THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS USING ONLINE COLLABORATIVE LEARNING FOR MYANMAR MIGRANT STUDENTS IN THAILAND

BY

NANG AYE AYE THAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023

Thesis entitled

THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS USING ONLINE COLLABORATIVE LEARNING FOR MYANMAR MIGRANT STUDENTS IN THAILAND

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NANG AYE AYE THAN

was submitted in partial fulfillment of the requirements

for the degree of Master of Education in Curriculum and Instruction

Rangsit University

Academic Year 2023

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Assoc.Prof.Marut Patphol, Ed.D.   Asst.Prof.Nipaporn Sakulwongs, Ed.D.

Examination Committee Chairperson   Member

Techameth Pianchana, Ph.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

April 9, 2024

Acknowledgements

Nang Aye Aye Than

Researcher

6304612   : Nang Aye Aye Than

Thesis Title   : The Development of English Speaking Skills Using Online

                      Collaborative Learning for Myanmar Migrant Students in Thailand

Program   : Master of Education in Curriculum and Instruction

Thesis Advisor : Techameth Pianchana, Ph.D.

Abstract

This study was conducted through a mixed-methods approach to determine whether implementing online collaborative learning (OCL) strategies in English-speaking classes had an effect on developing English-speaking skills and exploring the opinions of Myanmar migrant students in Thailand. A purposeful sample group of 20 participants was chosen from the estimated 250 enrollments in the third semester of 2023 at the Bawaalin Myanmar Vocational Training Center in Thailand. The sample group was taught through OCL settings for a month. Its effectiveness was assessed using the three data collection instruments. The quantitative data acquired from English-speaking skills tests were evaluated using a paired sample t-test based on the mean, standard deviation, and significant value. The examination of the English speaking skills test score revealed a significant mean difference of 14.14 (35.34%) between the pretest mean ($\mu = 13.50$) and the posttest mean ($\mu = 27.64$). The significance value was .000. The students' opinion questionnaires had a result of $\alpha.90$, indicating the excellent level of their opinions toward the method. The qualitative data obtained from a one-on-one student's opinion interview revealed that online collaborative learning had a positive impact on the overall opinions of Myanmar migrant students. The findings demonstrated that the English-speaking skills of Myanmar migrant students were developed, and their opinions toward the applied method were also at a high level. Therefore, online collaborative learning was strongly recommended for teaching all subjects and skills in order to attain similar goals.

(Total 138 pages)

Keywords: Myanmar Migrants in Thailand, Myanmar Migrant Students, Online

                 Collaborative Learning (OCL), English Speaking skills, Students' Opinion

Student's Signature...…..Thesis Advisor's Signature ....

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Abbreviations

Abbreviation	Meaning
COVID-19	Corona Virus Disease of 2019
CLM Migrants	Cambodia, Lao PDR, and Myanmar Migrants
UNICEF	the United Nations International Children's Emergency Fund
UNESCO	the United Nations Educational, Scientific and Cultural Organization
MLCs	Migrant Learning Centers
NFE	Non-formal Education
OCL	Online Collaborative Learning
EFL	English as a Foreign Language
EL	English Learner
OPBL	Online Project-Based Learning
B.M.V	Bawaalin Myanmar Vocational (Training Center)
PBL	Project-Based Learning, Problem-Based Learning
ICT	Information, Communication, and Technology
ASEAN	the Association of Southeast Asian Nations
3D	Dirty, Dangerous, and Difficult
ILO	the International Labor Organization
MoU	the Memorandum of Understanding
UN	the United Nation
IOM	the International Organization for Migration
PV	Passport for Visit
PJ	Passport for Job
NGOs	Non-government Organizations
CRC	the Convention on the Rights of the Child
TPs	Thai-public schools

Abbreviations (Continued)

Abbreviation	Meaning
MoE	Ministry of Education
LPN	the Labor Protection Network
UNHCR	the United Nations High Commissioner for Refugees
5W1H	Who, What, When, Where, Why, and How
EIL	English as an International Language
NES	Native English Speaker
NNES	Non-native English Speaker
ELT	English Language Teaching
EELT	Effective English Language Teaching
CMC	Computer-mediated Communication
CoI	Community of Inquiry
PI	Positive Interdependence
SCT	Social Constructive Theory
JS	Jigsaw

Chapter 1

Introduction

This chapter elucidated the background and rationale of the study; research objectives; research questions; research hypotheses; scope, conceptual framework, and limitations of the study. It also included the research terminology and significance of the study.

1.1 Background and Rationale of the Study

With the globalization of the world economy, which provides many different business incomes and opportunities, many people from developing countries like Myanmar tend to move abroad, especially to nearby developed countries, in search of a better income, a higher standard of living, career options, and educational opportunities. Due to internal conflicts between the military of Myanmar and ethnic armed groups as well as ethnic-to-ethnic interactions over six decades, making it the longest civil war in history, there has been widespread violence against citizens. Human rights abuses, including land confiscation, village destruction, and the rise of interethnic hatred, among other atrocities, have contributed to difficult living and educational conditions and poverty. As a result, many of its citizens have fled and moved to Thailand for safety and work.

In addition, the current political crisis in the era of COVID-19 has created the most challenging situation in the country. It has caused economic hardship, foreign investment withdrawal, the collapse of the domestic market, countless job losses, and educational problems in the country. Consequently, thousands of its people have moved to Thailand using many migration figures and continue to do so today. According to annual statistics, the Myanmar migrant community has grown substantially and currently accounts for the majority of migrants in Thailand. Citing

statistics prior to the pandemic and the subsequent instability caused by the military coup, it was reported that the total number of migrants from Cambodia, Lao PDR, and Myanmar (so-called CLM migrants) rose to 3.7 million in 2017 and 3.9 million in 2018 (Lwin, Sungtong, & Maitreephun, 2021; Sarapirom, Muensakda, & Sriwanna, 2020). Among them, Myanmar migrants made up 79.28% in 2017 and had the highest rate in 2018. The essential conditions of Myanmar migrant social networks have also driven them to migrate to Thailand (Sarapirom et al., 2020). However, insufficient abilities, language barriers, poor social understanding and education, and a lack of legal documents restrict Myanmar migrants from pursuing higher-paying occupations in Thailand. These might be connected to the political and economic difficulties they have faced, which have impeded their ability to learn and develop.

They consistently struggle to obtain a certain job, a higher salary, and level of living, and to participate in labor markets. It may be related to 1) migrants' lack of adequate education that fosters their abilities to search for and obtain jobs, and 2) the Myanmar government's failure to take responsibility in assisting its citizens. The UNICEF Thailand demonstrated that although Thailand has rules for safeguarding and caring for these vulnerable populations, there are still several issues that cannot be managed by the educational authorities and the Ministry of Education alone (UNICEF, 2019). As a consequence, Burmese civil activists in Thailand constructed around one hundred migrant learning centers (MLCs) to assist its citizens (Nawarat, 2012). Teenagers choose to join the non-formal education (NFE) program at MLCs because of its adaptability and emphasis on community needs (UNICEF, 2019). Additionally, Thailand's labor regulations have improved conditions for international employees. However, assisting less-skilled Myanmar migrant workers who remain disadvantaged has received less effort (Admin, n.d.).

A population of Myanmar migrants without consistency, motivation, and sustainability confronts additional risks due to education in transit, which causes technology and language barriers, and the COVID-19 outbreak, which led to school and learning center closures (Ratanapaskorn, 2020). As a result of the introduction of new, more convenient, flexible, and cost-effective technology in education, many

migrant students have also adapted to online education. In addition, Burmese educators have provided and many MLCs have purposely opened online language courses due to the limited space of MLCs, schedules, and the COVID-19 outbreak lately. Nonetheless, helping disadvantaged people is a moral obligation. Education is the solution to all migrant workers' problems. It describes the practices that assist the social development of migrant workers, such as giving them access to educational opportunities like language classes, improving their social knowledge, and enhancing the use of technology and new skills developments (Education Policy and Reform Unit, 2014; Sarapirom et al., 2020). Education is a foundational human right (UNHCR, 1948).

Consequently, this study was intended to provide an English language course as a viable method for enhancing the English speaking skills of Myanmar migrants to assist them pursue more job opportunities, search for particularly well-paying jobs, as well as for their daily needs and social knowledge development. As Thailand becomes an increasingly attractive destination for international investment, tourists, and migrant labor, English has become the working language for foreign relations and employment needs. Cheng, Wang, Jiang, Taksa, and Tani (2020) asserted that a person is more likely to enter the labor market with greater options if they speak English proficiently. Furthermore, having English language skills increases the likelihood of receiving more job offers and a better salary in Thailand. Many Thai parents, for example, prefer to hire English speakers as nanny tutors to improve their children's English abilities. Abundant positions are sought for English speaking workers. As a consequence, many Myanmar migrants intend to study English and improve their English speaking skills through various methods. However, due to a lack of practice, experience, and communication opportunities with English speakers, migrant students struggle to improve their English language skills. The education of migrant students from diverse societies relies significantly on teaching and learning techniques that emphasize experiential, experimental, and collaborative learning. This was highlighted relatedly to a study conducted by the British Council which discovered that 69% of learners worldwide learn better when socializing informally (Coelho, Galante, & Pires, 2016).

Numerous researchers have demonstrated that the online collaborative learning (OCL) method enhances the English speaking skills of EFL (English as a foreign language) students. In this study, Myanmar migrant students were learning English as a foreign language. OCL provides a framework of learning in which students are encouraged and supported to work together to create and share knowledge, argued (Chen, Chuang, & Lacaste, 2021). With the advantages of using technology tools, learners learn cooperatively to keep their collective knowledge current by integrating the newly gathered information into existing knowledge (Coelho et al., 2016). Babiker (2018) observed that students become better language learners, more responsible and critical members of the community when they succeed in participating in group discussion activities. 89% of his English learners (EL) consider those techniques useful in EFL classes in improving oral communication and speaking skills.

For instance, online project-based learning (OPBL) is a technique that incorporates technology and online collaborative learning perspectives. A project-based approach to online collaborative learning can be a long-term and short-term learning strategy, including self-introduction worksheets and pair work (Chen et al., 2021). Rawahi and Al-Mekhlafi (2015) investigated the effects of using online collaborative project-based learning on learners' language performance and attitudes of EFL students. Babičová (2021) suggested that if the course is well designed and uses modern technology tools and multiple online teaching-learning pedagogies, students will benefit from essential 21st-century skills such as digital literacy, research, communication and collaboration skills, and critical thinking. Achievement in the acquisition of purposeful language is the foundation of education.

Hence, drawing inspiration from previous academics' investigations of the effectiveness of OCL on developing ELs' speaking abilities, the researcher was interested in applying the OCL method to develop the English speaking skills of Myanmar migrant students in Thailand. The researcher designed a discussion-based, learner-centered educational technique that encourages students to work in pairs or small groups and share their learning results online. It focused on the three OCL perspectives, the three key components, and the five stages of the teaching process that

adapted to the OCL method. Despite time restrictions to collect data from the higher number of Myanmar migrant populations in Thailand, the study purposefully selected a sample group of twenty participants from the study's targeted population. Thus, this research was carried out to study how Myanmar migrant students' English speaking skills developed through online collaborative learning after employing OCL. Furthermore, it aimed to explore their opinion toward online collaborative learning.

1.2 Research Questions

1.2.1 Would the use of online collaborative learning develop the English speaking skills of Myanmar migrant students in Thailand?

1.2.2 What was Myanmar migrant students' opinions toward online collaborative learning after implementation?

1.3 Research Objectives

1.3.1 To compare the English speaking skills of Myanmar migrant students in Thailand before and after implementing online collaborative learning.

1.3.2 To explore Myanmar migrant students' opinions toward online collaborative learning.

1.4 Research Hypotheses

1.4.1 The English speaking skills of Myanmar migrant students in Thailand would be developed after implementing online collaborative learning.

1.4.2 Myanmar migrant students would have a high level of opinions toward online collaborative learning after implementation.

1.5 Scope of the Study

This study was conducted within the constraints underlined below; correspondingly, the generalizations of the results were approached with caution, particularly in the context of different educational levels and backgrounds and the use of various research instruments.

1.5.1 Location of the Study

The research was carried out in one of the Myanmar migrant learning centers named "Bawaalin Myanmar Vocational (B.M.V.) Training Center." It was officially established by the Myanmar migrant activists in early 2023. It is located at 89/0 Ekkachai Road, Bangbon district, Bangkok, Thailand. It is a migrant learning center where Myanmar migrant laborers both Burmese majority and many ethnic minority groups are learning several vocational training courses. Thai and English are the main languages taught there. Besides, a total of about 20 vocational courses are taught, such as make-up and hair artists, designers, computers, driving, ice cream making, cake baking, etc. An estimated 250 students, both online and offline, were enrolled in the third semester of 2023, the period when this study was conducted. The location of the Migrant Vocational Center is illustrated in Figure 1.1.

Figure 1.1 Location of the migrant vocational training center

Source: Lesniewsk, 2019

1.5.2 Population of the Study

In this research, the target population of the study included all Myanmar migrant workers who enrolled at the B.M.V training center. The total enrollments are estimated to be 250 students in the third semester of 2023. Nonetheless, data was collected from a purposive sampling group of 20 participants who were purposively selected from the target population. The 20-participants were considered adult learners within the age range of 18–35. Students were of varied academic and social backgrounds and experience. Moreover, they represented a diversity of ethnicities, genders, cultures, and learning capacities.

1.5.3 Content of the Study

The interesting and relevant reference book "Think English, Elementary," a well-planned curriculum from "The Curriculum Project," originally designed for Myanmar students, was implemented strenuously. The contexts of the lessons were modified and added to correspond with online collaborative learning, student requirements, lesson content, and classroom observation. The appropriate network teaching resources were selected: Zoom meetings as a classroom platform, and Facebook group chats as a chatting platform. The weekly short-project assignments and classroom activities were implemented.

The contents were the intentional design of the researcher's proposed use for the data collection. Moreover, the contents of the study were taught according to Table 1.1 below.

Table 1.1 Lesson Outline

Date/Time	Lesson Topics	Class	No. Of Session
Pre-test			
Week 1	UNIT 1: Meeting New People	1	2
Week 2	UNIT 2: Family & Jobs	1	2

Table 1.1 Lesson Outline (Continued)

Date/Time	Lesson Topics	Class	No. Of Session
Week 3	UNIT 3: People & Things	1	2
Week 4	UNIT 4: Jobs Interview	1	2
Total		4	8
Post-test			

1.5.4 Time Frame

The research was conducted from mid-August to mid-September 2023. The researcher taught on four consecutive Sundays. The entire study took about 60 weeks (or 15 months). Moreover, the research process followed the timeline indicated in Table 1.2.

Table 1.2 Study Time Frame

Task	Activities	2022		2023						
		Aug-Nov	Dec	Jan-May	Jun	Jul	Aug	Sep	Oct	Nov
1	Literature Review	▓								
2	Research Proposal		▓							
3	First Defense				▓					
4	Prepare for Data Collection					▓	▓			
5	Data Collection						▓	▓		
6	Data Analysis							▓	▓	
7	Final Defense									▓

1.6 Conceptual Framework of the Study

For this study, two variables were included: a dependent variable and an independent variable. This study focused on two dependent variables: English

speaking skills, and students' opinions toward online collaborative learning strategies in developing English speaking skills. The variables are shown in Figure 1.2.
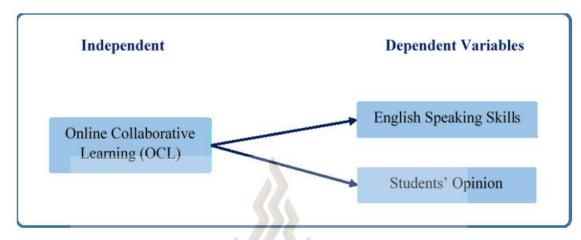
Figure 1.2 Independent and dependent variables

1.7 Limitations of the Study

This research was studied using online collaborative learning to investigate the development of English speaking skills for Myanmar migrant students in Thailand and their opinions toward the applied method. Despite this, there were some limitations to the study that need to be taken into consideration, as below:

1.7.1 The investigation was restricted to one migrant learning center. Students are Myanmar migrants who were adults working in Thailand. They mostly came from diverse societies with different ethnicities, perceptions, and cultural beliefs. Besides, they were of varied academic and social backgrounds and experience. Thus, it was vital to adopt coherent curriculum, instruction, language use, and digital resources.

1.7.2 Due to time constraints, the study scope utilizing OCL was limited to one month. However, if the technique had been used over a longer period, though the study's findings would be more comprehensive, they would be fundamentally similar in measuring the expected improvement as stated in the objectives.

1.7.3 The participants of this study consisted of 20 students. They were purposively selected from the target population as this study's purposive sample group. Thus, generalizing the findings to other groups or population is well recommended with verification.

1.8 Research Terminology

Online Collaborative Learning (OCL) refers to the teaching strategies that the researcher designed for the purposive sample group based on the principle of online collaborative learning. OCL is a discussion-based, learner-centered educational technique that encourages students to work in pairs or small groups and share their learning results and ideas by integrating information and communication technology (ICT) to increase their existing knowledge. It focused on the three OCL learning environment perspectives: student-centered, interactive learning, and students' cooperative work-sharing environment. Furthermore, it was structured with the 3 key components: designing, facilitating, and evaluating. Among these three components, the five stages of the teaching process were organized: introduction, implementation, classroom activities, student work sharing or presentation, and summarization.

English speaking skills refer to the Myanmar migrant students' oral engagement and communication abilities in English, which gradually developed after using the online collaborative learning method. In this study, "oral engagement and ability to communicate" referred to having the capacity to deliver information verbally in natural ways, rather than hesitating because of overreliance on rote grammatical rules. A total of 8 open-ended questions—2 for each lesson's content—were used to assess the English speaking abilities. However, consistent prompts, which were the same for all students, were provided to encourage individual students to speak. Body language was used in the progress of data collection. Individual student responses to speaking test questions were recorded.

Students' opinions refer to the Myanmar migrant students' opinions toward online collaborative learning approaches. The students' opinions were measured by

the 15-item questionnaire. The questionnaires consisted of 3 parts (5 items per part): opinions toward teacher's instruction, classroom activities, and the effectiveness of the OCL method. The questionnaire was created to ask students to select a point according to a 5-level Likert scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1). In order to strengthen the data outcome of students' opinions toward the OCL method, a one-on-one open-ended interview related to "what students think about the use of online collaborative learning in developing English speaking skills" was applied for qualitative data. Besides, the same prompts were provided to all students to encourage and expend their speaking abilities. Body language was used to strengthen students' comprehensions.

Myanmar migrant students refer to those who comprised the sample group of 20 participants. They represented the target population of this study. They were the English elementary or beginner A2 level students who have some Basic English knowledge.

The migrant learning center refers to the Myanmar migrant learning center named "Bawaalin Myanmar Vocational (B.M.V.) Training Center," where this study was conducted. The Myanmar migrant civic leaders found this learning center in the Bang Bon district of Bangkok, Thailand. It is a vocational training center accessible to all Myanmar migrant workers, with more than 20 vocational courses available, including English and Thai.

1.9 Significance of the Study

The findings of this study shed new light on the advantages of online collaborative learning (OCL). In particular, there were mainly two expected outcomes in this study, as below:

1.9.1 The online collaborative learning strategy provided students with numerous opportunities to collaborate, to be active learners, and to engage in various types of practice. Students were encouraged to speak the target language and become

active learners through an online collaboration approach in weekly assignments and classroom activities. They would improve their confidence to speak English and participate in English-language communication. They would engage to speak English in natural and interactive ways rather than focusing on following grammatical rules. As a consequence of their exposures to the target language and over time, their English speaking skills would expectedly develop.

1.9.2 Students would gradually overcome their apprehension about spoken English. They would enjoy learning English online and using the OCL method. As a result, their opinions toward online collaborative learning would be expected to be high.

Furthermore, the data provided by this study would promote the openness of educational leaders and instructors. They may discover the benefits and effectiveness of online collaborative learning. Students, researchers, funders, and policymakers may benefit from this finding for their demands in the future.

Chapter 2

Literature Review

This section emphasized the executive summary of Myanmar migrants and the obstacles they confront while working in Thailand. It gave information about the effectiveness of English proficiency for entering the Thai labor market and pursuing their needs. It also discussed teaching English speaking skills, teaching methods with the support of technology, and existing literature regarding the implementation of online collaborative learning strategies and teaching instructions. In addition, the associated learning theory, research, and studies were also included.

2.1 Myanmar Migrants in Thailand

Myanmar (Burma) is an ASEAN-developing country bordered by India, Bangladesh, China, Laos, and Thailand. The "Union of Burma" was the official English name, which was renamed the "Union of Myanmar" by the military government in 1989. Using the time-tested strategy of divide and rule introduced by the British colonizers, the Myanmar military majority created a specious history, which erroneously promotes the contentious theory that Myanmar is comprised of over 135 ethnic groups. According to Waller (2020), these ethnic groups qualify as taingyintha, meaning "sons of the soil," who have innate rights of citizenship. However, the political intent of this recognition was intended by the military regime in 1990 to splinter larger ethnic groups into smaller subcultural and linguistic centers with diminished power from the purported original eight national races: Kachin, Karenni, Karen, Chin, Burma, Mon, Arakan, and Shan, while there are many more entirely excluded. Each group speaks their own language and practices their own unique culture and traditions. As most do not want to be misidentified with Burmese, they usually identify themselves as one of the ethnic nationalities in Burma. The relationship between the Burma military and ethnic armies is sensitive, with volatile

impacts on the country's peace and development processes. Conflicts within the country have a significant impact on poverty, contributing to migration.

Seelinger and Freccero (2013) pointed out that Myanmar has had internal conflicts for over six decades, leading to the longest civil war in history. Many of its citizens fled to Thailand due to political issues, internal conflicts between the Myanmar military and several ethnic minority armed groups, widespread violence against human rights. Approximately 142,000 Burmese refugees reside in border camps. However, they were typically regarded as illegal migrants for leaving the camps without the proper documentation. Therefore, they were subject to arrest, detention, and deportation by Thai authorities.

According to Chantavanich and Vungsiriphisal (2012), since the outbreak of political instability in 1988 caused living insecurity and restrictions on economic growth in the country, migrants from Myanmar have crossed the border to survive and work in Thailand for decades, and their population has also rapidly increased. On the other hand, Thailand's economic growth, labor shortage, and pressure from Thai entrepreneurs forced the Thai government to allow Myanmar migrants to work in Thailand. In 1992, unskilled migrants from Myanmar were first allowed to work in Thailand. They were permitted to work in labor-intensive 3D jobs—dirty, dangerous, and difficult—that local Thais have rejected. Interdependently, low-skilled jobs also need a large number of migrant workers, such as in the fishing and seafood processing industries in Thailand (UNICEF, 2019). Hence, these unskilled individuals from Myanmar preferred to find employment in Thailand. At present, the situation of migrants is not only highly significant in driving the Thai economy, but migrants are also crucial to the Thai economy's success in the recent decade (Sarapirom et al., 2020).

In 2017, the Myanmar migrant population had increased to 79.28% of the around 3.7 million CLM migrants (Cambodia, Lao PDR, and Myanmar migrants) in Thailand (Sarapirom et al., 2020). In 2018, Myanmar migrants held the largest population among the 3.9 million total CLM migrants (Lwin et al., 2021). Most of

them usually cross the border without legal documentation as "undocumented migrants." There were also important conditions that drove Myanmar migrant workers to migrate to Thailand, including the cycle-like process involving children, families, and the social networks of migrant workers (Sarapirom et al., 2020). Many migrants are long-term, with older migrants bringing or forming families (Nawarat, 2017).

Also, on February 1, 2021, in the era of COVID-19, a military coup seized power in Myanmar, which led to the current political crises and the most challenging situations in the country. It has caused economic collapses, countless job losses, family cash flow problems, educational crises, living insecurity, conflicts over diversity, and other human rights violations in the country. Due to the political crises in the country and their impacts, it was stated that the recent economic policy shift is likely to have long-term effects, stifling potential growth, aggravating macroeconomic instability, and impeding effective resource allocation (World Bank Myanmar, 2023) The nation's poverty is steady and is expected to increase. Thus, it is not surprising that the number of Myanmar migrants has increased dramatically as many of its citizens have fled and continued to migrate to Thailand.

Existing or older migrants continue to struggle with underdevelopment issues that have not been solved, while new migrants are migrating into the community, creating demanding situations and difficulties. In response, operating in and managing these disadvantaged communities is becoming increasingly complex and loaded with challenges. The more obstacles and problems individuals encounter, the greater their need for assistance and more effective methods.

2.1.1 The Problems and Obstacles of Myanmar Migrants in Thailand

According to research (Ndegwa, 2016; Sarapirom et al., 2020; UNICEF, 2019), Myanmar migrants are plagued with innumerable difficulties and obstacles; there are three major issues and challenges they encounter individually and collectively in Thailand: identity documentation, social development, and educational background and achievement. The achievement of their goals and the basic rights to

education is one of the foundations for pursuing a better and more designable life and employment for migrant workers in Thailand (Nawarat, 2012; UNICEF, 2019).

1) Identity Documentation

Many Myanmar migrant workers have moved to Thailand through illegal channels and unofficial migration patterns for decades and in many situations. Illegalization and undocumented status put them in difficulty and are one of the migrants' biggest challenges in Thailand. Rather than recognizing legal documents and acquiring labor rights such as social assistance in the host country, individuals appear to be concentrated on acquiring work to earn a living (Sarapirom et al., 2020). According to Ndegwa (2016), migration through illegal channels often involves smugglers and informal brokers, and happens along dangerous jungles or sea routes. This puts millions of Myanmar migrants in danger. However, most Myanmar migrants utilize these channels, as they are faster, less expensive, and do not require legal documentation, in order to avoid the complexities and higher expenses associated with legal migration. Trust and dependence on brokers and smugglers have increased, making migrants more vulnerable to exploitation and abuse. For example, in the era of border restrictions owing to COVID-19 and political unrest, the bulk of Myanmar migrants approach agents (who may be referred to as brokers or smugglers) who assist them via irregular migration. According to the migrant's social network, they were required to pay a border charge of up to 28,000 Thai Baht without a guarantee of obtaining a certain job or protection against deportation and imprisonment by Thai officials. Despite that, many of them have also been detained by Thai authorities almost every day, according to the reports in Migrant Times (2022). In the past five months, Thai police have apprehended about 20,000 migrants attempting to cross the border; many of them were found in perilous conditions, while others were abandoned by traffickers in caves or forests near the border (Rakkanam, 2022).

Even though some could get to their destination, they have the hardest time finding and getting jobs because of a lack of knowledge about legal documentation to live and work, while many have a difficult time getting legal

documents (Chantavanich & Vungsiriphisal, 2012). A student from Myanmar who migrated to a small Thai border town said that those who wish to work illegally in Thailand pay between 20,000 and 30,000 baht (Migration from Myanmar, n.d.). Without legal documentation proving their identity, they usually have to pay the work recruitment agents' fee of a maximum of 4,500 baht, which is also no guarantee of getting a better job or a proper wage (as job recruitment posts on Facebook media). Furthermore, documentations that Thai government provides for CLM migrants are complex, expensive, and unstable. Three common migrant work documents have been issued. They are (i) the memorandum of understanding (MoU) that was agreed upon and signed between CLM countries and Thai governments between 2002 and 2003 (Ndegwa, 2016); (ii) the several types of pink cards that are issued within Thailand that grant permission to live and work temporarily; and (iii) the Citizen Identification (CI) green book that is typically upgraded from CI. One of the difficulties for migrants in maintaining their legal status is that they are unilaterally changed according to impending situations under Thai authorities and migrant labor regulations. Legal and different types of identification documents determine migrants' access to services and assistance, such as access to health and other public services, and the types of jobs they can legally work at (UNICEF, 2019). Myanmar citizens benefit from working in Thailand, but they need more protection to avoid being abused or exploited, according to the preliminary results of a flow monitoring survey on the Thai-Myanmar border (Myanmar Migrant Workers Benefit from Migration, Need More Protection: IOM Survey, 2018).

Obtaining a job in Thailand necessitates a great deal of paperwork for Myanmar nationals. For instance, "PV" (Passport for Visit) is not permitted to work or apply for a work visa, and "PJ" (Passport for Job) is not permitted to vacation or apply for a travel visa under Myanmar's immigration regulations. This can also be an issue that migrants face the additional vulnerability of not being able to legally live and work in Thailand. But there is little evidence that they are actually doing their job to help migrants in Thailand. Many migrants, for example, experience difficulties extending passports due to the Myanmar embassy's failure to support the most necessary services as it is used to. Instead, Myanmar migrant workers fall behind in

their ability to meet their needs, such as getting and keeping legal documents. It has several implications for their employment, social security, and employers. It goes without saying that, to improve the skills of unskilled migrant workers among its people in Thailand, even the most fundamental needs have not been supported.

2) Social Development

The demands of working abroad in a better job result in a highly competitive labour market. Employers pay great attention to procuring legal documentation for applicants who are aware of the social and general knowledge skills of potential employees. Legal documents required for employment are fundamental social knowledge, whereas qualifying for desirable jobs is considered social development, as referred to in this study. Social knowledge is an important competency defined as "the ability to analyze and reason about social situations concerning social rules" (Barisnikov & Lejeune, 2018). Social development is the advancement of the well-being of every individual in society, and every citizen.

The upheaval experienced in the origin country, the assistance provided by the host nation to its migratory workers, and their educational background have various consequences on their physical, mental, and social development (Ndegwa, 2016; Sarapirom et al., 2020). During armed conflicts, human rights may be violated, and victims may be harmed and lose opportunities to acquire social knowledge for their development. Moreover, individual and social harm caused by political instabilities and long-term civil conflicts result in compounded levels of physical or psychological pain for residents (Seelinger & Freccero, 2013). The damage of those high impacts causes its victims to fear and worry, severely either increasing social development challenges.

The unfamiliarity with the host nation's environment and inadaptable to new societies create more challenges to survive. The study also showed that because of social and cultural differences, the lives of migrants, after they move, are often different from what they had expected for (Sarapirom et al., 2020). The family's cash

flow problems and poverty forced them to risk working at difficult manual labour which is more readily accessed than higher skilled labour in Thailand. Migrant workers are driven to work and be satisfied with the employment they obtain in the host country without taking their labor rights into account. Although most migrants work in terrible conditions, they feel like they cannot quit their jobs because they are afraid of getting arrested (Sarapirom et al., 2020).

Furthermore, the term "illegal status" threatens their willingness to participate in and receive those social services for social development. For instance, when they apply for jobs or send their children to school, they fear that their illegal status will become known to state officials, which could result in additional harassment, detention, and deportation (Nawarat, 2017). Sarapirom et al. (2020) pointed out that, fearing persecution and most without recognition of their rights, they have trouble surviving and finding employment in the underground and, often, illegal labor market. There are no reliable estimates of how many people are victims of trafficking and smuggling because identifying victims and protecting them is not a high priority (Ndegwa, 2016).

3) Education Background and Achievements

Education is the primary means through which migrants can overcome obstacles to their well-being. Studies stated that migrants' deficient educational background in their home country results in lesser accomplishment as well as fewer skills to access education in their host nation (Education Policy and Reform Unit, 2014; Lwin et al., 2021; UNICEF, 2019). This may be due to their educational attainments, inadequate access to educational resources, and related challenges in adapting to new environments (Ndegwa, 2016; Rakkanam, 2022).

According to Ndegwa (2016), Myanmar migrants have difficulty finding accommodation and appropriate employment, as well as gaining access to healthcare services and education, due to limited skills, qualifications, and language competency. The educational background of Myanmar migrants with fewer

achievements and language barriers has posed trouble communicating with people and organizations in their host countries, such as Myanmar embassies or consulates, and NGOs when they seek assistance. Additionally, the unfamiliarity of the environment and linguistic barriers are also the major obstacles to Myanmar migrants' safety and security in the host countries. Both children and adolescent or adult workers have faced the same or similar challenges in living and working in Thailand, such as mostly with documentation and language barriers and having less social knowledge of the host nation, including culture, labor rules, and rights. They are mostly challenged by marginalization and discrimination, which makes it hard for them to get an education and use other public services (UNICEF, 2019). Although they face similar problems and needs, this study specifically focuses on adolescent migrant workers to represent the Myanmar migrant workers in Thailand, to find out about the research objectives, and to answer the research questions.

Thailand has implemented policies such as agreeing to and signing the Convention on the Rights of the Child (CRC) in 1992 and mandating 15 years of free education for all children, including those from disadvantaged backgrounds. However, an estimated half of migrant children are out of school and not receiving any type of education (Nawarat, 2017; UNICEF, 2019). Nawarat (2017) identified several differences in the wording and outcomes of Thailand's migrant education policy that was solely correlated with their identity, social growth, adaptability to the host culture, and regulations. Moreover, educating migrant students is complex as it is closely interlinked with identity documentation, health, community, labor, and security issues that cannot be resolved by educational authorities and experts alone (UNICEF, 2019). Thus, it was one of the many reasons that Myanmar migrant activists established around 100 MLCs across the border, including many recently in Bangkok and surrounding areas. MLCs meet the needs of Myanmar immigrants in Thailand by giving them a progressive education that is mostly free.

However, in the recent global educational transition, various forms of developing learning achievement persist without consistency and sustainability, particularly for migrant students. The impact of the COVID-19 pandemic outbreak is

an obvious one. Ratanapaskorn (2020) reported that 65% of migrant families only have one earning member to support the family. As a result, many migrant children who enroll in Thai public schools have dropped out of school and are working to support their families and look after their younger siblings. As in the past, those out-of-school children will probably be the future migrant workers in Thailand. Consequently, alternative education for these groups is necessary (Lwin et al., 2021).

Even though education is the solution to problems and a way to improve human value, there are also insufficient opportunities and strategies for migrants to get an education in Thailand (UNICEF, 2019). Education has transited to a remote digital environment, which has divided opportunities, especially creating technology and language barriers in accessing the online class (Ratanapaskorn, 2020). In response to these challenges, many migrants have adapted to online learning. This study then concentrated on examining techniques for addressing those challenges in assisting Myanmar migrants in Thailand. It concluded that the guidelines and effective methods of aiding Myanmar migrants were also observed through providing language courses (Ratanapaskorn, 2020).

2.1.2 Guidelines and Methods of Helping Myanmar Migrants in Thailand

There are a variety of approaches to aiding Myanmar migrants in Thailand. However, based on the previous research of scholars (Education Policy and Reform Unit, 2014; Sarapirom et al., 2020; UNICEF, 2019), this study focused on three effective methods to help Myanmar migrants in Thailand: approaching migrant communities, approaching education, and offering language courses. Legal documentation is the main problem they confront, which is mainly caused by the host nation's labor policies and migrants' limited capacity for assessing labor market needs and unawareness of labor rules (Sakulsri, 2020; Sarapirom et al., 2020). Coping with problems and overcoming obstacles for migrants result from effective strategies and departmental collaboration approaches such as those for social development, education, and human rights (Sarapirom et al., 2020).

1) Approaches to the migrant community

Studies have shown that Migrant Learning Centers are attractive places for Myanmar migrants to gather for social activities, social assistance, and learnings. Education Policy and Reform Unit (2014) pinpointed that engagement with migrant communities is a good practice for assisting Myanmar migrants. It gives us evidence and primary information, such as problems, obstacles, and needs. MLCs were purposely established by the Myanmar migrant community in order to provide learning opportunities for those marginalized groups, for them to become responsible for individuals, communities, and organizations for the education needs of marginalized out-of-school children and youths or workers (Lwin et al., 2021). Migrant Learning Centers (MLCs) are centers where Burmese migrant workers gather for social activities, particularly educational learning centers for teenage workers and young learners, and to take advantage of their opportunities and challenges (Nawarat, 2012). They are an essential alternative service provider, primarily serving the requirements and needs of its community and people (Lwin et al., 2021; Nawarat, 2012). MLCs started with non-formal education (NFE) for young children before they entered Thai public schools (TPs), and with informal education (INFE) for adult learners to study languages and to engage in lifelong learnings (Lwin et al., 2021). As MLCs provide long-term strategy for social and education services for a democratic Burma, they play an important role in supporting and helping Myanmar migrants in Thailand and after their return home (Lwin et al., 2021; Nawarat, 2012; UNICEF, 2019).

Role of the MLCs in education

According to (Lwin et al., 2021), most of the MLCs follow the basic educational curriculum of Myanmar's Ministry of Education (MoE), and some implement the Thai Government Non-Formal Education (NFE) programs. They are not fully recognized as part of either Myanmar or Thai formal education systems, but they are in some cases recognized as NFE centers. Although MLCs are essential providers for those populations, the Thai government does not acknowledge MLCs as schools or legal learning centers (Nawarat, 2012). Despite this, many MLCs in

Bangkok cooperate and work together with the Labor Protection Network (LPN) for documentation, security, and registration. About twenty-five MLCs work closely with the LPN in the Bangkok region. This is because LPNs play a vital role in connecting with migrant communities and understanding their diverse needs (UNICEF, 2019).

According to a survey by UNICEF Thailand conducted in 2017, most migrant parents believe that their children should go to MLCs instead of Thai public schools. Moreover, adolescents who are working prefer join a non-formal education (NEF) program at MLCs. Myanmar parents and guardians prefer sending their children to migrant learning centers over enrolling in Thai public schools to learn the Burmese language, in case they plan to return to Myanmar (UNICEF, 2019). For marginalized out-of-school children to maintain their learning and for adult learners to fulfill their educational and employment obligations, MLCs are crucial. This is also related to the fact that MLCs provide a Myanmar cultural learning environment, based on community requirements and using the mother tongue at the center of instruction. However, Tuangratananon, Suphanchaimat, Julchoo, Sinam, and Putthasri (2019) indicated that the representatives of MLCs and migrant workers needed to raise the level of education of MLCs while maintaining their strength of cultural sensitivity.

During the particular transition from onsite to online learning, many migrant students from vulnerable groups fall behind in the potential to develop their achievement in education and instead face additional risks (Rakkanam, 2022). Due to the COVID-19 outbreak, the closure of several MLCs, limited spaces, and tight schedules at learning centers, MLCs have also adapted to online learning and offered online language classes. Online learning has become more popular since the COVID-19 outbreak, which led to remote systems (Dos Santos, 2022). Due to the inadequacies of MLCs and learning centers to meet the needs of these groups, many Myanmar freelance educators have provided English and Thai language online classes. Approaches to migrant communities, such as establishing contact with and maintaining relationships with migrant students, have brought the relative advantage of supporting Myanmar migrants.

2) Approach to education

Assisting in the sectors of education are essential for Myanmar migrants. Education has a key role in getting work, ensuring economic and social progress, and enhancing income distribution (Öztürk, 2008). Education enables migrants to access their human and civil rights, to construct a more sustainable career and stable future, whether they remained in Thailand or returned to Burma (Nawarat, 2012).

Myanmar have been continuously moving to Thailand in many migration patterns for several years and have built a large community and become a part of Thailand's population, their social knowledge and growth have had many impacts on Thailand's future development. Nawarat (2017) cited several credible publications demonstrating that a focus on rights and workers is essential for mutually beneficial sustainable development on a global and regional scale. It is significant for individuals, whether citizens, noncitizens, or governors, to contribute to the nation's development. Education is fundamental to development and growth because education is what makes personal growth enable a country's development (King, 2011). For instant, improving individuals' education and skills enhance the nation's growth because development and poverty reduction depend on the knowledge and skills that individuals acquire (King, 2011). Thus, Öztürk (2008) argued that investments in human capital can produce sustainable economic development because education expands people's understanding of themselves and the world, improves the quality of life, and produces broad social benefits for individuals and society. It makes people more productive and creative.

The right to education and development belongs to all human beings, regardless of who they are, where they originate from, or where they migrate to. These were widely described in the UNHCR: 1948 human rights declaration and the ASEAN 2012 declaration. Moreover, Thailand and Myanmar have signed the human rights declaration agreement. Ratanapaskorn (2020) pinpointed that "the welfare of migrant workers and the education of migrant learners are fundamental human rights and

crucial to the social and economic welfare of communities and the country." It is indicated that focusing on migrant workers' needs and rights is an effective strategy for assisting migrant workers. On the other hand, migrant workers need adequate social knowledge and foreign language skills to help them with their needs and daily life routines while working in Thailand. Considering the diversity of human nature, we all have to learn to adapt to the host nations' social structure, cultural, traditions, and environments, including laws and labor regulations.

Hanushek and Woessmann (2007) outlined at least three theoretical methods by which education may influence economic growth. First, education raises the intrinsic human capital of the labor force, enhancing labor productivity toward the equilibrium level of output. Second, education increases the economy's innovative capacity, and the new knowledge of emerging technologies, goods, and processes promotes economic growth. Third, education makes it easier for people to share and learn the skills they need to understand and use new information and technologies created by others, which can help the economy grow. Furthermore, when education grows more comprehensive, low-income individuals are better equipped to seek out economic opportunities, with skills that have a greater impact on the distribution of income; hence, "education is certainly the variable having the greatest influence on income quality" (Öztürk, 2008). Consequently, an approach to education that aids these underprivileged Myanmar migrants is fundamental.

3) Providing language courses

According to the International Labor Organization (ILO, 2017), "seeking employment opportunities and better futures for migrants and their families" are the most common objectives among migrants (Sakulsri, 2020). Scholars recommended that training initiatives that help new migrants acquire essential language skills be implemented to increase their opportunities to participate in the local labor market (as cited in Cheng et al., 2021). Language is an alternative education that would improve social knowledge of migrant workers and help them get jobs and assist them at work.

Education plays a crucial role in producing a workforce with appropriate 21st-century skills for migrants, including the skills to live and work in diverse societies. Education is the solution to migrants' problems. Learning and achieving a new language skill is education. Studies have used methods that effectively operate the social development of migrant workers, including expanding educational opportunities, offering language courses, increasing social knowledge, and enhancing technology and skill development (Education Policy and Reform Unit, 2014; Sarapirom et al., 2020). How a person can speak a target language well in the residing country enlarges their perspectives and engagement in the local labor market (Cheng et al., 2021).

Of course, individual growth mostly begins with the social knowledge that is built from language abilities. For example, language proficiency can raise the self-efficacy and self-esteem of a person in a new cultural situation because it increases positive self-evaluation and decreases negative social encounters (Cheng et al., 2021). Mostly in Thailand, Myanmar migrant workers learn the two significant languages, Thai and English, at migrant learning centers, places that provide the migrant community's inquiry-based education framework (Lwin et al., 2021; Nawarat, 2017). Many also enroll online classes offered by Myanmar freelance teachers. One effective method was focusing on the requirements of migrants and their intention to develop English skills while learning at MLCs, offering online English courses using the online collaborative learning method. This is due to the OCL strategies enable individuals to engage in new learning strategies, to expand their social knowledge and English-speaking skills through social interaction with friends and others (Zhang, n.d.).

2.2 English as an International Language (EIL)

Language unlocks human achievement by solving problems, as precise language allows progress, dramatically improving the process (Tipirneni, 2018). English is considered a global language as a majority of people speak and comprehend it (Trimurti, 2021). According to "The Most Spoken Languages Worldwide 2023 |

Statista" (Statista, 2023), there were around 1.5 billion people worldwide who spoke English either natively or as a second language. It was slightly more than the 1.1 billion people worldwide who spoke Mandarin Chinese. Hindi and Spanish were the third and fourth most widely spoken languages, respectively. English as an international language (EIL) is predominantly tied to globalization. Globalization has a strong impact on English due to its role in delivering information across the world (Dewi, 2016). The English language serves not only as the global language and working language of ASEAN but has also become a viable international language and communication tool (Oxford University Press ELT, 2023; Srichampa, Burarungrot, & Samoh, 2018).

Dewi (2016) discovered that the number of non-native English speakers (NNES) is three times higher than the number of native English speakers (NES), and the number of NNES has increased while NES has decreased. This has brought English into its new role as a global currency, where its "usage is beyond control." In other words, the degree of the English language has increased and accounted for global language due to the NNES. 75% of English users are non-native English speakers. Therefore, a global language is necessary for international migrant workers to reduce obstacles and problems, improve their lifestyles, and increase their career opportunities. This is because unskilled migrant workers certainly do confront many challenges compared to skilled migrant workers, particularly in language barriers (Srichampa et al., 2018).

According to Cheng et al. (2021), their study "English Skills and Early Labour Market Integration: Evidence from Humanitarian Migrants in Australia" found that competency in English speaking skill showed the least improvement among humanitarian migrants who had participated in an English training program. Studies revealed that English proficiency has a cause-and-effect relationship with being in the labor force and getting a job (Cheng et al., 2021), with many more positions and opportunities (Nair, 2022). This study, however, does not look at job search and employment outcomes. Rather, it examines how individuals could improve their English-speaking skills through an online collaborative learning strategy that meets

their requirements and reduces language barriers, to participate in the labor market, to pursue individual goals, and to develop social lives.

2.2.1 English as a Foreign Language (EFL)

The English language is the world's "lingua franca" because it is a common language that is used to connect speakers of different languages around the world. Besides, non-native speakers are learning it as a foreign and second language to take advantage of what comes with it (Darasawang, 2007; Nair, 2022). English as a foreign language (EFL) refers to the study of English by non-native English speakers (NNES) who reside in a nation where English is neither the official language nor the official second language (Nair, 2022). Although English is utilized as a foreign language in many places around the world, several ASEAN nations have encouraged and implemented English as a compulsory subject to be studied in the school curriculum.

In Thailand, for example, learning English as a foreign language has been encouraged and promoted since the reign of King Rama V (1868–1910), who believed that the modernization and progress of the country required more of its citizen, to study foreign languages abroad and to be educated overseas. As a result, knowledge of English has enabled many Thai officials to communicate with global traders and diplomats without a translator. It has even helped Thai students learn about modern technologies that help grow the individual and the development of the country (Darasawang, 2007).

According to Darasawang (2007), English is a compulsory subject both at the secondary and tertiary levels as one of the most significant subjects that students must pass to join a university in Cambodia. Although English is not compulsory for university entrance examinations in Laos, like in Thailand, it is one of the disciplines taught to secondary school students. English is an elective subject at the primary school level, yet English is the most prominent language in Vietnam. Although the teaching and learning of English in the three countries are still in their infancy, English is the primary language for higher education.

English is an auxiliary and international language that has been extensively and frequently used in hospitals, marketing, programming, trading, freight logistics, and transportation. From its basic use in restaurants to its use in international agreements and labor regulations, English has unquestionably emerged as the preferred language. As English is an official language within the ASEAN community, English is necessary for people in those regions, especially for youth when they look at learning English as a good opportunity to participate in the labor market (Hongboontri, 2014). Mastery of an international foreign language is essential; therefore, the sooner it is studied, the more successfully it will be attained. This emphasizes the significance of EFL in the curriculum and instruction of schools and learning centers.

2.2.2 Role of Teacher in Successful English as a Foreign Language Teaching

Teachers play an important role in teaching English as a foreign language. Teachers are the key figures in the English language learning process and the main source of effective learning outcomes for their students. Achieving success in teaching English as a foreign language, requires teachers to have and improve diverse knowledge, effective teaching methods, general and essential knowledge of students' EFL learning journeys. The 21st-century educational system is concentrated on how teachers instruct and how well they comprehend the needs of their students.

In order to monitor the learning process, assess the learning outcome, and develop successful teaching, the teacher also serves as the facilitator or monitor in the classroom. Al-Seghayer (2017) highlighted the significance of the teacher's role in being a successful EFL instructor with key components. The key components of effective teaching include; disciplinary knowledge, pedagogical knowledge, and technical pedagogical knowledge of which an effective EFL instructor should possess all three.

Disciplinary knowledge is a restricted body of information that encompasses a broad range of subject matter. It has to do with language acquisition, so effective EFL teachers must comprehend the principles of their pedagogical approach. The key

elements—such as attitude, anxiety, motivation, language proficiency, self-efficacy, ego boundaries, emotional and personal characteristics, and social influences—must also be understood by competent teachers.

Pedagogical knowledge is the key to teaching. It comprises a comprehension of social, cognitive, teaching, and learning practices or methods, EFL students' knowledge generation, and language-related skill acquisition, as well as classroom management, lesson plan formulation, implementation, and student evaluation. Language and pedagogical expertise are vital to effective EFL instruction (Hongboontri, 2014).

Technological pedagogical knowledge is teaching knowledge that includes how to use technology, digital resources, and computer-based pedagogies. Effective EFL teachers must be aware of the optimal methods to use technology in the classroom. This includes having the right technical knowledge, abilities, and integration. As a result, it could be assumed that incorporating or interweaving technology into EFL sessions is essential for ensuring equitable access to and participation in the types of 21st-century language abilities required in our increasingly technological society.

Besides, scholars discovered that the most important characteristic of a successful EFL teacher is, unsurprisingly, a high level of English fluency (as cited in Al-Seghayer, 2017). Hongboontri (2014) observed the perceptions of EFL students that EFL instruction should be fun, focus on real-life situations, and involve cultures of English-speaking people. For the success of EFL teaching and learning, English language teachers must simultaneously improve their English proficiency and teaching methods with a focus on learner-centeredness (Al-Seghayer, 2017; Darasawang, 2007). The value of teachers' friendliness, open-mindedness, and ability to motivate students is connected to students' language learning success (Hongboontri, 2014).

Teachers are the main language-input providers of students and directly affect their learning for a better outcome. Their attention and consideration of the

perceptions of students improve their teaching process to obtain teaching goals (Hongboontri, 2014; Moradi & Sabeti, 2014). Students were the best data source because they were "pure witnesses" and more reliable than others in telling the truth about the schools (Hongboontri, 2014). For instance, one of the learners mentioned, "Rather than having us complete tasks in textbooks after reading stories, teachers might ask students what they thought of the stories; we can do group discussions, class presentations, or anything else that gives us a chance to talk to each other," thereby assisting the instructor in planning and delivering appropriate instruction (Hongboontri, 2014). Thus, flexibility, adaptability and pay attention to students are essential in developing English speaking skills (Al-Seghayer, 2017; Hongboontri, 2014). When English as a Foreign Language (EFL) speakers have improved English speaking skills, their self-confidence, self-esteem, happiness and their labor market participation may increase (Cheng et al., 2021).

2.2.3   Methods of English Language Teaching (MELT)

In the era of technological advancement and educational innovation, a non-traditional approach to teaching English is crucial to profit from real-world English communication. However, in modern education, traditional methods of teaching cannot be neglected when teaching students of various background from developing country like Myanmar. This is because the belief of the community in cultural norms and traditional education is at a strong level. Traditional pedagogy continues to involve in the country's school education system. As a result, a diversity of education and instruction is necessary nowadays.

According to researchers (Barnett, 2021; Safapour, Kermanshachi, & Taneja, 2019), traditional English language teaching methods emphasize accuracy over fluency, in which students develop reading and writing skills through grammatical rules and translating speech from their native language into English. However, this method is similar to the grammar-translation method and is based on teachers teaching issues from a textbook; as a result, students are not active participants, which frequently results in communication problems in real life (Barnett, 2021; Safapour et

al., 2019). Consequently, numerous non-traditional teaching strategies have been implemented during the past two decades and maximized students' oral and academic achievements (Safapour et al., 2019). The abilities and skills of individual learners vary, as do their requirements; so, it is hard to determine a single teaching strategy.

When English is studied as a foreign language, mother tongue instruction is essential. Moradi and Sabeti (2014) found on EFL students' evaluation that teaching English in Persian (the first language of learners) was one of the most important parts of effective English language teaching (EELT). Pathanasin and Jittasatian (2020) proved that the use of mother tongue instruction enhances migrant students' achievement because its practices of decentralization system enable the engagement of students in a multicultural society. In addition, the collaboration between teachers and students is essential to foster a better relationship between teachers and students and to contribute a greater comprehension of learning, which could ultimately increase learners' engagement, motivation, and enthusiasm (Hongboontri, 2014). Moreover, digital tools allow for a lot of social interaction, relationships between people, and cross-cultural communication; thus, putting digital tools into an English language learning environment has many potentials for language development and meeting the needs of digitally oriented language learners (Coelho et al., 2016). Approaches to learners-centered non-traditional methods permit real-life experiences and provide higher achievement for learners (Safapour et al., 2019). This emphasizes the advantages of engaging both online or onsite setting and traditional or nontraditional teaching methods through social interaction or collaborative learning in developing ELs' English-speaking skills. Hence, this research examined these methods.

2.3 Online Collaborative Learning (OCL)

Online collaborative learning (OCL) is an educational theory that has been significantly implemented in educational contexts and research studies. Online collaborative learning is rooted in the concept of using technology to engage students of different skill levels to work in small groups, solve problems through conversation, and find and share information collaboratively through discussion and interaction for a

shared purpose by using information, communication, and technology (ICT) (Babičová, 2021; Zhang, n.d.). Moreover, it is a nontraditional digital educational technique (Chen et al., 2021). Online collaborative learning was founded by Dr. Harasim in 2012. His principle employed computer-mediated communication (CMC) or network-based learning as the foundation for OCL. It integrates cognitive development theories that focus on conversational and deep learning conditions, knowledge development, and knowledge construction (Zhang, n.d.). The paradigm of OCL holds tremendous potential for student engagement due to its constructivist instructional technique and all-inclusive active learning strategy (Brindley, Walti, & Blaschke, 2009). Engagement is defined as "the quality of the learning experience," emphasizing student-faculty interaction. For instance, engaging students to collaborate in project-based activities increases their interest in learning a target language, which has beneficial effects on learners' attitudes, opinions, and motivation (Rawahi & Al-Mekhlafi, 2015). The diversity of online collaborative learning approaches instructs students to achieve their goals and supports teachers in promoting their teaching strategies, fulfilling their objectives, and enhancing their accomplishments (Chen et al., 2021; Rawahi & Al-Mekhlafi, 2015).

According to Harasim (2018), OCL founder, OCL guides cognitive construction development, leading learners to develop critical thinking skills, analyzing abilities, synthesis, and broadening existing knowledge. Construction is classified into three phases: (i) idea generation, such as brainstorming; (ii) concept organization, such as analyzing, categorizing, and comparing; and (iii) intellectual convergence, such as intellectual synthesis and consensus. The OCL methodologies also demonstrate their value for language learning (Badr, 2020; Coelho et al., 2016; Huang, 2021).

Due to the perception that OCL relies on the core concepts that fosters 21st-century skills, including critical thinking, problem-solving, cooperation, and interpersonal communication, it is significant for language learning, especially in oral interaction skills. According to Badr (2020), the program based on online collaborative learning was statistically effective in improving EFL speaking ability,

and social presence, while lowering English speaking anxiety levels for the study group. This is also related to how teachers often hold and lead OCL activities which make students speak the target language. Lwin, Sungtong, and Auksornnit (2022) study at Tak province demonstrated that many teachers at MLCs intend to upgrade their knowledge in online education together with the ICT abilities to enhance migrant students' English skills. Coelho et al. (2016) demonstrated that using social networking as the main concept of a pedagogy platform is an effective tool that promotes collaborative learning. The contact that social networking provides facilitates the use of the target language in a meaningful manner, allowing learners to express themselves in an authentic setting and participate in a real-world purpose (Zhang, n.d.). In addition, it enables learners to take advantage of technology. The components of OCL using social networking for language learners are illustrated in Figure (2.1) as follows:
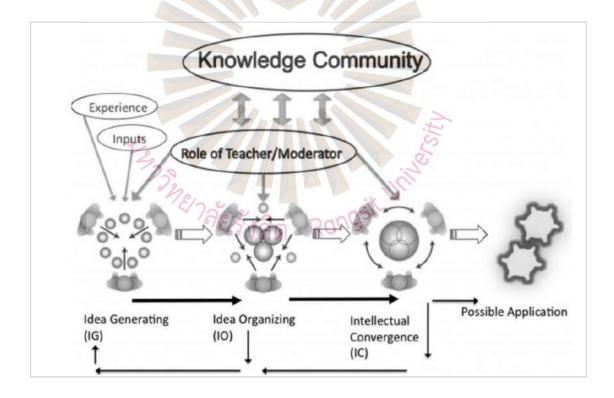
Figure 2.1 OCL theory diagram

Source: Harasim, 2012, as cited in Bates, A., & Bates, A., 2015

2.3.1 Principle of Online Collaborative Learning

Fundamentally, the principles of OCL are summarized and classified into five categories in this study. They are online learning, communities of inquiry (Col), social presence, cognitive presence, and teaching presence.

1) Online Learning

Online collaborative learning is a sort of online education that makes use of the proper software and resources, which necessitates an internet connection. It is also called computer-mediated learning (Zhang, n.d.). Online education highlights the variations between "authority-centered" and "group-centered" interactional communication methods (Garrison, 2019). Furthermore, evidence suggests that online learning facilitates collaboration and fosters a sense of community. The online face-to-face learning environment is one of the most successful teaching methods in use today because it allows for realistic engagement and connections between students and teachers and breaks down social obstacles (Coelho et al., 2016). Conducting online teaching and students participating in online discussions enable students to come up with ideas and find solutions in several ways. In addition, the scholars demonstrated that online conversation and discussion are frequently more "thoughtful, reasonable, and draws evidence from other sources," (as cited in Garrison, 2019). Online education enables access to plenty of websites, programs, and resources, making it easier to find and share visible information. For instance, with Google Meet, Facebook Group Chat, Line Video Share, Zoom, and Voov Meetings. In an online environment, the benefits include fast and free access to millions of pieces of information and sources, which is not possible in an onsite face-to-face setting (Garrison, 2019). Hence, online learning is a must for today's education in order to sustain collaboration and learning, which were choices applied in this study for Myanmar migrant learners in Thailand.

2) Community of Inquiry (Col)

A "community of inquiry" is a conceptual framework for collaborative-constructivist approaches in education. Collaboration, on the other hand, is an essential component of a community of inquiry (Garrison, 2019). Practical learning experiences encourage students to learn and connect profoundly and meaningfully. The community of inquiry fosters a sense of belonging and support in the systematic and purposeful pursuit of a common educational aim (Badr, 2020; Garrison, 2019). Garrison (2019) developed the community of inquiry (Col) model which provides and investigates online teaching and learning with the fundamental ideas of social, cognitive, and teaching presence. According to Garrison (2019), "social presence" reflects a person's capacity to interact with others in a community. By engaging in cooperative inquiry, the cognitive presence process fosters the development of positive cognitive capacities. Finally, the teacher's presence in the classroom emphasizes the critical leadership role that teachers play in structuring and leading the teaching and learning processes in a constructive, collaborative, and sustained manner (Garrison, 2019). Community of inquiry is associated with the three concepts of social presence, cognitive presence, and teaching presence; as a result, an online collaborative learning environment is created.

3) Social presence

Social presence in this context is defined as "a sense of belonging in the classroom, participating in group works and interacting with others in OCL activities". Understanding social presence in the online setting is vital in OCL (Coelho et al., 2016). Furthermore, OCL provides learners with opportunities for learning by doing and real-life experience via social contact and engagement (Chen et al., 2021). It allows teachers and students to keep in touch using social networking and applications. The options that OCL offers in social content empower individuals to represent themselves and allow them to seize their opportunities. However, to seize positive reflections, the courses must be intentionally designed for a sense of community and collaborative activities associated with the curriculum (Garrison, 2019). In contrast, giving students opportunities and paying attention to individuals

encourages their active engagement. The engagement of individual students promotes them to be active learners; therefore, OCL is a type of active learning (Coelho et al., 2016). It improves learners' social presence abilities since engagement, debate, and discourse in an online setting allow for more rational, thoughtful, and evidence-based reasoning (Garrison, 2019). The principle of OCL is to represent the 21st-century modern learning process, socially, connectively, and interactively, thereby supporting social presence and effectively developing speaking skills (Badr, 2020).

4) Cognitive presence

Cognitive presence refers to the students' online discussion posting processes via collaborative work which includes collaborative knowledge construction and sharing meaning. How students discuss online, develop ideas, get results, and share solutions is considered (Sadaf, Wu, & Martin, 2021). Garrison (2019) developed the community of inquiry which is grounded in the Practical Inquiry Model (PIM). The PIM involves four key phases of cognitive presence that can be observed in students' discussions (Sadaf et al., 2021). They are (1) triggering—the students triggering the problem via online discussion and becoming aware of the problem; (2) exploration—exploring the problem via searching relevant information, engaging in reflection, and sharing explanations; (3) integration—integrating the new information into the existing one and constructing the meanings from various resources and offering a possible solution; and (4) resolution—resolution and analyzing by applying or defending potential solutions with a new idea or perception. During the cognitive phases, students develop their cognitive abilities gradually which represents the effectiveness of OCL as well as the trends that improve the quality of online collaborative education; thus, it has been established as one of the OCL concepts.

5) Teaching Presence

The collaboration learning represented in an online setting enables teachers to be effective facilitators, as teachers are supposed to instruct and lead the whole learning cycle, and knowledge construction, including planning, facilitating, and evaluating (Badr, 2020; Zhang, n.d.). Furthermore, the educational leader's role is

to provide the teaching presence which structures, supports, and shapes a meaningful and worthwhile learning experience (Garrison, 2019). It also determines how supportive teachers must encourage students to take initiative and collaborate to finish tasks using ICT (Rawahi & Al-Mekhlafi, 2015). For instance, the cognitive presence concept shifts more responsibility to the facilitator to guide the discussion, maintain commitment, promote a conversational strategy, offer pertinent information links, and settle conflicts (Garrison, 2019). In addition, when students anticipate a strong teaching presence, it can directly reduce discouragement in pursuing the goals. A more friendly and active classroom environment, then, can be found.

2.3.2   The Significance of Online Collaborative Learning

Online collaborative learning is necessary for today's education. According to Lwin et al. (2022), migrant educators expressed the need for introducing eLearning and providing the technical skills and opportunities to conduct online learning in the migrant community. In addition, it is important to clarify that migrant students must have access to online quality education while they are learning to improve their English-speaking skill (Lwin et al., 2022). The findings of Lwin et al. (2022) have indicated the significance of remote teaching or online learning in social contact for sustaining technology education for migrant communities. Online collaborative learning is an effective method for supporting online face-to-face classrooms where students benefit from real-world engagement, social contact, and adaptable and enriching conversational experiences (Coelho et al., 2016).

The methodologies of online collaborative learning and teaching have substantially influenced the design of ICT-based learning environments (Zhu, Valcke, & Schellens, 2009). Furthermore, the OCL has not only been widely used on social and educational platforms but also an important technique in addressing educational shifts caused by the outbreak of the COVID-19 pandemic. This is because it enables individuals to remain in contact, to continue working and studying in a new setting, to break down the barriers to social interaction, to actively participate, and to improve their learning in a new model system (Babičová, 2021; Coelho et al., 2016).

Collaborative learning in an online environment is crucial to maintaining its principles and fostering productivity of cognitive and social constructive presence (Garrison, 2019; Zhang, n.d.).

Collaborative learning has the same principles and goals whether in an online or on-site context, wherein learning occurs when students integrate new and existing information through collaborative work that takes advantage of technology (Babičová, 2021). However, the technology and language barriers are the most challenging for migrant students (Lwin et al., 2022; Ratanapaskorn, 2020), it is necessary to employ a common-use social network such as applications or software among learners to reduce users' technological apprehension. Through social networking, students work in interdependent, structured groups and assume individual duties to finish group tasks. The OCL technique encourages active participation, decreases frustration, and increases knowledge, thus aiding students in developing self-confidence, language skills, and social relationships (Babičová, 2021). Besides, in the online setting, using digital storytelling to have students of diverse backgrounds share their life stories and creative imaginings with others can not only enhance students' information, communication, and technology (ICT) literacy, but can also help struggling language learners make subject matter achievements (Chen et al., 2021).

The importance of students being able to speak a language fluently and represent themselves makes it essential to possess the ability to communicate and present their ideas to audiences confidently. As these skills are required, teachers would use various tactics to create a socially engaged learning environment and classroom (Coelho et al., 2016). Although lack of group and individual accountability are the main challenges to OCL, when teachers assist with the whole learning cycle it enables effective strategies and outcomes (Rawahi & Al-Mekhlafi, 2015). Implementing the OCL in English speaking classrooms is preferable for adult learners, due to their interest in social interaction and cognitive constructive learning (Novitasari, 2019). The perceptions OCL highlight how youth are elevated for their communities, including for individual anticipation and achievement. Moreover, it helps build the English language students' abilities that represent not only the

achievement of content objectives but also the promotion of social developments and 21st-century skills (Huang, 2021). Therefore, online collaborative learning ensures these skills for a better future.

2.3.3   Online Collaborative Learning (OCL) Instruction

In this study, using online collaborative learning in an EFL online class is divided into three categories, along with the three steps of teaching components of the structure of OCL to develop Myanmar migrant students' English-speaking skill. Hence, the three categories are considered the primary components to keep both teachers and students well-informed about the OCL method before applying it to group project learning. They are 1) the methods of OCL, 2) the formats of OCL, and 3) the structures of OCL.

1)   The Methods of OCL

The methodologies of OCL influenced the design of ICT-based learning environments that makes use of social networking (Zhu et al., 2009). It offers discussion-based, learner-centered educational methods in which students are active participants. Individuals develop social and cognitive presence abilities through a sociocultural context and a strategy of social constructivism theory (Huang, 2021). However, the teacher is to be the primary facilitator to instruct and lead the whole learning cycle (Zhang, n.d.). The students are to be not only active participants but also productive applicants. Moreover, the OCL strategy enables individuals to achieve their goals through social interaction and knowledge construction toward a group goal (Chen et al., 2021).

2)   The Format of the OCL

The format of the OCL refers to the educational categories that teachers and learners usually fall into. Especially, it usually falls into these three collaboration categories: collaborative learning, cooperative learning, and competition. However, teachers must have a thorough understanding that different students have various and

unique learning styles. For instance, each student likely has a preferred learning style which may be different from others; they occasionally study and work independently with little interaction, occasionally collaborate and work together, and occasionally compete.

Cooperative learning is categorized when student groups are formed utilizing teacher-structured procedures, and each member's duties and obligations are assigned by the teacher. Competitive learning is the process in which students work together as a team in a competitive setting with rewards and consequences to develop their leadership and entrepreneurial skills (Rawahi & Al-Mekhlafi, 2015). However, the two approaches to cooperation required students to be active learners following interdependent learning in that they expected their peers to be cooperative, honest, responsible, and open, willing to contribute, and willing to provide constructive feedback (Rawahi & Al-Mekhlafi, 2015). Additionally, a learner-centered learning environment inspires students to collaborate and complete their assignments.

Furthermore, and finally, collaborative learning is the process in which students organize their efforts and construct group-structured project work with the guidance of a teacher (Zhang, n.d.). Moreover, they gather resources to help members of the group accomplish the tasks and then achieve individual objectives. They also evaluate their learning capacity. As a result, the effectiveness of the group depends on each member's contributions (Zhang, n.d.). The group's success depends on individual strength by working together and enhancing individual abilities (Novitasari, 2019). Therefore, participating is one of the essential features of OCL because without individual participation it is impossible to achieve collaboration (Badr, 2020). This study was specific to the idea of online collaborative learning.

3) The Structure of OCL

According to the principle of OCL, this study is structured into three phases. They are the three teaching components that make up the structure of the OCL in English speaking online classes. They included (1) designing, (2) facilitating, and (3) evaluating.

(1) Designing

In the educational cycle, both teachers and students have anticipations. Thus, it necessary to consider the all-inclusive learning environment. The all-inclusive classroom is where students of different skill levels are enabled to participate and share through online tools (Badr, 2020). Furthermore, the design of the learning process took into the consideration knowledge development and construction through students' online discussion and collaborative work. Due to technical and language barriers, and learners' anxiety, online settings need more attention and better design than onsite ones (Babičová, 2021). For instance, the cognitive construction concept places more responsibility on the facilitator to guide the discussion, maintain commitment, promote a conversational strategy, offer pertinent information links, and settle conflicts (Garrison, 2019). Therefore, significantly modifying and designing flexible instruction to account for the diverse learning styles of students, and integrating these characteristic features of 21st-century education (Chen et al., 2021).

(2) Facilitating

When collaborative learning is used in an online setting, many challenges require teachers or instructors to play a more important role (Roe, n.d.). The teacher is inspired to be a facilitator who understands each student's likely preferred learning styles, has awareness of flexible teaching strategies and integrates them into the reality of the online classroom. The educated teacher a higher level of language fluency and applied methods, including the key components of effective teaching; (i) disciplinary knowledge, (ii) pedagogical knowledge, and (iii) technical pedagogical knowledge (Al-Seghayer, 2017). The design of a teacher's facilitating plan usually provides online tools with sufficient opportunities and time to practice their learning for better outcomes (Badr, 2020). Additionally, the planning, implementation, classroom activities, evaluation, and revisions (or summarization) were structured in this study of teaching circumstances to facilitate better learning outcomes using online collaborative learning methodologies. The OCL education results in this study related to the levels not only of learning achievement but also of

cognitive presence (triggering, exploration, integration, and resolution), which reflect the development of English-speaking abilities.

(3) Evaluating

Evaluating students' learning achievement is usually applied to the t-test comparison which is a summative test compared to a pre-test. However, the summative assessment may be difficult and prove to be a challenge while collaborating in an online situation (Garrison, 2019). The other concern for this challenge is to encourage students to actively participate in the learning evaluation (Garrison, 2019). However, teachers assist with evaluations regularly in OCL, so students may feel more confident and at ease when participating in OCL activities (Babičová, 2021). Evaluating is an essential part of analyzing learning outcomes.

English speaking is regarded as the most demanding and difficult talent for EFL learners to acquire successfully (Badr, 2020). As a result, English teachers should employ the lesson plan approach to the student-centered learning environment in which students are supposed to collaborate and lead their group work and conduct more speaking activities. A simple group assignment and project work provide numerous opportunities for speaking practice (Huang, 2021). This should include students' spoken English presentation, which motivate students to keep using the target language when asking questions and giving responses. By giving students sufficient time, it decreased their anxiety when speaking in English (Badr, 2020). These elements were then designed in this study, assisting students through the entire learning cycle and knowledge acquisition so that they could learn actively and confidently, resulting in effective OCL.

2.4   Related Learning Theories

According to Loveless (2023), learning theories are a group of guidelines that describe the effective ways for students to learn, remember, and recall new information. They explain learning assists in our comprehension (Picciano, 2017). The

learning theories in this study refers to the methods teachers develop while they were designing and implementing lessons in the classroom, including the online collaborative learning (OCL) strategy, which was related to two essential learning theories: cognitive learning theory and social constructivist learning theory (Picciano, 2017). The OCL strategies primarily offer a variety of social and thinking capacity concepts for teaching and learning frameworks in the digital education era (Picciano, 2017). Furthermore, the features of OCL include mental and knowledge construction (Zhang, n.d.), as well as the five essential components of small-group collaborative learning: positive interdependence (PI), face-to-face promotional interaction, individual and group accountability, group processing, and social skills (Laal, 2013).

There is also a possible connection and relation to the ideas of behaviorist learning theory in situations where students adapt to online learning, use computers advantageously, and behave responsibly. It is also relevant in conditions where students collaborate and learn in a competitive setting with rewards and consequences to develop their leadership and interpersonal skills (Rawahi & Al-Mekhlafi, 2015). Therefore, online collaborative learning was assumed to be related to and supported by the three learning theories. The principles and conditions of each associated learning theory relevant to this study were discussed below, along with their ideas for online collaborative learning.

2.4.1   Cognitive Learning Theory

The ability of the mental processes of the brain to accept, absorb, and share knowledge through experience and collaboration and then the convergence of thoughts is termed "cognitive learning" in this study. Furthermore, cognitive learning is a relatively new subfield that draws on psychology, biology, neuroscience, computer science, and philosophy to explain the workings of the brain, as well as levels of cognitive growth that serve as the foundation for learning and knowledge acquisition (Picciano, 2017). Students promote their brain capacities via online discussion, especially in this present time when technology provides flexibility and the ability to

use the model collaboration technique using information, communication, and technology (ICT) (Picciano, 2017).

In addition, a cognitivist perspective is a psychological approach that encourages the growth of cognitive skills and innate human abilities and is not stimulus-response (Celikoz, Erisen, & Sahin, 2016). These include all parts of our mental life, including our perceptions, ideas, memories, actions, plans, language, understanding of others, and more, all of which is dependent on brain activity (Driver, Haggard, & Shallice, 2007). Jean Piaget, the founder of cognitivism, was an educational psychologist who believed and supported the notion that knowledge is something that learners actively construct based on their existing cognitive structures. Any internal process in the brain or the study of mental processes in the human brain and the function of living things' brain activities is known as cognitive learning (Celikoz et al., 2016; Driver et al., 2007). This mental process includes the brain and its memory, concentration, and knowledge retention (Badr, 2020; Celikoz et al., 2016; Zhang, n.d.). Another way to express it is to compare it to the processes that go into computing, like data input, storage, and output. It is analogous to Harasim's (2012) online collaborative learning theory, which divides the idea-processing process into three stages: concept generation, organization, and convergence (Badr, 2020; Zhang, n.d.). Therefore, collaborative learning is related to and supported by the principles of cognitive learning theory because the structure of OCL relies on knowledge construction designed to develop cognitive abilities or brain capacities (Zhang, n.d.). For example, in the classroom, teachers can integrate cognitivism by linking concepts together, linking concepts to real-world experiences, discussions, and problem-solving (Loveless, 2023).

Moreover, the cognitive learning theory claims that cognitive learning is a method of active learning that focuses on teaching students how to maximize their brain capacity to complete a speaking task (Badr, 2020). It helps students connect new content with prior knowledge (Badr, 2020; Zhang, n.d.). Hence, comprehension of and approaching the concepts of cognitive learning theory in using the OCL method in English speaking classes are due to its effectiveness (Novitasari, 2019). According to

Anderson and Krathwohl's Taxonomy (2001), the cognitive theory is to help students improve their cognitive abilities at the order-level thinking capacities like remembering, understanding, applying, analyzing, and creating (Wilson, 2017). In this study, the entire learning process was accompanied by a student-centered classroom, brainstorming about the learning materials, sharing their experiences in the classroom and with friends, paying attention to each other's sharing their learnings, and providing feedback. Thus, these built and form students' ideas in developing their English conversation.

2.4.2 Social Constructive Learning Theory

According to this theory, socially constructive learning focuses on and encourages students to work in pairs or groups to accomplish assignments that will promote individual development and increase respect for the viewpoints of all participants (Novitasari, 2019). Online collaborative learning is a branch of social constructivist learning theory that claims engagement is crucial via online connection, and social interaction is the primary learning tool students must experience (Badr, 2020; Brindley et al., 2009; Garrison, 2019). It inspires students to develop as individuals and interact with one another. This boosts the students' communication and interpersonal skills (Novitasari, 2019), thereby increasing their social interactions and communication abilities (Badr, 2020).

According to Picciano (2017), social constructivist theory in education emphasizes social interaction notions that guide and shape innovative educational techniques in which learners collaborate and solve problems through discussion to complete the task. For instance, in OCL, students are encouraged to work together to achieve a common goal and are accountable for individual tasks to enhance individual's abilities and social contact skills (Chen et al., 2021; Zhang, n.d.). Through group work, students develop critical thinking, problem-solving, and presentation abilities, thus improving their communication talents (Badr, 2020; Huang, 2021).

Numerous academics have outlined the conceptual frameworks of social constructivist learning theory supported in online collaborative learning settings (as cited in Zhu et al., 2009). They noted that a constructivist learning environment is a place where students may collaborate and support one another while using various tools and information resources to pursue learning objectives. Moreover, the OCL demonstrates the importance of social constructivist theory in developing students' social connections, engagement, and knowledge construction, thus contributing to their social presence (Badr, 2020).

In addition, a constructivist perspective is a psychological approach that stresses empathy and the positive characteristics of human behavior (Badr, 2020). Additionally, Piaget is well-acknowledged as the founder of constructivism. Constructive learning is a learner-centered approach prevalent in contemporary educational learning theory. Understanding how OCL relates to the social constructivist theory (SCT) and approaches the ideas of SCT is significant in using OCL to develop learners' social and speaking abilities (Novitasari, 2019). Examples of constructivism in the classroom include problem-based learning, research and creative projects, and group collaborative learning activities (Loveless, 2023). In this study, the learning was fulfilled through classroom activities. Students were working in pairs and groups in and out of the classroom for activities and on a weekly project to finish a group task. The study was accomplished with interaction and discussion for classroom activities, keeping students and the teacher in contact, providing and sharing ideas, forming a big group, resulting in a good outcome with students' enjoyment and participation; thus, it was founded on social-constructive learning theory.

2.4.3 Behaviorist Learning Theory

This philosophy focuses on the stimulus-response method (Çeliköz et al., 2016). The "reward and punishment" system is another name for this method. The ability to distinguish between appropriate and inappropriate behaviors can be learned or taught, and the resulting behavior should be observable and quantifiable (Çeliköz et al., 2016). Students gain knowledge by associating and conditioning the outcomes of specific actions. When students compete in their learning for a reward in a

collaborative task, behaviors can be learned and modified (Rawahi & Al-Mekhlafi, 2015). The behaviorist paradigm in education examines how students behave and develop as they learn and can evaluate, analyze, and ultimately criticize (Picciano, 2017).

Even though this theory does not mainly support constructive work, it has numerous effects on the adult learner's learning experiences and behaviors through the five senses of humans (sight, hearing, smell, taste, and touch) and experiential methods. Çeliköz et al. (2016) then investigated how behaviors are accepted to be muscle movements, including human behaviors such as speaking, walking, thinking, feeling, and so on, which are composed of the nervous system and muscle movements.

In an online collaborative learning environment, group work interactions enable individuals to acquire and adopt new behaviors and behave as active participants (Badr, 2020). Learning occurs through interaction and is achieved when the provided stimulus changes behaviors (Loveless, 2023). The theory offers opportunities of how to learn effectively and behave positively, which enhances their motivation and attitude toward the methods (Çeliköz et al., 2016; Novitasari, 2019). An example of behaviorism in the classroom includes repeated actions, verbal reinforcement, and incentives to take part (Loveless, 2023). The classroom was created in this study with strong discipline as a guide for the teacher and students to obey. Students worked in pairs and small groups. Individuals gained from the ideas of one another. They established themselves on a higher level of motivation and attitude for the distinctive learning practices shared by peers. It resulted in positive attitudes toward the strategies. The study then adopted the behaviorist learning theory.

2.5   Related Research and Studies

The literature has indicated the possibility of implementing online collaborative learning (OCL). In the meantime, several related types of research have investigated the effectiveness of online collaborative learning in developing learners' English-speaking abilities, as well as their motivations for learning English and attitudes toward learning methods (Babiker, 2018; Badr, 2020; Chen et al., 2021;

Coelho et al., 2016; Huang, 2021; Rawahi & Al-Mekhlafi, 2015; Zhu et al., 2009). Numerous pedagogies and techniques for approaching OCL have been implemented appropriately to meet the research objectives. They include such techniques as project-based learning, problem-based learning, and cross-cultural learning. Furthermore, Pozzi (2010) distinguished the impacts of OCL student-faculty interaction learning, student-structured groups, and the OCL classroom environment by using Jigsaw and simple case studies for supporting OCL.

Zhu et al. (2009) found in their study on cross-cultural online collaborative learning that "the more students encounter the online environment, the more their attitude about it changes." Also, the survey study by Babiker (2018) on the OCL approach found that 89% of their students thought OCL was a helpful strategy in EFL classrooms, particularly in the area of increasing oral interaction and speaking ability. His techniques demonstrated that "practice makes perfect" with OCL procedures. He cited how the practice of micro-skills, learning activities, group work, and keeping students speaking the target language in group work and conversations improved both language skills and confidence.

Babiker (2018) also found that social contact made possible by OCL is important for language learning. It also contributed to learners' social, psychological, and assessment benefits. Babičová (2021) affirmed that learners from varied backgrounds with different learning styles, experiences, and goals contribute considerably to the learning process by using their distinct experiences and ideas during group work. Novitasari (2019) proved that the OCL method successfully improved students' English-speaking achievement as well as contributed to their social, psychological, and assessment benefits. Moreover, Chen et al. (2021) study on a project-based OCL revealed that their students evaluated themselves and expressed that those methods enhanced their English-language writing and speaking abilities, as well as their teamwork skills. Similarly, Rawahi and Al-Mekhlafi (2015) investigated whether using collaborative project-based learning has effects on learners' language performance and attitudes.

However, Rawahi and Al-Mekhlafi's (2015) study highlighted the mixed effect of online collaborative project-based learning on learners' language performance and EFL students' attitudes. They found that in using online collaborative PBL teaching experiences, some students describe their online collaborative experiences as "enjoyable" and "active", while others described it as "tiring," "difficult," and "a waste of time." It had something to do with a lack of extensive training before the experiment as well as insufficient available time to provide extensive training to students. However, the researchers also claimed the gaps in solving those problems of "a waste of time or not having enough time" could be filled by using synchronous as well as asynchronous communication. Another tool for solving "tired" and "difficult" problems for learners is a well-designed and planned lesson in an easy-to-understand language.

A problem-based OCL is a type of student-involved collaborative learning (Zhu et al., 2009). Besides, they observed that students are more motivated to study when the subject matter is interesting and they can understand how it connects to their lives. In real-world situations, students develop their critical thinking skills through analyzing, synthesizing, evaluating, and reflecting. In addition, they also cited the numerous preliminary studies' results, which showed that the greater the degree of student involvement, the greater the student's learning and affective development. Using the cross-cultural study of online collaborative learning, their multivariate analyses show that culture had a significant impact on the adoption of learning beliefs, critical thinking, and peer learning. Moreover, their study's results supported the theoretical assumption that a social constructivist learning environment promotes collaborative and constructive learning, interaction among peers, and problem-solving activities.

In addition, in the study of Pozzi (2010) on using the Jigsaw and case studies for supporting online collaborative learning, the Jigsaw case study and a simple case study have the same characteristics as the student-structured group, but the impacts are slightly different. Their studies revealed that students developed their sense of community using a simple case study in the OCL environment within the social dimension. It is because students remained in the same group until they finished the

task, so they probably had more time to engage with group members and develop their sense of community, resulting in a greater willingness to express their emotions and intimacy in a simple case study. Although it has not insisted on highly structured activities (like the Jigsaw), it can foster more group reasoning, meta-reflection, and individual reasoning.

Besides, Pozzi (2010) observed within the cognitive dimension, the Jigsaw Case Study can enhance group reasoning by giving a well-designed structure to the activity. Although it provides less opportunity for individuals to express their position, it encourages students to interact and actively participate in group activities. In particular, their studies concluded that the structure of the Jigsaw Case Study activity forces students to exchange competencies and knowledge. Thus, this facilitates their attitude toward group sharing and develops students' abilities to work in groups and reflect with others. It was concluded that not only the Jigsaw Case Study but also a simple Case Study approach to OCL has several impacts on learners' social, cognitive and collaborative skills. It varies depending on the online course design, time constraints, a well-designed learning activity, and teaching effort. Other similar studies supporting to OCL classroom environment should also be encouraged, suggested the researcher.

Several researchers have applied online collaborative learning to numerous curricula in testing the theory and observed how online collaborative learning is essential in 21st-century education and effective for English language learning. Numerous researchers concluded that using OCL methods is worthwhile because it can provide a valuable online learning platform for learners from diverse societies regarding their language and interaction performances as well as 21st-century skills and engagement abilities (Chen et al., 2021). Pozzi (2010) discovered that using both a Jigsaw and simple case studies of OCL enhanced learners' social interaction and cognitive abilities. Using the problem-based OCL with a real-life experience technique develops learners' critical thinking abilities, teamwork, and problem-solving skills (Zhu et al., 2009). The project-based OCL technique can create an enjoyable and active classroom and has affected learners' speaking skill, oral communication, discussion skills, and attitude toward EFL and methods (Rawahi & Al-Mekhlafi,

2015). Besides, it has been used and has proven beneficial in both short-term and long-term courses (Chen et al., 2021). Using the cross-cultural OCL can significantly impact learning beliefs, critical thinking, and peer teaching (Zhu et al., 2009). Using the various OCL teaching instructions across different social networking tools has effectiveness in developing learners learning achievement and English-speaking skill as well as contributing to their social, psychological, and assessment benefits (Chen et al., 2021; Coelho et al., 2021). The more students encounter the online environment, the more their attitude changes (Zhu et al., 2009). Moreover, OCL has the same principles and impacts both online and onsite (Babičová, 2021). However, a study on using the OCL in developing the English-speaking abilities of Myanmar migrant students has not been conducted in Thailand. Hence, this study intentionally used pairs and small-group student facultative interaction learning using multiple learning activities approach to the OCL method to answer the research's questions.

Therefore, according to the problems and obstacles Myanmar migrants have faced, the OCL is the highlighted method, which is the potential to cope with and assist them, for which this study effort was put. When English is a foreign language to Myanmar migrant students, they may learn diverse new knowledge from English language learning via OCL, such as through cross-culture techniques, project work, and group work techniques, which then develop not only their English-speaking skill but also their prior knowledge and social skills. Online collaborative learning generates learner-centered environments that emphasize the development of knowledge, cognition, and collaboration. It would especially assist them, including social lifestyles, better work, and more. The intention of learner centers and teamwork is to enrich the students as socially active and personally productive. The more opportunities they got to participate and represent, the better their sense of belonging to the group. Furthermore, it enlightens their opinion toward the online collaborative learning for developing their English-speaking skill would have a positive perception and higher degree opinions. Thus, this study was found to be a practical tool for migrant educators, teachers, online tutors, and Myanmar migrant students in Thailand, to assist their needs such as developing their English-speaking skill and helping them cope with obstacles and problems.

Chapter 3

Research Methodology

This chapter describes the research methods employed to answer the research questions and to achieve the objectives. It included the research design, study population, sample group, research instrument used to collect data, validity and reliability, data collection procedures, and data analysis.

3.1 Research Design

A research design is a strategy for answering research questions. The research for this study used a mixed method that included both qualitative and quantitative approaches through the online collaborative learning method to find out its impact on the English-speaking skill and opinions toward the OCL method of Myanmar migrant students.

The English-speaking skill of an individual student was evaluated through a t-test comparison of 8 open-ended speaking test questions. The students took the pretest before the treatment and the posttest after the treatment to determine the development of their English-speaking abilities. The responses of each student to a total of 8 open-ended test questions were recorded for data analysis and translation.

Furthermore, the researcher also employed the 15-item questionnaire to determine the opinions of students toward the OCL methods. The 15-item questionnaire was divided into 3 parts (5 items for each part), which were opinions toward the teacher's instruction, classroom activities, and the effectiveness of the OCL method. The 15-item questionnaire was designed using a choice of 5-point Likert scales. In addition to questionnaires, a one-on-one interview that included an open-ended question in regards to how students think about the use of online collaborative

learning in developing their English speaking skill was applied to strengthen the outcome of the opinions of students toward the OCL method.

The diagram of the research design is illustrated in Figure 3.1 as follows:
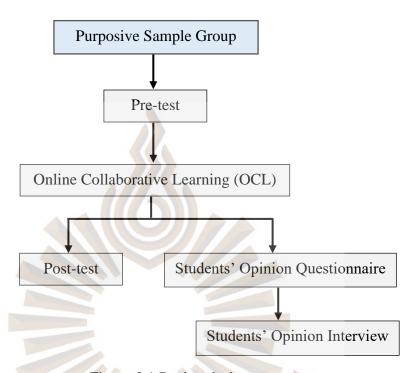
Figure 3.1 Resign design

3.2 Population and Sample of the Study

The target population of this study was Myanmar migrant workers currently employed in Thailand. However, the sample group of the study consisted of 20 participants purposefully selected from the estimated 250 target populations. The age range of the 20 participants was between 18 and 35 years old. The following table shows the demographic information about the research participants.

Table 3.1 Demographic profile of the research participants

Gender	Female	Male	Total
Percentage	60%	40%	100%
Age Group (18 - 35)	12	8	20 Persons

Table 3.1 provides the details of the research participants in terms of gender and age. The purposive sample group of 20 students was in the age range of 18 to 35. The research participants were made up of 12 female participants (60%) and 8 male participants (40%).

3.3 Research Instruments

This study used both qualitative and quantitative instruments to strengthen the research outcomes and minimize the inadequacies. There were four key instruments used for data collection: lesson plans, English speaking tests, opinion questionnaires, and an interview.

The diagram of research questions and instruments to answer the research questions is illustrated in Figure 3.2 as follows:
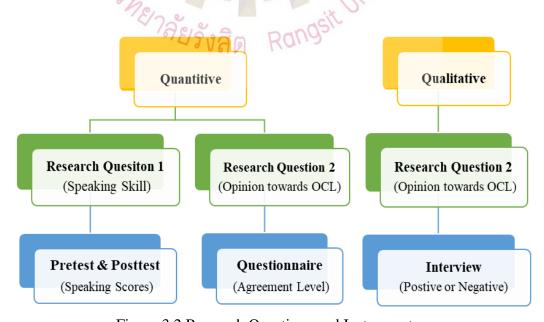
Figure 3.2 Research Questions and Instruments

3.3.1 Lesson Plans (Instructional instrument)

The lesson plan is an essential part of teaching. It assists not only the teacher in decreasing anxiety but also enables students to be more confident and friendly and to feel more at ease about the teaching and learning content. It exercises about the professional skills of a teacher, including designing, facilitating, and evaluating abilities. Thus, this study designed the lesson plan instructional instrument in five steps: introduction, implementation, classroom activities, student work sharing or presentation, and summarization. Moreover, the researcher designed a total of four lesson contents to teach for a duration of 4 weeks (or a month). One class per week, two sessions per class, and each session lasting 60 minutes were designed. A teacher is to be a facilitator of the learners, such as by guiding and inspiring them.

At the beginning of each class, the lesson contents and objectives were introduced briefly. All the instruction contents were integrated in accordance with OCL techniques. The classroom activities were planned to integrate numerous learning activities that were relevant to the lesson contents using OCL approaches. Following the lesson contents and classroom activities, students worked in pairs and groups. The weekly project or work assignments were assigned to each pair and group. They collaborated as a team and finished their tasks, and each group shared their work results with the class. However, the teacher monitored students' collaborative work and assisted in the learning process for evaluation and summarization. In addition to classroom activities, outside-classroom group chats were created and opened for further needs to strengthen students' engagement and speaking abilities. (See more detail on the four lesson plans in Appendix C.)

Table 3.2 Basic Information of Lesson Plans

Lesson Content & Objectives	Teaching Steps & Seniors
1. Meeting New People: To develop students' greeting, introduction, and speaking abilities.	5 steps of teaching: introduction, implementation, classroom activities, work-sharing, and summarization. - Using the cross-cultural learning activity, a self-introduction learning activity, a Pair-work learning activity, and a weekly project-based learning activity.
2. Family & Job: To develop students' presentations and conversations about their families and jobs, and speaking abilities	5 steps of teaching: introduction, implementation, classroom activities, work-sharing, and summarization. - Using a real-life experiment learning activity, the group work learning activity, and a weekly project-based learning activity.
3. People & Things: To develop students' presentations and conversations about people and things, and speaking abilities	5 steps of teaching: introduction, implementation, classroom activities, work-sharing, and summarization. - Using a story-telling learning activity, the group work learning activity, and a weekly project-based learning activity.
4. Job Interview: To develop students' job interview abilities and speaking skills.	5 steps of teaching: introduction, implementation, classroom activities, work-sharing, and summarization. - Using a self-experienced learning activity, the group work learning activity, and a weekly project-based learning activity.

3.3.2 English Speaking Skills Tests

Following the lesson contents, open-ended speaking test questions were designed. The speaking test consisted of 8 open-ended questions (see Appendix E), each carrying 5 marks (see assessment rubric Appendix G) for the pretest and posttest.

However, prompts were offered to encourage students to speak. The prompts were the same for all students. Body language was employed in the tests. Before the treatment, a pretest was administered to the purposive sample group to determine their prior speaking scores. After the treatment, a posttest was conducted on the same group and items to see if there was a significant difference between the pretest and posttest for each student. In addition, the speaking pretest and posttest of individual students were recorded in voice and video and used for data translation and coding.

3.3.3 Student Opinion Questionnaire

The 15-item questionnaire written in English was used to evaluate the learning opinions of students toward the OCL method. The questionnaire was divided into three parts. The first part included five items that highlighted opinions toward the teacher's instruction. The second part, with five items, indicated opinions toward classroom activities such as teamwork, work sharing, and giving feedback. The last part of the five items indicated opinions toward the effectiveness of the OCL method. The 20 participants were asked to select a choice that best represents their reaction to the treatment given in the questionnaires based on a five-point Likert scale (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree). (See more detail in Appendix I.)

Table 3.3 Range of Mean Score Interpretation

Value	Mean interval scale (score range)	Students' Opinions Level	Students' Opinions Interpretation
5	5.00 – 4.01	The highest	Strongly Agree
4	4.00 – 3.01	High	Agree
3	3.00 – 2.01	Moderate	Neutral
2	2.00 – 1.01	Low	Disagree
1	1.00	The lowest	Strongly disagree

3.3.4 Student Opinion One-on-One Interview

According to the limitations of a 15-item questionnaire defined on a 5-level Likert scale, the researcher designed a supported one-on-one interview qualitative research instrument to strengthen the questionnaire data outcome of the students' opinions toward OCL. In the one-on-one interview, the open-ended question regarding how students think about the use of online collaborative learning in developing their English-speaking skill was used. Additionally, prompts were used to encourage them to speak more. The prompts were the same for all students. Body language was employed in the progress of the interview. (See more detail in Appendix K.)

All students were encouraged to speak the target language to give their opinion. Besides, to strengthen and enlarge students' capacities to give and talk about their opinions toward the applied method, students' first language was also enabled in the interview. The intention was to obtain the reliability of the data outcome about their truthful opinions toward the applied method (OCL) in developing their English-speaking skill. Subsequently, all the data were translated correctly and coded in the English language methodologically.

3.4 Validity and Reliability of Research Instruments

3.4.1 Validity of Research Instruments

All the research instruments were validated before implementation by two experts from Myanmar and one from Canada using Item Objective Congruence (IOC). The IOC score ranges from -1 to +1. The item rating + 1 indicated that the item was congruent and met specific objectives. 0 meant that the item was questionable and not sure if the project meets the specific objectives. -1 was incongruent, which means that the project does not meet the specific objectives. IOC was calculated by applying the formula: $IOC\sum = R/N$, in which R stands for the sum of experts' ratings and N stands for the number of experts.

In this study, all the items in every instrument were rated +1 by all three validators through some recommendations and advice relevant to the research objectives. Theoretically, the value of the test item between 0.5 and 1 meant it was valid, but below 0.5 signified inapplicability (Peldon & Chalermnirundorn, 2018). Thus, it indicated that all the instruments used in this study were congruent and valid.

3.4.2 Reliability of Students' Opinion Questionnaire

According to Heale and Twycross (2015), reliability was the instrument used for the consistency of measurement. This study applied Cronbach's alpha for the consistency of measurement. Cronbach's α is the most commonly used to determine the internal consistency of an instrument that has more than two responses (Heale & Twycross, 2015). The Cronbach's α result is a number between 0 and 1. But an acceptable reliability score is 0.7 or higher. A correlation coefficient of less than 0.3 signifies a weak correlation; 0.3–0.5 is moderate; and greater than 0.5 is strong.

In this study, each student's opinion questionnaire according to a 5-point Likert scale was computed and analyzed using SPSS. The reliability coefficient of the students' opinion questionnaire toward the applied method was ($\alpha = 0.9$), resulting in a reliability scale that is categorized as excellent. (See Appendix N.)

Table 3.4 Description of Internal Consistency using Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9\,\alpha \geq 0.8$	Good
$0.8\,\alpha \geq 0.7$	Acceptable
$0.7\,\alpha \geq 0.6$	Questionable
$0.6\,\alpha \geq 0.5$	Poor
$0.5 \geq \alpha$	Unacceptable

3.5 Data Collection Procedure

3.5.1 Ethical Consideration

3.5.1.1 Approval

Ethics are the essential key to conducting research. It has been negligence in ethical considerations in research that could considerably sabotage, researchers, and the community in general (Peldon & Chalermnirundorn, 2018). Data collection was not commenced until all the necessary permissions and approvals were obtained for this study. This project was considered for expedited ethics review and has been approved by the Human Research Ethics Committee of Rangsit University with Project No. RSU-ERB2023/135.1807 and COA No. RSUERB2023-116 (see Appendix B). The approval was also sought from (i) the founder of the B.M.V. Training Center where this study was conducted (see Appendix A), and (ii) all 20 participants. Although all participants were adult learners, individuals' willingness to participate in the data collection procedure was considered for their conventions and rights. Thus, the individual students directly sought approval since they are adults living independently in Thailand capable of making their own decisions.

3.5.1.2 Anonymity and Confidentiality of the Participants

The information of all the participants was maintained privately for the researcher because data privacy was an essential factor for the participants. This was anticipated every day by the participants (Peldon & Chalermnirundorn, 2018). The anonymity and confidentiality of the participants and speaking test records were recorded and taken through the number system. The research participants were not recognized in the study by name; instead, numbers were used as an alternative to ensure confidentiality. In adherence to ethical standards, all data will be destroyed upon the completion of the study.

3.6 Data Analysis

In this study, data analysis was done in two aspects to answer the research questions. The first aspect was a comparative statistical analysis that was done using a paired sample t-test by comparing the pretest and posttest scores of each student to determine the development of individual students' English-speaking skill. The second aspect was to examine the effects of online collaborative learning on students' opinions using 5-level Likert scale checklist data that was applied through opinion questionnaires. Moreover, the qualitative data collected from the one-on-one interview was applied and analyzed to determine whether the opinions of students toward the OCL method were positive or negative, to strengthen the data outcome.

3.6.1 English speaking Skill Tests (Pretest and Posttest)

Pre-test and post-test data was collected before and after the treatments, respectively. The treatment lasted for four weeks. A comparison of students' English-speaking skills data was analyzed using a paired sample t-test (posttest compared to pretest). The individual students' speaking tests were recorded for data analysis and further use before the study was completed. The comparison of the analyzed data was done based on the mean, standard deviation, and significant value.

3.6.2 Opinion Questionnaires and an Interview

The opinion questionnaires and the one-on-one open-ended interview was analyzed and supplemented for the student's opinions towards the OCL method. To begin the analysis of students' opinions through questionnaires, the following values was assigned to the Likert scale items: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. The translation of the questionnaires' analyzed data was done based on standard deviation and significant agreement levels. The questionnaires were provided in English and computerized. The interpretations of the questionnaire results (mean) were computerized based on the range of mean interval scale of the 5-point Likert scale conversion to levels below.

Furthermore, an interview was conducted after the implementation of the OCL method in English speaking classes to strengthen the opinion outcome. The one-on-one, open-ended interview data was recorded in audio. The translation of the interview-analyzed data was done based on their significant perception of whether their opinions toward OCL are either positive or negative.

The essential closed-ended 15-item opinion questionnaires are provided. Additionally, the necessary one-on-one, open-ended interview was conducted, which enabled individuals to speak and present their perceptions more effectively with more freedom and opportunities to talk. It supported the accuracy of data and strengthened the data outcome. Thus, as a result, data gathering in this study was concurrent in nature and diversified, allowing for triangulation. Triangulation strengthened the research findings by allowing for the drawing of more precise and trustworthy inferences (Peldon & Chalermnirundorn, 2018).

Chapter 4

Results of Data Analysis

This chapter included the presentation and interpretation of the findings of this study. The data analysis was carried out in two aspects. The first part was based on the comparison of English-speaking skill tests scores, which answered the first research question. The second one was based on the results of the students' opinions toward the Online Collaborative Learning (OCL) method, which were collected through the 15-item opinion questionnaire and the one-on-one interview. The second aspect, with two components, responded to the second research question. All the data were accurately analyzed using certified SPSS software.

4.1 Analysis of English-Speaking Skills Test Score

The first research question of the study was: Will the use of online collaborative learning develop the English-speaking skill of Myanmar migrant in Thailand? In order to receive the answer to this question, the pre-test and post-test were administered to the purposive sample group. A comparative statistical analysis of the standard deviation test was carried out using a paired sample t-test based on the mean, standard deviation, and significant value. The pretest and posttest scores of individual students, their increase scores and percentages were presented in the table 4.1 below.

Table 4.1 Development Scores of Individual Students after the Implementation

Student ID	Pretest Score (Full Score=40)	Posttest Score (Full Score=40)	Increase in Test Score	% Difference
1	13.75	28.75	15.00	37.50
2	27.00	37.50	10.50	26.25
3	8.50	25.75	17.25	43.13

Table 4.1 Development Scores of Individual Students after the Implementation
          (Continued)

Student ID	Pretest Score (Full Score=40)	Posttest Score (Full Score=40)	Increase in Test Score	% Difference
4	3.00	14.25	11.25	28.13
5	15.00	33.00	18.00	45.00
6	8.50	27.00	18.50	46.25
7	10.75	28.50	17.75	44.38
8	0.50	11.25	10.75	26.88
9	13.50	31.00	17.50	43.75
10	15.50	32.75	17.25	43.13
11	17.5	32.75	15.25	38.13
12	18.75	33.25	14.5	36.25
13	9.00	20.75	11.75	29.38
14	21.75	35.75	14.00	35.00
15	7.75	26.50	18.75	46.88
16	35.25	39.25	4.00	10.00
17	1.50	10.00	8.50	21.25
18	8.00	15.50	7.50	18.75
19	9.25	32.25	23.00	57.50
20	25.25	37.00	11.75	29.38
μ	13.50	27.64	14.14	35.34

Table 4.2 presents the comparison of the pretest and posttest scores of individual students. It revealed that the pretest total mean score (μ) was 13.5 while the posttest total mean score (μ) was 27.64, and the total difference mean score (μ) was 14.14, or an increase of up to 35.34% in percentage. The range of students' scores was from 0.50 to 35.25 in the pretest and 10 to 39.25 in the posttest. The scores of the pretest ranged from a maximum of 35.25 out of the total scores of 40, with three participants scoring below 5 out of 40. Although the pretest score of student 8 was 0.5, the student improved its score to 11.25 with an increased score of 10.75 (26.88%). Student 16 made the highest score in the pretest at 35.25; its score developed up to 39.25 with the least increased score of 4 (10.00%). The student 19 showed the maximum improvement, with the highest increased score of 23, or 57.50 in percentage. Though there was a variation in the degree of development amongst

students, overall, the intervention did impact everyone positively. Furthermore, it pinpointed that all the students have improved in their posttest compared to the pretest. The total posttest range of the purposive sample group increased by more than twice the total pretest range.

4.1.1 Analysis of Paired Sample t-test

The English-speaking test scores analysis completed through paired sample statistics demonstrated a positive result, as presented in Table 4.2 below.

Table 4.2 Paired Sample Statistics

Group	N	Pre-test		Post-test		Mean Difference	t	P - value
Purposive Sample Group	20	μ	SD	μ	SD	27.64-13.50 = 14.14	- 13.734	.000
		13.50	8.86	27.64	8.86			

* p<0.05

According to Table 4.2, the pair sample statistics demonstrated that the posttest result was greater than the pretest result. The posttest mean score was μ = 27.64, while the pretest mean score was μ = 13.5, yielding a mean difference of 14.14. It denoted a significance value of.000, which is significantly less than 0.05 and shows a substantial increase in post-test scores. The standard deviations of the pretest and posttest were 8.86 and 8.86, respectively. This meant the students' post-test results were dispersed from the mean, indicating a more consistent result.
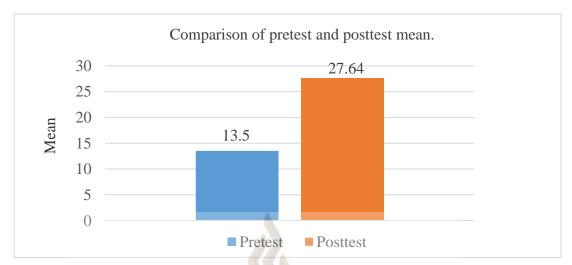
Figure 4.1 illustrates the mean of the pretest and posttest scores of the purposive sample group

As shown in figure 4.1, the blue graph represented the pretest mean, and the orange graph represented the posttest mean. It indicated that the posttest mean was significantly higher than the pretest mean. This emphasized the effectiveness of online collaborative learning strategies in developing the English-speaking skill of Myanmar migrant students.
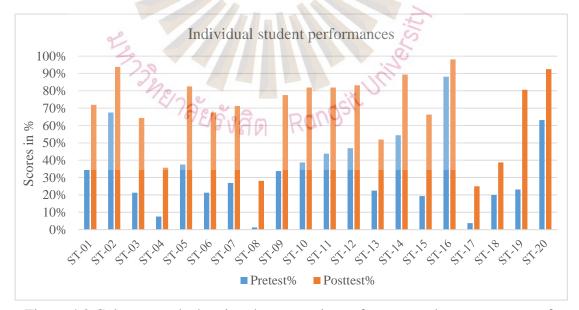
Figure 4.2 Column graph showing the comparison of pretest and posttest scores of individual students in percentage

Figure 4.4 shows the individual improvement of each student in percentage. It shows that all the students made progress. The development scores ranged from the lowest being 10 to the highest being 57.50 in percentage. The range mean of the pretest was 33.75, while the posttest made it to 69.09 with a difference of 35.34 in percentage.

4.2 Analysis of Students' Opinion Toward Online Collaborative Learning After Implementation

The second research question was: What is Myanmar migrant students' opinions toward online collaborative learning after implementation? To answer this question, data from students' opinion questionnaires with 15 items for three sections and a one-on-one interview were used. The students' opinion questionnaires were analyzed using a standard deviation and mean interval scale, which was the range of the mean score interpretation of a 5-point Likert scale. The 15 elements included student opinion questionnaires, which, despite being prepared bilingually, were evaluated and coded in English. A one-on-one interview was analyzed based on their significant opinions toward OCL using content analysis. The interview was done in both English and the students' first or most convenient languages. However, it was translated and coded in English methodically.

4.2.1 Analysis of Quantitative Data (Opinion Questionnaires)

In this part of quantitative data analysis on Myanmar migrant students' opinion toward online collaborative learning, 5-level Likert scale questionnaires were divided into three parts. Part 1 described the students' opinions toward the teacher's instruction; Part 2 described the students' opinions toward classroom activities; and Part 3 was about the students' opinions toward the effectiveness of online collaborative learning. Each item of the opinion questionnaires was described based on their agreement level as follows: 4.01–5.00 means strongly agree, 3.01–4.00 indicates agree, 2.01–3.00 denotes neutral, 1.01-2.00 represents disagree, and 0.01–1.00 implies strongly disagree. (See table 3.3)

1) Students' opinions toward teacher's instruction

Table 4.3 Mean and Standard Deviation (SD): Part I – the Teacher's Instruction
(N=20)

	Part I: the Teacher's Instruction	Mean (μ)	SD	Interpretation
1	The lessons were interesting.	4.75	0.44	Strongly Agree
2	The teacher's lesson plans were attractive.	4.65	0.49	Strongly Agree
3	The teacher's teaching method is helpful.	4.80	0.41	Strongly Agree
4	The teacher supports our learnings.	4.85	0.37	Strongly Agree
5	The lessons are useful in my daily life.	4.90	0.31	Strongly Agree
	Average Total	4.79	0.40	Strongly Agree

Table 4.3 displays the means and standard deviations of the associated items of the students' replied to the teacher's instruction. The entire average mean score was 4.79 (SD=0.40), which was indicated as the strongly agree level. The item with the highest mean score of 4.90 (SD=0.31) at the strongly agree level discussed about "The lessons are useful in my daily life." The item with the lowest mean score of 4.65 (SD = 0.49) at the strongly agree level was ensuring that "the teacher's lesson plans were attractive." Furthermore, all five elements indicated the strong level of student agreement in the expression of positive opinion towards the teacher's instruction after the online collaborative tactics.

2) Students' opinions towards classroom activities

Table 4.4 Mean and Standard Deviation (SD): Part II – the Classroom Activities
(N=20)

	Part II: the Classroom Activities	Mean (μ)	SD	Interpretation
6	I can speak English a lot in class.	4.40	0.59	Strongly Agree

Table 4.4 Mean and Standard Deviation (SD): Part II – the Classroom Activities

(N=20) (Continued)

Part II: the Classroom Activities		Mean (μ)	SD	Interpretation
7	Homework is useful.	4.60	0.50	Strongly Agree
8	My partner in class helps me to speak and learn.	4.50	0.51	Strongly Agree
9	My group in class helps me practice and think.	4.65	0.49	Strongly Agree
1 0	I can speak and share my knowledge in class to help students and teachers.	4.50	0.51	Strongly Agree
Average		4.53	0.52	Strongly Agree

Table 4.4 provides the averages and standard deviations of the related components of the students' reactions to the classroom activities. The overall average mean score was 4.53 and SD of 0.52, which was stated as strongly agree level. The item with the highest mean score of 4.65 (SD=0.49) was discussed: "My group in class helps me practice and think." The item with the lowest mean score at the strongly agree level of 4.40 and SD of 0.59, guaranteed that "I can speak English a lot in class." Furthermore, all five criteria revealed the strong level of student agreement in the expression of positive opinion towards the classroom activities that followed the online collaborative techniques.

3) Students' opinions towards the effectiveness of OCL

Table 4.5 Mean and Standard Deviation (SD): Part III – the Effectiveness of OCL

(N=20)

Part II: the Effectiveness of Online Collaborative Learning (OCL)		Mean (μ)	SD	Interpretation
11	OCL will continue to improve my learning in the future.	4.70	0.47	Strongly Agree

Table 4.5 Mean and Standard Deviation (SD): Part III – the Effectiveness of OCL

        (N=20) (Continued)

Part II: the Effectiveness of Online Collaborative Learning (OCL)		Mean (μ)	SD	Interpretation
12	OCL will continue to improve my English speaking skills.	4.75	0.44	Strongly Agree
13	OCL will continue to improve my skill to use the internet.	4.45	0.51	Strongly Agree
14	OCL will continue to improve my general IT skills.	4.55	0.51	Strongly Agree
15	OCL builds connection with other students and teachers.	4.85	0.37	Strongly Agree
	Average	4.66	0.46	Strongly Agree

Table 4.5 shows the averages and standard deviations of the relevant student responses regarding the efficacy of online collaborative learning (OCL). The overall average mean score was 4.66 and SD of 0.46 indicated the strongly agree level. The item with the highest mean score of 4.85 (SD=0.37) at the strongly agree level was discussed: "OCL builds connections with other students and teachers." The item with the lowest mean score of 4.45 (SD=0.51) at the strongly agree level was assuring that "OCL will continue to improve my skill to use the internet." Furthermore, all five items indicated the strong level of agreement among students in the assertion of positive views about the usefulness of online collaborative learning.

4.2.2 Analysis of Qualitative Data (Opinion Interview)

In this part of the qualitative data analysis, the Myanmar migrant students' opinions toward online collaborative learning using an open-ended one-on-one interview which was organized in one question with seven supportive consistent prompts for all. The interview question was: What do you think about the online collaborative learning method for developing English speaking skills? All 20

participants took part in the interview, which actually lasted for 5–15 minutes each. The data were interpreted as students' opinions being negative or positive based on their responses toward the use of online collaborative learning in developing English speaking skills after the treatment.

Together with the 7 supportive, consistent prompts, the interview data were analyzed and coded into 7 parts, which were also based on the overall responses of students. Each part of the students' opinions was presented accordingly below.

Part 1: Do you think the lessons are helpful? And why?

Responses: All of the students thought that the lessons were very helpful. They stated that "all four lessons are basically asked about and used in our daily lives. Furthermore, the lessons being taught bilingually made it easier to understand and were more interesting and attractive. As we learned more about the varied facts and practicums from the lessons, we became more motivated to speak and use the language."

Part 2: Which of 4 lessons are the most important for you? And why?

Responses: Students reacted to this question in a variety of ways for a variety of reasons. The majority of students are particularly interested in the job interview lesson. According to the findings, 12 out of 20 students were more interested in "job interviews." "Because we are migrant workers working in Thailand, job interview skills are required and essential," they explained. They shared that "Before this, we had no idea how to respond to a job interview, what kind of questions would be asked, or how we should answer appropriately. But now we knew about it. It gave us a lot of confidence to go into a job interview. It also relieved our worry over the job interview." Furthermore, three out of twenty students were more interested in "family and jobs". They said that "since it is integral to our lives, we love our families, and we work hard in Thailand. It's enjoyable when we can talk about family and work." Another three students out of twenty said that "meeting new people" was more

appealing because they were studying English at a basic level and it gave them excitement to greet new people. Two out of twenty students believed that all of the classes were beneficial and significant to them because they were learning English and using these concepts in their daily lives.

Part 3: Do you think working in pairs is useful? And why?

Responses: The majority of students said working in pairs proved to be useful and beneficial. They said that "when compared to learning alone, learning in pairs improves more because we have partners to talk and practice with. Furthermore, we can ask our partners what we don't know and share what they don't know with them. Working in pairs is a lot of fun; we also made new friends with whom we can study and share knowledge. Without a partner to work and study with, learning can become tedious."

Part 4: Do you think working in groups is useful? Why?

Responses: Working in groups, according to the majority of students, was really useful and beneficial. "Learning and working in groups is very joyful and exciting," they frequently stated. They added that "the more people who engage in the group, the more thoughts and knowledge we can have and acquire. It presented us with new ideas and ways of learning and practicing English. It also taught us how to deal with problems and overcome obstacles. Together, we may form new friendships, gain knowledge from their experiences, ask each other questions, share ideas, offer encouragement, and aid in one another's learning of things like sentence construction and pronunciation. Although we cannot always speak in English, our friends help us translate and practice." Furthermore, some students shared that, "Sometimes I could not speak in English and made a lot of mistakes. However, my groupmate assisted me, for which I was quite grateful. Not only did I listen to them, but they also listened to my speaking and helped me with my learning; we respected each other in the group, which gave me the courage to talk and continue to learn."

Some students also said that working in groups have both advantages and challenges. They commonly mentioned the challenges such as time issues as their available time was not the same to meet up online for doing homework together. Sometimes, they had to work individually and combined later after all finished. "However, this way we kept each other in contact and finished our group works," they concluded. They also remarked that when varied views and understanding of English from individuals were shared and collected in a group, it led to more information and a more fruitful outcome. It also improved our leadership skills.

Part 5: Do you think OCL is useful? Why?

Responses: Every student agreed that OCL is very useful. Some students added, particularly for migrant workers. They explicitly stated that OCL creates a big team for them so that they can get to know each other from various locations. The OCL technique brought them together and helped them form a society for their future requirements, such as assisting, contributing, and sharing ideas while living and working in Thailand. The student noted that "because we work most of the time and have little time for ourselves, OCL allowed us to study English and made new friends online in just a few hours. It was rather convenient for us. We could learn as a group and with a large number of people, which thrilled and delighted us. It also saved us money and time." One of the learners said, "When I realized some of my friends in the group are talented and their new learning tactics, I got much motivation to learn and continue to study." Another student shared, "This was my first experience with the online face-to-face learning method. I used to think that online studying was tedious. However, this OCL approach produced incredibly beneficial and successful learning when the teacher supported and facilitated it. After experiencing this, I even enrolled in more online classes." Some students believed that online classes had the same impact as in-person classes. It was most likely due to "the teacher assisted us with all of our needs, including adjusting the time, providing learning material in and out of the class, forming and reforming appropriate groups, keeping in contact, and facilitating us", they pointed. They concluded that "OCL is the method that brings us together, and its purpose to help each other makes it more useful for our daily lives."

Part 6: Do you think OCL is helpful? Why?

Responses: All of the students thought the OCL is helpful. The majority of students stated that the OCL approach gave them the opportunity to communicate and encouraged them to express their opinions confidently. It motivated students to work as a group, stay in touch with, and learn from each other. They mostly observed that since they constantly have their phones with them, they can study from anywhere. They can communicate with their friends and discuss English at any time. "OCL helped us a lot to improve our English-speaking skills, such as when we studied about meeting new people and job interviews, and we had to practice the lessons hands-on with friends," several students remarked. "We had no confidence in speaking and using the language prior to this lesson, but after this class, we developed confidence and were able to talk. The teacher's assistance in every scenario or situation makes everything go well." They concluded that "nowadays is the IT era; however, in the future, we will require an online education system. However, with OCL approaches, we can make new connections while also practicing and applying them to our daily lives. We can communicate in English with our friends every day. Because we need to improve speaking skills and teamwork abilities, OCL is needed. It not only improves our English-speaking skills, but it also teaches us how to live in society and cope with people and problems."

Part 7: Do you have more opinion to share?

Responses: Most of the students believed that OCL is useful and helpful. They highlighted that all English learners should experience this kind of learning method. Some noticed that learning in pairs is better than learning alone, while learning in groups is more effective than learning in pairs. Some also suggested that working in pairs is better than group for time issue due to working with a group has challenges with available time. However, they concluded that the teacher was punctual and always kept in touched with students, and helped reforming the groups to solve the problem of time management. Respect for each other and providing opportunities in the classroom and within the groups also enabled their abilities to speak English and

increased their potential to develop." Some requested that "in future, if would have this kind of course, please let them know because they want to join."

The findings made sure that the use of online collaborative learning in developing English speaking skill for Myanmar migrant students in Thailand has got a positive perception from all the students. It has positive reflections for the students who experience the methods not only in subject matter developing their English-speaking skill, but also in their social improvement, connections and fulfilling their needs. Although there are some challenges such as time issue and English level of students, students were able to adapt to the changes, overcome the challenges and find solutions through the technique of OCL. Furthermore, there were various recommendations which are needed to take into consideration and discussion. These will be presented in next chapter.

Chapter 5

Conclusion, Discussion, And Recommendations

This chapter explored the presentation and implications of the study's outcomes reported in Chapter 4. It also discussed and recommended statistical analyses for each study question and perceptions as potential guides for future studies and research. There were two main objectives guided in this study:

1) To compare the English-speaking skill of Myanmar migrant students in Thailand before and after implementing online collaborative learning.

2) To explore Myanmar migrant students' opinions toward online collaborative learning.

5.1 Conclusion

This study employed both quantitative and qualitative data to answer both research questions. The conclusions were drawn based on the analysis results of the finding. The conclusion of each analysis result was then described in the three sections below:

5.1.1 The Result of English Speaking skills Tests Data Analysis

The pretest and posttest were administered to the purposive sample group to figure out the answer to the first study question. The obtained data was analyzed statistically using a pair-sample t-test.

1) The analysis data revealed that the posttest mean score (μ=27.64) was greater than the pretest mean score (μ=13.50). The difference in mean score between the generations of pretest and posttest was (μ=14.14), or 35.34 in percentage.

The results above revealed that the English-speaking skill of Myanmar migrant students in Thailand were developed after implementing online collaborative learning.

2) All the students scored higher in the posttest compared to the pretest, with differences ranging from 4 (10%) to 23 (57.50%).

3) 16 out of 20 participants scored above 20 out of a full score of 40 in the posttest. In contrast, only 4 participants scored above 20 out of the total of 40 in the pretest.

The above quantitative data analysis directly measures and documents the students' improvement in the posttest. Therefore, the results of this study clearly indicated that the use of online collaborative learning improved the English-speaking skill of Myanmar migrant students in Thailand.

5.1.2 The Result of Students' Opinion Questionnaires Data Analysis

All students completed the student opinion questionnaire, which was differentiated into 5 levels of Likert scale, from the lowest 1 to the highest 5. The data were correctly coded in Excel and analyzed using SPSS software, which revealed the mean interpretation and standard deviation in an overwhelmingly positive response to the online collaborative learning strategy. The opinion questionnaire data were evaluated and concluded in three parts, as follows:

Part 1 addressed the reactions of each student to the teacher's instructions. Overall, the mean score was 4.79 (SD = 0.40), showing a strong degree of agreement and a favorable perspective. As indicated in Table 4.3, item 5: "The lessons are useful in my daily life," received the highest mean score of 4.90, indicating that the respondent strongly agreed. Item 4 received the second highest mean score of 4.85, with "The teacher supports our learning." Item 3 with the third highest mean score of 4.80 (SD = 0.41) was "The teacher's teaching method is helpful." Item 2, while having the lowest mean score of 4.65 (SD = 0.49), "the teacher's lesson plans were attractive,"

had a strong level of agreement. Item 1, which had the second lowest mean score of 4.75 (SD = 0.44), received a strongly agree level and was discussed as "The lessons were interesting." This part demonstrated that the mean score range was from a minimum of 4.65 to a maximum of 4.90, which significantly represented the level reflecting those students strongly agreed with the statement.

Part 2 explored the opinions of students toward classroom activities. The overall mean score was 4.53 (SD = 0.52), indicating a strongly agreeable level and positive opinions. As demonstrated in Table 4.4, item 9, "My group in class helps me practice and think," got the highest mean score of 4.65 at the strongly agree level. The item 7 with the second highest mean score of 4.60 indicates the strongly agreed level discussed: "My partner in class helps me to speak and learn." Items 8 and 10 had the third highest mean score of 4.50, which represented the strongly agreeing levels discussed: "My partner in class helps me to speak and learn," and "I can speak and share my knowledge in class to help students and teachers," respectively. The last item in this part, item 6, discussed "I can speak English a lot in class," which, despite receiving the lowest mean score of 4.40, suggests a high level of agreement.

Part 3 examined students' perspectives on the effectiveness of online collaborative learning (OCL), yielding an overall mean score of 4.53 at the strongly agree level and positive attitudes. As shown in Table 4.5, item 15 with the highest mean score of 4.85, "OCL builds connections with other students and teachers," reflects the strongly agree level. Item 12 received the second-highest mean score of 4.75 and discussed "OCL will continue to improve my English-speaking skills," with the highest level of agreement. Item 11, "OCL will continue to improve my learning in the future," had a mean score of 4.70, indicating a strongly agreeing level with a positive point of view. Item 13 with the lowest mean score of 4.45 mentioned, "OCL will continue to improve my skill to use the internet," was emphasized at the strongly agree level. The second lowest mean score of 4.55 for item 14 stated, "OCL will continue to improve my general IT skills," which is either indicated at a positive or strongly agree level. The overall mean range in this section was from 4.45 to 4.85, indicating a strongly agreeing level of student and a positive opinion.

The students' opinions about online collaborative learning for strengthening their English-speaking skills resulted in a positive perception and a strongly agreed-upon level. Not only overall, but each issue has earned the highest level of agreement. Thus, OCL's initiatives clearly have a beneficial impact on the improvement of English-speaking skills among Myanmar migrant students.

5.1.3 The Result of Students' Opinion from One-on-one Interview Data Analysis

The interview question was designed as a single item with seven consistent supportive prompts for all participants. Almost all participants responded in their preferred language, either English, Burmese, or Shan, and the data were subsequently translated into English. Each student believed that the online collaborative learning method boosted their English-speaking skill and social development in a variety of ways. All students have an enthusiastic view and positive opinions toward the method used. They frequently stated that the OCL technique is critical for their learning, particularly for migrant workers who have little and unpredictable free time to study on-site. The OCL encouraged them to study online with peers, to share knowledge, and to assist each other in practicing spoken English. Essentially, the OCL established a team to make friends and to interact in English.

All the students stated that "learning in pairs developed more as we had partners to talk and practiced with, compared to learning alone. Furthermore, when compared to pairs, working in small groups provided more opportunity for information exchange, resulting in more fun, motivation, excitement, and effectiveness." The participants also mainly noted that working not only in pairs but also in groups provided different perspectives and comprehension of English from individuals, resulting in more information and a more beneficial output. It also improved skills related to leadership.

5.2 Discussion

The examinations of English-speaking proficiency, questionnaires and interview were entirely conducted online. Sakulwongs and Torremucha (2023), cited that higher accuracy and dependability were observed with the computerized-adaptive technique compared to traditional assessments. Similarly, they discovered that an electronic-based English proficiency testing system produced beneficial effects on English language learners, with several rewards and advantages for the examinees, which also revealed the enormous potential of an alternative or modern design.

The study identified two significant findings. The first research revealed that adopting online collaborative learning to improve the English-speaking skill of Myanmar migrant students in Thailand had resulted in enhanced outcomes. The second conclusion was that after experiencing the online collaborative learning technique for developing English speaking skills, students felt it was advantageous for their daily and future lives. They were enthusiastic about the method. The findings of this study yielded positive outcomes. Furthermore, some of the findings should be presented in order to impact future studies. It was considered in three parts, which are detailed below:

5.2.1 English Speaking skills Test

The findings indicated that online collaborative learning can assist students in developing their English-speaking skill. The results of this study showed an overall increase of 14.14 (35.34%) from a pretest mean score of 13.50 (33.75%) to a posttest mean score of 27.64 (69.09%). Compared to the pretest, all of the learners improved on the posttest from minimum 10% to maximum 57.50%. This revealed that OCL techniques consistently improved the achievement of English learners regardless of their levels. It demonstrated the dependable efficacy of OCL for English learners. The study of Novitasari (2019) proved the effectiveness of OCL had successfully improved students' English speaking achievement due to its capacities to enable group work, assist and motivate each other, exchange and construct knowledge. Similarly, Babiker

(2018) discovered that 89% of his English learners thought the OCL technique was useful in EFL classrooms and helped in building oral communication abilities.

Furthermore, out of twenty students, sixteen scored over 20, ten achieved above 30, and four scored above 35.25 out of a maximum of 40. One student achieved the highest score of 39.25. The student had the smallest increase in the post-test; yet, it can be claimed that the student improved consistently because of the pretest score of 35.25, which was more than a half-to-full mark and higher than the post-test scores of 16 students. In addition, one of the students received the most improvement with a score of 23 (57.50%), which was more than double the pretest score of 9.25. This student demonstrated the OCL method's capabilities of enhancing proficiency in English in a short period of time for higher development. Three of students gained the lowest pretest score under 5 which were 0.50, 1.50, and 3.00, respectively. However, they improved their posttest scores to 11.25, 10.00, and 14.25, correspondingly. These findings demonstrated that OCL has the capacity to positively further enhance the more advanced students and assists all levels of English learners in developing their English speaking abilities. Similarly, the British Council reports that 69% of students worldwide learn and perform better when they collaborate with others (Coelho et al., 2016). The OCL provides an effective learning platform, encourages and supports learners, enables possibilities for knowledge exchange (Chen et al., 2021).

This study's data analysis showed that students' English-speaking skill can be developed after using OCL strategies. It ensured that not only teachers but also students can make a choice to access OCL resources according to their intentions to enhance English oral interaction abilities.

5.2.2 Students' Opinion Questionnaires

For collecting the reactions of students to the procedure, 15-item opinion questionnaire was used, and divided into three parts of 5 items each. All 20 participants took part in the questionnaire. Following is a summary of the data's descriptive statistical analysis results:

1) The data obtained from part 1: students' opinion toward teacher's instruction which resulted a positive outcome, the mean score of 4.79 (SD=0.40), represented the strongly agree level. This part represented the lesson contents, plans, and instructions designed in line with OCL principal revealed the positive impact on each students' opinion. The item which discussed "The lessons are useful in my daily life", got the highest mean score of 4.90. This clearly demonstrated the benefits of online collaborative learning for oral English communication. The OCL methods of learning activities influence students' interest in the lesson topic. The OCL involves students forming their own groups, taking charge of teamwork, and getting direction from or assistance from teachers (Zhang, n.d.). It helps students build their leadership and entrepreneurial abilities (Rawahi & Al-Mekhlafi, 2015). Online collaborative learning allows students to demonstrate their 21st-century abilities such as digital literacy, communication, critical thinking, and collaboration (Babičová, 2021). It permits not only the content goals but also the advancement of social development (Huang, 2021). The OCL enables teachers to be successful facilitators, reflecting the favorable input and successful outcomes it achieves; additionally, it decreases discouragement in pursuing the targets (Badr, 2020; Garrison, 2019).

2) Part 2 data: "Students' opinions toward classroom activities" revealed the highest level of agreement (x=4.53, SD = 0.52), showing that students have favorable opinions. Online collaborative learning offers students learning activities with a variety of learning topics as well as an interactive learning environment with pair or group learning strategies. Classroom activities can be short-term or long-term projects, or they can be in-class learning exercises. The item discussed, "My group in class helps me practice and think," got the highest mean score of 4.65. This item deeply employed the OCL concept, and the results revealed the effectiveness of the method's effects on students' real-life English conversation and cognition enhancement. Rawahi and Al-Mekhlafi (2015) evaluated the impact of online collaborative learning with project work activities on learners' language performance and attitude. Using multi-learning activities followed by OCL strategies such as cross-cultural, problem-based, and real-life experiences can result in a fun and dynamic classroom and students. Furthermore, it has a substantial impact on learning beliefs

and attitudes regarding English as a foreign language, teamwork, social, psychological, and assessment benefits (Novitasari, 2019; Zhu et al., 2009).

3) Part 3 results revealed students' positive perspectives, with an average mean score of 4.66 (SD = 0.46), interpreted at the strongly agree level. Online collaborative learning offers a wide range of online learning resources and content. The item identified, "OCL builds connections with other students and teachers," received the highest mean score of 4.85, suggesting OCL's capacity to sustain the connection and consistency in their learning. This method of learning motivates students to continue learning. The more students encounter the online environment, the more their attitude changes (Zhu et al., 2009). It enables students to improve their general IT abilities and use the Internet, maintain relationships with other students and teachers, strengthen their English and communication skills, and further their learning in the future. The OCL generates the aforementioned variables and is learner-centered, emphasizing knowledge acquisition, communication, cognition, and collaboration (Pozzi, 2010; Zhang, n.d.).

The use of OCL in developing the English-speaking skill of Myanmar migrant students in Thailand resulted in a highest level agreement which indicated a positive point of view after the implementation. Applying OCL to learning not only subject matter but also 21st-century skills online is, therefore, worthy and effective.

5.2.3 Students' Opinion one-on-one Interview

The use of OCL in an online English classroom creates enjoyable and favorable moments. This study revealed that all of the participants thought OCL was a tool that formed a big group, created a community amongst learners, and was an effective method English learners should experience. Furthermore, OCL successfully influences both online and onsite, providing more opportunities for increasing student participation in the learning process in the age of technological education (Chen et al., 2021). Students also stated that OCL allows them to study face-to-face and at their convenience with friends, which attracted their interest and motivated them to

continue learning. The more opportunities individuals had to express themselves in a classroom or group setting, the higher their sense of belonging to the community and willingness to speak and represent themselves (Pozzi, 2010) with, notably, more improvement to their English oral communication abilities and discussion skills (Rawahi & Al-Mekhlafi, 2015).

5.3 Recommendations

The study had had plentiful experiences with varied benefits. Throughout the study, despite multiple challenges, it gained better ideas to deal with and provided better and more suitable solutions. This study found that most of the students recommended in the interview about their experiences with the OCL that organizing and reforming groups and having flexible teaching and instruction techniques reflected their studies and had better outcomes. Consequently, those were critical factors to consider for future studies for similar and better outcomes. It was then addressed in the following recommendation:

5.3.1 Recommendations for Sample Group

All the participants were volunteers. Selecting a purposeful sample group from those populations was certainly challenging, yet fruitful in revealing with various information. To have a certain purposive sample group, it is recommended to plan a limited time frame and a flexible schedule in this study. This study revealed that OCL is adaptable and effective, thus, it recommended for applying OCL to other sample groups and populations. The results can be different or another reliable if the sample group was more than 20 and applied longer time. For instant, to enlarge opportunities to participate in labor market, build confidence, and develop social knowledge.

5.3.2 Recommendations for Implementation

1) The application of online collaborative learning to develop the English-speaking skill of Myanmar migrant students has been found to be effective.

To get further information, it is recommended that the instructor considers extending the duration of English-speaking instruction within the regular English curriculum. The results may be different for another reliable, for instants, enlarge opportunities for entering labour market and building confidence.

2) Online collaborative learning method was demonstrated to be beneficial in developing the English-speaking skill of Myanmar migrant students. Online collaborative learning method should therefore be encouraged in the other sample groups as well as while teaching English speaking.

3) The success of using online collaborative learning strategies to learn English speaking suggests that this method can be used to teach English and other languages, improving skills including reading, writing, listening, and oral communication. Moreover, it suggests that this method can be used not only for languages skills improvement but also for other intentions such as social knowledge, confidence, and work opportunities developments.

5.3.3 Recommendations for Further Research

Considering some limitations of this study, the researcher suggests the following for further research.

1) Although this study's target population was Myanmar migrant students from Bawaalin Myanmar Vocational Training Center, the results reveal that this finding can be applied to further study centers and to every level of English learner who has fewer opportunities to join onsite and has the intention to study online for convenience and want to enlarge their opportunities to enter labour market.

2) Although this study applied the OCL method to the informal educational learning center, the results demonstrated that this finding can be used to further non-formal and formal educational learning centers and schools.

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Appendices

Appendix A

Letter of Approval

Bawaalin Myanmar Vocation (B.M.V) Training Center

Bang Bon Sub-district, Bang Bon District, Bangkok 10150 Thailand

Phone: (+66)085-357-5425

Date: 10th August 2023

Subject: Approval to collect data for M.Ed. thesis

Dear Sir/Madam,

This approval letter is written for the candidate, Miss Nang Aye Aye Than, who is currently pursuing a M.Ed. program in Curriculum and Instruction at Suryadhep Teachers College, Rangsit University in Thailand. As part of the basic prerequisites to successfully complete the program, she is required to carry out a research study.

Since the study requires data for analysis purposes, the researcher is permitted to collect the data from "Bawaalin Myanmar Vocation (B.M.V) Training Center."

Sincerely yours,

(Mr. Than Naing)

Founder & Principal

Appendix B

Certificate of Approval

COA. No. RSUERB2023-116

Certificate of Approval
By
Ethics Review Board of Rangsit University

COA. No.	**COA. No. RSUERB2023-116**
Protocol Title	The development of English speaking skill using online collaborative learning for Myanmar migrant students in Thailand
Principle Investigator	Nang Aye Aye Than
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal
	2. Information sheet
	3. Informed consent form
	4. Data collection form/Program or Activity plan
Date of Approval:	**9 August 2023**
Date of Expiration:	**9 August 2025**
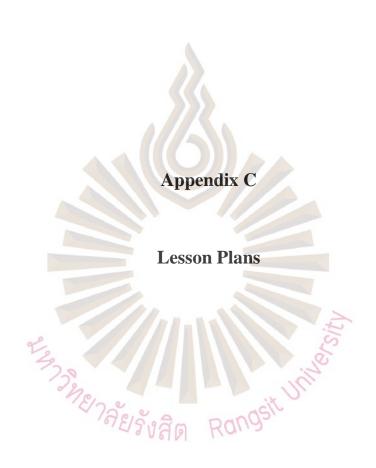
The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature...............

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University
Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

Appendix C

Lesson Plans

LESSON PLAN (1): MEETING NEW PEOPLE	
Subject:	English-speaking
Lesson Content:	Meeting New People
English Level:	Elementary English (Beginner Level-2)
Class size:	20 students (12 females and 8 males – adults)
Duration:	120 minutes (or 2 hours)
Strategies:	Online Collaborative Learning, student-centered, discussion-based, pair and group work, and work-sharing or presentation techniques.
Materials:	Zoom meeting face-to-face classroom, Facebook group chat, and Online learning materials.
Content Objective:	To develop students' greeting, introduction, and speaking skill.

Steps	Teaching Seniors
(1) Introduction	Students and the teacher greet each other at the beginning of the class. Then, individual students introduce themselves to the class. Finally, the teacher introduces herself and the lesson objectives.
(2) Implementation	Under the lesson content "Meeting New People", students share what they usually do when they meet new people. Using the *cross-cultural learning activity*, then, the students and teacher discuss and share more about how people usually greet and introduce each other in many ways in different cultures and situations. ➢ Using a *self-introduction learning activity*, students share about their experience of greeting and introducing new people to the class. ➢ When necessary, the teacher assists with correcting pronunciation, providing vocabulary, and verifying basic grammar use.

(3) Classroom Activities	Using the *Pairwork learning activity*, students work in pairs for 20 minutes in accordance with the lesson content "Meeting New People". The teacher stands by while students are working in pairs for further assistance. The *Pairwork activity* procedures are as below: Each pair of students selects one title from their interests. The selected title is different for each pair. In order to avoid duplicate titles, each pair's selected title is written on the whiteboard in the class to be accessible to everyone. ➢ Each pair of students discusses their work and practices speaking it in English. ➢ The teacher monitors student Pairwork to ensure the activities are going well and effectively.
(4) Work sharing	Each pair of students shares their work with the class in the classroom. ➢ All students are encouraged to speak in their own section. Using online collaborative learning techniques, individual students (or all students) have to take responsibility for their own parts and groups. ➢ Each student talks about their own work to complete the group tasks.
(5) Summary	Students give feedback about their learning, teaching materials and methods, classroom activities, and work sharing. Then, the teacher evaluates the necessary tools needed to revise, amend, update, and utilize. ➢ Finally, using *a weekly project-based learning activities*, a weekly assignment will be assigned to students to work in pairs to develop their introduction and greeting abilities.

	➤ Each pair works on the assignment under a different title. ➤ The complete assignment is recorded in a video. ➤ Then share with the class by sending their work to the Facebook Group chat that the teacher controlled. The necessary lesson materials (tools) are provided to the Group-chat before and after class.

LESSON PLAN (2): FAMILY & JOBS	
Subject:	English-speaking
Lesson Content:	Family & Jobs
English Level:	Elementary English (Beginner Level-2)
Class size:	20 students (12 females and 8 males – adults)
Duration:	120 minutes (or 2 hours)
Strategies:	Online Collaborative Learning, student-centered, discussion-based, pair and group work, and work-sharing or presentation techniques.
Materials:	Zoom meeting face-to-face classroom, Facebook group chat, and Online learning materials.
Content Objective:	To develop students' presentations and conversations about their families and jobs, and speaking skill.

Steps	Teaching Seniors
(1) Introduction	Students and the teacher greet each other at the beginning of the class. ➢ Under the lesson content "Family", individual students talk about their families with the class. Then, students and the teacher discuss and share the essential and necessary information when talking about families. ➢ Finally, the teacher shares about her family and the lesson objectives shortly.
(2) Implementation	Under the lesson content "Jobs", students share what and how they usually do when they talk or presentation about their jobs. Then, the students and teacher discuss and share more about how people usually present their jobs in many ways in different demands and situations. ➢ Using a *real-life experiment learning activity*, each student shares their work experiences and current jobs with the class.

	➤ When necessary, the teacher assists with correcting pronunciation, providing vocabulary, and verifying basic grammar use.
(3) Classroom Activities	Using the *group-work activity*, students work in 5 participating groups for 30 minutes under the lesson content "Family & Jobs". For instance, the relevant lesson contents such as their favorite or desirable jobs, and favorite family or members. The teacher stands by while students are working in groups for further assistance. The *Group-work activity* procedures are as below: ➤ Students organized a 5-participants group themselves. Each group of students selects one title from their interests either related to family or jobs. The selected title is different for each group. In order to avoid duplicate titles, each group's selected title is written on the whiteboard in the class to be accessible to everyone. ➤ Each group of students discusses their work and practices speaking it in English. ➤ The teacher monitors student Group-work to ensure the activities are going well and effectively. ➤ When necessary, the teacher assists with forming a group to ensure each group has 5 members and went smoothly.
(4) Work sharing	Each group of students shares their work with the class in the classroom. ➤ All students are encouraged to speak in their own section. Using online collaborative learning techniques, individual students (or all students) have to take responsibility for their own parts and groups. ➤ Each student talks about their own work to complete the group tasks.

(5)
Summary
	Students give feedback about their learning, teaching materials and methods, classroom activities, and work sharing. Then, the teacher evaluates the necessary tools needed to revise, amend, update, and utilize.
	
	  ➤ Finally, using *a weekly project-based learning activities*, a weekly assignment will be assigned to students to work in the same group to develop their presentation and conversations about their families and jobs and speaking abilities.
	  ➤ Each group works on the assignment under a different title.
	  ➤ The complete assignment is recorded in a video.
	  ➤ Then share with the class by sending their work to the Facebook Group chat that the teacher controlled.
	
	The necessary lesson materials (tools) are provided to the Group-chat before and after class.

LESSON PLAN (3): PEOPLE & THINGS	
Subject:	English-speaking
Lesson Content:	People & Things
English Level:	Elementary English (Beginner Level-2)
Class size:	20 students (12 females and 8 males – adults)
Duration:	120 minutes (or 2 hours)
Strategies:	Online Collaborative Learning, student-centered, discussion-based, pair and group work, and work-sharing or presentation techniques.
Materials:	Zoom meeting face-to-face classroom, Facebook group chat, and Online learning materials
Content Objective:	To develop students' presentations and conversations about people and things, and speaking skill

Steps	Teaching Seniors
(1) Introduction	Students and the teacher greet each other at the beginning of the class. ➢ Using images (or pictures) in accordance with the lesson content "People and Things", students describe the pictures in English. ➢ Finally, the teacher shares the lesson objectives shortly.
(2) Implementation	Under the lesson content "People and Things", students share what they usually do and how they usually describe when they talk about people and things. Then, the students and teacher discuss and share more about what people usually do, how we can and usually use phrasal verbs and necessary information in many ways and different situations. For instance, such as short and long answers or questions. ➢ Using a *story-telling learning activity*, each student

	shares their favorite persons or things with the class.
	➢ When necessary, the teacher assists with correcting pronunciation, providing vocabulary, and verifying basic grammar use.
(3) Classroom Activities	Using the *group-work activity*, students work in 5 participating groups for 30 minutes under the lesson content "People & Things". For instance, the relevant lesson contents such as their favorite or admired persons and favorite things. The teacher stands by while students are working in groups for further assistance. The *Group-work activity* procedures are as below: ➢ Students work in the same group. Each group of students selects one title from their interests either related to people or things. The selected title is different for each group. In order to avoid duplicate titles, each group's selected title is written on the whiteboard in the class to be accessible to everyone. ➢ Each group of students discusses their work and practices speaking it in English. ➢ The teacher monitors student Group-work to ensure the activities are going well and effectively.
(4) Work sharing	Each group of students shares their work with the class in the classroom. ➢ All students are encouraged to speak in their own section. Using online collaborative learning techniques, individual students (or all students) have to take responsibility for their own parts and groups. ➢ Each student talks about their own work to complete the group tasks.

(5) Summary	Students give feedback about their learning, teaching materials and methods, classroom activities, and work sharing. Then, the teacher evaluates the necessary tools needed to revise, amend, update, and utilize.
	➤ Finally, using *a weekly project-based learning activities*, a weekly assignment will be assigned to students to work in the same group to develop their presentation and conversations about people and things and speaking abilities. ➤ Each group works on the assignment under a different title. ➤ The complete assignment is recorded in a video. ➤ Then share with the class by sending their work to the Facebook Group chat that the teacher controlled. The necessary lesson materials (tools) are provided to the Group-chat before and after class.

	LESSON PLAN (4): JOB INTERVIEW
Subject:	English-speaking
Lesson Content:	Job Interviews
English Level:	Elementary English (Beginner Level-2)
Class size:	20 students (12 females and 8 males – adults)
Duration:	120 minutes (or 2 hours)
Strategies:	Online Collaborative Learning, student-centered, discussion-based, pair and group work, and work-sharing or presentation techniques.
Materials:	Zoom meeting face-to-face classroom, Facebook group chat, and Online learning materials.
Content Objective:	To develop students' job interview abilities and speaking skill.

Steps	Teaching Seniors
(1) Introduction	Students and the teacher greet each other at the beginning of the class. ➢ Students share their understanding and knowledge about "Job interviews". ➢ Finally, the teacher highlights the lesson objectives shortly.
(2) Implementation	Under the lesson content "Job Interviews", there are two pictures about the jobs were provided. Each student selects one that he/she is interested in and share about it. Prompt questions are offered when it is necessary to model their ideas. Then, the students and teacher discuss and share more about what and how people commonly answer job interviews in many ways in different demands of job positions and situations. For instance, such as essential and necessary information. ➢ Using a *self-experienced learning activity*, each student

	shares their previous job with the class.
	➢ When necessary, the teacher assists with correcting pronunciation, providing vocabulary, and verifying basic grammar use.
(3) Classroom Activities	Using the *group work learning activity*, students work in 5 participating groups for 30 minutes under the lesson content "Job Interviews". The job interview topics are such as applying for different job positions with different variety of demands. The teacher stands by while students are working in groups for further assistance. The *Group-work activity* procedures are as below: ➢ Students work in the same group. Each group of students selects one job position from their interests. The selected topic is different for each group. In order to avoid duplicate topics, each group's selected topic is written on the whiteboard in the class to be accessible to everyone. ➢ Each group of students discusses their work and practices interviewing each other about their topic in English. The necessary interview questions are designed and chosen by students. ➢ When necessary, the teacher assists with the interview questions based on their selected job position. ➢ Each group's interview questions are given to the teacher before sharing their work with the class. ➢ The teacher monitors student Group-work to ensure the activities are going well and effectively.
(4) Work sharing	Each group of students shares their work with the class in the classroom. ➢ All students are encouraged to speak in their own section.
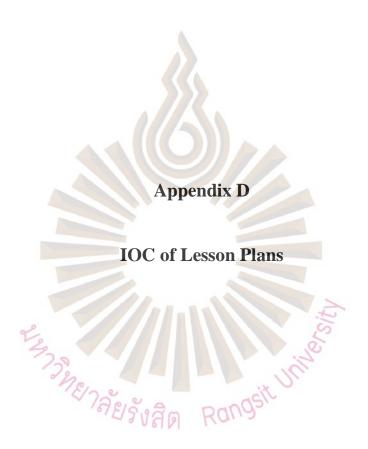
	Using online collaborative learning techniques, individual students (or all students) have to take responsibility for their own parts and groups.
	➢ One of the students from the group asks the questions. Then, each student from the group answers their own parts to complete the group tasks. (Each student is requested to answer at least one interview question. Thus, the total interview questions of each group must have at least 5 questions)
(5) Summary	Students give feedback about their learning, teaching materials and methods, classroom activities, and work sharing. Then, the teacher evaluates the necessary tools needed to revise, amend, update, and utilize. ➢ Finally, using *a weekly project-based learning activities*, a weekly assignment will be assigned to students to work in the same group to develop their job interview and speaking abilities. ➢ Each group works on the assignment under a different topic. ➢ The complete assignment is recorded in a video. ➢ Then share with the class by sending their work to the Facebook Group chat that the teacher controlled. The necessary lesson materials (tools) are provided to the Group-chat before and after class.

Appendix D

IOC of Lesson Plans

No.	Lesson Plans	Expert 1	Expert 2	Expert 3	IOC	Remark
1	Lesson Plan 1	+1	+1	+1	1	Congruent
2	Lesson Plan 2	+1	+1	+1	1	Congruent
3	Lesson Plan 3	+1	+1	+1	1	Congruent
4	Lesson Plan 4	+1	+1	+1	1	Congruent
Overall					1	Congruent

Appendix E

English Speaking Skills Test

SPEAKING TEST QUESTIONS AND CONTENT	
Content 1:	Meeting New People
Question (1)	Could you introduce yourself, please? (5 marks) [Prompts are: (i) What is your name? (ii) Do you have a nickname? (iii) What is your nickname? (iv) Where are you from? (v) Where are you living now?]
Question (2)	In your culture, how do you greet and meet new people? (5 marks) [Prompts are: (i) Do you say greeting words? (ii) How do you say greeting words to them? (iii) Do you shake hands or do a "wai"? (iv) Do you offer something to drink? (v) Do you offer something to eat?]
Content 2:	Family & Job
Question (3)	Could you tell me about your family, please? (5 marks) [Prompts are: (i) How many people are in your family? (ii) Who are they? (iii) How are they? (iv) Where are they now? (v) What do they do for a living?] *(Note: the encouraging words were given to them in case the students have a hard family background or do not live with family as a whole, and that the family can be referred to as who they live with and whom are family to them.)*
Question (4)	Could you tell me about your job(s), please? (5 marks) [Prompts are: (i) What is your job? (ii) Where do you work? (iii) How long have you worked there? (iv) What do you have to do at the job? (v) Do you like your job? Why?]
Content 3:	People & Things
Question (5)	Could you tell me about someone you admire, please? Or is there someone you especially respect? (5 marks) [Prompts are: (i) Who do you admired? (ii) Why do you admire them? (iii) Who do you respect? (iv) Why do you respect them? (v) Where are they now?]

Question (6)	What is the most important thing that you own? (5 marks) [Prompts are: (i) Where did you get it from? (ii) How is it useful for you? (iii) Why is it important for you?]
Content 4:	Job Interview
Question (7)	Which job is more interesting to you? (Show them two pictures of different job). (5 marks) [Prompts are: (i) Why are you interested in the job? (ii) What skills do you have that you could use? (iii) What skills do you need for this job do you think? (iv) How would you improve that? (v) Why?]

Job Interview: Two Referenced pictures (Office & Restaurant)

Question (8)	Could you tell me about your strengths, please?
	(Listen to their answer then continue to ask "Do you have any weaknesses? Or something you want to improve upon?") (5 marks)
	[Prompts are: (i) What do you like to do? (ii) What are you good at? (iii) How will you improve it?]

| Total given marks: 40 marks |

NOTE: Consistent Prompts were offered to encourage students to speak and more. The prompts were the same for all. Body language was employed in the tests.

Appendix F

IOC of English Speaking Skills Test

No.	Speaking Questions	Expert 1	Expert 2	Expert 3	IOC	Remark
1	Question 1	+1	+1	+1	1	Congruent
2	Question 2	+1	+1	+1	1	Congruent
3	Question 3	+1	+1	+1	1	Congruent
4	Question 4	+1	+1	+1	1	Congruent
5	Question 5	+1	+1	+1	1	Congruent
6	Question 7	+1	+1	+1	1	Congruent
7	Question 8	+1	+1	+1	1	Congruent
8	Question 9	+1	+1	+1	1	Congruent
Overall					1	Congruent

Appendix G

English Speaking Assessment Rubric

SPEAKING ASSESSMENT RUBRIC					
Category	Strongly elementary	Good	Fair	Beginner elementary	Pre-elementary
Given mark	*1*	*0.75*	*0.5*	*0.25*	*0*
Coherence & Cohesion	The student can speak more relevantly at a strong level of description with additional details beyond what is required.	The student can speak relevantly at a good level of description, with all required information included.	The student can speak relevantly at a fair level of adequate description that needs some provided information.	The student can provide little relevant information; the description lacks some important information that is hard to understand.	The student can speak first language(s) only.
Fluency	The student can speak smoothly, and confidently without hesitation.	The student can speak confidently with a slight search for words without hesitation.	The student can speak smoothly with a slight search for words and some hesitation.	The student can speak slowly with hesitation.	The student cannot speak in English.
Pronunciation	The student can pronounce most words correctly.	The student can pronounce some words correctly	The student can pronounce words well enough but is sometimes unclear.	The student is hard to understand.	The student cannot pronounce any words.
Grammatical accuracy	The student can speak grammatically with accuracy and some variety of structures.	The student can speak with few grammar errors in a variety of structures.	The student can speak with a few grammar errors.	The student speaks with grammar errors, even in simple structures.	The student cannot use grammar.
Lexical Resource	The student can speak at a strong elementary level of language features with well-chosen vocabulary.	The student can speak a good level of language with a modest range of common vocabulary.	The student can be understood using basic vocabulary choice.	The student can speak using basic vocabulary with some errors.	The student cannot use any vocabulary but for monosyllables such as "Yes", "No" and "OK".
Note: The total given marks is 5 points per question.					

Appendix H

IOC of English Speaking Assessment Rubric

No.	Categories	Expert 1	Expert 2	Expert 3	IOC	Remark
1	Coherence & Cohesion	+1	+1	+1	1	Congruent
2	Fluency	+1	+1	+1	1	Congruent
3	Pronunciation	+1	+1	+1	1	Congruent
4	Grammatical accuracy	+1	+1	+1	1	Congruent
5	Lexical Resource	+1	+1	+1	1	Congruent
Overall					1	Congruent

Appendix I

Students' Opinion Questionnaire

STUDENTS' OPINION QUESTIONNAIRES
(ကျောင်းသားများ၏ သဘောထားမေးခွန်းများ)

Direction: Please select ONE point that most meets your opinion toward the online collaborative learning method. Please use (✓)   selecting method for your choice.

5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

(အွန်လိုင်းပူးပေါင်းပါဝင်သင်ယူမှုနည်းလမ်းအပေါ် သင့်ထင်မြင်ယူဆချက်နှင့်

ကိုက်ညီသည့်အချက်တစ်ချက်ကို ရွေးချယ်ပါ။) (သင့်၏ရွေးချယ်မှုအတွက် (✓) အမှန်ခြစ်ခြင်းစနစ်ကို

အသုံးပြုပေးပါ။)

5 = လေးလေးနက်နက် သဘောတူသည်။ 4 = သဘောတူသည်။ 3 = ကြားနေ။ 2 = သဘောမတူပါ။

1 = ပြင်းပြင်းထန်ထန် ကန့်ကွက်သည်။

No.	Students' Opinion Questionnaires	Student's Agreement Levels				
		5	4	3	2	1
Part I: Opinion Toward the Teacher's Instruction (ဆရာမ၏သင်ကြားချက်အပေါ် သဘောထား)						
1	The lessons were interesting. သင်ခန်းစာတွေက စိတ်ဝင်စားဖို့ကောင်းသည်။					
2	The teacher's lesson plans were attractive. ဆရာမ၏ သင်ခန်းစာအစီအစဉ်တွေက ဆွဲဆောင်မှုရှိသည်။					
3	The teacher's teaching method is helpful. ဆရာမ၏သင်ကြားရေးနည်းလမ်းက အထောက်အကူ ဖြစ်စေသည်။					
4	The teacher supports our learnings. ဆရာမက ကျွန်တော်/မတို့ရဲ့ သင်ကြားမှုကို ပံ့ပိုးပေးပါ သည်။					
5	The lessons are useful in my daily life. သင်ခန်းစာများသည် ကျွန်ုပ်၏နေ့စဉ်ဘဝတွင် အသုံးဝင် ပါသည်။					
Part II: Opinion Toward Classroom Activities (စာသင်ခန်း လှုပ်ရှားမှုများအပေါ် သဘောထား)						
6	I can speak English a lot in class. ကျွန်ုပ်သည် အတန်းထဲမှာ အင်္ဂလိပ်စကားကို ပြောဆို ခွင့်အများကြီးရသည်။					
7	Homework is useful. အိမ်စာများက အကျိုးဝင်သည်။					

8	My partner in class helps me to speak and learn. အတန်းထဲတွင်ရှိသော ကျွန်ုပ်၏အတန်းဖော်သည် ကျွန်ုပ်အား စကားပြောရန်နှင့် သင်ယူရန် ကူညီပေးပါသည်။					
9	My group in class helps me practice and think. အတန်းထဲတွင် ကျွန်ုပ်၏အဖွဲ့သည် ကျွန်ုပ်အား လေ့ကျင့် တွေးခေါ်ရန် ကူညီပေးပါသည်။					
10	I can speak and share my knowledge in class to help students and teachers. ကျောင်းသားများနှင့် ဆရာများကို ကူညီပေးရန် အတွက် အတန်းထဲတွင် ကျွန်ုပ်၏ အသိပညာ/ ဗဟုသုတတွေကို မျှဝေပြောဆိုနိုင်ပါသည်။					

Part III: Opinion Toward the Effectiveness of Online Collaborative Learning (OCL)
(အွန်လိုင်း ပူးပေါင်းသင်ယူခြင်းစနစ်၏ ထိရောက်မှုအပေါ် သဘောထား)

11	OCL will continue to improve my learning in the future. OCL သည် အနာဂတ်တွင် ကျွန်ုပ်၏သင်ယူမှုကို ဆက် လက်တိုးတက်စေမည်ဖြစ်သည်။					
12	OCL will continue to improve my English speaking skill. OCL သည် ကျွန်ုပ်၏ အင်္ဂလိပ်စကားပြောစွမ်း ရည်ကို ဆက်လက်တိုးတက်စေမည်ဖြစ်ပါသည်။					
13	OCL will continue to improve my skill to use the internet. OCL က ကျွန်ုပ်၏အင်တာနက်အသုံးပြုခြင်း အရည် အချင်းကို ဆက်လက်မြှင့်တင်သွားစေ နိုင်သည်။					
14	OCL will continue to improve my general IT skills. OCL သည် ကျွန်ုပ်၏ ယေဘုယျအိုင်တီစွမ်းရည်များကို ဆက်လက်တိုးတက်စေမည်ဖြစ်ပါသည်။					
15	OCL builds connection with other students and teachers. OCL သည် အခြားသော ကျောင်းသူ၊ကျောင်းသားများ / ဆရာ၊ဆရာမများနှင့် ဆက်သွယ်ချိတ်ဆက်မှုကို တည် ဆောက်ပေးသည်။					

Appendix J

IOC of Students' Opinion Questionnaire

No.	Students' Opinion Questionnaires	Expert 1	Expert 2	Expert 3	IOC	Remark
Part I: Opinion Toward the Teacher's Instruction						
1	The lessons were interesting.	+1	+1	+1	1	Congruent
2	The teacher's lesson plans were attractive.	+1	+1	+1	1	Congruent
3	The teacher's teaching method is helpful.	+1	+1	+1	1	Congruent
4	The teacher supports my learnings.	+1	+1	+1	1	Congruent
5	The lessons are useful in my daily life.	+1	+1	+1	1	Congruent
Part II: Opinion Toward Classroom Activities						
6	I can speak English a lot in class.	+1	+1	+1	1	Congruent
7	Homework is useful.	+1	+1	+1	1	Congruent
8	My partner in class helps me to speak and learn.	+1	+1	+1	1	Congruent
9	My group in class helps me practice and think.	+1	+1	+1	1	Congruent
10	I can speak and share my knowledge in class to help students and teacher.	+1	+1	+1	1	Congruent
Part III: Opinion Toward the Effectiveness of Online Collaborative Learning (OCL)						
11	OCL will continue to improve my learning in the future.	+1	+1	+1	1	Congruent
12	OCL will continue to improve my English speaking skill.	+1	+1	+1	1	Congruent
13	OCL will continue to improve my skill to use the internet.	+1	+1	+1	1	Congruent
14	OCL will continue to improve my general IT skills.	+1	+1	+1	1	Congruent
15	OCL builds connection with other students and teacher.	+1	+1	+1	1	Congruent
Overall					1	Congruent

Appendix K

Students' Opinion One-On-One Interview

INSTRUMENT: Students' Opinion One-on-one Interview
Subject: English-speaking
Level: Elementary English (Beginner Level-2)
Material: One-on-one interview
Objective: To examine Students' opinions toward Online Collaborative Learning (OCL) after implementation

No.	Students' Opinion One-on-one Interview
1.	What do you think about the online collaborative learning method in developing English speaking skills? (အင်္ဂလိပ်စကားပြောစွမ်းရည်ကိုဖွံ့ဖြိုးတိုးတက်စေရန် အွန်လိုင်း ပူးပေါင်းသင်ယူခြင်းစနစ်နှင့်ပတ်သက်၍ သင်မည် သို့ ထင်မြင်ပါသနည်း။) [**Prompts are:** (i) Do you think the lessons are helpful? Why? (ii) Which of 4 lessons are the most important for you? Why? (iii) Do you think working in pairs is useful? Why? (iv) Do you think working in groups is useful? Why? (v) Do you think OCL is useful? Why? (vi) Do you think OCL is helpful? Why? (vii) Do you have more opinion to share?

Appendix L

IOC of Students' Opinion One-On-One Interview

No.	Students' Opinion An open-ended one-on-one interview question	Expert 1	Expert 2	Expert 3	IOC	Remark
1	What do you think about the online collaborative learning method in developing English speaking skills? [Prompts are: (i) Do you think the lessons are helpful? Why? (ii) Which of 4 lessons are the most important for you? Why? (iii) Do you think working in pairs are helpful? Why? (iv) Do you think working in groups are helpful? Why? (v) Do you think OCL is useful? Why? (vi) Do you think OCL is helpful? Why? (vii) Do you have more opinion to share?	+1	+1	+1	1	Congruent

Appendix M

Experts Who Validated Instruments

No.	Expert Name	Qualification / Position Title	Institution
1	Lynn Allan Claude Vasey	Academic Coordinator 2005 - 2017	School for Shan State Nationalities Youth
2	Ven Nyarti Kham	MA in Counselling psychology MA in Philosophy and Religion Master of in Management BA in Professional writing	La Sierra University, Riverside, California, USA Southern New Hampshire University, New Hampshire, USA
3	Sai Hseng Mao	Master of Education in Digital Learning	Monash University, Melbourne, Australia

Appendix N

Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.900	.907	15

Biography

Name	Nang Aye Aye Than
Date of birth	August 8, 1993
Place of birth	Nyaung Shwe, Shan State, Myanmar
Education background	Taunggyi University, Myanmar
	Bachelor of Science in Chemistry, 2014
	Rangsit University, Thailand
	Master of Education in Curriculum
	and Instruction, 2023
Scholarship	EBO Foundation Scholarship, 2021
	SCA-UK Association Education Fund, 2021
Address	Nyaung Shwe, Shan State, Myanmar
Email Address	missorchid2535@gmail.com