

Talk-Thru-Vlog for Oral Communication in Context

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Abstract

This study looked at the effectiveness of Talk-Thru-Vlog in teaching Oral Communication in Context to Grade 11 students of Pajo National High School, Pajo, Lapu-Lapu City, Cebu, Philippines. It compared respondents' pretest and posttest scores on the Oral Communication subject's most essential learning competencies. It also gathered data on the respondents' Talk-Thru-Vlog experiences in modular distance learning. The quantitative part of the data in this study was the students' pre-post test results, whereas the qualitative aspect was the students' experiences. Compared to the pretest scores of the learners, wherein they only have prior knowledge of what is Oral communication all about, with the use of Talk-Thru-Vlog in teaching Oral Communication in Context as a lesson exemplar, there were measurable improvements in posttest scores and can be viewed as a technique in increasing respondents' understanding of the most key learning competencies. In addition, this approach enables students to learn through Modeling, develop critical thinking, apply learned concepts, and experience unique learning. Teachers can utilize this type of exemplar to acquire a true and accurate view of their students' learning situation, using the measurable result of the Talk-Thru-Vlog in the preceding.

Keywords: Distance Learning, Oral Communication in Context, Talk-Thru-Vlog, Pre-post Test

Introduction

Oral communication is an essential skill; it is all about expressing one's sentiments and thoughts in a conversation and the kind of behavior that comes with it. In the essential competencies, students are expected to improve their listening and speaking abilities for effective communication in various contexts. The problem here is how to do so promptly.

Despite the different strategies laid for the curriculum, current situations complicate how teachers transfer knowledge and make it effective. During this pandemic, there will be no face-to-face classes and sessions.

Nevertheless, there will be a learning continuity that can provide learning opportunities among students through blended and distance learning, as stated by the DepEd Secretary Leonor Briones during her interview with the Philippines Star, dated May 28, 2020.

In this era, digital technologies are essential tools to make the new normal in education much more engaging and possible, as experiential learning remains the target that must be incorporated into the planned technique. As the digital world grows, more educational approaches are within reach. Moreover, teachers can utilize flexible lesson exemplars that are engaging by nature and suitable to the current situation, bringing the online platform and creativity using the technology to make the lessons well-materialized and on time. As the trend in technology continues to grow, video logging, known as Vlogging, has become one of the popular mediums that uses video, delivering deep context and visible actions, especially when communicating.

Vlogging is blogging by nature, where the video is the primary tool (Kirschner, 2012). It can include speakers or vloggers who provide the text and meaning for the film, which are video collections portrayed as a documentary on audio-visual life and a communication medium that communicates on the Internet (Biel & Gatica-Perez, 2010).

It is a platform where people share information or ideas on a website and is highly similar to blogging. The critical difference between blogging and vlogging is that blog is merely text content with passive audiences. In contrast, vlogging allows users to use a visual medium, specifically video, to share thoughts, feelings, and facts.

When teachers vary their educational delivery, students learn better and teach using as many senses as possible to allow them student to master the data they are given in a way that is most tangible to them. Vlogging for students who are visual learners can be helpful for them to relate to and understand the data. It can be expressed orally or in a speech by sharing information and experiences or providing advice (Davis, 2014).

The researchers have been very interested in finding engaging teaching techniques that promote an in-depth comprehension of the subject matter. Therefore, the researcher develops Talk-Thru-Vlog to teach Oral Communication in Context, specifically on the essential learning competencies in quarter 1 (one). It has been applied in the Department of Education; module makers are tasked with creating a PowerPoint Presentation with a voice-over that will properly discuss the teacher using technology. Since technology has proven to be more futuristic in delivering valuable learnings to students, how about developing teaching methods that can be used as lesson examples that enable learners to comprehend further the lesson at hand as the teacher guides them through the use of the talk-thru-vlog, involves the virtual presence of the

teacher in a distance learning which offer to help the learners accomplish the self-learning modules.

The Effectiveness of Talk-Thru-Vlog as a Lesson Exemplar in Distance Learning

This study highlights the pivotal contribution of Talk-Thru-Vlog in teaching Oral Communication in Context subject from the experiential learning perspective. Although educators utilize vlogging in the teaching and learning process, there is not enough literature objectifying its outcome through experiential learning. Henceforth, it is essential to deeply understand how this approach can benefit the body of knowledge.

An article about Vlogging and reflexive applications stated that this realistic, practice-based article aims to identify and explain vlogging while teaching a blended learning course based on the teacher's experiences. Vlogging is a video recording of a short period that includes the learner in critical self-reflection. It is a scaffolding technique for shifting students from a descriptive journal to situated interactions and into a reflexive, meaning-making self-identity that is more complex. In addition, teachers may use vlogging to collect student feedback that offers insight into the learning process as a learning analytics tool. Findings from an exploratory, descriptive analysis provide insights into the complexities and benefits of using blended learning vlogging (Brott, P. E., 2021, pp. 1-1).

Another supporting study to this research is, Vlogging: A New Channel for Language Learning and Intercultural Exchanges stated that in educational contexts, the ability for computer-supported learning has opened up the possibilities for learners to engage outside the classroom in informal contexts. The current study's background is the YouTube vlog of a young American person sharing his experiences as a French learner. This paper focuses on the possible use of vlogs for the growth of users' language-speaking abilities. The study aims to explain and evaluate informal communication between an American French Language student who posts his learning experiences on YouTube and his audience using a vlog (Combe & Codreanu, 2016)

Furthermore, in a study on Vlogging Through Digital Lessons: Enhancing Speaking in an EFL Blended Learning Environment, Abstract Blended learning is a well-documented, effective learning method that enabled face-to-face and interactive lessons to be created over the last decade through the production and adaptation of digital materials. The present study, therefore, includes the explanation and method of a research case for qualitative intervention that took place at Liceo Los Alcázares, a private institution located in Bogotá, Colombia. The goal of this research study is to provide a theoretical and practical contribution to the fields of Linguistics and Materials Production and to examine the impact of the creation and implementation of digital materials (video-blogging lessons) in a mixed learning environment in order to elicit the speech of 12 fourth

graders in an EFL context. In addition, student objects, teacher's journals, voice-recorded interviews, and a survey were the resources that enabled a fruitful collection of data.

The results showed that students are inspired to speak English and construct Only-English-Environments in a foreign language setting when the text developers suggested and built materials fulfill their needs and often their likes. In the same way, during face-to-face and virtual lessons, developing and designing their own video blogs (vlogs) as a learning resource and strategy strengthened their English-speaking skills. (Torres & Jaramillo, 2018).

Furthermore, a study on Blogging, Vlogging - From Entertainment to Education. The paper focuses on blogging and vlogging, two principles that in modern education can be used. The role of the Internet in teaching, learning, and evaluation is recognized today, both in higher education and in school education. In several ways, the Web has become an indispensable instrument for all educational actors, both in and outside the classroom. Modern technologies provide a wide variety of applications, forming the basis of a new framework for providing education and knowledge building. More and more voices suggest that we are heading towards an educational revolution; much of its poignancy is lost by the present position of the teacher, that of information conveyor. Learning is individual-oriented, empowering students to select material and resources appropriate to their preferences, needs, and ability levels. The paper's first section deals with the blogging idea and offers examples of educational blogs.

The blog provides the right to add material of any sort. The choice depends only on each user's imagination. In the online world, blogs have become a well-established type of speech. The second section explains the notion of vlogging and examples of vlogging. The first and most common term that naturally happens when we say online video content is vlogging (a form of blogging, but using video as a form of content). Through it, individuals of all ages and from around the globe make their voices known and create impressive communities around video content online.

Vlogging, especially among young people, has become increasingly common worldwide. Whether it was a medium of entertainment at first, recently, or globally, a transition to education can be found. In exchange, schools are making a gradual transition to video learning (e-learning), alternative classrooms, Skype courses, online foreign language classes, or interactive assessments. The paper concludes that there are benefits and drawbacks to blogging/vlogging in education and opportunities to increase the quality of education. The use of emerging technology in education has changed the emphasis from knowledge accumulation to developing the functional skills required to achieve the learning objective (Bacescu, 2017.)

The Development of Vlogging as Learning Media to Improve Students' Learning Enthusiasm in Class. This study aims to: (1) establish Educational Vlogging for Class XII, (2) investigate the effectiveness of Vlogging as a learning tool, and (3) increase the excitement of students before and after using Vlogging Detective. This study was a research and development project (RnD). This study was adapted from an ADDIE development model consisting of five stages of development: 1) review, 2) design, 3) development, 4) implementation, and 5) assessment. Validation steps were carried out by content experts, teaching media experts, and accounting specialist training in product validation.

The product was checked on 35 students at SMK N Purworejo in class XII AK 4. (1) The Learning Media Vlogging was fine to be used for Class XII SMK N Purworejo based on research results. The evaluation score of material experts obtained an average score of 3.9 with the category "Good" was shown to be. 2) the evaluation score of material experts obtained an average score of 4.87 with the "Very Good" category, 3) the evaluation score of accounting practitioner learning obtained an average score of 4.4 with the "Very Good" category, 4) the student evaluation score obtained an average score of 3.8 with the "Good" category. Vlogging raised students' learning excitement in the field test by 9.24 percent, from 76.95 percent to 86.19 percent. The t-value was -19,650 with sig (p) = 0.000 based on the evaluation using the paired t-test. The results of the t-test showed that a substantial difference occurred between before and after media use. It can be inferred that the vlogging media passed the "Good" feasibility study and enhanced students' learning (Darmawan, 2016).

Methodology

This mixed-method study employed the Talk-Thru-Vlog as a learning exemplar in the teaching of Oral Communication to Pajo National High School's Grade 11 ABM students. The sub-problems were a mix of quantitative and qualitative data, therefore it was a mixed-method project. The quantitative data was the respondents' pre-post test scores.

The pre and post-test scores of the students were collected using the test questionnaire made by Mr. Jessie L. Bontuyan (2022). In addition, survey interviews were also used to elicit replies from students about their experiences with the Talk-Thru-Vlog in terms of tangible experience, introspective observation, abstract conceptualization, and active experimentation. Although a researcher-created test is a cognitive type of assessment, it does not require pilot testing to ensure its validity; as a result, the researcher only consulted assessment experts to determine whether the type of examination and its content is appropriate for the student's learning competencies and level.

Keeping the ethical requirement of providing protection and respect to the subjects, the researcher adequately described the subjects' rights and responsibilities as participants in the study. During the procedure, the researcher established that the researcher did not violate the participants' privacy and anonymity. The participants were also aware that their involvement in the study was voluntary and that their decision to join would not affect their grades or grades in the long run. Finally, after the study was concluded, all information obtained was kept private and appropriately disposed of after the data gathering.

Result And Discussion

This chapter presents the data gathered from the academic performance based on the pretest and posttest scores of the Grade 11 ABM students in Oral Communication in Context on the following competencies: explaining the nature and process of communication; differentiating the various models of communication, using various strategies in order to avoid communication breakdown; and examining samples of oral communication and the conduct of a survey questionnaire on the respondents' learning experiences based on the experiential learning theory - a four-stage model: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE).

Along with the consolidation of statistical data, this part also showcases the analysis and interpretation of the results. The first part unveiled the academic performance of the Grade 11 ABM students in Oral Communication in Context through the pretest and posttest scores based on the identified competencies. The second part portrayed the significant difference in students' pretest and posttest scores based on the identified Competencies. The third part manifested the students' learning experiences based on the experiential learning theory - a four-stage model: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE).

The Pretest Scores Of Grade 11 Abm Students Based On The Essential Learning Competencies

Twenty-seven students participated in this study. During the pretesting, the majority of the students (59.0%) needed improvement in explaining the nature and process of communication, more than a third (44.44%) of them performed lowly on differentiating the various models of communication, 40.75% were good in using various strategies to avoid communication breakdown and were found to be very good (40.75%) when examining samples of functions of communications (see table 1).

Students' academic performance through an essay type of test with a rubric was made by Mr. Jessie L. Bontuyan, and a multiple-choice test as

the basis for pretest scores. Thus, to answer the first problem of this study, the pretest scores of Grade-11 ABM students in Oral Communication in Context who have undergone the computer-based examination are presented in the preceding table.

Table 1. Pretest Results of the Students

Pretest	explaining the nature and process of communication	%	differentiating the various models of communication	%	using various strategies to avoid communication breakdown	%	examining samples of oral communications	%
Needs Improvement (0-2)	16	59.26	12	44.44	6	22.22	0	0.00
Moderately Good (3-4)	7	25.93	6	22.22	8	29.63	2	7.41
Good (5-6)	4	14.81	5	18.52	11	40.74	10	37.04
Very Good (7-8)	0	0.00	2	7.41	1	3.70	11	40.74
Outstanding (9-10)	0	0.00	2	7.41	1	3.70	4	14.81
TOTAL	27	100.0	27	100.0	27	100.0	27	100.0

This result shows more students requiring improvement, followed by a large percentage of moderately good. Only a small percentage made it sound very good and outstanding. Pretests can establish a baseline of topic knowledge at the start of a course and then link to an end-of-course exam to assess new information. Pretests can also be used to assess a student's understanding of the content that must be covered. However, according to Lazarowitz and Lieb, students may have prior knowledge of a topic to be learned, which could be used as a receptor for a constructivist study mode provided it is discovered and explained in the classroom. With this, students' misconceptions can make learning new things difficult (2006, pp 741-762).

Another is due to various limits imposed by Covid-19, which prohibit students from going out, teachers will be left with the option of conducting pretests online, which is a long cry from the usual testing method. According to Al-Amri, S., CBA has yet to have a significant impact on high-stakes educational evaluation. However, if CBA increases, the equivalency between CBA and P&P test scores will become a significant concern in education. Because the CBA and P & P exams give test takers with qualitatively different experiences, the impact of individual variances

on the testing experience and statistical equality of scores should be considered. Most score equivalence studies have neglected factors like computer experience, fear, and attitudes. It is concluded that each of these categories is important to the research of equivalency and that the often-conflicting results are due to the quick changes in technological exposure (2007, pp. 101-110)

Furthermore, the posttest results show that 29.63 % were already good at explaining the nature and process of communication, 29.63 % were good at differentiating the various models of communication, 29.63 % were moderately good at using various strategies to avoid communication breakdown, and 62.96 % were found to be very good in examining samples of communication functions (see table 2).

The Posttest Scores Of Grade 11 Abm Students Based On The Most Essential Learning Competencies

Students' academic performance through the same set of questions but rumbled items of an essay type of test with a rubric created by Mr. Jessie L. Bontuyan and a multiple-choice test as the basis for post-test scores

Also, to answer the first problem of this study, the posttest scores of Grade-11 ABM students in Oral Communication in Context who have undergone the computer-based examination are presented in the preceding table.

Table 2. Posttest Results of the Students

Pretest	explaining the nature and process of communi- cation	%	differen- tiating the various models of commu- nication	%	using various strategies to avoid communi- cation breakdow- n	%	examinin- g samples of functions of communi- cations	%
Needs Improvement (0-2)	6	22.22	5	18.52	6	22.22	0	0.00
Moderately Good (3-4)	2	7.41	7	25.93	8	29.63	1	3.70
Good (5-6)	8	29.63	8	29.63	5	18.52	6	22.22
Very Good (7-8)	6	22.22	3	11.11	5	18.52	17	62.96
Outstanding (9-10)	5	18.52	4	14.81	3	11.11	5	18.52
TOTAL	27	100.0	27	100.0	27	100.0	27	100.0

Table 2, Talk-Thru-Vlog as a lesson exemplar, is highly effective in one of the competencies, explaining the nature and process of communication, and has a modest effect on the remaining competencies. According to Anzaldo, Not all learners do their modules committedly; most students and learners complete their modules purely for formality and to meet the requirements. Knowing that students take modules for granted is

extremely disheartening for a teacher. Unlike traditional face-to-face classrooms, where teachers can supervise and support their students' learning, teachers can only check their students' academic achievement through text messaging and phone calls, and self-learning modules may result in lesser comprehension of context to learners because it should be noted that distance learning will compel to confront most formidable opponent: the person's laziness (2021).

In addition, most studies have revealed that students who are proficient in a subject utilize techniques more consciously, purposefully, and frequently than students who are not excellent (Oxford & Nyikos, 1989). According to Naiman, Frohlich, Stern, and Todesco (1978), highly proficient students use appropriate strategies for receptive and productive tasks. In contrast, less proficient learners have a narrower range of appropriate techniques and are less likely to choose appropriate strategies for the task.

Significant Difference In Pre-Post Test Scores

Students' academic performance will be assessed through an essay type of test with a rubric created by Mr. Jessie L. Bontuyan and a multiple-choice type. With the same set of questions from the pretest, another set of examinations is to be conducted, but items are rumbled as the basis for posttest results.

Hence, to answer the third problem of this study, the pretest and posttest scores of Grade-11 ABM students in Oral Communication in Context who have undergone the computer-based examination are presented in the preceding table.

Table 3. Comparison of the Pretest and Posttest Performance of the Students

Competencies	Pretest Scores		Posttest Scores		p	Interpretation
	Mean	Standard deviation	Mean	Standard deviation		
• explaining the nature and process of communication	2.0	1.98	5.85	2.8	<.000 00003 137	Significant
• differentiating the various models of communication	3.81	2.73	5.15	2.89	.06	Not Significant
• using various strategies to avoid communication breakdown	4.30	2.05	4.81	2.59	.41	Not Significant
• examining samples of functions of communications	6.78	1.76	7.04	2.58	.58	Not Significant

Table 3 shows, There is a statistically significant difference in the performance of the students during the pretest and posttest on explaining the nature and process of communication, but on all other components of the TTV as used in the teaching of Oral Communication in context among Grade 11 students in Pajo National High School is not significant (see table 4). It implies that the use of TTV in teaching oral communication in context is effective only in explaining the nature and process of communication among grade 11 students.

Nevertheless, it was found that there was a little increase in the following competencies; however, each showed no significant difference: differentiating the various models of communication; analyzing various strategies to avoid communication breakdown. According to Soloman, with the application of different dimensions of learning style, there are these so-called intuitive learners who often like to explore possibilities and relationships; are better at grasping new concepts by applying them; are more innovative; and do not like "plug-and-chug" courses that require much memory (2000).

According to Palmer (2008), students can choose content and resources relevant to their interests, needs, and abilities since learning is based on the individual, allowing them to choose what they want to learn (Bacescu, 2017). Furthermore, a high degree of interest in the lesson varies based on the activities they were involved in throughout the class and the activities they were participating.

Another aspect of guided lessons in a vlog format is an agile change from brick-and-mortar to online distance learning to sustain teaching and learning in response to the disruption and impact brought to society by the COVID-19 epidemic. The approaches considered the needs of taught and non-taught courses, the reliability of online delivery of topics, and quick orientation for students new to online learning. As a result, the effectiveness of teaching and learning was measured in terms of instructor and student participation, which showed a slow start due to the numerous changes required to deal with the transition. Both instructors and students demonstrated significant changes in their level of engagement in various online teaching and learning methods once the adaptation procedure was completed. The importance of guidance and support were also highlighted. Modifications to lesson delivery and assessment techniques are also strongly suggested ([Tang](#), [Lei](#), [Tse](#), [Lam](#), and [Cheong](#), 2020).

Lastly, implementing blended learning as a teaching method presents several difficulties. According to (Khan, Shaik, Ali, and Bebi, 2012), sufficient technical support is an efficient strategy for solving issues. Integrating blended learning into the existing teaching and learning structure is challenging. In research by de Jong, Savin-Baden, Cunningham, and Verstegen, the same problem is emphasized (2014). De Jong highlighted six significant issues relevant to designing blended

learning systems. Two main issues are cultural adaptation and technology know-how. Students must be able to change to adopt the new teaching and learning style. However, social interaction and communication should not be jeopardized at the expense of technology usage. The role of the teacher, careful selection of collaboration tools, and technical preparation are essential considerations when designing and implementing blended learning. Teaching materials provided online must be carefully chosen to assist successful teaching and learning process.

Students Learning Experiences On The Use Of Talk Through Vlog

This research used online survey interviews to gather the students' learning experiences using Talk-Thru-Vlog regarding concrete experience, reflective observation, abstract conceptualization, and active experiences. Due to the Covid-19 pandemic, only 27 participants participated in the online survey interview. The interview was conducted online in Google Forms, and respondents were given access to the platform used by the researcher in which they answered the open-ended questions.

Prior to the online survey interview, the researcher conducted a Google meeting with the participants, firstly the researcher laid down all the terms and conditions for participating in the study; second, consent forms were sent to each of the students; and third, confirmation of those respondents who would like to partake in the study.

Generated Themes on the use of Talk-Thru-Vlog

The emerging themes acquired from the interview are presented in the following paragraphs. The themes are a unique learning experience, learning through Modeling, developing critical thinking, and applying to learn.

Experiential learning of the student through an open-ended question will be extracted and generated into a theme. Students learning experiences are purposeful and meaningful while utilizing the Talk-Thru-Vlog in completing the self-learning module. These learning experiences are based on the experiential learning theory - a four-stage model: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE).

Therefore, to answer the fourth problem of this study, the qualitative result of Grade-11 ABM students in Oral Communication in Context who have undergone the computer-based examination is presented in the preceding paragraphs.

Unique Learning Experience. One of the notable themes based on the extracts is how Talk-Thru-Vlog provides a unique learning experience. It gave students a new way of learning the lessons, which is engaging by nature. The success of video learning is mainly dependent on the ability to interact with it. Students in the e-learning environment with interactive

video outperformed those in other settings regarding learning performance and learner satisfaction (Zhang et al., 2006).

Talk-Thru-Vlog provides a substantial learning experience since the materials provide a unique learning experience that learners find engaging and interactive. The following is the interview transcripts:

Interviewer: What aspect of the Talk-Thru-Vlog differs from the voice-over PowerPoint presentation?

Respondent 1: *“Aspects of the Talk-Thru-Vlog that I found very unique is that you listen to it virtually, which helps you understand the sequence better and gives everyone the feeling that they can rely genuinely on the message and easily answer the following questions given to the modules. You can easily adapt its concept because it is very complete, concise, and the words speak clearly.”* (Respondent 1 said that the fact that she can listen to it electronically helps her to better comprehend the sequence and provides enough information.)

Respondent 8: *“I find it more convenient than the PowerPoint presentation because I can view the video through messenger and I don't have to download the PowerPoint presentation and I find it easy to understand because it is your teacher is explaining and teaching just like face to face because you are listening while answering the modules and I can answer my weekly modules easily.”* (Respondent 2 said that she appears to be in a face-to-face lesson, and the teacher appears physically present.)

Respondent 11: *“Talk Thru Vlog is a practical and simple approach to interacting with your classmates and all students. It offers distinct features that might assist students in reaching out to their lessons. The voice-over presentation is incompatible with all phones and can only be used if you have a laptop. However, not everyone can afford or own a laptop. As a result, talking through a vlog is more effective and less time-consuming than the voice of a PowerPoint presentation.”* (Respondent 3 said that it has various features that seem they are communicating with their teacher.)

They are learning Through Modeling. Another recurring theme in this research is learning through Modeling because the learners can absorb the lesson by imitating the teacher from the vlog. Building self-regulatory and intellectual skills, as well as increasing self-efficacy, can be accomplished through Modeling. Modeling was used to improve self-efficacy, abilities, and self-regulation in various ways (Schunk & Zimmerman, 2017). The transcripts of the interviews are as follows:

Interviewer: How does the video help you to understand and realize the topic?

Respondent 5: *“It helps me realize and understand easily through Talk-Thru-Vlog with a speaker who discusses the lesson, and if you listen*

carefully to what she says, you can easily answer the questions on the modules.” (Respondent 1 said, Through a Talk-Thru-Vlog with a speaker who discusses the lesson, she can listen closely to what the teacher says, making it easier for her to grasp and comprehend the lesson.)

Respondent 15: *“It’s helped me to understand and realize more about this topic. Because on that video, I watch it discussed on how you interact others by using English language and how to do the different task given to your teacher.”* (Respondent 2 said, it has helped her gain a better understanding of the subject and she also learned how to interact well using English as the medium.)

Respondent 9: *“It helps me to know the given topic by listening to the speaker of the video. Video also helps the students to understand a lot of lessons. By realizing and understanding the given topic you must play the video and learn the given topic of the speaker.”* (Respondent 3 said, it is necessary to watch a video and study the speaker’s topic, after you can provide realizations and applying some learned ways with the help of the video.)

Develop Critical Thinking. Another prevalent theme is to develop the student’s critical thinking since students can think about fresh ideas and expand their understanding of a particular topic. According to Abrami (2015), Critical Thinking is a self-regulatory, purposeful judgment that leads to interpretation, analysis, evaluation, inference, and explanations of the factors that go into making that decision. The impact of instruction on developing, enhancing critical thinking abilities and attitudes, as well as student accomplishment. The following are the interviews transcripts:

Interviewer: How does Talk-Thru-Vlog lead you to draw out a comprehensive conclusion?

Respondent 3: *“It contributes to the development of new knowledge for every listener who simply listens to the discussion. Regardless of the pandemic, Talk-Thru-Vlog is a very useful platform. Talk-Thru-Vlog is a tool that encourages everyone to learn, regardless of the difficulties they face.”* (Respondent 1 said that every listener who merely listens to the discussion contributes to producing new knowledge.)

Respondent 11: *“It leads me to understand the topic which interests me the most and build more knowledge about the topic and engage the learners during the process of talk thru vlog, therefore I would recommend that talk thru vlog should be implemented in all learning institutions and research on how to improve this learning process so that students can have a good quality education.”* (Respondent 2 said that during the process, she was able to grasp the topic better, which made her gain more knowledge about it, and she is more engaged as a student.)

Respondent 16: *“By watching the video and paying attention to the speaker. When you listen to the speaker or the individuals in the video that*

is being shown. You will obtain a lot of knowledge and will be able to draw / picture of what you have studied." (Respondent 3 said, you'll learn a lot and be able to create a representation of what you've learned as well.)

Application of Learning. Another salient theme is how students' digital learning can be put to use in real-world situations, where it can be beneficial and useful, especially in a distance learning situation. Technology, such as multimedia, is being employed as a teaching tool. In order to attain positive educational outcomes, several academics and educators have developed appropriate approaches to create multimedia applications. The definition of multimedia and the relationship between it and learning tools, the concept of multimedia applications, how they are created using different media, the type of educational element that affects learning in the natural environment, and real-world issues, according to Gunawardhana & Palaniappan (2016). The following are the transcripts of the interviews:

Interviewer: How does the Talk-Thru-Vlog assist you in efficiently applying its concepts in real-life interactions?

Respondent 13: *"The Talk-Thru-Vlog assists me in efficiently applying its concepts in real-life interactions by showing us real-life situations as an example of a certain topic. Communication itself is very important in our daily lives, so through this activity it helps me in relating real-life situations."* (Respondent 1 said, with practical situations as an example, the Talk-Thru-Vlog supports her in effectively applying its concepts in real-life interactions.)

Respondent 20: *"By applying the concepts, principles, and information I've learned in various topics, Talk-Thru-Vlog can benefit me in real-life encounters. Furthermore, Talk Thru Vlog is the same to the typical classroom setup. The only difference is that we can only see or view the persons who are talking through a video."* (Respondent 2 said, in real-life situations, a Talk Thru Vlog may be beneficial to her.)

Respondent 22: *"It makes me a better person when interacting with other people because it gives me ideas on how to control my emotions and how to consider other people's points of view."* (Respondent 3 said, It helped her deal with other people and taught her how to manage her emotions in real time.)

Based on students' experiences with the technique, it is clear to see that it is a unique learning tool that allows students to grasp the lesson by modeling it and then applying what they have learned in real-life situations, as well as developing critical thinking skills, all of which make the Talk-Thru-Vlog as a practical lesson exemplar. One of the fastest-growing areas in education and training is e-learning. The Internet, intranets, extranets, satellite transmission, audio/video tape, interactive TV, and CD-ROM are all examples of electronic media used to transmit content.

Experiential activities are well-suited to a variety of e-learning applications. WebCt E-learning Center, which features an extensive online community dedicated to improving education, is a more generic citation. WebCT offers various tools, simulations, academic discussion groups, homework assistance, and other online resources in all academic subjects. Educators must be aware of the value of e-learning as an experienced tool and one of the most effective ways to spread the word about this idea (Gold, 2001).

Moreover, online are prepared to work as e-learning by taking a practical approach to creating a real-world learning experience. Its instructional design selections are based on Kolb's paradigm of experiential learning. Researchers have built a series of online instructional-design courses in which students discuss instructional tactics as well as give assistance and feedback to one another on the e-learning products they generate on their own. This method provides for the integration of school and the natural world in a well-balanced, yet rigorous, curriculum. By ensuring that online learning activities are relevant and compelling, Kolb's approach helps instructors focus on online student engagement and satisfaction problems. Even though this method is unconventional, it allows students to create high-quality e-learning products quickly, even if they lack extensive technical abilities. (Dunlap, J., Dobrovolny, J. & Young, D. 2008).

Conclusion

According to the study's findings, using TTV as a lesson exemplar in teaching Oral Communication in Context is adequate for explaining the nature and process of communication and somehow effective on the learners' posttest scores for the other competencies since it showed little progress. However, based on the student's experiences with the Talk-Thru-Vlog, the technique provides a unique experience, enables learners to grasp the lesson through Modeling, enables learners to apply the lesson in real-world situations, and fosters critical thinking skills, all of which contribute to the Talk-Thru-Vlog being a successful lesson exemplar based on the generated themes. Additionally, TTV as an exemplar must be developed to incorporate experiential learning that is tailored to the student's learning styles in order for it to be effective in teaching all of the most critical competencies in oral communication in context to grade 11 students.

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