

Interactive Online Distance E-Learning and Language Proficiency among College Learners in a Multicultural Academic Institution Toward A Proposed Instructional Model

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Abstract

This study investigated the effectiveness of interactive online distance e-learning (ODEL) in improving language proficiency among college learners in a multicultural academic institution. Using a quasi-experimental design, control and experimental groups were assessed through pretests and posttests in reading, writing, listening, and speaking, along with evaluations of learner-content, learner-instructor, and learner-learner interactions. Results showed that both groups improved significantly, but the experimental group achieved higher posttest scores, demonstrating ODEL's potential to enhance language acquisition. Students identified flexibility, teacher feedback, peer collaboration, and exposure to cultural diversity as major benefits, although they also cited motivation, time management, and technical issues as challenges. Based on the findings, the LEAD Model was proposed to further optimize ODEL for language education.

Keywords: Educational Technology and Language Learning; Educational Technology; Online Distance E-Learning; Language Proficiency Development; Quasi-Experimental Design, Philippines