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HONING THE ORAL COMMUNICATION SKILLS OF SENIOR HIGH SCHOOL STUDENTS THROUGH COLLABORATIVE VIDEO PRODUCTION

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Abstract

It is of prime importance to hone oral communication skills even at a young age. However, it is not always easy to develop one's oral communication skills as there are various challenges along the way. In this study, the researcher sought to address the common difficulties of Grade 11 G.A.S students when speaking the English language. The researcher chose collaborative video production as a tool to enhance the respondents' oral communication skills. The researcher facilitated two interviews where evaluators assessed the level of communication skills of the respondents in terms of interactive communication, discourse management, fluency and pronunciation. During the pre-assessment, the researcher observed the strengths and weaknesses of the respondents as communicators. The researcher provided a series of lectures and feedback to the respondents in preparation for the final output, a collaborative video production which the researcher evaluated, Afterwards, the researcher facilitated the post-assessment where the same set of evaluators re-assessed the level of communication skills of the respondents. Comparing the results of pre-assessment and post-assessment, the researcher found that the collaborative video production as a tool made a moderate impact on the development of oral communication skills of the respondents. The researcher concluded that the use of collaborative video production could hone the oral communication skills of students, but is not the only tool for the purpose. Therefore, it was recommended that teachers of oral communication should explore other tools to effectively home the communication skills of the youth.

Keywords: Collaboration, Communication, and Video Production

Introduction

Communication is one of the most regarded essential aspects of second language learning. However, engaging students to use the language effectively is a major challenge for educators, especially at the senior high school level in particular knowing the fact that they need to be more equipped since they are already in their employable age. Likewise, it is also believed that

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the development of technology created a new avenue for facilitating day to day information and in improving oral communication needs.

This study intends to analyze the following observations from video production that gives students the opportunity to hone students' oral communication skills, collaborate with others to enlarge and deepen their wisdom, and to utilize technology especially the video making to create new learning supplement. This study also, sought an answer from the following questions: (1) what is the level of communication skills of the students before and after the implementation of the study? (2) is there a significant difference between the level of communication skills of the students before and after the implementation of the study? And (3) to what extent does collaborative video production affect the communication skill of the participants?

Based on these questions, it is believed that the use of collaborative video production amounts to a new strategy and a tool to improve students' communication skills. They can have a wide range of conversational skills from planning and negotiating to acting but in addition to that, they have to put their technological skills to work as well. (Beare, 2018). As students engage in the design and production processes, they can optimize their understanding of the subject matter (Strobel, 2006). And as students increase their understanding of subject, it improves their communication skills. But in order to be successful in using video production, close interaction between the subject matter and media production outfit is needed. (Ellis, Lee, and Tham, 2004).

Technology is one of the powerful tools and strategies in education. Today, the availability of technology for classroom use equips teachers with the capability to substantially improve students' cognitive and language building skills.

It is believed that the use of collaborative video production amounts to a new strategy to optimize students' communication skills. This is also a pleasurable way for students to be more engaged not just in their lesson but also in establishing rapport with their classmates.

The study is delimited to collaborative video production as employed in reinforcing and optimizing the communication skills of selected Grade 11 General Academic Strand (G.A.S) students. The period covered was the first semester of Academic Year 2019-2020.

As part of the lesson in Oral Communication, the study covered the topics "Fundamentals of Communication" up to "Organizing and Delivering Speech." Students were be grouped into five, and each group produced a video which would show different strategies in communication through appropriate speech acts. This covered spoken language (speaking and listening), written language (reading and writing), and visual learning (viewing and visual representation)

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and utilized audio, gestures, and spatial modes as described by Kress and Leeuwen (2006) in their definition of multimodality. Students were not allowed to post their videos on their social media accounts. However, the researcher presented the videos from different sections and let the students give their comments, suggestions, or any reactions to the works.

One of the theories embedded in this research was technology integration and learning theory. The learning process is one of the most important processes, whether formal or informal, that human beings experience. Learning theories become visible in describing the way learners receive data, sort, and retain information in memory (Aldoobie, 2015). Learning processes and learning theories go hand in hand; learning theories help create a coherent, constructive, and engaging instructional design. One of the foremost learning theories is Constructivism Theory, which emphasizes that good learning is not based solely on what instructors say or what learners hear. This theory highlights that learner can build information in their minds based on their schema or set of experiences.

In applying this theory, the teacher-researcher could attest that the respondents were at ease in using technology no matter their level of academics' proficiency. Respondents got extremely excited as they worked collaboratively in video production. They could easily blend what they knew. This was evident as the respondents had brainstorming sessions in planning their video production.

Another is cognitive constructivist theory of multimedia. Along with the proliferation of technology and digital materials, the Cognitive Constructivist Theory of Multimedia Designs allows educators to create videos that motivate students and enhance learning. This also allows educators to record live presentations or lectures, and this provides students with a file to review for examinations, (Bull, 2013).

In the educational setting, constructivism theory is very much advantageous and applicable. It is one of the best theories that deal with any modification occurring in the educational environment. The most significant change that constructivism theory adapts is the incorporation of technology in education. Technology is evolving almost every day, and this influences teaching methods. Most teachers use technology in their lessons and discussions, making the students motivated and more engaged. Using science-based approach exerts great impact in the development and delivery of education.

According to Cherry (2019), experiential learning theory holds that knowledge is created through the transformation of experience and the attendant result of the combination of grasping and transforming it. Experiential learning theory differs from cognitive and behavioral theories. Specifically, cognitive theories emphasize the role of mental processes while behavioral theories ignore the possible role of subjective experience in the learning process.

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Experiential learning theory takes a more holistic approach and emphasizes how experiences, including cognition, environmental factors, and emotions, influence the learning process.

One of the principles of designing educational opportunities for youth should reflect the philosophy of learning by doing and focusing on content of studies based on evidence and research. This is active, hands-on, and engaging for the students. The goal of this approach is for learners to construct mental models that allow higher-order performances (Churchill, 2003).

Moreover, developing lessons should focus more on making, producing, practicing, and observing activities rather than passively listening to teacher. It is believed that students learn more as they are engaged in doing something and collaborating with their peers in challenging activities.

The learning by doing approach (1) Enables students to work together; With this teaching and learning method, students can explore an important question or create a meaningful project together as a small group. Small-group collaborations allow students to utilize and collectively profit from the strengths of individual members and to master values of group work such as teamwork, group communication, compromise, and listening, all enhanced by the experience; (2) Self-directed group exploration enables students to learn to navigate through information to push group activity that will enhance competencies in fact-finding and independence; (3) Sharing results and products of the activity-based experience, a key element of a successful learning by doing approach provides students the opportunity to share their results and self-evaluate their performance as a group. This encourages students to ask some reflective questions and helps them crystalize self-identity and enhance visionary thinking.

According to Kolodner et al. (2003). Learning by Design approach is based on case-based reasoning. It sees design as a vehicle for promoting collaborative, learner-centered, and inquiry-oriented learning. Even though the approach does not necessarily involve video production, its focus on design makes it relevant to video production as it is supported by product-based learning. Learning by design allows students to learn varied subject content. In addition, students taught in learning-by-doing approach perform better than non-LDB students on collaboration and metacognitive skills.

Project-based Learning is a teaching model that meets the needs of both teachers and learners seeking to learn a foreign language in a direct way. These drives teaching and learning in accordance with skills, engages learners in the learning process, motivates learner, and promotes creativity. PBL has been recognized to be effective and fruitful in 21st century education. It is based on the idea that students enhance knowledge and skills by experiencing and confronting real-life problems. (Lam, 2011). And as the students generate their project

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output proceeding from their interest and individual differences, they make connections between their new knowledge and existing knowledge, able to apply it in other settings.

As students engage in complex exploration over a period of time in a collaborative learning environment instead of a competitive one, they utilize a variety of skills such as social skills, management skills, intelligent use of authentic resources and technologies, and production of meaningful artifacts that can be shared with peers, teachers, and experts in a public presentation. In this, they are operationalizing project-based learning

Methods

A structured type of questions was used as an instrument of the study. Purposive sampling technique was used to avoid biased preference to any one group of participants from Grade 11 General Academic Strand students in Sitero Francisco Memorial National High School, SY 2019 – 2020. In this study, the researcher tapped one section, Specifically, Grade 11 GAS-B since it was heterogenous and the students' performance in English class is of the same level. The researcher conducted pre-assessment interview and post-assessment interview to this group.

Frequency, mean, and T-test were used to treat the data statistically. Pre-assessment interview was utilized in order to determine the students' communication skills. Structured interview questions were used to assess the communication skill of the respondents before and after the experimentation. In this assessment tool, participants were graded based on the rubrics of competence: (a) interactive communication, (b) discourse management, (c) fluency, and (d) pronunciation. To determine the quality of the assessment tools, content validation was conducted with the help of the master teachers and head teachers. The researcher also recruited ten students to answer the questions to provide input on understandability of the questions and students' ability to answer them completely. All difficulties that emerged with regard to the survey questions constructed such as unfamiliar words, unclear questions, the flow of the survey sheet questions, and the actual time required to complete in answering the questions fully were addressed and ironed out.

To determine the effects of collaborative video production on the communication skills of participants, questions for the structured interview were crafted. Responses would be used to validate the quantitative results of the pre-assessment and post assessment interview. The questions elicited the following information: (1) the value of communication, (2) the students' self-confidence in communicating, (3) their level of enjoyment of communication activities, and (4) their motivation to study communication subjects. The questions were submitted to the English head teacher and master teachers for validation.

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In order to obtain answers to the research questions, the researcher went through the following data-gathering procedures (1) the researcher set the expectation of the respondents for the pre-assessment (first interview). The researcher explained the purpose of the pre-assessment and emphasized that only their oral communication skills would be assessed. The researcher presented the rubrics that would be used. In this phase, it was also stressed that the pre-assessment would not be graded; (2) the researcher facilitated the pre-assessment (first interview). She asked three teachers of English to be the evaluators. It took the researcher two sessions (a total of four hours) to finish the first interview. Each student was given about five to eight minutes to answer all the three questions. After each interview, the evaluators gave their feedback, identifying the strengths and weaknesses of each respondent as a communicator. The researcher noted down her observations as interview facilitator; (3) the researcher compiled the data gathered from the interview which included the strength of the respondents and their difficulties during the interview. Afterwards, the researcher provided her class general feedback highlighting their strengths and weaknesses in oral communication. Then, the researcher gave the students an overview of the final output (collaborative video production); (4) the researcher discreetly conducted a series of observations during class activities, noting whether the identified communication problems were still emerging. The observation was also instrumental in tracking any developments in the oral communication skills of the respondents; (5) the researcher finally presented the mechanics of the final output, distributed the rubrics, and explained how the videos would be graded; (6) the researcher allocated time for group dynamics where the respondents brainstormed for their project and accomplished their tasks; (7) the researcher led the viewing and evaluation of outputs. Each output was graded by the researcher and the other respondents. Peer evaluation forms were filled out; (8) the researcher conducted the post-assessment (second interview). It took her two sessions (a total of four hours) to interview all the 38 respondents. After each interview, the respondent was asked to self-rate his/her oral communication skills; and lastly, the teacher delivered the results of the post-assessment and her overall feedback about the entire process (which included pre-assessment, observations, evaluation of video production, and post-assessment).

In determining the effects of collaborative video production on the communication skills of participants, questions for the structured interview were crafted. Responses would be used to validate the quantitative results of the pre-assessment and post assessment interview. The questions elicited the following information: (1) the value of communication, (2) the students' self-confidence in communicating, (3) their level of enjoyment of communication activities, and (4) their motivation to study communication subjects. The questions were submitted to the English head teacher and master teachers for validation.

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Results

The results of this study were categorized in a form of questions. (1) What is the level of communication skills of the students before and after the experiment in terms of interactive communication, discourse management, fluency, and pronunciation?

From the assessment rubrics, interactive communication seemed most difficult. The criteria and corresponding points were: (5) able to exchange ideas appropriately and effectively without hesitation; (4) ideas are understandable but insufficient in co-articulation; (3) student manages to share but ideas are sometimes incomprehensible. Student employs few strategies to maintain and repair communication when it breaks down or slows down; (2) hardly intelligible -- there are significant prosodic and co-articulation errors. Does not use strategies to maintain and repair communication when it breaks down or slows down; (1) does not show interactive communication at all.

Table 1. Students' Level of Communication Skills in Terms of Interactive Communication

Score	Level of Communication Skills	BEFORE (Pre-Assessment)		AFTER (Post-Assessment)	
		Frequency	Percentage	Frequency	Percentage
5	Excellent	4	10.53 %	6	15.79 %
4	Very Satisfactory	3	7.89 %	9	23.68 %
3	Satisfactory	13	34.21 %	14	36.84 %
2	Fair	15	39.47 %	8	21.05 %
1	Poor	3	7.89 %	1	2.63 %
Total		38	100%	38	100%
Over-all Mean		2.74		3.29	
Interpretation		**Satisfactory***		**Satisfactory***	

*1.00 to 1.80 – Poor; 1.81 to 2.60 – Fair; 2.61 to 3.40 – Satisfactory; 3.41 to 4.20 – Very Satisfactory; 4.21 to 5.00 – Excellent

The level of communication skills of respondents in terms of interactive communication was satisfactory in both pre-assessment and post-assessment. Although the results of the two assessments appeared to be the same, there was little discrepancy between the pre-assessment and the post assessment, with 0.55 mean difference. This implies that the respondents slightly improved in terms of interactive communication, comparing their performance during the first interview without collaborative video production yet, and their performance during the second interview after the conduct of the collaborative video production. Overall, the satisfactory level of their interactive communication conveys that the respondents could exchange ideas with other interlocutors; however, they employed only few strategies to maintain and/ or repair communication when it broke down or slowed down.

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Discourse management refers to the ability to arrange ideas and turns of conversation and to repair any communication breakdowns during such. This includes appropriate use and coordination of different skills in communication such as (5) ability to sequence ideas, contributions and use appropriate language logically without hesitation; (4) clear organization of content. Adequate use of a wide range of cohesive devices; (3) adequate organization of content with a limited number of cohesive devices. Ideas are easy to follow but longer talks may miss some content; (2) responses are extended beyond short phrases despite occasional gaps; and (1) contributions are relevant despite some repetition and basic cohesive devises are used.

The table shows that the level of communication skills in terms of discourse management of the respondents improved from fair to satisfactory. Notably, there was little discrepancy between pre-assessment and post assessment, with 0.79 mean difference.

Table 2. Students' Level of Communication Skills in Terms of Discourse Management

Score	Level of Communication Skill	Before		After	
		Frequency	Percentage	Frequency	Percentage
5	Excellent	0	0 %	4	10.53 %
4	Very Satisfactory	1	2.63 %	8	21.05 %
3	Satisfactory	13	34.21 %	14	36.84 %
2	Fair	18	47.37 %	9	23.68 %
1	Poor	6	15.79 %	3	7.89 %
Total		38	100%	38	100%
Over-all Mean		**2.24**		**3.03**	
Interpretation		**Fair***		**Satisfactory***	

*1.00 to 1.80 – Poor; 1.81 to 2.60 – Fair; 2.61 to 3.40 – Satisfactory; 3.41 to 4.20 – Very Satisfactory; 4.21 to 5.00 – Excellent

The respondents slightly improved in terms of discourse management, comparing their performance during the first interview without the collaborative video production yet, and their performance during the second interview (after the conduct of collaborative video production). Overall, the satisfactory level of their discourse management conveys that the respondents could sequence ideas and use appropriate language without gaps. However, some respondents were not good in organizing content and their use of cohesive devices was limited.

The researcher defines fluency as the ability to speak without gaps and accuracy and proper expression in order to express the intended meaning Accent is not necessary as the students speak naturally and understandably. They were graded based on the following criteria: (5) the student speaks clearly without gaps; (4) speaks with some gaps but communication is not affected; (3) speaks with unnatural pauses, has problem with flow and intonation, and delivers with fillers; (2) speaks with frequent gaps, causing communication breakdown; and lastly (1) student does not participate at all.

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Table 3. Students' Level of Communication Skills in Terms of Fluency

Score	Level of Communication Skill	Before		After	
		Frequency	Percentage	Frequency	Percentage
5	Excellent	0	0 %	1	2.63 %
4	Very Satisfactory	0	0 %	3	7.89 %
3	Satisfactory	6	15.79 %	12	31.58 %
2	Fair	20	52.63 %	19	50 %
1	Poor	12	31.58 %	3	7.89 %
Total		38	100%	38	100%
Over-all Mean			**1.84**		**2.47**
Interpretation			**Fair***		**Fair***

*1.00 to 1.80 – Poor; 1.81 to 2.60 – Fair; 2.61 to 3.40 – Satisfactory; 3.41 to 4.20 – Very Satisfactory; 4.21 to 5.00 – Excellent

In terms of their fluency, some students did not want to participate because they were not confident or prepared for the interview. However, some tried to participate for grading purposes, suggesting that the level of communication skills of the respondents slightly improved during the post assessment. It is important to note a little discrepancy between pre-assessment and post assessment with 0.63 mean difference. In general, the satisfactory level of fluency of the respondents is but fair considering some success at communication despite some unnatural pauses, problem with flow and intonation, and delivery of message with some fillers.

To make verbal communication effective, pronunciation must be good. It plays a big part because sound is crucial in any language. Students were graded based on the following rubrics: (5) pronunciation is phonetically correct and natural; (4) generally correct and comprehensible. Only occasional errors are evident; (3) usually with several errors in pronunciation which interfere somewhat with communication; and lastly (2) excessively erroneous which makes communication very difficult.

Table 4. Students' Level of Communication Skills in Terms of Pronunciation

Score	Level of Communication Skill	Before		After	
		Frequency	Percentage	Frequency	Percentage
5	Excellent	0	0 %	0	0 %
4	Very Satisfactory	0	0 %	5	13.16 %
3	Satisfactory	7	18.42 %	13	34.21 %
2	Fair	27	71.05 %	18	47.37 %
1	Poor	4	10.53 %	2	5.26 %
Total		38	100%	38	100%
Over-all Mean			**2.08**		**2.55**
Interpretation			**Fair***		**Fair***

*1.00 to 1.80 – Poor; 1.81 to 2.60 – Fair; 2.61 to 3.40 – Satisfactory; 3.41 to 4.20 – Very Satisfactory; 4.21 to 5.00 – Excellent

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It is shown that majority of the students' communication skills in pre-assessment are fair at 71.05% while 47.37% in post-assessment. It is due to excessive errors that made their communication break-down. Some male respondents stuttered while some of the females kept laughing, hindering communication. Significantly, there was little discrepancy between pre-assessment and post assessment score with 0.47 mean difference. Some students expressed correct and comprehensible ideas but several errors in pronunciation interfered with the flow of communication.

In regard to the analysis of the evaluation of video production of Grade 11 G.A.S students it was answered from the question, (2) is there a significant difference in the communication sub-skills of students before and after doing collaborative video production?

The table below shows results of the paired t-test conducted to analyze whether or not a significant difference existed between students' communication skills in terms of interactivity. Table 5 reveals that the mean communication skills of the students, in interactivity before and after the experiment were, 2.737 and 3.289 respectively. This accounts for a difference of 0.552 which was found to be significant with t = -4.112 (37, p<0.000). This implies that the communication skills of the students after collaborative video production slightly improved as far as interactive communication was concerned.

Table 5. Difference of Students' Communication Skills in Terms of Interactivity

Phase	Mean	Mean Difference	Degrees of freedom	Test Statistic (t)	p-value	Critical Value	Decision	Remarks
Pre-assessment	2.737	0.552	37	-4.112	0.000	2.026	Reject H_0	Significant
Post-assessment	3.289							

The students who experienced collaborative video production showed notable improvement in interacting with their teammates, other classmates and teacher. This proves Fried-Booth's (2002) study that students need to work together to create their desired end product; they need to develop confidence and independence. In addition to this, experience in collaborative video production as part of their task-based language learning improves their English proficiency (Farouck, 2016).

The table below shows the results of the paired t-test conducted to determine whether or not a significant difference exists between students' communication skills in terms of discourse management. Table 6 reveals that the mean communication skills of the students in discourse management; before and after the experiment were 2.237 and 3.026 respectively. This accounts for a difference of 0.789 which was found to be statistically significant with t = -5.563 (37, p<0.000). This implies that the communication skills of the students after collaborative video production moderately improved as far as discourse management was concerned.

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Table 6. Difference of Students' Communication Skills in Terms of Discourse Management

Phase	Mean	Mean Difference	Degrees of freedom	Test Statistic (t)	p-value	Critical Value	Decision	Remarks
Pre-assessment	2.237	0.789	37	-5.563	0.000	2.026	Reject H_o	Significant
Post-assessment	3.026							

The mean communication skills of the students in discourse management; before and after the experiment were 2.237 and 3.026 respectively. This accounts for a difference of 0.789 which was found to be statistically significant with t = -5.563 (37, p<0.000). This implies that the communication skills of the students after collaborative video production moderately improved as far as discourse management was concerned. This means that as the respondents used their experiential learning in collaborative video production, they combined their ideas to create a unique product (Cherry, 2019). And as the respondents used video techniques first-hand they used real language (Hammer, 2001).

The table below shows the results of the paired t-test conducted to determine whether or not a significant difference exists between students' communication skills in terms of fluency before and after collaborative video production.

Table 7. Difference in Students' Communication Skills in Terms of Fluency

Phase	Mean	Mean Difference	Degrees of freedom	Test Statistic (t)	p-value	Critical Value	Decision	Remarks
Pre-assessment	1.842	0.632	37	-5.187	0.000	2.026	Reject H_o	Significant
Post-assessment	2.474							

Table 7 shows that the mean communication skills of the students as exhibited in fluency before and after the experiment were 1.842 and 2.474 respectively. This accounts for a difference of 0.632 which was found to be significant with t = -5.187 (37, p<0.000). This shows that the communication skills of the students after their experience in collaborative video production somewhat improved as far as fluency was concerned.

According to Yi (2007), interacting and connecting appropriate with other people in a positive environment enhances students' oral communication skills. Somehow, this was achieved by the respondents since most of them got high fluency rating as they did collaborative video production, This is much evident in the study of Fried-Booth (2002), which shows that as students engage in collaboration and work together to achieve their goal their confidence in speaking is developed.

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The table below shows the results of the paired t-test conducted to determine whether or not a significant difference exists between students' communication skills in terms of pronunciation before and after collaborative video production.

Table 8. Difference in Students' Communication Skills in Terms of Pronunciation

Phase	Mean	Mean Difference	Degrees of freedom	Test Statistic (t)	p-value	Critical Value	Decision	Remarks
Pre-assessment	2.079	0.474	37	-3.666	0.001	2.026	Reject H_o	Significant
Post-assessment	2.553							

Table 8 shows that the mean communication skills of the students, demonstrated in pronunciation before and after the experiment, were 2.079 and 2.553 respectively. The difference of 0.474 was found to be significant with t = -3.666 (37, p<0.001). This implies that the pronunciation of the students after collaborative video production improved to some extent.

Faulty pronunciation is one of the most common causes of miscommunication. According to Gilakjani (2011), there are difficulties in learning English pronunciation, which the GAS 11 B manifested during the pre-assessment. However, as they got involved in collaborative video production, their communication skills improved. According to Kenworthy (1987), engaging students in communication activities involving planning, rehearsal and presentation could lead to improved pronunciation.

(3) To what extent does collaborative video production affect the communication skills of the students?

To determine the extent at which collaborative video production affected students' communication skills, their over-all communication skills before and after the experiment were determined. These scores were subjected to further analysis, results of which are displayed on Table 10 below.

Table 9. Difference in Students' Over-all Communication Skills

Phase	Mean	Mean Difference	Degrees of freedom	Test Statistic (t)	p-value	Critical Value	Decision	Remarks
Pre-assessment	8.895	2.447	37	-8.329	0.000	2.026	Reject H_o	Significant
Post-assessment	11.342							

As the table above shows, the over-all communication skills of the students in pre-assessment had a mean value of 8.895 while in post-assessment, the mean went up to 11.342. Clearly, a difference of 2.447 is significant. Further, the computed test statistic t = -8.329 (37, p<0.000) led

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to the rejection of the null hypothesis. Thus, there is a significant difference in the over-all communication skills of the students before and after their involvement in collaborative video production. The difference between the test statistic and the critical value as well as the improvement in each communication sub-skill signifies that collaborative video production honed students' communication skills to a great extent.

Despite difficulties in speaking in English, their ability was definitely developed as they worked together in a communication project. In fact, as the students did the experiment, they not only developed and honed their oral communication skills but also their enthusiasm towards the language. Aside from these benefits, the respondents also revealed their ability to give meaningful feedback and analyze content. Likewise, video production greatly boosted their confidence, enhanced rapport with one another and helped create positive educational outcomes (Glenn, 1996). In relation to this, Schults (2013) said that having students produce their own video materials promotes active learning and authentic experiences.

Discussion

Having analyzed the data through paired t-test and independent t-test, the researcher concluded that collaborative video production has a moderate effect on respondents' oral communication skills. Based on data analysis, the computed test statistic t = -8.329 (37, $p<0.000$) led to the rejection of the null hypothesis owing to the slight difference in the communication skills of the students before and after their experience to collaborative video production. The gap between the test statistic and the critical value as well as the improvement in each of communication sub-skill signifies that collaborative video production posed a modest effect on students' oral communication skills. Therefore, the researcher concluded that collaborative video production could serve as a tool in honing the communication skills of students through the utilization of technology.

1. What were the difficulties that the respondents encountered during the pre-assessment and post-assessment, and how were these addressed?

In interactive communication of the respondents, they evidently encountered difficulty during the pre-assessment as shown by lack of responses or interaction. They struggled in keeping the conversation going. During the initial stage of creating their video, some students got shy, apparently intimidated by other teammates who were more confident. But as time went by, these respondents got the hang of the activity, and their intimidation was replaced by fun. During post-assessment, they had learned the importance of interaction. Their involvement in video production resulted in improved oral communication.

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2. What improvements were exhibited by the respondents in terms of interactive communication, discourse management, fluency and pronunciation?

The Grade 11 General Academic Strand (GAS) B students' level of performances in oral communication was assessed from communication sub-skills namely: interactive communication, discourse management, fluency and pronunciation prior to collaborative video production and after it was conducted. With respect to discourse management, students at first just answered the question briefly without any elaborations nor explanation of their answer which does not make for effective communication. But as they proceeded creating their video and fleshed out their script, they answered in detail and used cohesive devices, In this case, the researcher believed that the respondents had been influenced to explain their answers aided by cohesion. With that, progress was evident. However, improvement was moderate at best.

Regarding fluency, the respondents spoke haltingly during the pre-assessment due to anxiety or lack of ideas to the point of not participating at all making the communication ineffective. In the course of the video production, gaps continued but as they rehearsed their work over and over again, their scene became satisfactory; the same improvement was manifested during the post-assessment.

Regarding pronunciation, most of the students repeated words unduly during the assessment, and that made their communication incomprehensible. Pronunciation was generally incorrect, making the attempts at communication unsuccessful but with several practice they improved their pronunciation and made fewer mistakes. The improvement was manifested during the post-assessment. Based on the data, it can fairly be said that video production can be a tool in honing the oral communication skills of students.

3. How did the collaborative video production change the perception, attitude and behavior of the respondents towards oral communication?

Apart from the above findings, the researcher observed the behavior of students during the experiment, even below-average students were grateful with the innovative style as they got more involved in learning due to the use of technology especially videos. Almost all the students were confused and hesitant to speak in English in the beginning even if they were already in senior high school. They had different perceptions on a topic or idea, some intimidating situations would occur. Similarly, cultural differences could hinder the flow of communication.

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Conclusion

In conclusion, the researcher also crafted recommendations that could help professionals for further research. (1) In this time of the pandemic, the value of technology has arisen such that even the technophobic person needs to learn and embrace its use. This simply means that the way teachers deliver classroom instruction may be well highly digitalized, that is, with the use of computers and other devices. There is a need for teachers of English and other subjects to create activities that could be fun, engaging and educational. Additionally, the present study suggests that the use of videos as a tool, whether created professionally or by students, could help improve the oral communication skills of students. The findings of the present study could also guide the development of other competencies, not just communication skills. (2) Performance tasks in every activity can enhance collaboration skills among students. Any learning activity or assessment that requires students to perform will be instrumental in prompting the learners to demonstrate their knowledge, understanding, and proficiency not just in speaking but also in their listening, reading, writing, and visualizing. These macro skills will also help them evaluate different tasks, thus making them more adept. The findings of the present study could guide the professionals in giving proper performance tasks and activities that will hone students' communication and collaboration skills at the same time. (3) The findings of the present study could serve as a guide in the conduct of (1) the use of vlogs and computer application software to improve speaking skills in secondary level; (2) an experiment of audio aids to improve pronunciation in English; (3) a comparative study on the improvement of English communication by using routine teaching method with visual aids software; (4) creation of video lessons as supplementary material during the pandemic, and (5) factors affecting below-average students in learning English online.

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