies, pp. 365.
- Bayod P., & Bayod D., (2020). Laying the groundworks for education of children in the new normal: The case of DepEd Southern Mindanao, pp. 446.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).